

CENTRAL UNIVERSITY OF PUNJAB



**M. A. Politics and International Relations
(Programme Code: MA-PIS-F)
Batch (2026-2028)**

**School of International Studies
Department of South and Central Asian Studies**

MISSION OF THE DEPARTMENT

M1	Make competent teachers with high level of professional, moral and ethical values
M2	Impart highest standards in theoretical as well as practical knowledge and skill set

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

M.A. in Politics and International Relations nurtures the ability of the students by making them capable of grasping the theoretical knowledge and the analytical skills related to geopolitics. After the successful completion of the programme, students will be able to:

PEO 1	Develop the ability to understand and comprehend the existing theories and literature of various aspects of international relations.
PEO 2	Familiarise themselves with the relevant research apart from updating themselves with the developments
PEO 3	Examine and analyse the political issues, challenges and problems at the national, regional and global levels
PEO 4	Demonstrate competence in research writing skills on the subject that will enhance their capability of working with various think tanks
PEO 5	Demonstrate consciousness and knowledge of duties and responsibilities of a citizen towards the state and society.

PROGRAMME SPECIFIC OUTCOMES

Students would be able to:

PSO 1	Become familiar with the concepts and theories in international politics
PSO 2	Apply the theoretical knowledge to the issues and challenges in world politics
PSO 3	Develop capacities to research individually and in groups on different aspects of geopolitics and international law
PSO 4	Prepare questionnaires and field surveys apart from analysing the data collected for Project Dissertations and research papers
PSO 5	Give references in their Dissertations in different referencing styles

SEMESTER-I

Course Code	Course Title	Type of Course	L	T	P	Cr
Discipline Specific Core						
MPOL. 402	Political Institutions in India	DSC	4	0	0	4
MPOL. 519	Theories of International Relations	SEC	4	0	0	4
MPIS. 526	Great Power Politics and International Relations	DSC	4	0	0	4
MPIS. 541	Public International Law	DSC	4	0	0	4
Discipline Electives (choose any one from the below given courses)						
Course Code	Course Title	Elective	L	T	P	Cr
MPOL.520	Gender and Politics in India	DE	3	0	0	3
MPIS.522	Indian Diplomacy	E	3	0	0	3
MPIS.523	Political Systems in South Asia	E	3	0	0	3
MPOL.524	India and Neighbours	E	3	0	0	3
MPIS.525	Peace and Conflict Studies	E	3	0	0	3
MPIS.534	India and Southeast Asia	E	3	0	0	3
MPIS.538	Cold War, New Cold War and Neutrality	E	3	0	0	3
Remedial Teaching						
MPOL.XXX	Individualized Education Plan (Non Credit Course)	—	0	2	0	0
Total Credits			19	0	0	19

SEMESTER –II

Course Code	Course Title	Type of Course	L	T	P	Cr
MPOL.517	India's Foreign Policy	DSC	4	0	0	4
MPIS. 531	International Organisations	DSC	4	0	0	4
MPOL.518	Research Methodology	SEF	4	0	0	4
MPIS.539	Sustainable Development Goals in India	AEC	3	0	0	3
Discipline Electives (choose any one from the below given courses)						
MPIS.517	South Asia in Global Geopolitics	E	3	0	0	3
MPIS.519	Strategic Thinking and Culture	E	3	0	0	3
MPIS.520	Geopolitics	E	3	0	0	3
MPIS.527	Issues & Challenges in Contemporary International Relations	E	3	0	0	3
MPIS.540	Geopolitics of Central Asia	E	3	0	0	3
MPIS.530	India and West Asia	E	3	0	0	3
MPIS.533	State and Security in Caucasus Region	E	3	0	0	3
MPIS.537	Geopolitics of Caspian and Black Sea Region	E	3	0	0	3
MPIS.542	Multidimensional Approaches to Security	E	3	0	0	3
Interdisciplinary courses (For the students of other Departments)						
XXXX	IDC/ SWAYAM-MOOC	IDC	2	0	0	2
MPOL.506	Introduction to International Relations	IDC	2	0	0	2

MPOL.507	Introduction to South Asia	IDC	2	0	0	2
MPOL.508	Introduction to Climate Politics	IDC	2	0	0	2
MPOL.509	War and Peace in International Relations	IDC	2	0	0	2
MPOL.XXX	Individualized Education Plan (Non Credit Course)	–	0	2	0	0
Total Credit			20			20

The MOOC Course can be opted by the student as per the availability of the MOOC Courses with consultation of the MOOC Coordinator of the Department.

https://onlinecourses.swayam2.ac.in/cec22_ge01/preview

** https://onlinecourses.swayam2.ac.in/nou23_lg28/preview

For Multiple Exit Scheme for P.G. Diploma in Political Science

Course Code	Course Title	Type of Course	L	T	P	Cr
Choose any one from the below given courses						
MPOL.598	Project/Technical Report Writing	Skill Based	0	0	8	4
----	Central Government Policy Review	Skill Based	0	0	8	4
	MOOC ¹	Skill Based	4	0	0	4
	1. Academic Writing* (Credits-4)					
DCE- 01	2. General Principles of Writing**	Skill Based	4	0	0	4
Total Credits			4	0	8	4

The MOOC Course can be opted by the student as per the availability of the MOOC Courses with consultation of the MOOC Coordinator of the Department.

https://onlinecourses.swayam2.ac.in/cec22_ge01/preview

** https://onlinecourses.swayam2.ac.in/nou23_lg28/previe

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SEMESTER -III

Course Code	Course Title	Type of Course	L	T	P	Cr
MPIS.516	International Political Economy	DSC	4	0	0	4
MPOL.536	Comparative Political Analysis	DSC	4	0	0	4
POL.600	Research Proposal	AEC	3	0	3	3
MPOL.540	Political Entrepreneurship	AEC	2	0	0	2
MPOL.559	Academic Writing	AEC	3	0	0	3
Discipline Electives (choose any one from the below given courses)						
Course Code	Course Title	E	L	T	P	Cr
MPIS.521	Themes in National Security of India	E	3	0	0	3
MPIS.524	United Nations and Global Conflicts	E	3	0	0	3
MPIS.528	Global Governance	E	3	0	0	3
MPIS.529	Politics and Society in Russia	E	3	0	0	3
MPOL.530	Data Analysis for Politics	DE	3	0	0	3
MPIS.532	Maritime Security of India	E	3	0	0	3
MPIS.535	Geopolitics of the Indo-Pacific	E	3	0	0	3
MPIS.536	Russian Foreign and Security Policy	E	3	0	0	3
MPOL.560	Contemporary Political Dynamics of Central Asia	E	3	0	0	3
Value Added Course (VAC) for other departments (any one)						
POL. 504	Conflict and Ethics	VAC	2	0	0	2
POL. 505	Ethics and Governance	VAC	2	0	0	2
POL.	Universal Human Values	VAC	2	0	0	2
Total Credits			21	0	0	21

SEMESTER –IV

Course Code	Course Title	Type of Course	L	T	P	Cr
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MPOL. 599-2/MPOL.597-2	Dissertation / Internship	Skill Based	0	0	40	20
Total			0	0	0	20
Total Credits for M.A. Political Science Program: 80						

Abbreviation:

C: Core,

AEC: Ability Enhancement Course

SEC: Skill Enhancement Course

VAC: Value Added Course

MOOC: Massive Open Online Course,

L: Lecture, **T:** Tutorial, **P:** Practical

Important Notes:

1. UGC Curriculum and Credit Framework for Postgraduate Programmes (PGCF) shall be implemented from 2025-26 academic session.
2. Total Programme Credits = 80
3. Group Dissertation may be opted, with a group consisting of a maximum of four students. These students may work using a single approach or multidisciplinary approach. Research projects can be taken up in collaboration with industry or in a group from within the discipline or across the discipline.
4. The discipline elective courses will be offered as per the availability and the workload of the faculties in the department.

Multiple Entry and Exit

1. There is the provision of admission into the 2nd year, having qualified for a 4-year UG Programme, subject to satisfying the admission rules of the UGC/University.
2. Similarly, there shall be one exit point for those who join the two-year Master's programme, that is, at the end of the first year of the Master's programme. Students who exit after the first year shall be awarded the Post-Graduate Diploma in Politics & IR.

MOOC-SWAYAM COURSE:

1. The university has adopted SWAYAM Courses for Credit Transfer as per the UGC (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021.
2. It is mandatory for students to complete at least one course on SWAYAM platform accompanied by credit transfer. The students shall be responsible for the payment of fees for courses on SWAYAM.

3. As resolved in the regulations, up to 40% of the total credits of the PG program (excluding dissertation credits) can be earned via SWAYAM mode.
4. MOOC may be taken in lieu of any course, but the content of that course should match a minimum of 70%. The SCAS Department will do mapping, and students will be informed accordingly.
5. The fee for the MOOC Course opted would be paid by the student himself/herself, and it will not have any financial bearing on the University.
6. Students are encouraged to take skill-based courses on SWAYAMPLUS platform.

Remedial Teaching:

The Curriculum has adopted Remedial Teaching/Non-Credit Hours.

- One non-credit hour (two contact hours) for Individualized Education Plan/tutorial added for remedial teaching to cater to the learning needs of all the learners.

- Objective of this class is to facilitate the students to understand the concepts better, absorb and assimilate the content more effectively during extra hours. Two hours per week will be assigned and also marked in the timetable.

Examination pattern and evaluation for Masters' students

Formative Evaluation: Internal assessment shall be 25 marks using any two or more of the given methods: tests, assignments, term paper, presentations etc. The Mid-semester test (MST) shall be descriptive type of 25 marks including short answer and essay type except for some courses as given in the table below. Each answer shall carry maximum weightage of five marks in MST. The teachers shall have the flexibility to decide on the number of questions and distribution of marks following above guidelines.

Summative Evaluation: The End semester examination (ESE) shall be 50 marks with upto 100% descriptive type and upto 30% objective type shall be conducted at the end of the semester. The objective type shall include a few words (very short) answers, fill-in the blanks, MCQs', and matching. Each answer shall carry weightage of upto two marks depending on the level of difficulty. The descriptive type shall include short answer and essay type questions. Each answer shall carry maximum weightage of ten marks in ESE. The teachers shall have the flexibility to decide on the number of questions and distribution of marks following above guidelines.

Questions for exams and tests shall be designed to assess course learning outcomes along with focus on knowledge, understanding, application, analysis, synthesis, and evaluation.

The evaluation for IDC, VAC and entrepreneurship, innovation and skill development courses (<2 credits) shall include MST (50 marks) and ESE (50 marks). The pattern of examination for both MST and ESE shall be the same as given in the table below.

Evaluation of dissertation proposal and presentation in the third semester shall include 50% weightage by supervisor and 50% by HoD and senior-most faculty of the department. The evaluation of dissertation in the fourth semester shall include 50 marks for continuous evaluation by the supervisor for regularity in work, mid-term evaluation, report of dissertation, presentation, and final viva-voce; 50 marks (50% weightage) by an external expert shall be based on report of dissertation (25 marks), presentation (10 marks), novelty/originality (5 marks) and final viva-voce (10 marks). The external expert may attend final viva-voce through offline or online mode.

Examination pattern from 2025-26 session (Tabulated form)

Core, Discipline Elective, and Compulsory Foundation Courses			IDC, VAC, and Entrepreneurship, Innovation and Skill Development Courses	
	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Various methods	-	-
Mid-semester test (MST)	25	Descriptive	50	Descriptive (upto 100%) Objective (upto 30%)
End-semester exam (ESE)	50	Descriptive (upto 100%) Objective (upto 30%)	50	Descriptive (upto 100%) Objective (upto 30%)

Dissertation Proposal (Third Semester)			Dissertation (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor/ Co-supervisor (s)	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce

HoD and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert	50	Report of the Dissertation (25), presentation (10), novelty/ originality (5) and final viva-voce (10)
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Marks for internship shall be given by the supervisor/internal mentor and external mentor.

SEMESTER-I

Course Title: Political Institutions in India

Course Code: MPOL. 402

Total Hours: 60

L	T	P	Cr
3	0	0	3

Course Learning Outcomes (CLO): At the end of the course, the students will be able to

CLO 01	Demonstrate a comprehensive understanding of the making of the Indian Constitution, and the composition and ideological foundations of the Constitutional Assembly.
CLO 02	Evaluate the Preamble of the Indian Constitution and scope and significance of Fundamental Rights and Duties
CLO 03	Analyse the roles and functions of the Union Executive, President, Prime Minister, and Council of Ministers, including the state executive and legislative
CLO 04	Able to evaluate and explain the Judiciary system, including the Supreme Court and High Court, Judicial Review, Judicial Activism, and Judicial Reforms

Course Contents:

Unit/Hours	Content	Mapping with CLOs	Bloom' Level
Unit I 15 Hours	Making of Indian Constitution: Historical, Cultural, and Colonial Legacy, Contribution of Nationalist Movement Constitutional Assembly: Composition, Ideological Moorings Learning Activities: Discussion and presentation with respect to evolution of the Constituent Assembly	CLO1	
Unit 2 15 Hours	Preamble Fundamental Rights and Duties Directive Principles of State Policy Learning Activities: Recording the experience and presentation wrt Preamble, Fundamental Right and Duties	CLO2	
Unit 3 15 Hours	Union Parliament: Structure, Role and Functioning, Parliamentary Committees Union Executive: President, Prime Minister and Council of Ministers Executive and Legislature in the States: Governor, Chief Minister and State Legislature Learning Activities: Visit to the State Legislature and Union Parliament and Recording of experience	CLO3	

Unit 4 15 Hours	Judiciary: Supreme Court, High Court, Judicial Review, Judicial Activism and Judicial Reforms Learning Activities: Evaluation of Judicial Review and Activism	CLO4	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning		

Suggested Readings:

1. Basu, D. D. (1955). Commentary on the constitution of India. Calcutta: Sarkar.
2. Basu, D. D. (2001). Shorter Constitution of India (13th ed.). Nagpur: Wadhwa and Company, Law Publishers.
3. Dua, B., & Singh, M. (2003). Indian federalism in the new millennium. New Delhi: Manohar Publishers & Distributors.
4. Hasan, Z., Sridharan, E., & Sudarshan, R. (2005). India's living constitution. London: Anthem.
5. Khan, R. (1997). Rethinking Indian federalism. Shimla: Inter-University Centre for Humanities and Social Sciences, Indian Institute of Advanced Study.
6. Pylee, M. (1962). India's Constitution. New York: Asia Pub. House.
7. Pylee, M. (1965). Constitutional government in India. Bombay: Asia Publishing House.
8. Saez, Lawrence. (2004). Federalism without a Center. New Delhi: Sage.
9. Shukla, V. (1964). The Constitution of India. Lucknow: Eastern Book Co.
10. Baud, I., & Wit, J. (2008). New Forms of Urban Governance in India. New Delhi: SAGE Publications.
11. Chandra, P. (1998). Modern Indian Political Thought. New Delhi: Vikas Pub. House.
12. Jayapalan, N. (2000). Indian Political Thinkers. Delhi: Atlantic Publishers and Distributors.
13. Krishna Shetty, K. (1969). Fundamental Rights and Socio-Economic Justice in the Indian Constitution. Allahabad: Chaitanya Pub. House.
14. Kumar, R. (2006). Modern Indian Political Thought. New Delhi.

15. G. Noorani. 2022. *Constitutional Questions in India: The President, Parliament and the States*. New Delhi: Oxford University Press.
16. Devesh Kapur, Pratap Mehta, Milan Vaishnav. 2018. Eds. *Rethinking Public Institutions in India*. New Delhi: Oxford University Press.
17. Udit Bhatia. 2018. *The Indian Constituent Assembly: Deliberations on Democracy*. London: Routledge.
18. Abhinav Chandrachud. 2023. *These Seats are Reserved: Caste, Quotas and the Constitution of India*. New Delhi: Oxford University Press.

L	T	P	Cr
4	0	0	4

Course Title: Theories of International Relations

Course Code: MPOL. 519

Total Hours: 45

Course Outcomes (CO): At the end of the course, the students will be able to

CO 01	Understand the importance of theories and theorising in international relations
CO 02	Differentiate between the various theories of IR and examine their strengths and weaknesses
CO 03	Analyse contemporary and historical international events from a variety of theoretical viewpoints
CO 04	Demonstrate the knowledge gained through the analysis of the international developments

Course Contents

Unit/Hours	Content	Mapping with CLOs

Unit I 15 Hours	Evolution of International Relations as A Discipline Levels of analysis, Making of the international system and society concepts of Superpower versus VishwaGurutav and world state versus VasudhaivaKutumbakam Learning Activities: Review of the articles on the role and the relevance of the theories	CO 1
Unit II 15 Hours	Ancient and Modern Indian Strategic Thoughts: Mahabhartas as a Political Text, Kautilya, Thiruvalluvar, Banabhatta Learning Activities: Examine Kautilya's Dharmayudh through an article review	CO 2, CO3 and CO4
Unit III 15 Hours	Idealism, Realism and Liberalism Learning Activities: Review of the articles on the differences between various theories	CO 2, CO 3 and CO4
Unit IV 15 Hours	Marxism, Social Constructivism and Critical theory Learning Activities: Examine the great debates in international relation theories	CO 2, CO 3 and CO4
Transactional Modes:	Lectures, Seminar, Group Discussion, Seminar, Peer Group Discussion, Mobile Teaching, Self-learning.	

Suggested Readings:

1. Kanti Bajpai and Amitabh Mattoo (Eds.) *Securing India: Strategic Thought and Practice* (New Delhi: Manohar Publishing Press, 1996).
2. Baylis, J., Smith, S., & Owens, P. (2013). *The globalization of world politics: An introduction to international relations*. Oxford University Press.
3. Bakshi, G.D. (1990) *Mahabharata, a Military Analysis*, Lancer International, Delhi.
4. Dikshitar V..R .Ramchandra (1987), *War in Ancient India*, MacMillan and Co. Ltd, Delhi

- 5.Woods, N. (1999). Order, globalization, and inequality in world politics. In *Inequality, globalization and world politics* (pp. 8-35). Oxford University Press.
- 6.Dunne, T., Kurki, M., & Smith, S. (2013). *International relations theories*. Oxford University Press.
- 7.Dunne, Tim, MiljaKurki and Steve Smith (eds.). (2010). *International Relations Theories: Discipline and Diversity*, 2nd ed. Oxford: Oxford University Press.
- 8.Stengel, F. A., Dunne, T., Kurki, M., & Smith, S. (2007). *International Relations Theories. Discipline and Diversity*.
- 9.Baylis, J., Smith, S., & Owens, P. (2013). *The globalization of world politics: An introduction to international relations*. Oxford University Press.
- 10.Jackson, R., &Sørensen, G. (2016). *Introduction to international relations: theories and approaches*. Oxford University Press.
- 11.Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Nardin, T. et. al. (2013). *Theories of international relations*. Palgrave Macmillan.
- 12.Boucher, D. (1998). *Political theories of international relations* (Vol. 383). Oxford: Oxford University Press.
- 13.Fearon, J. D. (1998). Domestic politics, foreign policy, and theories of international relations. *Annual Review of Political Science*, 1(1), 289-313.
- 14.Nicholson, M. (1998). Theories of international relations. In *International Relations* (pp. 90-119). Macmillan Education UK.
- 15.Keohane, Robert O., and Lisa L. Martin, (1995). "The promise of institutionalist theory" *International Security* 20. (1). 39-51.
- 16.Keohane, Robert O. (1995). *International Institutions and State Power: Essays in International Relations Theory*. Boulder, CO: Westview Press.
- 17.Krasner, Stephen D., ed., (1989). *International Regimes*. Ithaca, NY: Cornell University Press, 1983.
- 18.Buzan, Barry, (2001). 'The English School: An Underexploited Resource in IR', *Review of International Studies*, 27. (3). 471-488.
- 19.Clark, Ian, (2009). 'Towards an English School Theory of Hegemony', *European Journal of International Relations* 15. (2). 203-228.
- 20.Wendt, Alexander, (1992). 'Anarchy is What States Make of It: The Social Construction of Power Politics', *International Organization* 46., 391-426.
- 21.Tickner, J. Ann, (1997). "You just don't understand: troubled engagements between feminists and IR theorists." *International Studies Quarterly* 41(4). 611-632.
- 22.Robert Jervis, (1982). "Security Regimes", *International Organization*, 36 (2). 357-378
- 23.Stephen D. Krasner, (1982). "Structural Causes and Regime Consequences: Regimes as Intervening Variables", *International Organization*, 36 (2). 185-205
- 24.Keohane, Robert, ed., (1986). *Neorealism and Its Critics*, NY: Columbia University Press.
- 25.Bull, Hedley, (1977). *The Anarchical Society*. London: Palgrave, especially pp. 3-21.
- 26.Buzan, Barry, (2004). *From International to World Society?* Cambridge University Press.

27. Mohan, C. R. (2012). *Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific*. Brookings Institution Press.
28. Malone, D. M., Mohan, C. R., & Raghavan, S. (Eds.). (2015). *The Oxford handbook of Indian foreign policy*. OUP Oxford.
29. Jaishankar, S. (2022). *The India Way: Strategies for an Uncertain World*. India: HarperCollins Publishers India.
30. Jaishankar, S. (2024). *Why Bharat Matters*. India: Rupa Publications India Pvt. Limited.
31. Jaishankar, S. (2021). *Parivartansheel Vishwa Mein Bharat Ki Ranneeti*
32. Dunne, T. (2024). *International relations theories: Discipline and diversity*. Oxford University Press.
33. Mohammad, E. Y. (2025). The Place of Culture in International Relations Theories. *EuroGlobal Journal of Linguistics and Language Education*, 2(2), 105-123.

Course Title: Great Power Politics and International Relations

L	T	P	Cr
4	0	0	4

Course Code: MPIS. 526

Total Hours: 60

Course Outcomes (CO): At the end of the course, the students will be able to

CO 01	Identify emerging major themes of a great power system
CO 02	Understand the interlinkages between economic and military aspects of a great power system
CO 03	Apply theoretical knowledge on the establishment of a new international order
CO 04	Deconstruct the existing realities of the international system to generate a strategic foresight

Course Contents

Unit/Hours	Content	Mapping with COs

Unit I 15 Hours	Concepts of great, middle and rising powers Sources of great power, Concepts and emerging debates of Balance of Power, Hegemony and Transition Learning Activity: Discussion on what are great powers	CO1 and CO4
Unit 2 15 Hours	Global economy and economic statecraft Military power, arms race, nuclear weapons, deterrence and alliance system Learning Activity: Debate on the interdependencies and Ukraine conflict	CO2, CO3 and CO4
Unit 3 15 Hours	Power shifts - graceful decline or a conflictual one? Transitions in the world order; war and rivalry Learning Activity: Article review on the Iraq war	CO3 and CO4
Unit 4 15 Hours	Relative decline of the U.S. and its credibility Economic, Technological and Military Rise of China Sino Russo strategic synergy and international security Learning Activity: Article review on the decline of the U.S. and the rise of China	CO2, CO3 and CO4
Transactional Modes:	Lectures, Group Discussion, Seminar, Peer Group Discussion	

Suggested Readings

1. Brooks, S. G., & Wohlforth, W. C. (2015). The Rise and Fall of the Great Powers in the Twenty-first Century. International Security, 40(3), 7–53. https://doi.org/10.1162/ISEC_a_00225

2. Cooley, A. (2015). Countering Democratic Norms. *Journal of Democracy*, 26(3), 49–63.<https://doi.org/10.1353/jod.2015.0049>
3. Drezner, Daniel W. 2019. “Counter-Hegemonic Strategies in the Global Economy.” *Security Studies* 28(3): 505-531.
4. Gilpin, Robert. 1988. “The Theory of Hegemonic War.” *The Journal of Interdisciplinary History* 18(4): 591-613.
5. Goldstein, A. (2013). China’s Real and Present Danger. *Foreign Affairs*, 92(5), 136.
6. International Institute for Strategic Studies. 2020. “Chapter 2: Comparative Defence Statistics.” *The Military Balance*: 21-27.
7. Kirshner, Jonathan. 2019. “Handle Him with Care: The Importance of Getting Thucydides Right.” *Security Studies* 28(1): 1-24. *
8. Krickovic, A. (2017). The Symbiotic China-Russia Partnership: Cautious Riser and Desperate Challenger. *Chinese Journal of International Politics*, 10(3), 299–329. <https://doi.org/10.1093/cjip/pox011>
9. Layne, Christopher. 1993. “The Unipolar Illusion: Why New Great Powers Will Rise.” *International Security* 17(4): 5-51.
10. Levy, Jack, and William R. Thompson. 2005. “Hegemonic Transition Threats and Great Power Balancing in Europe, 1495-1999.” *Security Studies* 14(1): 1-33.
11. Mearsheimer, J. J. (2019). Bound to Fail: The Rise and Fall of the Liberal International Order. *International Security*, 43(4), 7–50.https://doi.org/10.1162/isec_a_00342
12. Mearsheimer, John J. 2014. *The Tragedy of Great Power Politics* (Revised Edition). New York: W. W. Norton & Company. Chapter 1: “Introduction”; Chapter 2: “Anarchy and the Struggle for Power.”
13. Mearsheimer, John J. 2014. *The Tragedy of Great Power Politics* (Revised Edition). New York: W. W. Norton & Company. Chapter 10: “Can China Rise Peacefully?”
14. Morgenthau, Hans J. 2005. *Politics Among Nations: The Struggle for Power and Peace* (Seventh Edition). Boston: McGraw Hill. “Chapter 1: Six Principles of Political Realism,” pp. 3-16
15. Paul, T.V., Deborah Welch Larson, and William C. Wohlforth, eds. 2014. *Status in World Politics*. New York: Cambridge University Press. Chapter 1: “Introduction,” pp. 3-29
16. Sears, Nathan Alexander. 2020. “International Politics in the Age of Existential Threats.” *Journal of Global Security Studies* 0(0): 1-23.
17. Tannenwald, Nina. 2018. “How Strong Is the Nuclear Taboo Today?” *The Washington Quarterly* 41(3): 89-109

18. Troxell, John F. 2006. "Military Power and the Use of Force." In U.S. Army War College Guide to National Security Policy. Strategic Studies Institute, U.S. Army War College.
19. Waltz, Kenneth N. 1990. "Nuclear Myths and Political Realities." The American Political Science Review 84(3): 731-745.
20. Wendt, Alexander. 1992. "Anarchy Is What States Make of It: The Social Construction of Power Politics." International Organization 46(2): 391-425.
21. Wohlforth, William. 2009. "Unipolarity, Status Competition, and Great Power War." World Politics 61(1): 28-57.

L	T	P	Cr
3	0	0	3

Course Title: Public International Law

Course Code: MPIS. 541

Total Hours: 45

Course Learning Outcomes (CLearning): At the end of the course, the students will be able to

CLO 01	Acquire in-depth knowledge of the sources of international law, subjects of international law, the institutional framework and dispute resolution framework
CLO 02	Identify the development and nature of public international law, as well as distinctive elements of international legal reasoning
CLO 03	Examine and elaborate the rules relating to jurisdiction, the relationship between national and international law, state responsibility and responses to breaches of international obligations.
CLO 04	Analyse the challenges faced by the countries in the execution of International Law

Course Contents

Unit/Hours	Content	Mapping with CLOs

Unit I 15 Hours	Public International law: Meaning, Nature, origin, Definition, Development of International Law and Sources Distinction between Private and Public International Law Learning Activities: Class discussion on the attributes of international law	CLO1
Unit II 10 Hours	Relationship Between Municipal Law and International law. Subjects of International law Nationality: Meaning, its Determination, Double Nationality, Statelessness and Expatriation. Learning Activities: Preparation of a concept note on the interlinkages of national and international law and finding out the case studies related to Nationality	CLO1
Unit III 10 Hours	Piracy and Hijacking Diplomatic Agents: Meaning, Types and Immunities Extradition and Asylum Learning Activities: Discussion on the atrocities committed on the martyrs of Kargil War	CLO1, CLO2, CLO3 and CLO4
Unit IV 10 Hours	Laws of War, Effects of War, War Crimes and Enemy Character, Settlement of International Disputes: PCA, PCIJ, ICJ, ICC and Prize Courts Learning Activities: Article review on South China Sea Dispute	CLO1, CLO2, CLO3 and CLO4

Transactional Modes:	Lectures, Seminar, Group Discussion, Seminar, Peer Group Discussion, Mobile Teaching, Self-learning.	
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Suggested Readings:

- 1.J. N. Pandey (2025). Constitutional Law of India. Central Law Agency
- Malcolm Nathan Shaw, (2013). International Law, Cambridge University Press.
- 2.Tim Hillier, (1998). Sourcebook on Public International Law, Routledge.
- 3.Ian Brownlie, (2008). Principles of Public International Law, Oxford University Press.
- 4.H.O. Agarwal, (2000). International Law & Human Rights, Central Law Publications'
- 5.Ian Brownlie, (2008). Basic Documents in International Law, UK: Oxford University Press.
- 6.Dixon, M. (2013). Textbook on international law. Oxford University Press.
- 7.Lauterpacht, H. (2012). Recognition in international law (Vol. 3). Cambridge University Press.
- 8.Chen, L. C. (2014). An introduction to contemporary international law: a policy-oriented perspective. Oxford University Press.
- 9.Goldsmith, J. L., & Posner, E. A. (2005). The limits of international law (Vol. 199). Oxford: Oxford University Press.
- 10.Ian Brownlie, (2008). Basic Documents in International Law, Oxford University Press.
- 11.Verzijl, J. H. W. (1970). International law in historical perspective (Vol. 3). Brill Archive.
- 12.Setear, J. K. (1996). Iterative Perspective on Treaties: A Synthesis of International Relations Theory and International Law, An. Harv. Int'l. LJ, 37, 139.

Discipline Electives (choose anyone from the the below given courses)

L	T	P	Cr
3	0	0	3

Course Name: Gender and Politics in India

Course Code: POL.518

Course type: Elective

Total Hours: 45

Course Learning Outcomes:

After completion of the course, students will be able to:

CLO1: Explain the concepts, approaches, and major debates in Gender Politics.

CLO2: Analyze the relationship between gender, democracy, citizenship, political participation, and representation in India.

CLO3: Evaluate public policies and governance mechanisms related to gender justice and inclusion in India.

CLO4: Critically assess gender movements, identity politics, and contemporary political challenges in India

Units/ Hours	Contents	CLO	Bloom Level
UNIT I (15 Hours)	Foundations of Gender Politics • Meaning, Nature, Scope, and Significance of Gender Politics • Origin and Evolution of Gender Politics • Gender as a Political Category • Major Approaches to Gender Politics: Liberal, Marxist, Socialist, Radical, Dalit, and Queer Perspectives • Feminist Political Thought in India Learning Activity: Concept Mapping, Classroom Discussion, Reflective Writing, Seminar Presentation	CLO -1	Remember, Understand
UNIT II (15 Hours)	Gender and Political Representation in India • Women's Political Participation in India • Women's Representation in Parliament and State Legislatures • Panchayati Raj Institutions and Grassroots	CLO2	Analyze, Apply

	Democracy • Gender, Electoral Politics, and Political Leadership • Representation of Marginalized Women • LGBTQIA+ Political Rights in India Emerging Contemporary Issues- Women's Reservation Act, Gender Quotas Learning Activity: Case Study Analysis, Group Discussion, Policy Analysis, Field Observation Report		
UNIT III (15 Hours)	Gender, Governance, and Public Policy • Gender and Public Policy: Concepts and Frameworks • Policies: Education, Health, Labour, and Social Welfare • Gender, Media, and Digital Politics • Gender and Human Rights Frameworks • State, Law, and Gender Justice Learning Activity: Critical Review, Debate Session, Comparative Analysis, Seminar Presentation	CLO3	Evaluate
UNIT IV (15 Hours)	Contemporary Political Issues Political Women's Movements in India Cyber Harassment, Digital Surveillance and	CLO-4	Create

	Gender Role of Women in Indian Foreign Policy • Gender and Identity Politics • Dalit, Tribal, Minority, and Queer Movements • Cyber Feminism and Digital Activism • Gender Violence and Resistance Politics • Emerging Issues and Future Challenges in Gender Politics Learning Activity: Critical Review, Debate Session, Comparative Analysis, Seminar Presentation		
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L	T	P	Cr
3	0	0	3

Course Title: Indian Diplomacy

Course Code: MPIS. 522

Total Hours: 45

Course Learning Outcomes (CLO): At the end of the course, the students will be able to

CLO 01	Explain the meaning, evolution, principles, and traditions of diplomacy in relation to Indian foreign policy.
CLO 02	Analyze India's use of cultural and soft power diplomacy in South Asia, Southeast Asia, and Central Asia.
CLO 03	Evaluate India's military and strategic diplomacy with Pakistan and China in the context of regional security and geopolitics.
CLO 04	Formulate critical perspectives on India's health diplomacy and contemporary diplomatic challenges in global politics.

Course Contents:

Unit/Hours	Content	Mapping with COs	BLO
Unit I 15 Hours	Diplomacy: Meaning, Concept, Evolution Diplomacy in Indian Tradition: Kautilya, Manu, Ved Vyas Foreign Policy vs Diplomacy; Types of Diplomacy Learning Activity : Preparation of the concept note	CLO 1	Remember, Understand

Unit 2 10 Hours	Culture as a Soft Power Tool India Culture Diplomacy: South Asia, South East Asia and Central Asia Exercise: Evaluation of the culture as a soft power tool and cultural diplomacy	CLO 2	Analyze, Apply
Unit 3 10 Hours	India's Military Diplomacy and Pakistan India's Military Diplomacy and China Exercise: Interview of strategic expert wrt India, Pakistan and China issues	CLO 3	Evaluate
Unit 4 10 Hours	Health, Environmental and Energy Diplomacy Exercise: Prepare the list of pandemics and evaluation of the health diplomacy	CLO4	Create
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning		

Suggested Readings:

1. Abhyankar, R. M. (2018). *Indian Diplomacy: Beyond Strategic Autonomy*. Oxford University Press.
2. Adams, V., Novotny, T. E., & Leslie, H. (2008). Global health diplomacy. *Medical Anthropology*, 27(4), 315-323.

- 3.Ansari, M. H. (2011). The Challenges to Indian Diplomacy in the Twenty-first Century. *Indian Foreign Affairs Journal*, 6(1), 28.
- 4.Arya, A. (2021). AYUSH and Its Significance in Health Diplomacy. *Science Diplomacy*, 45.
- 5.Cavaliero, R. E. (1986). Cultural diplomacy: The diplomacy of influence. *The Round Table*, 75(298), 139-144.
- 6.Datta-Ray, D. K. (2013). The analysis of the practice of Indian diplomacy. *Political Science Vol. 4: India Engages the World, Diplomacy, Modernity, Resilience*.
- 7.Datta-Ray, D. K. (2015). *The making of Indian diplomacy: A critique of Eurocentrism*. Oxford University Press.
- 8.Hall, I. (2012). India's new public diplomacy. *Asian Survey*, 52(6), 1089-1110.
- 9.Isar, Y. R. (2017). Cultural diplomacy: India does it differently. *International Journal of Cultural Policy*, 23(6), 705-716.
- 10.Kapur, A. (1990). Indian Diplomacy. *Journal of Asian and African Studies*, 25(1-2), 27-41.
- 11.Kissinger, H. (1994). *Diplomacy*. Simon and Schuster.
- 12.Malone, D. M. (2011). Soft power in Indian foreign policy. *Economic and Political Weekly*, 35-39.
- 13.Mathur, D. B. (1962). Some Reflections on Ancient Indian Diplomacy. *The Indian Journal of Political Science*, 23(1/4), 398-405.
- 14.Muthanna, K. A. (2011). Military diplomacy. *Journal of Defence Studies*, 5(1), 1-15.
- 15.Pattanaik SS. COVID-19 Pandemic and India's Regional Diplomacy. *South Asian Survey*. 2021; 28(1):92-110
- 16.Paul, T. V. (2014). Indian soft power in a globalizing world. *Current History*, 112(751), 157-162.
- 17.Sharun, K., & Dhama, K. (2021). COVID-19 vaccine diplomacy and equitable access to vaccines amid ongoing pandemic. *Archives of Medical Research*.
- 18.SIBAL, K. (2019). The Role of Military Diplomacy in India's Foreign Policy. *World Affairs: The Journal of International Issues*, 23(1), 24-37.
- 19.Sullivan, K. (2014). Exceptionalism in Indian diplomacy: The origins of India's moral leadership aspirations. *South Asia: Journal of South Asian Studies*, 37(4), 640-655.
- 20.Vaidyanathan, V. (2019). Indian health diplomacy in East Africa: Exploring the potential in pharmaceutical manufacturing. *South African Journal of International Affairs*, 26(1), 113-135.
- 21.Wagner, C. (2010). India's soft power: Prospects and limitations. *India Quarterly*, 66(4), 333-342.

Course Title: Political Systems in South Asia

Course Code: MPIS. 523

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Outcomes (CO): At the end of the course, the students will be able to

CO 01	Analyse South Asian constitutionalism models and their determinants. Analyse how constitutionalism affects democracy, human rights, and the rule of law in the region. Assess a region's geopolitics
CO 02	Critically analyse the comparative forms of the governments in South Asia
CO 03	Critically analyse the comparative forms of Political Parties and Party System in South Asian Countries
CO 04	Critically evaluate the emergence of democratic setup in South Asia

Course Contents:

Unit/Hrs	Content	CLO	BL
Unit I 15 Hours	Conceptual Foundations of Political Systems in South Asia Meaning, Nature and Scope of Political Systems; Approaches to Comparative Politics; Historical and Colonial Legacy in South Asia; State Formation and Nation-Building;	CLO 01	Remember and Understand

	Constitutionalism and Political Development in South Asia Learning Activities: Evaluation of the geopolitical determinants of the region and constitutionalism.		
Unit 2 10 Hours	Political Institutions and Political Parties in South Asia India and Pakistan: Governance Structures; Legislature, Executive and Judiciary; Political Parties Learning Activities: Preparation and presentation of comparative reports on different forms of governments.	CO 02	Analyze, Apply
Unit 3 10 Hours	Political Institutions and Political Parties in South Asia Political Transformations and Formation of Governments: Afghanistan, Nepal and Bhutan: Emergence of Political Parties: Afghanistan, Nepal and Bhutan:	CO 03	Evaluate
Unit 4 10 Hours	Geopolitics of SAARC India's Political Role in South Asia; Major Powers and the South Asia Contemporary Geopolitical Issues Border Conflicts and Security Politics; Contemporary Challenges: Migration, Populism, Authoritarianism and Democratic Backsliding Learning Activities: Preparation and presentation of comparative report on Political Parties and	CO 04	Evaluate and Create

	Party System		
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Self- Learning and Project Method		

Suggested Readings:

1. Baxter, C. (Ed.). (2002). Government and Politics in South Asia. Westview Press.
2. Ahmed, N., & Norton, P. (2013). Parliaments in Asia. Routledge.
3. Alavi, H., & Shanin, T. (Eds.). (1982). Introduction to the Sociology of "Developing Societies" (pp. 289-307). Monthly Review Press.
4. Almond, G. A., & Coleman, J. S. (Eds.). (2015). The politics of the developing areas. Princeton University Press.
5. Bahadur, K. (1998). Democracy in Pakistan: Crises and Conflicts. Har-Anand Publications.
6. Eckstein, H., & Apter, D. E. (Eds.). (1963). Comparative politics: a reader. Free Press.
7. Chadda, M. (2000). Building Democracy in South Asia: India, Nepal, Pakistan. Lynne Rienner Publishers.
8. Phadnis, U., & Ganguly, R. (2001). Ethnicity and nation-building in South Asia. Sage.
9. Gardezi, H. N., & Rashid, J. (Eds.). (1983). Pakistan, the roots of dictatorship: The political economy of a praetorian state. Zed Press.
10. Hagerty, D. T. (2005). South Asia in world politics. Rowman & Littlefield Publishers.
11. Ghosh, P. S. (1989). Cooperation and conflict in South Asia (No. 21). Technical Publications.
12. Jalal, A. (1995). Democracy and authoritarianism in South Asia: A comparative and historical perspective (Vol. 1). Cambridge University Press.
13. Phadnis, U., & Ganguly, R. (2001). Ethnicity and nation-building in South Asia. Sage.
14. Stern, R. W. (2001). Democracy and dictatorship in South Asia: dominant classes and political outcomes in India, Pakistan, and Bangladesh. India Research Press.
15. Wilson, A. J., & Dalton, D. (1989). The States of South Asia: Problems of National Integration: Essays in Honour of WH Morris-Jones. University of Hawaii Press.

L	T	P	Cr
3	0	0	3

Course Title: India and Neighbours

Course Code: MPOL. 524

Time: 45

Learning Outcomes: The students would be able to:

CLO 1: Understand the emergence of India as a civilization state and its multidimensional influences on its neighbours

CLO 2: Critically evaluate India's regional and geographical issues with neighbouring countries

CLO 3: Critically analyse the multi-dimensional engagements between India and Regional Organizations

CLO 4: Critically examine the non-traditional security threats being faced by India and Its Neighbours

Course Contents:

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	India as a Civilizational State Geopolitical Importance of India and South Asia India's Cultural and Historical Linkages with Neighbouring Countries Learning Activities • Concept note on Civilizational State • Map presentation on India's neighbourhood	CLO 1

Unit 2 10 Hours	India–Pakistan Relations: Kashmir, Cross-border Terrorism, Hydro Politics India–China Relations: Border Dispute India–Bangladesh Relations: Teesta Water Dispute and Migration India–Sri Lanka Relations: Tamil Issue Learning Activities Preparation of issue-wise briefs Group discussion on bilateral challenges	CLO 2
Unit 3 10 Hours	India’s Neighbourhood First Policy India and SAARC: Challenges and Prospects India and ASEAN: Act East Policy BIMSTEC as an Emerging Regional Platform Learning Activities Comparative presentation on SAARC and BIMSTEC Seminar on regional cooperation	CLO 3
Unit 4 10 Hours	Issues and Challenges Cross-border Terrorism Drug and Arms Trafficking Human Trafficking and Illegal Migration Maritime and Cyber Security Challenges Learning Activities Case study analysis Preparation of non-traditional security reports	CLO 4

Suggested Readings:

1. Ahmed, I. (2006). Understanding Terrorism in South Asia: Beyond Statist Discourses (1st ed.). New Delhi: Manohar Publishers and Distributors.
2. Carranza, M. (2009). South Asian Security and International Nuclear Order: Creating a Robust Indo-Pakistani Nuclear Arms Control Regime. Suite: Ashgate Publishing Limited.
3. Chandran, D., & Chari, P. (2011). Armed Conflicts in South Asia 2010: Growing Left-Wing Extremism and Religious Violence (1st ed.). New Delhi: Routledge.
4. Davis, Z. (2011). The India-Pakistan Military Standoff. New York: Palgrave Macmillan.
5. Dixit, J. (2012). Indian Foreign Policy and Its Neighbours. New Delhi: Gyan Publishing House.
6. Ganguly, S., Scobell, A., & Liow, J. (2010). The Routledge Handbook of Asian Security Studies. London: Routledge.

7. Ganguly, S., Shoup, B., & Scobell, A. (2006). *Us-Indian Strategic Cooperation into the 21st Century*. London: Routledge.
8. Gupta, K. (1956). *Indian Foreign Policy in Defence of National Interest*. Calcutta: World Press Private.
9. Gupta, V., Kumar, S., & Chandra, V. (2008). *India's Neighbourhood*. New Delhi: Institute for Defence Studies and Analyses.
10. Karnad, B. (2002). *Nuclear Weapons & Indian Security*. New Delhi: Macmillan.
11. Khan, R. (2012). *SAARC Nations: New Role and Challenges Ahead*. New Delhi: Mittal Publications.
12. Krishnappa, V. (2012). *Grand Strategy for India 2020 and Beyond*. New Delhi: Pentagon Security International.
13. Lennon, A., & Kozlowski, A. (2008). *Global Powers in the 21st Century*. Cambridge, MA: MIT Press.
14. Ollapally, D. (2009). *The Politics of Extremism in South Asia*. New Delhi: Cambridge University Press.
15. Orton, A. (2010). *India's Borderland Disputes: China, Pakistan, Bangladesh and Nepal*. New Delhi: Epitome Books.
16. Roy, M. (2010). *India and Her Sub-Continent Neighbours: New Pattern of Relationships*. New Delhi: Deep and Deep Publications.
17. Rudolph, L., & Rudolph, S. (2008). *Making U.S. Foreign Policy toward South Asia: Regional Imperatives and the Imperial Presidency*. New Delhi: Concept Publishing Company.
18. Sharma, S. (2001). *India and SAARC*. New Delhi: Gyan Pub. House.
19. Bisht, M. (2009). *Contemporary Issues in South Asia: Documents (1st ed.)*. New Delhi: Institute of Defence Studies and Analysis.
20. Lal, R., & International Symposium on Climate Change and Food Security in South Asia (2011). *Climate Change and Food Security in South Asia*. New York: Springer.
21. Mohan, C. (2013). India: Between "Strategic Autonomy" and "Geopolitical Opportunity". *Asia Policy*, 15(1), 21-25.
22. Shambaugh, D. L., & Yahuda, M. B. (2008). *International Relations of Asia*. Lanham, Md: Rowman& Littlefield Publishers.
23. Thakur, R., & Wiggen, O. (2004). *South Asia in the World*. Tokyo: United Nations University Press.

L	T	P	Cr
3	0	0	3

Course Title: Peace and Conflict Studies

Course Code: MPIS. 525

Total Hours: 45

Course Outcomes (CO): At the end of the course, the students will be able

to

CO 01	Demonstrate the knowledge of Indian and Western concepts of peace and conflict
CO 02	Gain knowledge of how ethnic conflict leads to new wars and create new security issues
CO 03	Analyse contemporary and historical international events from a variety of theoretical viewpoints.
CO 04	Assess the role of evolving warfare and geopolitics

Course Contents

Unit/Hours	Content	Mapping with COs
Unit I 15 Hours	Introduction to Peace and Conflict Studies Theoretical Foundations Ancient Indian understanding of Kautilya's Mandala and Shadgunaneeti Western concept of Conflict and Peace, Learning Activities: Preparation and Presentation of Concept Note of shadgunaneeti	CO 1
Unit 2 10 Hours	Difference between conflict and what is a war Nature and types of Conflicts and wars Why are wars inevitable? Learning Activities: Identification of types of conflict peer group debate	CLO2 and CLO3

Unit 3 10 Hours	What causes ethnic and geo-economic conflicts? Debating the role of international organisations in Peacekeeping, Peace-making and Peace-building Case Studies of Rwanda, Syria and Ukraine Learning Activities: Peer group debate on UN role and Presentation of one case study	CLO2 and CLO3
Unit 4 10 Hours	Ethics, Sovereignty and Self Defence in the Law of War Cyber and propaganda warfare, disinformation campaigns Learning Activities: Debate on China's cyberattacks	CLO2, CLO3 and CLO4
Transactional Modes:	Lectures, Group Discussion, Seminar, Peer Group Discussion	

Suggested Readings

1. Law, Narendra Nath (1914). *Studies in Ancient Hindu Polity*. Longman Green Man and Co., Bombay
2. Jeong, H. W. (2017). *Peace and conflict studies: An introduction*. Taylor & Francis.
3. Webel, C., & Galtung, J. (Eds.). (2007). *Handbook of peace and conflict studies*. Routledge.
4. Ryan, S. (2003). Peace and conflict studies today. *The Global Review of Ethnopolitics*, 2(2), 75-82.
5. Barash, D. P., & Webel, C. P. (2016). *Peace and conflict studies*. Sage Publications.
6. Finley, L., & Cooper, R. (Eds.). (2014). *Peace and conflict studies research: A qualitative perspective*. IAP.
7. Majumdar, A. J., & Chatterjee, S. (Eds.). (2020). *Peace and Conflict Studies: Perspectives from South Asia*. Taylor & Francis.
8. Wallensteen, P., & Björner, A. (Eds.). (2014). *Regional organizations and peacemaking: challengers to the UN?*. Routledge.
9. Fetherston, A. B. (1994). *Towards a theory of United Nations peacekeeping*. Springer.

10. De Coning, C., & Peter, M. (2019). *United Nations peace operations in a changing global order* (p. 334). Springer Nature.
11. Gilpin, Robert. 1988. 'The Theory of Hegemonic War'. *Journal of Interdisciplinary History* 18(4): 591-614.
12. Gray, Christine. 2000. *International Law and the Use of Force*. Oxford: Oxford University Press.
13. Gray, Christine. 2000. 'The UN and Force', in Gray, *International Law and the Use of Force*
14. Conte, A. (2017). *Security in the 21st century: the United Nations, Afghanistan and Iraq*. Routledge.
15. Chesterman, S. (2002). Walking softly in Afghanistan: the future of UN state-building. *Survival*, 44(3), 37-45.
16. Margesson, R. (2009). *United Nations Assistance Mission in Afghanistan: background and policy issues*. DIANE Publishing.
17. Krapiva, N. (2019). The United Nations Mechanism on Syria: Will the Syrian Crimes Evidence be Admissible in European Courts. *Calif. L. Rev.*, 107, 1101.
18. Lundgren, M. (2015). Peacemaking in Syria: Barriers and opportunities.
19. Desjardins, M. F. (2014). *Rethinking confidence-building measures*. Routledge.
20. Chansoria, M. (2012). *India-China: Assessing the Need to Strengthen Bilateral Confidence-Building Measures* (No. SAND2012-8471C). Sandia National Lab.(SNL-NM), Albuquerque, NM (United States).
21. Banerjee, M. G. D. (2010). Addressing Nuclear Dangers: Confidence Building Between India-China-Pakistan. *India Review*, 9(3), 345-363.
22. Javaid, U. (2010). Confidence Building Measures in Nuclear South Asia: Limitations and Prospects. *South Asian Studies* (1026-678X), 25(2).
23. Alam, M. B. (2010). In Pursuit of Peace: A Micro Study of Confidence-Building Measures between India and Pakistan. *Indian Journal of Asian Affairs*, 23(1/2), 41-60.
24. Chimni, B. S., Masahiro, M., & Subedi, S. P. (2006). Protocol between India and China on Confidence Building Measures. In *Asian Yearbook of International Law, Volume 11 (2003-2004)* (pp. 351-355). Brill Nijhoff.

Web Sources:

1. Higazee, M. Z. A. (2015). Types and levels of conflicts experienced by nurses in the hospital settings. *Health Science Journal*, 9(6), 1.
2. Hussein, A. F. F., & Al-Mamary, Y. H. S. (2019). Conflicts: Their Types, And Their Negative And Positive Effects on Organisations. *International Journal of Scientific & Technology Research*, 8.
3. Ramsbotham, O. (2000). Reflections on UN post-settlement peacebuilding. *International Peacekeeping*, 7(1), 169-189.
4. Shepherd, L. J., & Hamilton, C. (2016). Gender and peacebuilding. In *Handbook on Gender and War*. Edward Elgar Publishing.
5. Kfir, I. (2010). Is There Any Hope for Peacebuilding in Afghanistan?. *MERIA Journal*, 14(3).

6.Ishizuka, K. Is US and NATO-led Security Policy Compatible with the Multiple Frameworks Model of Peace-building in Afghanistan? Katsumi Ishizuka.

L	T	P	Cr
3	0	0	3

Course Name: India and Southeast Asia

Course Code: MPIS. 534

Course type:

Total Hours: 45

On completion of the course, students will be able to:

CO1	Analyse the historical ties between India and South East Asia; Examine the legacy and contemporary significance
CO2	Analyse different foreign policy approaches; Analyse India's foreign policy towards South East Asia during the Cold and post-Cold War era
CO3	Critically analyse the strategic importance of the Indian Ocean and South China Sea for India's maritime security, and its implications for regional stability and geopolitical dynamics; defense collaborations between India and Southeast Asian
CO4	Critically Examine the geopolitical challenges and opportunities; Analyse China's strategic moves in Southeast Asia and examine the contradictions and complexities that arise in the India-ASEAN partnership

Critically Examine the geopolitical challenges and opportunities; Analyse China's strategic moves in Southeast Asia and examine the contradictions and complexities that arise in the India-ASEAN partnership

Units/Hours	Contents	Mapping with Course Learning Outcome
Unit-I 15 Hours	Historical and Civilizational Relations Historical and civilizational ties - India and South East Asia Ancient Kingdoms and Empires the impact on art, religion, and trade Shared Cultural Heritage and Legacy Learning Activities: Creation of Comparative Timeline showcasing the key historical events and exchanges, Cultural Artefact Analysis, Visual Presentations, Museum Exhibition and Consulting various resources, such as books, articles, and online materials by the students	CL01
Unit-II 10 Hours	Foreign Policy Evolution of India's approach towards South East Asia Look East Policy and Act East Policy Regional Engagements: India and ASEAN Learning Activities: Debate, Case Study Analysis, Organization of a simulation exercise where students represent different countries in India's regional engagements with ASEAN, Prepare a Policy Brief and Guest Speaker or Panel Discussion	CL02

Unit-III 10 Hours	Strategic Dimensions Strategic importance of the Indian Ocean and South China Sea for India Traditional and Non-Traditional Security Issues and Challenges Defence Cooperation	CL03
	Learning Activity Mapping Exercise, Case Study Analysis, Panel Discussion and Current Affairs Analysis	
Unit-IV 10 Hours	Geopolitical Challenges and Opportunities China's Strategic Forays in Southeast Asia Military Modernization of China and Its Geopolitical Implications Belt and Road Initiative, and its impact on the strategic environment for India and other regional actor, Economic engagements	CL04
	Learning Activities: Group Research Project and Strategic Policy Proposal	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Suggested Readings:

Books

Panikkar, K. M. (2019). The future of India and South-East Asia. Life Span Publishers & Distributors.

Muni, S. D., & Chandra, L. (Eds.). (2012). India and Southeast Asia: Cultural, economic and strategic linkages. Gyan Publishing House.

De, P., & Raychaudhuri, A. (Eds.). (2018). Cultural and Civilisational Links between India and Southeast Asia: Historical and Contemporary Dimensions. Springer.

L	T	P	Cr
3	0	0	3

Course Name: New Cold War and Neutrality

Course Code: MPIS. 538

Total Hours: 45

Course Learning Outcomes:

On completion of this course, students will be able to:

CLO1	To trace the origins and developments of Cold War and impact on world politics
CLO2	Examine the concept of neutrality with reference to NAM
CLO3	Analyses the consequences of end of Cold war in Global politics
CLO4	Evaluates the ongoing conflicts between the West and Russia in post-Soviet space

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Cold War: Origin and Development Meaning of the Cold War, Origins of the Cold War, Phases of the Cold War Containment of USSR, Marshall Plan, NATO Emergence of Socialist Bloc, Warsaw Pact Détente	CLO1
	Learning Activities: Discussion on various phases of Cold War.	
II 10 Hours	Neutrality and Non-Alignment Movement Neutrality: History and Development NAM: Origin, Development, Goals, Achievement Future of Multilateralism Rise of Minilateralism	CLO2
	Learning Activities: Presentation on NAM.	

III 12 Hours	End of Cold War Mikhail Gorbachev: perestroika and glasnost Fall of Berlin Wall, Dissolution of Warsaw Pact and USSR End of History Debates	CLO3
	Learning Activities: Brainstorming and group discussion on dissolution of USSR.	
IV 13 Hours	New Cold War or Cold War 2.0 Expansion of NATO Resurgence of Russia Ukraine Conflicts	CLO4
	Learning Activities: Discussion on NATO Expansion	

Transaction Mode: Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

Suggested Readings:

1. Baylis, John et al. (eds.). (2015). The Globalisation of World Politics. New Delhi, OUP.
2. Davis, Simon and Joseph Smith. (2015). The A to Z of the Cold War. New York: Scarecrow.
3. Friedman, Norman. (2007). The Fifty-Year War: Conflict and Strategy in the Cold War. New York: U.S. Naval Institute Press.
4. Gaddis, John Lewis. (1997). We Now Know: Rethinking Cold War History. Oxford: Oxford University Press.

5. Gaddis, John Lewis. (2005). *The Cold War: A New History*. New Delhi: Penguin Press.
6. Halliday, Fred. (2001). *Cold War. The Oxford Companion to the Politics of the World*. Oxford: Oxford University Press.
7. Immerman, Richard H. and Petra Goedde. (eds.) (2013). *The Oxford Handbook of the Cold War*. Oxford: OUP.
8. LaFeber, Walter (1993). *America, Russia, and the Cold War, 1945–1992*. McGrawHill.
9. Leffler, Melvyn P. and Odd Arne Westad. (eds.) (2016). *The Cambridge History of the Cold War* (3 vol.) Cambridge: Cambridge University Press.
10. McMahon, Robert. (2003). *The Cold War: A Very Short Introduction*. (Oxford: Oxford University Press. Service, Robert. (2018).
11. *The End of the Cold War: 1985–1991*. London: Macmillan. Sorensen, G. and Robert H. Jackson. (2016).
12. Lindholm, Rolf H. "Swedish Neutrality and Policy of Neutrality The Second World War and the Ensuing Peacetime." *Nordic Journal of International Law* 57, no. 2 (1988): 133–50
13. Mukwiri, Jonathan. "The End of History for the Board Neutrality Rule in the EU." *European Business Organization Law Review* 21, no. 2 (November 12, 2019): 253–77
14. Andren, N. (1991). *On the Meaning and Uses of Neutrality, Cooperation and Conflict*. SAGE Publications Ltd.
15. Oppenheim, Lassa F. L. *International Law: A Treatise—War and Neutrality*. Vol. 2. London: Longmans, Green, 1912.
16. SAKWA, R. (2008). "New Cold War" or twenty years' crisis? *Russia and international politics. International Affairs*, 84(2), 241–267
17. A. Appadorai (1981), *Non-Alignment: Some Important Issues*, International Studies, Volume 20, Issue 1-2

SEMESTER II

L	T	P	Cr
3	0	0	3

Course Title: India's Foreign Policy

Course Code: MPOL. 517

Total Hours: 45

Course Outcomes (CO): At the end of the course, the students will be able to:

CO 01	Describe the different components of Foreign Policy Identify the sources of India's foreign policy Analyse the determinants that shape India's foreign policy decisions Critically Analyse the decision-making structure of Parliament
CO 02	Analyse and evaluate India's relations with other countries and international organisations. Critically analyse India's relationships with its neighbours in South Asia Critically analyse India's relationships with its extended neighbours in Central Asia, West Asia, and Southeast Asia Analyse India's diplomatic relations with major global powers such as the United States, Russia, the and Japan
CO 03	Examine and evaluate the relationship between India and international organisations
CO 04	Analyse and evaluate various issues in foreign policy Explain critically security issues and their implications for global security. Evaluate case studies of successful and unsuccessful use of soft power by diaspora communities

Course Contents:

Units/Hours	Contents	Mapping with COs
I 15 Hours	Theoretical & Institutional Foundations: Meaning and Concept of Foreign Policy Sources and Determinants of India's Foreign Policy Decision Making Structure: Parliament Strategic Autonomy vs Multi-alignment Global South Diplomacy	CO 01
	Learning Activities: Discussion on concept and decision-making structure of Indian foreign policy	
II 15 Hours	Neighbourhood & Extended Neighbourhood: India's Neighbourhood Policy, Connect Central Asia Policy and Extended Neighbourhood	CO 02
	Learning Activities: Debate on neighbourhood policy dynamics	
III 15 Hours	Indo-Pacific & Regional Policies: India's Look East, Act East and West Asia Policy (I2U2)	CO 03
	Learning Activities: Debate on regional policy dynamics	
IV 15 Hours	Major Powers & Global Order: US-India strategic partnership: Defence, Indo-Pacific China challenge: Border and Indo-Pacific rivalry) Russia: Energy and Defence Dependence Europe: Emerging Trade Partner	CO 04
	Learning Activities: Article review on multipolarity	

Transactional Modes: Lectures, Tutorials, Seminar, Group Discussion, Self-Learning and Project Method

Suggested Readings:

1. Bandyopadhyaya, Jayanta. (1970). *The Making of India's Foreign Policy*. New Delhi: Allied.
2. Dixit, Jyotindra Nath. (2001). *India's Foreign Policy and Its Neighbours*. New Delhi: Gyan Publishing House.
3. Dixit, Jyotindra Nath. (2004). *Makers of India's foreign policy: Raja Ram Mohun Roy to Yashwant Sinha*. HarperCollins Publishers India.
4. Malone, David M., C. Raja Mohan, and Srinath Raghavan (eds.). (2015). *Oxford Handbook on Indian Foreign Policy*. UK: Oxford University Press.
5. Menon, Shivshankar. (2016). *Choices: Inside the Making of India's Foreign Policy*. Washington, DC: Brookings Institution Press.
6. Mohan, C. Raja. (2016). *Modi's World: Expanding India's Sphere of Influence*. Delhi: HarperCollins Publishers India.
7. Sachdeva, Gulshan. (2016). *India in a Reconnecting Eurasia: Foreign Economic and Security Interests*. London: Rowman & Littlefield.
8. Ahmed, Imtiaz. (1993). *State and Foreign Policy: India's Role in South Asia*. Delhi: Vikas Publishing House Ltd.
9. Bajpai, Kanti, Saira Basit, and V. Krishnappa. (2014). *India's Grand Strategy: History, Theory, Cases*. New Delhi: Routledge.
10. Bajpai, Kanti. (2006). "Indian Conception of Order/Justice in International Relations: Nehruvian, Gandhian, Hindutva and Neo-Liberal", in *Political Ideas in Modern India*, edited by V.R. Mehta and Thomas Pantham, New Delhi: Sage, pp. 367-390.
11. Chacko, Priya. (2012). *Indian Foreign Policy: The Politics of Postcolonial Identity from 1947 to 2004*. New York: Routledge.
12. Chopra, V. D. (ed.). (2006). *India's Foreign Policy in the 21st Century*. Delhi: Kalpaz Publications.
13. Choudhury, G.W. (1975). *India, Pakistan, Bangladesh and the Major Powers*. New York: The Free Press.
14. Ganguly, Sumit. (1986). *The Origins of War in South Asia*. Boulder: Westview.
15. Gujral, Inder Kumar. (2003). *Continuity and Change, India's Foreign Policy*. Delhi: Macmillan India Ltd.
16. Harrison, Selig S. and Subrahmanyam, K. (eds.). (1989). *Superpower Rivalry in the Indian Ocean: Indian and American Perspectives*. New York: Oxford University Press.
17. Hellmann, Gunther, and Knud Erik Jorgensen (eds.). (2015). *Theorizing Foreign Policy in a Globalized World*. New York: Palgrave Macmillan.

18. Jacob, Happymon. (2010). Shaping India's Foreign Policy: People, Politics, and Places. Delhi: Har-Anand Publication Ltd.
19. Kapur, Ashok. (2001). Pokhran and Beyond: India's Nuclear Behavior. New Delhi: Oxford University Press.
20. Kingah, Stephen, and Cintia Quiliconi (eds.). (2016). Global and Regional Leadership of BRICS Countries. Switzerland: Springer International Publishing.
21. Mohan, C. Raja. (2005). Crossing the Rubicon: The Shaping of India's New Foreign Policy. New Delhi: Penguin.
22. Muni, S.D. (1994). Understanding South Asia: Essays in the Memory of Late Prof. Urmila Phadnis. New Delhi: South Asian Publishers.
23. Punjabi, Riyaz and A.K., Pasha (eds.). (1998). India and the Islamic World. Delhi: Radiant Publishers.
24. Sikri, Rajiv. (2013). Challenge and Strategy: Rethinking India's Foreign Policy. New Delhi: Sage Publications.
25. Tharoor, Shashi. (2013). Pax Indica: India and the World of the Twenty-first Century. UK: Penguin.
26. Jaishankar, S. (2022). The India Way: Strategies for an Uncertain World. India: HarperCollins Publishers India.
27. Jaishankar, S. (2024). Why Bharat Matters. India: Rupa Publications India Pvt. Limited.
28. Jaishankar, S. (2021). Parivartansheel Vishwa Mein Bharat Ki Ranneeti: Bestseller Book by S. Jaishankar: Parivartansheel Vishwa Mein Bharat Ki Ranneeti. India: PRABHAT PRAKASHAN PVT Limited.
29. Raja Mohan, C. (2012). Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific. United States: Brookings Institution Press.
30. Raja Mohan, C. (2003). Crossing the Rubicon : the shaping of India's new foreign policy. India: Viking.
31. J. Tellis; Debroy; Mohan, A. B. C. R. (2023). Grasping Greatness: Making India a Leading Power. India: Penguin Random House India Private Limited.

L	T	P	Cr
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Course Name: International Organisations

Course Code: MPIS. 531

Course type: Core Course

Total Hours: 60

Course Learning Outcomes:

On completion of the course, students will be able to:

CLO1: Describe features of international organisations.

CLO2: Interpret the role of international organisations in day-to-day political processes in the international political system.

CLO3: Examine the factors relating to the success and failure of international organisations in international relations.

CLO4: Analyse the role-played by international organisations in the existing international political order.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Meaning, Nature and Scope of International Organisations Approaches to Study International Organisations Evolution of International Organisations	CL01
	Learning Activities: Brainstorming and Preparation of the concept note meaning, nature and scope of International Organisations	

II 15 Hours	International Governmental Organisations and International Non-Governmental Organisations The League of Nations	CL02 CLO3
	Learning Activities: Write-up and Presentation International Governmental Organisations	
III 15 Hours	Making of the United Nations and its purpose, Principles and Structures The United Nations and Maintenance of Peace and Security	CL02 CL03
	Learning Activities: Brainstorming, analysis, and Presentation on UN; Group Debate on UN and Peace	
IV 15 Hours	Major specialised agencies: ILO, WHO, FAO, WORLD BANK, WTO, IMF The United Nations Security Council Reforms	CLO4
	Learning Activities: Brainstorming, analysis, and Group Debate on Global Governance	

Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	
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Suggested Readings:

- 1.Archer, C. (2014). International Organizations. London: Routledge.
- 2.Barkin, J. Samuel. (2006). International Organization: Theories and Institutions. London: Palgrave Macmillan.
- 3.Bennett, A. LeRoy and James K. Oliver. (2002). International Organizations: Principles and Issues (7th Edition). Prentice Hall.
- 4.Coicaud, J., &Heiskanen, V. (2001). The Legitimacy of International Organizations. Tokyo: United Nations University Press.
- 5.Rittberger, V. (1973). Evolution and International Organization: Toward a New Level of Sociopolitical Integration. Netherland: Den Haag, MartinusNijhoff.
- 6.United Nations: Department of Public Information. (2014). Basic Facts about the United Nations. New York: The United Nations.
- 7.Weiss, Thomas G., and Rorden Wilkinson. (2014). International Organization and Global Governance. New York: Routledge.
- 8.Conforti, B. (2005). The Law and Practice of the United Nations. Leiden: MartinusNijhoff Publishers.
- 9.Diehl, Paul and Brian Frederking (eds.). (2005). Politics of Global Governance (4th edn.). Rienner.
- 10.Karns, P. Margaret and Karen A. Mingst. (2010). International Organizations: The Politics and Processes of Global Governance. LynnerRienner Publishers.
- 11.Lee, R. (2006). Swords into Plowshares: Building Peace through the United Nations. Leiden: MartinusNijhoff Publishers.
- 12.Simmons, Beth A., and Lisa Martin. (2002). "International Organizations and Institutions". In Walter Carlsnaes, Thomas Risse and Beth A. Simmons (eds.). Handbook of International Relations. Thousand Oaks, CA: Sage Publications.
- 13.Simmons, P. J. and Chantal de JongeOurdraat (eds.). (2001). Managing Global Issues: Lessons Learned. Ku Bookstore.
- 14.Vaz, A. (2006). Intermediate States, Regional Leadership and Security. Brasília, DF: EditoraUnB.

15. Ziring, Lawrence; Robert E. Riggs; and Jack C. Plano. (2005). *The United Nations, International Organization and World Politics* (4th Edition). Thomson, Wadsworth.
16. Abbott, Frederick M., and Duncan Snidal. (2010). "International Regulation without International Government: Improving IO Performance through Orchestration". *Review of International Organizations*, 5 (3):315-44.
17. Alter, Karen. (1998). "Who Are the 'Masters of the Treaty'? European Governments and the European Court of Justice". *International Organizations*, 52 (1):121-48.
18. Alter, Karen, and Sophie Meunier. (2009). "The Politics of International Regime Complexity". *Perspectives on Politics*, 7:13-2
19. Claude, Inis. (1966). "Collective Legitimization as a Political Function of the United Nations". *International Organizations*, 20 (3): 367-79.
20. Cole, W. M. (2005). "Sovereignty Relinquished? Explaining Commitment to the International Human Rights Covenants, 1966-1999". *American Sociological Review*, 70 (3): 472-95.
21. Glaser, Charles. (1997). "The Security Dilemma Revisited". *World Politics*, 50 (1):171-201.
22. Hemmer, Christopher, and Peter J. Katzenstein. (2002). "Why is There No NATO in Asia? Collective Identity, Regionalism, and the Origins of Multilateralism". *International Organizations*, 56 (3): 575-607.
23. Hosli, Maeleine O., Rebecca Moody, Bryan O'Donovan, Serguei Kaniovski, and Anna C. H. Little. (2011). "Squaring the circle? Collective and distributive effects of United Nations Security Council reform". *Review of International Organizations*, 6 (2):163-87.
24. Keohane, Robert. (1998). "International Institutions: Can Interdependence Work?". *Foreign Policy*. 110: 82-96.
25. Kuziemko, Ilyana, and Eric Werker. (2006). "How much is a Seat on the Security Council Worth? Foreign Aid and Bribery at the United Nations". *Journal of Political Economy*, 114(5):905-30.
26. Kydd, Andrew. (2000). "Trust, Reassurance, and Cooperation". *International Organizations*, 54 (2):325-57.
27. Moravcsik, Andrew. (1991). "Negotiating the Single European Act: National Interests and Conventional Statecraft in the European Community". *International Organizations*, 45 (19-56).
28. Murthy, C.S.R. (1998). "Reforming the UN Security Council: an Asian View". *South Asian Survey*, 5: 113-124.
29. Murthy, C.S.R. (2007). "New Phase in UN Reforms: Establishment of the Peacebuilding Commission and Human Rights Council". *International Studies*, 44: 39-56.
30. Murthy, C.S.R. (2010). "Assessing India at the United Nations in the Changing Context". *International Studies*, 47: 205-223.

31. Neumayer, Eric. (2005). "Do International Human Rights Treaties Improve Respect for Human Rights?" *Journal of Conflict Resolution*, 49 (6):925-53.
32. Pollack, Mark A. (1997). "Delegation, Agency, and Agenda Setting in the European Community". *International Organizations*, 51 (1):99-134.
33. Powell, Emilia Justyna, and J. K. Staton. (2009). "Domestic Judicial Institutions and Human Rights Treaty Violation". *International Studies Quarterly*, 53:149-74.
34. Sandler, Todd. (1999). "Alliance Formation, Alliance Expansion, and the Core". *Journal of Conflict Resolution*, 43 (6):727-47.
35. Schneider, Christina J. (2011). "Weak States and Institutionalized Bargaining Power in International Organizations". *International Studies Quarterly*, 55 (2):331-55.
36. Sweet, Alec Stone, and Thomas L. Brunell. (1998). "Constructing a Supranational Constitution". *APSR*, 92 (1):63-81.
37. Thompson, Alexander (2006). "Coercion through IOs: The Security Council and the Logic of Information Transmission". *International Organizations*, 60: 1-34.
38. Tsebelis, George, and Geoffrey Garrett (2001). "The Institutional Foundations of Intergovernmentalism and Supranationalism in the European Union". *International Organizations*, 55 (2):357-90.
39. Voeten, Erik (2001). "Outside Options and the Logic of Security Council Action". *APSR*, 95(4):845-58.
40. Vreeland, James R. (2008). "Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention Against Torture". *International Organizations*, 62 (1):65-101.
41. Wallander, Celeste A. (2000). "Institutional Assets and Adaptability: NATO after the Cold War". *International Organizations*, 54 (4):705-535.

L	T	P	C r
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Course Name: Research Methodology

Course Code: MPIS. 518

Course type: Core Course

Total Hours: 60

Course Learning Outcomes:

On completion of the course, students will be able to:

CLO1: Identify essential concepts of political research.

CLO2: Interpret political ontology and political epistemology.

CLO3: Discuss various approaches, methods, Designs, and techniques of research in politics.

CLO4: Apply various methods and techniques in doing political research.

CLO5: Construct a theory and pursue research to understand and to explain the issues in the political complex world.

Course Content:

Units/Hours	Contents	Mapping with Course Learning Outcome
Unit-I 15 Hours	Introduction to Research in Social Science/IR: Meaning, Objectives, Characteristics, Significance, Types of Research; and Criteria of Good Research Introduction to Research Process	CL01 CL02
	Learning Activities: Preparation of concept note on research process and Approaches, Discuss knowledge and its development in the social science domain in particular political science and politics and international relations	
Unit-II 15 Hours	Literature Review: Sources of Literature, Methods of Literature Review Identifying research gaps Case Study Method and Comparative Method Formulating Research Problem, Research Objectives, Research Questions, and Research Hypothesis Research Design: Characteristics of a Good Research Design, Types of Research Designs	CL03
	Learning Activities: Presentation of Literature Survey and Review, Formulate Research Problem, Research Objectives, Research Questions, and Research Hypothesis; Identify and Evaluate Major Research Designs	

Unit-III 15 Hours	Data Collection/Generation, Processing, and Interpretation. Sampling: Qualitative and Quantitative Research Methods: Qualitative, Quantitative, and Mixed-Methods Content Analysis: Media, Speeches and Policy Documents	CL03 CL04
	Learning Activities: Brainstorming, discussion on Data collection techniques, Write-up and Presentation on Qualitative, Quantitative, and Mixed Methods	
Unit-IV 15 Hours	Research and Ethics: Plagiarism and Copyright Issues Technical Writing: Research Proposal, Research Report, and Dissertation Citations: Different Types of Reference styles Use of Information Technology in Research	CL05
	Learning Activities: Presentation on Data Analysis Software, Preparing research proposal	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Suggested Readings:

1. Patten, M. L. (2017). Understanding research methods: An overview of the essentials (10th ed.). Routledge.
2. Thakur, Harish (2021). Research Methodology in Social Sciences. Corbette Press.
3. Audi, Robert. (2002). Epistemology: A Contemporary Introduction to the Theory of Knowledge. London: Routledge.
4. Omodeo, Pietro Daniel (2019). Political Epistemology: The Problem of Ideology in Science Studies. Switzerland: Springer.
5. Sanctis, Sarah De (2016). An Ontology for Social Reality (TizianaAndina) (Translated). Turin, Italy: Palgrave Macmillan.
6. Edelman, Murray (1977). Political Language: Words That Succeed and Policies That Fail. New York San Francisco London: Academic Press.

- a. Grossmann, Reinhardt (1992). *The Existence of the World: An Introduction to Ontology*. London and New York: Routledge.
7. Creswell, John W. (2011). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks: Sage Publications.
8. De Vaus, D. A. (2002). *Surveys in Social Research* (5th edn.). London: Routledge.
9. Galderisi, Peter. (2015). *Understanding Political Science Statistics: Observations and Expectations in Political Analysis*. New York and London: Routledge.
10. Jesson, Jill K., Lydia Matheson, and Fiona M. Lacey. (2011). *Doing Your Literature Review: Traditional and Systematic Techniques*. New Delhi: SAGE Publications Ltd.
11. Kellstedt, M. Paul and Guy D. Whitten. (2013). *The Fundamentals of Political Science Research* (2nd edition). Cambridge: Cambridge University Press.
12. Lester, James D. and Jim D. Lester Jr. (2007). *Principles of Writing Research Papers*. New York: Longman.
13. McNabb, David E. (2015). *Research Methods for Political Science: Quantitative and Qualitative Methods* (2nd edition). New York: Routledge.
14. Moses, Jonathon W. and Torbjorn L. Knutsen. (2012). *Ways of Knowing: Competing Methodologies in Social and Political Research* (second edition). China: Plaggrave Macmillan.
15. Shoemaker, Pamela J., James William Tankard, Jr., and Dominic L. Lasorsa. (2004). *How to Build Social Science Theories*. London and New Delhi: Sage Publications.
16. Berg, Bruce L. (2001). *Qualitative Research Methods for Social Sciences*. Boston: Allyn and Bacon, 2001.
 - a. Flyvbjerg, Bent. (2001). *Making Social Science Matter: Why social inquiry fails and how it can succeed again* (translated by Steven Sampson). Cambridge and New York: Cambridge University Press.
17. Schram, Sanford F. and Brian Caterino. eds. (2006). *Making Political Science Matter: Debating Knowledge, Research, and Method*. New York and London: New York University Press.
18. Weakliem, David L. (2016). *Hypothesis Testing and Model Selection in the Social Sciences*. New York and London: The Guilford Press.
19. Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Newbury Park, Cal.: Sage.
20. Grix, Jonathan. (2010). *The Foundations of Research*. London: Palgrave Macmillan.
21. Groves, Robert M, et al. (2009). *Survey Methodology*. New Jersey: Wiley.
 - a. Harrison, Lisa and Theresa Callan. (2013). *Key Research Concepts in Politics and International Relations*. London: Sage.
22. Joseph, Gibaldi. (2009). *MLA Handbook for Writers of Research Papers*. Modern Language Association of America.
23. Kanji, Gopal K. (2006). *100 Statistical Tests* (3rd ed.). London: Sage.

24. Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. (2015). Field Research in Political Science. Cambridge University Press.
25. Kuhn, Thomas. (2012). The Structure of Scientific Revolutions. Chicago: University of Chicago Press.
26. Lamont, Christopher. (2015). Research Methods in International Relations. London: Sage.
27. Mahan, Margaret D. F. (2003). Chicago Manual of Style. Phi Learning Pvt. Ltd.
28. Maoz, Zeev. (2004). Multiple Paths to Knowledge in International Relations: Methodology in the Study of Conflict Management and Conflict Resolution. Lexington Books.
29. Marsh, David and Gerry Stoker (eds.). (2010). Theory and Methods in Political Science. 3rd Edition, London: Macmillan.
30. Popper, Karl. (2004). The Logic of Scientific Discovery (re-print). New York: Basic Books.
31. Sprinz, Detlef F. and Yael Wolinsky-Nahmias (eds.). (2007). Models, Numbers, and Cases: Methods for Studying International Relations. The University of Michigan Press.
 - a. Isaak, A. C. (1985). Scope and Methods of Political Science: An Introduction to the Methodology of Political Inquiry. Dorsey Press.

Course Title: Sustainable Development Goals in India

L	T	P	C R
3	0	0	0

Course Code: MPIS. 539

Learning Outcomes:

Course Learning Outcomes:

On completion of this course, students will be able to:

- **CLO 1**
Describe the meaning, concept, origin, evolution, and basic principles of Sustainable Development Goals (SDGs) with special reference to India.
- **CLO 2**
Analyze the socio-economic dimensions of SDGs and apply conceptual understanding to examine development challenges and policy responses in India.
- **CLO 3** Examine and evaluate India's environmental and ecological sustainability efforts under SDGs, including climate action, energy transition, water management, and biodiversity conservation.
- **CLO 4** Evaluate the role of institutions and governance mechanisms in SDG implementation and formulate critical perspectives on India's progress and future challenges in achieving sustainable development goals.

Course Contents

Unit/Hours	Content	Mapping with CLOs	BL
Unit I 15 Hours	Conceptual Foundations of SDGs Meaning, Nature and Scope of Sustainable Development; Origin and Evolution of SDGs; Transition from MDGs to SDGs; UN Agenda 2030; India and SDG Framework Learning Activities: Class discussion and debate on key concepts of SDGs, exploring their application to International Relations.	CLO1	Remember, Understand
Unit II 15 Hours	Socio-Economic Dimensions of SDGs in India Poverty reduction strategies Food security and nutrition Gender equality Quality education Reducing inequalities Learning Activities: Engage in a group discussion on socio-economic aspects of SDGs, selecting a specific issue (e.g., poverty, food security, gender equality etc) to examine its impact.	CLO2	Analyze, Apply

Unit III 15 Hours	Environmental Dimensions of SDGs in India Water and Sanitation; Clean and Renewable Energy; Sustainable Consumption and Production; Climate Change and Climate Action; Biodiversity Conservation; Environmental Governance in India Learning Activities: Form study groups to explore key concepts such as water and sanitation management, access to clean energy, sustainable consumption and production, climate action, and biodiversity conservation, fostering an understanding of environmental sustainability principles and solutions.	CLO3	Analyze, Evaluate
Unit IV 15 Hours	Unit 4: Governance and Institutions Peace, Justice and Institutions; Partnerships for SDGs; Role of NITI Aayog and Global Institutions; SDG Implementation in India; Challenges and Policy Gaps; India's Performance and Future Prospects Learning Activities: Students will engage in workshops, simulations, and forums to explore economic growth, infrastructure, sustainable cities, peace, effective institutions, global partnerships, and India's role in health and education for sustainable development.	CLO4	Evaluate, Create
Transactional Modes:	Lectures, Seminar, Group Discussion, Seminar, Peer Group Discussion, Mobile Teaching, Self-learning.		

Suggested Readings

1. Bajpai, Kanti and Mallavarapu, Siddharth. (2019). *India, the West, and International Order*. Orient BlackSwan.
2. Acharya, Amitav and Buzan, Barry. (2009). *Non-Western International Relations Theory: Perspectives On and Beyond Asia*. Routledge.
3. Acharya, A., & Buzan, B. (2007). Preface: Why is there no non-Western IR theory: reflections on and from Asia. *International Relations of the Asia-Pacific*, 7(3), 285-286.
4. Kazanskaia, A. (2025). Understanding the Sustainable Development Goals: Origins, framework, and global commitment. *NEYA Global Journal of Non-Profit Studies*.
5. Singh, D. S. (2024). Poverty reduction and sustainable development goal in India. *International Journal of Political Science and Governance*.
6. Rao, D. K. S., Radha, T., & Rao, D. B. (2025, September 15). Sustainable Development Goals in India: An accelerator for economic growth. *Economic Sciences*, 21(3S), 83–91.
7. Tripathi, S. K., Farooque, A., & Ahmad, S. A. (2025, January 17). Progress and challenges in achieving sustainable development goals in India: A comprehensive review. *Edelweiss Applied Science and Technology*, 9(1), 996–1009. <https://doi.org/10.55214/25768484.v9i1.4304>
8. Nath, J. K., Kumar, D. A., & Kumar, J. (2025, March 19). Evolution of sustainability laws, frameworks, policies and guidelines in India post adoption of UN SDG goals 2015. *Journal of Informatics Education and Research*, 5(1).
9. Meena, L. (2023, March 5). Sustainable Development Goals in context to India—The 2030 Agenda. *International Journal of Science and Research (IJSR)*.
10. Mahadeva, M. M. M. (2025, May 23). United Nations Sustainable Development Goals and India's performance: A review of the regional responses. *International Journal of Social Science and Human Research*, 8(5), 3200–3208. <https://doi.org/10.47191/ijsshr/v8-i5-64>
11. Mahanayak, B. (2024, June 30). Meaning and concept of sustainable development for the protection of environment and the role of India. *World Journal of Advanced Research and Reviews*.
12. Singh, K., & Kaur, H. (2022, January 10). India's progress on environmental Sustainable Development Goals: A review. *Journal of Advanced Zoology*.
13. Parween, S., Awasthi, N., Pandey, D. A., Bhatt, D. A., Adwani, S., & Singh, D. V. (2025, August 11). Environmental sustainability: Future trends, challenges, approaches, consequences, and solutions for sustainable development growth in India. *International Journal of Environmental Sciences*.

14. Rawat, D. G., Gupta, D. A., & Gupta, P. V. N. (2025, August 11). Achieving Sustainable Development Goal 2030 in India: Challenges, strategies, and global implications. *Journal of Informatics Education and Research*.
15. Alkire, S., Oldiges, C., & Kanagaratnam, U. (2021). Examining multidimensional poverty reduction in India 2005/6–2015/16: Insights and oversights of the headcount ratio. *World Development*, 142, 105454.
16. Sharma, M., Sharma, S., & Singh, G. (2025, June 30). Gender equality in India: An analysis in the context of the Sustainable Development Goals (SDGs). *International Journal of Education, Modern Management, Applied Science & Social Science*.
17. van Niekerk, A. V. (2020). Inclusive economic sustainability: SDGs and global inequality. *Sustainability*, 12(14), 5531.
18. Sarkar, S., Nair, M. M. S., & Datta, A. (2023, May 26). Role of Environmental, Social, and Governance in achieving the UN Sustainable Development Goals: A special focus on India. *Environmental Progress & Sustainable Energy*.
19. Hussain, S., Hussain, E., Saxena, P., Sharma, A., Thathola, P., & Sonwani, S. (2024, January 11). Navigating the impact of climate change in India: A perspective on climate action (SDG13) and sustainable cities and communities (SDG11). *Frontiers in Sustainable Cities*.
20. Jain, A., & Mishra, S. (2019). Role of NITI Aayog in the implementation of the 2030 Agenda. In *South Asia Economic and Policy Studies*.
21. Masuda, H., Kawakubo, S., Okitasari, M., & Morita, K. (2022). Exploring the role of local governments as intermediaries to facilitate partnerships for the Sustainable Development Goals. *Sustainable Cities and Society*, 76, 103424.
22. Horan, D. (2019). A new approach to partnerships for SDG transformations. *Sustainability*, 11(18), 4947.
23. Leal Filho, W., Dibbern, T., Dinis, M. A. P., Cristofolletti, E. C., Mbah, M., Mishra, A., Clarke, A., Samuel, N., Castillo Apraiz, J., Abubakar, I. R., & Aina, Y. (2024). The benefit of partnerships in implementing the UN Sustainable Development Goals. *Journal of Cleaner Production*.

Discipline Electives (choose any one from the given below course)

L	T	P	Cr
3	0	0	3

Course Title: South Asia in Global Geopolitics

Course Code: MPIS. 517

Total Hours: 45

Course Learning Outcomes (CLO): At the end of the course, the students will be able to

CLO 01	Analyse South Asia as a cultural and civilizational entity. Assess a region's geopolitics
CLO 02	Critically analyse the comparative forms of the governments in South Asia
CLO 03	Assess the impact of ethnic conflicts and terrorism in peace and stability in South Asian Countries
CLO 04	Critically evaluate the role of China and United States in South Asia

Course Contents:

Unit/Hours	Content	Mapping with CLOs	BL

Unit I 15 Hours	Conceptual Foundations of Geopolitics and South Asia Meaning, Nature and Scope of Geopolitics; Classical and Critical Geopolitics; South Asia as a Geopolitical Region; Historical Evolution of South Asian Regional Order; Strategic Geography and Power Politics; Theories of Regional Systems Learning Activities: Evaluation of the geopolitical determinants of the region and constitutionalism.	CLO 01	Remember, Understand
Unit 2 10 Hours	South Asia and External Powers US, Russia, China, EU	CLO 02	Analyze, Apply
Unit 3 10 Hours	South Asia in Asian Geopolitics Japan, Iran, Israel, Turkey Learning Activities: Preparation and presentation of Border disputes and water	CLO 03	Analyze, Evaluate

Unit 4 10 Hours	South Asia and Asian Regional Organizational Geopolitics SAARC ASEAN SCO BIMSTEC Learning Activities: Preparation and presentation of Border disputes and water	CLO 04	Evaluate, Create
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Self-Learning and Project Method		

Suggested Readings:

1. Bose, S., Sugata, & Jalal, A. Modern South Asia, Oxford University Press, London, 1998.
2. Dhar, R. N. Art and Architecture of South Asia: Changes & Continuity, Cyber Tech Publications, New Delhi, 2011
3. Krishna, G. Contribution to South Asian Studies, Oxford University Press, Michigan, 1979.
4. Ollapally, D. M. The Politics of Extremism in South Asia. Cambridge University Press, 2008
5. Parmanand & Saroj B. Khanna. An Introduction to South Asia, Pragati Publication, New Delhi, 1997.
6. Phadnis, U., & Ganguly, R. Ethnicity and Nation Building in South Asia, Sage, London, 2001
7. Ramakant & B.C. Upreti. Nation Building in South Asia, South Asian Publications, New Delhi, 1991.
8. Roberts, Adam. Superfast primetime ultimate nation: The relentless invention of modern India, Profile Books, London, 2017.
9. Mittal, Sushil and Gene Thursby, eds. Religions of South Asia: An Introduction, London: Routledge, 2006.
10. Riaz, A. Regionalism & Politics in South Asia, Routledge, New York, 2010.
11. Baxter, C. (Ed.). (2002). Government and Politics in South Asia. Westview Press.
12. Ahmed, N., & Norton, P. (2013). Parliaments in Asia. Routledge.

13. Alavi, H., & Shanin, T. (Eds.). (1982). Introduction to the Sociology of "Developing Societies" (pp. 289-307). Monthly Review Press.
14. Almond, G. A., & Coleman, J. S. (Eds.). (2015). The politics of the developing areas. Princeton University Press.
15. Bahadur, K. (1998). Democracy in Pakistan: Crises and Conflicts. Har-Anand Publications.
16. Eckstein, H., & Apter, D. E. (Eds.). (1963). Comparative politics: a reader. Free Press.
17. Chadda, M. (2000). Building Democracy in South Asia: India, Nepal, Pakistan. Lynne Rienner Publishers.
18. Phadnis, U., & Ganguly, R. (2001). Ethnicity and nation-building in South Asia. Sage.
19. Gardezi, H. N., & Rashid, J. (Eds.). (1983). Pakistan, the roots of dictatorship: The political economy of a praetorian state. Zed Press.
20. Hagerty, D. T. (2005). South Asia in world politics. Rowman & Littlefield Publishers.
21. Ghosh, P. S. (1989). Cooperation and conflict in South Asia (No. 21). Technical Publications.
22. Jalal, A. (1995). Democracy and authoritarianism in South Asia: A comparative and historical perspective (Vol. 1). Cambridge University Press.
23. Phadnis, U., & Ganguly, R. (2001). Ethnicity and nation-building in South Asia. Sage.
24. Stern, R. W. (2001). Democracy and dictatorship in South Asia: dominant classes and political outcomes in India, Pakistan, and Bangladesh. India Research Press.
25. Wilson, A. J., & Dalton, D. (1989). The States of South Asia: Problems of National Integration: Essays in Honour of WH Morris-Jones. University of Hawaii Press.

L	T	P	Cr
3	0	0	3

Course Title: Strategic Thinking and Culture

Course Code: MPIS. 519

Total Hours: 45

Course Outcomes (CO): At the end of the course, the students will be able to

CLO1	Gain a comprehensive knowledge of strategic culture along with its significance for the country.
CLO2	Examine how political culture influences the country's strategic decisions

CLO3	Apply the core concepts and basic models in strategic thinking to the case studies that would be taken up in the classroom sessions.
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Course Contents:

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	Defining strategy: Concepts and Approaches Role and importance of political culture in determining strategy Strategy and Securitization: Exploring the interlinkages Learning Activities: Take any one case study to examine the relevance of strategic thinking and culture.	CLO 1 and CLO2
Unit 2 10 Hours	War: Theories and contemporary relevance Kautilya, Sun Tzu and Clausewitz Contemporary dynamics of traditional theories Learning Activities: Examine the continuance of the ancient strategic thought in the contemporary strategic thinking	CLO1, CLO2 and CLO3

Unit 3 10 Hours	Wars and Conflict: Causes and Consequences Conflicts caused by scarcity of water resources, pipeline politics, demographic changes and refugee issues Physical, economic, environmental effects of war Learning Activities: Class debate on the relevance of war and the financial, human and environmental costs	CLO3 and CLO4
Unit 4 10 Hours	Guerrilla warfare and hybrid warfare Low intensity conflict and proxy war Understanding Nuclear Strategy: Deterrence and Nuclear Triad Learning Activities: Explore the concept of nuclear security in the context of non-state actors	CLO2 and CLO3
Transactional Modes:	Lectures, Group Discussion, Seminar, Peer Group Discussion	

Suggested Readings:

- 1.Jomini, A. (1971). The art of war. Westport, Conn.: Greenwood Press.
- 2.Mao, Z. (1962). Guerilla warfare. London.
- 3.McGuire, M. (1999). China's nuclear environment and the US theatre missile defence initiative. Gold Coast, Qld.: Bond University, School of Humanities and Social Sciences.
- 4.Montgomery, T. (1991). Fighting guerrillas. New York: Columbia University-New York University Consortium.
- 5.Newhouse, J. (1989). War and peace in the nuclear age. New York: Knopf.
- 6.Osanka, F. (1962). Modern guerrilla warfare. New York: Free Press of Glencoe.
- 7.Peoples, C. (2010). Justifying ballistic missile defence. Cambridge: Cambridge University Press.
- 8.Sunzi, & Griffith, S. (1971). The art of war. London: Oxford University Press.

- 9.Napoleon. (1954). Jomini, Clausewitz and Schlieffen. West Point, N.Y.: Dept. of Military Art and Engineering, United States Military Academy.
- 10.Quimby, R. (1957). The background of Napoleonic warfare. New York: Columbia University Press.
- 11.Tzu, S., Conners, S., & Giles, L. (2009). The Art of War by Sun Tzu - Classic Edition. [Place of publication not identified]: El Paso Norte Press.
- 12.Van Creveld, M. The transformation of war.
- 13.Youngs, T., & Taylor, C. (2003). Ballistic missile defence. England: International Affairs and Defence Section, House of Commons Library.

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Course Title: Contemporary Geopolitics

Course Code: MPIS.520

Total Hours: 45

Course Learning Outcomes (CO): At the end of the course, the students will be able to

CLO 01	Gain important insights into the core concepts of geopolitics.
CLO 02	Identify the role of the various geopolitical thinkers and their respective influence on the subject
CLO 03	Develop critical thinking to analyze Washington's unipolar moment and its decline, apart from the emergence of multipolarity
CLO 04	Critically analyse various contemporary and the emerging issues relevant to geopolitics

Course Contents

Unit/Hours	Content	Mapping with CLOs

Unit I 10 Hours	Geopolitics: Meaning, Nature, and Scope Theoretical Foundations of Geopolitics Learning Activities: Examine any conflict from the perspective of geopolitics	CO1 and CO2
Unit II 15 Hours	Ethnic Geopolitics 21st Century Geopolitics- End of History and the Clash of Civilisations Case Studies of South Asia Region Learning Activities: Compare and contrast the debate of national identities of U.S. and China with reference to Ukraine crisis	CO1, and CO3
Unit III 15 Hours	Energy Geopolitics Russia-Ukraine War - Energy Geopolitics, Crisis and its Impacts Learning Activities: Compare and contrast the debate of national identities of U.S. and China with reference to Ukraine crisis	CO1, CO2 and CO3
Unit IV 15 Hours	Geopolitics of technology and resources Technological Geopolitics - US-China; US-Russia Rare Earth Minerals Learning Activities: Examine the consequences of the COVID pandemic	CO3 and CO4
Transactional Modes:	Lectures, Seminar, Group Discussion, Seminar, Peer Group Discussion, Mobile Teaching, Self-learning.	

Suggested Readings:

- 1.Fenech, L. E. (1997). Martyrdom and the Sikh Tradition. *Journal of the American Oriental Society*, 117(4), 623–642.<https://doi.org/10.2307/606445>
- 2.Fenech, L. E. (2001). Martyrdom and the Execution of Guru Arjan in Early Sikh Sources. *Journal of the American Oriental Society*, 121(1), 20–31.<https://doi.org/10.2307/606726>
- 3.PRASAD, D. M. (1978). Politics and Ethics in Kautilya's Arthashastra. *The Indian Journal of Political Science*, 39(2), 240–249. <http://www.jstor.org/stable/41854844>
- 4.Agnew, J. A., Mitchell, K., & Toal, G. (Eds.). (2008). A companion to political geography. John Wiley & Sons.
- 5.Cox, K. R., Low, M., & Robinson, J. (Eds.). (2007). The SAGE handbook of political geography. Sage.
- 6.Cox, K. (2008). Political geography: territory, state and society. John Wiley & Sons.
- 7.Agnew, J. A. (2014). Place and Politics (Routledge Library Editions: Political Geography): The Geographical Mediation of State and Society (Vol. 1). Routledge.
- 1.Anderson, K., Domosh, M., Pile, S., & Thrift, N. (Eds.). (2002). Handbook of cultural geography. Sage.
- 2.Ford, R. T. (1994). The boundaries of race: Political geography in legal analysis. *Harvard Law Review*, 1841-1921.
- 3.Jones, M., Jones, R., Woods, M., Whitehead, M., Dixon, D., & Hannah, M. (2014). An Introduction to Political Geography: Space, Place and Politics. Routledge.
- 4.Gallaher C., et al, (2009). Key Concepts in Political Geography, Sage Publications.
- 5.Taylor, P. J. (1982). A Materialist Framework for Political Geography. *Transactions of the Institute of British Geographers*, 15-34.
- 6.Hyndman, J. (2004). Mind the Gap: Bridging Feminist and Political Geography through Geopolitics. *Political Geography*, 23(3), 307-322.
- 7.Jones M., (2004). An Introduction to Political Geography: Space, Place and Politics, Routledge.

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Course Name: Issues & Challenges in Contemporary International Relations

Course Code: MPIS. 527

Total Hours: 45

Course Outcomes:

On completion of this course, students will be able to:

CO1	Analyses key issues and debates related to the theories of democratisation associated with the humanitarian interventions.
CO2	Understanding the dimensions of terrorism, i.e., religious radicalism and separatism.
CO3	To provide a basic understanding of international political economy and the causes of disparities among the nations.
CO4	Identify with the various dimensions of ethno-national conflicts.
CO5	Different stages of globalisation and its impacts as well as challenges.
CO6	Migrations and the refugee crisis due to various conflicts.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Democratizations and Humanitarian Interventions Democratisation: Meaning and Concept Humanitarian Intervention Terrorism: Meaning and Dimension	CO1 CO2
	Learning Activities: Discussion on Humanitarian Intervention	
II 10 Hours	Nationalism and Ethnic Conflicts Nation and nationalism Ethnic origin of Nation and Ethno-federalism Ethno-national Conflicts	CO3
III 10 Hours	Political Economy of Development Political Economy of Developing Countries North-South and South-South Cooperation Neoliberalism and Globalisation	CO4 CO5
	Learning Activities: Discussion on impact of neoliberal economic reform in Third World Countries.	

IV 10 Hours	Migration and Refugee Crisis Refugee and Migration Studies Conflicts and Forced Migration Legal and Institutional Responses to Forced Migration	CO6
	Learning Activities: Debates on Implications of Refugee Crisis.	

Transaction Mode: Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

Suggested Readings:

1. Fiddian-Qasmiyeh, E., Loescher, G., Long, K. & Sigona, N. (eds.) (2014). The Oxford Handbook of Refugee and Forced Migration Studies, Oxford: Oxford University Press.
2. Triandafyllidou, A. (ed.) (2016) Routledge Handbook of Immigration and Refugee Studies, New York : Routledge.
3. John Hutchinson and Anthony Smith, (eds.) (1995), Nationalism, Oxford, UK: Oxford University Press.
4. Michael Hechter (2000), Containing Nationalism, Oxford, UK: Oxford University Press.
5. Azar Gat with Alexander Yakobson, (2013), Nations: The Long History and Deep Roots of Political Ethnicity and Nationalism (Cambridge, UK: Cambridge University Press.
6. Annika Elena Poppe (2019), US Democracy Promotion After the Cold War: Stability, Basic Premises, and Policy Toward Egypt, New York: Routledge
7. Shahram Akbarzadeh (2013), American Democracy Promotion in the Changing Middle East: From Bush to Obama, New York: Routledge
8. Nicolas Bouchet (2015), Democracy Promotion as US Foreign Policy: Bill Clinton and Democratic Enlargement, New York: Taylor & Francis

9. Held, David, Anthony McGrew, David Goldblatt, and Jonathan Perraton.(1999), Global Transformations: Politics, Economics, and Culture. Stanford, CA: Stanford University Press.
10. Gilpin, Robert. (2001),Global Political Economy: Understanding the International Economic Order. Princeton, NJ: Princeton University Press.
11. Kaplinsky, Raphael.(2005), Globalization, Poverty and Inequality: Between a Rock and a Hard Place. Cambridge, UK: Polity.
12. Stiglitz, Joseph. (2006),Making Globalization Work. New York: Norton.

L	T	P	Cr
3	0	0	3

Course Name: Geopolitics of Central Asia

Course Code: MPIS. 540

Total Hours: 45

Course Outcomes:

On completion of this course, students will be able to:

CLO1	Understanding the region of Central Asia in terms of history and geography,
CLO2	Examine the impact of Soviet Rule in the region,
CLO3	Explore the dimensions of new political institutions in the region.
CLO4	Interpret the magnitude and parameter of religious and ethnic conflicts in the region.

CLO5	Examine the role of regional and extra-regional powers in the region
CLO6	Analyse the impact of India's Connect Central Asia Policy

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Introduction to Central Asia: Introduction: Historical and Cultural background Central Asia as Political and Geopolitical Entity Central Asia under Czar & Soviet System	CLO1 CLO2
	Learning Activities: Brain-storming and Discussion Silk Route and Great Game.	
II 15 Hours	Post-Soviet Central Asia: Constitutional Systems of Central Asian Republics Emergence of Ethno-national conflicts and Rise of Radical Islam The Problems of Post-Soviet Transition in	CLO3 CLO4

	Central Asia	
	Learning Activities: Peer discussion, brain storming on Transition in Central Asia	
III 15 Hours	Regional Cooperation and Security in Central Asia Multi-Vector Foreign Policy and New Great Game Regional Cooperation and Regional Security Major Power (Russia, China and the US) & Regional Actor (Iran, Turkey and Pakistan)	CLO5
	Learning Activities: Modelling and scaffolding, Brainstorming and group discussion.	
IV 15 Hours	India-Central Asia Relations Connect Central Asia Policy India-Central Asia Summit India's Role in Afghanistan and Chabahar Port	CLO6
	Learning Activities: Modelling and scaffolding, brainstorming and presentations in India and Central Asian Relations	

Transaction Mode: Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

Suggested Readings:

1. Cummings, S.N. and Hinnebusch, R. (eds.) (2011) *Sovereignty After Empire: Comparing the Middle East and Central Asia*. Edinburg: Edinburg University Press.
2. Cummings, Sally N.(2012). *Understanding Central Asia: Politics and Contested Transformations*. London and New York: Routledge.
3. Jones Luong, P. (2002) *Institutional Change and Political Continuity in Post-Soviet Central Asia: Power, Perceptions, and Pacts*. Cambridge and New York: Cambridge University Press.
4. Khalid, A. (2007) *Islam after Communism: Religion and Politics in Central Asia*. Berkeley: University of California Press.]
5. Reeves, M., Rasanayagam, J. and Beyer, J. (eds.) (2014) *Ethnographies of the State in Central Asia: Performing Politics*. Indiana University Press.
6. Sahadeo, J. and Zanca, R. (eds.) (2007) *Everyday Life in Central Asia*. Bloomington: Indiana University Press.
7. Pierce, Richard A. (1960) *Russian Central Asia, 1867-1917: A Study in Colonial Rule*. Berkeley: University of California Press.
8. Mackinder, H. J. (1904), "The Geographical Pivot of History", *The Geographical Journal*, 23 (4):421-437.
9. Malashenko, A. (2013), *The Fight for Influence: Russia in Central Asia*, Washington, D.C.: Carnegie Endowment for International Peace.
10. Marketos, T.N. (2009), *China's Energy Geopolitics: The Shanghai Cooperation Organization and Central Asia*, London & New York: Routledge
11. Sengupta A. (2005), *Russia, China and Multilateralism in Central Asia*, Delhi: Shipra
12. Aris, S. (2011), *Eurasian Regionalism: The Shanghai Cooperation Organisation*, Hampshire & New York: Palgrave Macmillan.

13. Hanks, R. R. (2010), *Global Security Watch: Central Asia*, California: Praeger.
14. Stobdan, P. (2020), *India and Central Asia: The Strategic Dimension*, New Delhi: KW Publishers

Course Title: India and West Asia

Course Code: MPIS. 530

Total Hours: 45

Course Learning Outcomes (CLO): At the end of the course, the students will be able to

CLO1	Identify the interlinkages between West Asia and India's security
CLO2	Understand India's Cold War response to West Asia
CLO3	Examine how the U.S. policies in West Asia influenced India's security
CLO4	Apply theoretical knowledge on the new regional order
CLO5	Deconstruct the consequences of China's rise and its consequent challenges

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	Factors shaping up of India's West Asia policy Interest of Major powers in West Asia and India Baluchistan and the loss of a western frontier Learning Activities: Article review on the role of major powers in West Asia	CLO1, CLO2 and CLO3 CLO1, CLO2 and CLO3

Unit II 15 Hours	India's stakes and responses to the Palestine question and the Gulf Wars, Kashmir's separatism and Indian Diplomacy Role and the strategic outreach of Multi-alignment Learning Activity: Discussion on West Asia and Kashmir	CLO1, CLO2, CLO3, CLO4 and CLO5
Unit III 15 Hours	India's responses to the Nuclear proliferation and War on Terror Humanitarian intervention and the Iraq and Afghanistan Wars; The rise and fall of ISIS Learning Activity: Group presentations on the nuclear proliferation	CLO1, CLO2, CLO3, CLO4 and CLO5
Unit IV 15 Hours	The Rise of China and India's security from the Western front India's Act East and Think West policy, Abraham Accords- opportunities and challenges for India and India's West Asia Quad Emerging Dynamics of West Asian Politics Learning Activity: Article review on India's Act East Policy	CLO3, CLO4 and CLO5
Transactional Modes:	Lectures, Seminar, Group Discussion, Seminar, Peer Group Discussion, Mobile Teaching, Self-learning.	

Suggested Readings

1. Chakrabarti, D. (1975). Gujarat Harappan Connection with West Asia: A Reconsideration of the Evidence. *Journal of the Economic and Social History of the Orient*, 18(3), 337-342. doi:10.2307/3632141

2. CHATTERJEE, S. (2011). The Arab Ferment and Challenges for India's West Asia Policy. *Economic and Political Weekly*, 46(16), 29-31. Retrieved March 28, 2021, from <http://www.jstor.org/stable/41152101>
3. Choksy, C., & Choksy, J. (2015). THE SAUDI CONNECTION: Wahhabism and Global Jihad. *World Affairs*, 178(1), 23-34. Retrieved March 28, 2021, from <http://www.jstor.org/stable/43555279>
4. Coningham, R., Young, R. (2015). *The Archaeology of South Asia: From the Indus to Asoka, C.6500 BCE-200 CE*. United Kingdom: Cambridge University Press.
5. Cragin, R. (2008). Early History of Al-Qa'ida. *The Historical Journal*, 51(4), 1047-1067. Retrieved March 28, 2021, from <http://www.jstor.org/stable/20175214>
6. DODH, P. (2016). Changing Strategic Dynamics In West Asia: RAMIFICATIONS FOR INDIA. *World Affairs: The Journal of International Issues*, 20(3), 130-145. Retrieved March 28, 2021, from <https://www.jstor.org/stable/48505298>
7. Dorsey, J. (2020). The Israel-UAE Peace: A Preliminary Assessment (pp. 31-33, Rep.) (Karsh E., Ed.). Begin-Sadat Center for Strategic Studies. doi:10.2307/resrep26355.9
8. Forough, M. (2021). Geographic Agency: Iran as a 'Civilizational Crossroads' in the Belt and Road Geography. In Schneider F. (Ed.), *Global Perspectives on China's Belt and Road Initiative: Asserting Agency through Regional Connectivity* (pp. 291-314). Amsterdam: Amsterdam University Press. doi:10.2307/j.ctv1dc9k7j.15
9. Forough, M. (2021). Geographic Agency: Iran as a 'Civilizational Crossroads' in the Belt and Road Geography. In Schneider F. (Ed.), *Global Perspectives on China's Belt and Road Initiative: Asserting Agency through Regional Connectivity* (pp. 291-314). Amsterdam: Amsterdam University Press. doi:10.2307/j.ctv1dc9k7j.15
10. Gause, F. (2010). The U.S. and the Persian Gulf. *Great Decisions*, 79-92. Retrieved March 28, 2021, from <http://www.jstor.org/stable/43681101>
11. Goucher, C. L., Walton, L. A. (2008). *World History: Journeys from Past to Present*. United Kingdom: Routledge.
13. Gupta, R., & Institute of Peace and Conflict Studies. (2017). 3 Years of the Modi Government (pp. 81-83, Rep.). Institute of Peace and Conflict Studies. Retrieved March 28, 2021, from <http://www.jstor.org/stable/resrep09416.28>
14. <https://www.tifr.res.in/~vahia/harappa.pdf> The Harappan Culture

15. Husan, S. (2014). THE ZIONIST PROJECT AND THE BRITISH MANDATE IN PALESTINE. *Proceedings of the Indian History Congress*, 75, 967-974. Retrieved March 28, 2021, from <http://www.jstor.org/stable/44158480>
16. Jarrige, J.-F., Quivron, G. 'The Indus Valley and the Indo-Iranian Borderlands at the End of the 3rd Millennium and the Beginning of the 2nd Millennium BC', in Raven, Ellen , ed., *South Asian Archaeology 1999*, Groningen, 2008, pp. 61–83.
17. Kenoyer, M. *Ancient Cities of the Indus Valley Civilization*, Karachi, 1998.
18. Lamberg-Karlovsky, K. 'Archaeology and Language: The Indo-Iranians', *Current Anthropology*, Vol. 43 (1), 2002, pp. 63–88.
19. Li, D. (2012). TAKING THE PLACE OF MARTYRS: AFGHANS AND ARABS UNDER THE BANNER OF ISLAM. *The Arab Studies Journal*, 20(1), 12-39. Retrieved March 28, 2021, from <http://www.jstor.org/stable/23265832>
20. Mayrhofer, M. *Die Indo-Arier Im Alten Vorderasien* (The Indo-Aryan in Ancient Southwest Asia), Wiesbaden, 1966.
21. Mekkawi, E. (2006). Image of India in the Arab World: Shapes and Shades. *India Quarterly*, 62(4), 152-190. Retrieved March 28, 2021, from <http://www.jstor.org/stable/45073304>
22. Mukherjee, R. (2019). LOOKING WEST, ACTING EAST: India's Indo-Pacific Strategy. *Southeast Asian Affairs*, 43-52. doi:10.2307/26939685
23. *Once Upon a Time* by SudhakarRaje, BabasahebApteSamarakSamiti,
24. Pandya, A. (2020). The Threat of Transnational Terrorist Groups in Kashmir. *Perspectives on Terrorism*, 14(1), 13-25. doi:10.2307/26891982
25. Parpola, A. (2015). *The Roots of Hinduism: The Early Aryans and the Indus Civilization*. United States: Oxford University Press.
26. Samuel, S., & Rajiv, C. (2016). Indian Responses to Israel's Gaza Operations (pp. 25-28, Rep.). *Begin-Sadat Center for Strategic Studies*. Retrieved March 28, 2021, from <http://www.jstor.org/stable/resrep04727.6>
27. Singh, G. P. (2003). *Facets of ancient Indian history and culture: new perception*. India: D.K. Printworld.
28. Singh, R. (2019). *India's Lost Frontier: The Story of the North-West Frontier Province of Pakistan*. India: Rupa.

29. Singh, R. (2019). India's Lost Frontier: The Story of the North-West Frontier Province of Pakistan. India: Rupa.
30. Stern, J. (2000). Pakistan's Jihad Culture. Foreign Affairs, 79(6), 115-126. doi:10.2307/20049971
31. Tripathy, S. (2013). INDIA'S POLICY TOWARDS PALESTINE: A HISTORICAL PERSPECTIVE. The Indian Journal of Political Science, 74(1), 159-172. Retrieved March 28, 2021, from <http://www.jstor.org/stable/24701038>

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Course Name: State and Security in Caucasus Region

Course Code: MPIS. 533

Total Hours: 45

Course Outcomes:

On completion of this course, students will be able to:

CO1	Critically examine the impact of Soviet rule in the Caucasus region.
CO2	Analyses the genesis and resolution on Chechen problems.
CO3	Evaluates the political transition in South Caucasus Republics.
CO4	Study the ethno-national conflicts in South Caucasus after the dissolution of the USSR
CO5	Examine the role of great power in South Caucasus .

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Caucasus Region: History, Culture , Demography and Geopolitics North Caucasus Republics under Soviet and New Russia Rise of Radical Islam in North Caucasus, Chechen Conflicts	CO1 CO2
	Learning Activities: Discussion on Chechen-Russian Conflicts	
II 10 Hours	State in South Caucasus Republics Socio-economic and Political Transformation in Armenia, Azerbaijan and Georgia Foreign and Security policy	CO3
	Learning Activities: Presentation on Multi-vector foreign policy of South Caucasus Republics.	
III 12 Hours	Ethno-national Conflicts in South Caucasus Nagorno-Karabakh, Abkhazia and South Ossetia	CO4

	Learning Activities: Presentations on De-facto republics in the South Caucasus.	
IV 13 Hours	Geopolitics Energy pipelines and Great Power in South Caucasus	CO5
	Learning Activities: Discussion on Regional and Major power in the the South Caucasus Region	

Transaction Mode: Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

Suggested Readings:

1. Coene, F. (2010). *The Caucasus: An Introduction*, Oxon & New York: Routledge
2. Gammer, M. (2004). *The Caspian Region Volume II: The Caucasus*, New York & London: Routledge
3. Gammer, M. (2008). *Ethno-nationalism, Islam and the State in the Caucasus: Post-Soviet disorder*, New York & London: Routledge.
4. Suny, R. G. (Ed.) (1996). *Transcaucasia, Nationalism and Social Change: Essays in the history of Armenia, Azerbaijan and Georgia*, Ann Arbor: The University of Michigan Press.
5. Coppieters, B. (2001). *Federalism and Conflict in the Caucasus*. London: The Royal Institute of International Affairs.
6. Cornell, S. E. (2001) *Small Nations and Great Powers. A Study of Ethno-political Conflict in the Caucasus*. Surrey, England: Curzon,

7. Croissant, M. P. (1998). *The Armenia-Azerbaijan Conflict. Causes and Implications*. Westport, Connecticut and London: Praeger
8. Hille, C. M. L. (2010). *State Building and Conflict Resolution in the Caucasus*. Brill. Ohannes
9. Geukjian. (2011). *Ethnicity, Nationalism and Conflict in the South Caucasus : Nagorno-Karabakh and the Legacy of Soviet Nationalities Policy*. Routledge.

L	T	P	Cr
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Course Name: Geopolitics of Caspian and Black Sea Region

Course Code: MPIS. 537

Total Hours:45

Course Outcomes:

On completion of this course, students will be able to:

CLO1	Analyse greater region around the Black and Caspian Seas and its importance.
CLO2	Examine the energy and security configuration in the Caspian sea region.
CLO3	Assess the role of Great Power and Region Actor on Black sea

CLO4	Evaluates the opportunities and challenges of regional cooperation in the caspian and black sea region.
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Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Caspian Sea and Black Sea Region Historical and Cultural background Cooperation and Competition during Cold War Impact of Soviet Disintegration	CLO1
	Learning Activities: Discussion on historical and cultural background	
II 10 Hours	Caspian Sea Region Geopolitical Dynamics, Energy Security and External Actors	CO4 CO5

	Learning Activities: Presentation on Energy geopolitics in the South Caucasus.	
III 12 Hours	Black Sea Basin political situation in the black sea basin NATO and Russia in black sea region military dimensions of the black sea basin Ukraine Conflicts	CO6
	Learning Activities: Brainstorming and Group discussion on resurgent Russia and Ukraine Crisis.	
IV 13 Hours	Regional Cooperation in Caspian and Black sea Region	CO7
	Learning Activities: Discussion on cooperation in the region .	

Transaction Mode: Lecture, case study,

blended learning, problem solving, discussion & demonstration, self-study.

Suggested Readings:

1. Ahrend, Rudiger and William Thompson (2007), “Caspian Oil in a Global Context”, Transition Studies Review, vol.14 (1): 163–187

2. Akiner, Shirin, ed., (2004), *The Caspian: Politics, Energy, Security*, London:Routledge.
- Alieva, Leila (2006), "Azerbaijan's Frustrating Elections", *Asian Affairs*, vol.17 (2): 147-160.
3. Allen, W. E. D., (1927), "New Political Boundaries in the Caucasus", *The Geographical Journal*, vol. 69(5): 430-441.
4. Amirahmadi, Hoosang Amirahmadi, eds., (2000), *The Caspian Region at a Cross Road*, London: Macmillan.
5. Anacker, Shonin.(2004), "Geographies of Power in Nazarbayev's Astana", *Eurasian Geography and Economics*, vol. 45(7): 515-533.
6. Ayub, Mohammed (1995), *The Third World Security Predicament: State Making, Regional Conflict, and the International System*, Boulder: Lynne Rienner.
7. Bahgat, Gawdat (2007) "Prospects for energy cooperation in the Caspian Sea" *Communist and PostCommunist Studies*, vol40(2):157-168.
8. Roberto Aliboni, "Globalization and the Wider Black Sea Area: Interaction with the European Union, Eastern Mediterranean and the Middle East," *Southeast European and Black Sea Studies* 6, no. 2 (June 2006), pp. 157-168.
9. Charles King, "The Wider Black Sea Region in the Twenty-First Century," in *The Wider Black Sea Region in the 21st Century: Strategic, Economic and Energy Perspectives*, edited by Daniel Hamilton and Gerhard Mangott (Washington, D.C.: Center for Transatlantic Relations, 2008), 1-19,
10. Mustafa Aydin and Dimitrios Triantaphyllou, rapporteurs, *2020 Vision for the Black Sea Region: A Report by the Commission on the Black Sea* (Gütersloh: Bertelsmann Stiftung, May 2010),
11. John Roberts, Energy Cooperation among the BSEC Member States: Towards an Energy Strategy for the BSEC, *Xenophon Paper*, no. 3 (Athens: ICBSS, October 2007,
12. Dimitrios Triantaphyllou, "Energy Security and Common Foreign and Security Policy (CFSP): The Wider Black Sea Area Context," *Southeast European and Black Sea Studies* 7, no. 2 (June 2007), 289-302,
13. Gareth Winrow, "Geopolitics and Energy Security in the Wider Black Sea Region," *Southeast European and Black Sea Studies* 7, no. 2 (June 2007), 217-235.
14. Gerhard Mangott and Kirsten Westphal, "The Relevance of the Wider Black Sea Region to EU and Russian Energy Issues," in *The Wider Black Sea Region in the 21st Century: Strategic, Economic and Energy Perspectives*, edited by Daniel Hamilton and Gerhard Mangott (Washington, D.C.: Center for Transatlantic Relations, 2008), 147-177,

Course Title: Approaches to Security

Course Code: MPIS.542

L	T	P	Cr
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3	0	0	3
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Total Hours: 45

Course Outcomes (CO): At the end of the course, the students will be able to

CLO1	Understand the leading classical theories of security studies and how they inform thinking on contemporary security debates
CLO2	demonstrate an understanding of contemporary security threats, explaining both the causes and consequences threats to physical safety and societies stability.
CLO3	examine government policies to dealt with security threats, focusing on ways to minimize the risk of war, and various harms to citizens, the economy, and political institutions relating to security crises
CLO4	Understand and analyze security studies from critical perspectives.

Course Contents:

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	Concept of “security” as complex and multi-faceted. The concept of security, Evolution of Security Studies Realism, liberalism and Constructivism The renaissance of security studies Learning Activities: Take any one case study to examine the relevance of strategic thinking and culture.	CLO 1 and CLO2

Unit 2 10 Hours	National Security National Security Strategy (NSS), The National Security Council Secretariat (NSCS), Strategic deterrence, Territorial integrity and sovereignty, Counterterrorism and internal security, Diplomacy and international relations. The national security problem in international relations Learning Activities: Examine the continuance of the ancient strategic thought in the contemporary strategic thinking	CLO1, CLO2 and CLO3
Unit 3 10 Hours	Non-traditional security (NTS) Energy Security Issues, International terrorism, Food Security, demographic changes and refugee issues, Chemical and biological weapons proliferation, Economic Security Concerns Learning Activities: Class debate on the relevance of war and the financial, human and environmental costs	CLO3 and CLO4
Unit 4 10 Hours	Security and Emancipation The Third World and security studies, Critical security studies, Critical Terrorism Studies, The Paris School and ontological security studies Learning Activities: Explore the concept of nuclear security in the context of non-state actors	CLO2 and CLO4
Transactional Modes:	Lectures, Group Discussion, Seminar, Peer Group Discussion	

Suggested Readings:

- 1.Gricius, G. (2024). Whose anxiety? What practices? The Paris School and ontological security studies, *International Politics* (2024) 61:322–342**
- 2.Baldwin, David A. “The Concept of Security.” *Review of International Studies*, vol. 23, no. 1, 1997, pp. 5–26.**
- 3.Gilpin, Robert. “The Theory of Hegemonic War.” *The Journal of Interdisciplinary History* 18.4 (1988): 591-613.**
- 4.Booth, K. ‘Security and Emancipation’, *Review of International Studies*, vol. 17, no. 4, 1991, 313–326.**
- 5.Buzan, B. *People, States and Fear: An Agenda for International Security Studies in the Post-Cold War Era*, 2nd edition, London: Harvester Wheatsheaf, 1991.**
- 6.Buzan, B., Weaver, O. and de Wilde, J. *Security: A New Framework for Analysis*, Boulder: Lynne Rienner Publishers, 1997.**
- 7.Commission on Human Security (CHS), *Human Security Now: Final Report*, New York: CHS, 2003.**
- 8.Krause, K. and Williams, M. *Critical Security Studies: Concepts and Cases*, London: UCL Press Ltd, 1997.**
- 9.Kolodziej, E.A. *Security and International Relations*, Cambridge: Cambridge University Press, 2005.**
- 10.Walt, S.M. ‘The Renaissance of Security Studies’, *International Studies Quarterly*, vol. 35, no. 2, June 1991, 211–239.**
- 11.Lynn-Jones, S.M. ‘Realism and Security Studies’, in C.A. Snyder (ed.), *Contemporary Security and Strategy*, New York: Routledge, 1999.**
- 12.Mohammed Ayoob, “State Making and Third World Security” in *The Third World Security Predicament: State Making, Regional Conflict, and the International System*, Boulder: Lynne Rienner Publishers, 1995**
- 13. Georg Sorensen, “War and State-Making: Why Doesn't it Work in the Third World?” *Security Dialogue* 32 (2001), 341-354.**

14. Harold D. Lasswell, "The Garrison State", The American Journal of Sociology, Vol. 46, No. 4 (Jan., 1941), pp. 455-468.
15. R.B.J. Walker, "Security, sovereignty, and the challenge of world politics" Alternatives 15(1990), pp. 3-27
16. David A. Baldwin, "The Concept of Security", Review of International Studies, 23 (1997): 5- 26.
17. Mearsheimer, J.J. and Walt, S.M. 'An Unnecessary War', Foreign Policy, no. 134, January/February, 2003, 50-59. Evolution of Security Studies

Interdisciplinary courses (For the students of other Departments)

Course Title: Introduction to International Relations

Course Code:

Total Hours: 30

L	T	P	Cr
2	0	0	2

Course Outcomes (CLO): At the end of the course, the students will be able to

CO 01	Understand the knowledge and skills to differentiate between different theories of IR
CO 02	Gain a functional knowledge of UNO, with specific reference to the UNSC
CO 03	Develop an understanding of the geoeconomics and geopolitics

Course Contents

Unit/Hours	Content	Mapping with COs
Unit I 8 Hours	International Relations: Meaning, Nature, and Approaches Learning Activities: Elucidate the relevance of IR	CO1
Unit 2 7 Hours	Theories of IR: Idealism, Realism and Liberalism Learning Activities: Article review on any one of the theories	CO1 and CO3
Unit 3 7 Hours	United Nations: Evolution, Aims, Objectives, and Structure Learning Activities: Highlight through a debate the need for reforming the UNSC.	CO1, CO2 and CO3
Unit 4 8 Hours	Conflict and Peace: Intersection of geo-economics and geo-politics Learning Activities: Article review and discussion on the Ukraine conflict	CO1, CO2 and CO3
Transactional Modes:	Lectures, Group Discussion, Seminar, Peer Group Discussion	

Suggested Readings

1. Baylis, J., Smith, S., & Owens, P. (2008). The Globalisation of World Politics: An Introduction to International Relations (4th ed.). Oxford New York: Oxford University Press.
2. Basu, R. (2012). International Politics: Concepts, Theories and Issues (1st ed.). New Delhi: SAGE Publications India Pvt. Ltd.
3. Goldstein, J. (1994). International relations. New York, NY: HarperCollins College Publishers.

4. Griffiths, M. (2007). International relations Theory for the Twenty-First Century: An Introduction (1st ed.). Abingdon Oxon: Routledge. 18
5. Jorgensen, K. E. (2010). International Relations Theory: A New Introduction. Hampshire: Palgrave Macmillan.
5. Buzan, B. (1987). An Introduction to Strategic Studies: Military Technology and International Relations. Springer.
6. Tertais (2002), 'Do Arms Races Matter', Washington Quarterly, vol. 24, no. 4 (Autumn 2002), pp. 45-58
7. Scott D. Sagan, "Why Do States Build Nuclear Weapons?" International Security 21 (Winter 1996/97), pp. 54-86.
8. Stephen M. Walt (1991), "The Renaissance of Security Studies." International Studies Quarterly 35,2 (June): 211-39

L	T	P	Cr
2	0	0	2

Course Title: Introduction to South Asia

Course Code: POL.514

Total Hours: 30

Course Outcomes (CO): At the end of the course, the students will be able to

CO 01	Interpret the meaning and concept of South Asia regional integration
CO 02	To examine the genesis of the SAARC and structure.
CO 03	Critically examine and analyse the comparative analysis of

	the regional organisations
CO 04	Apply the acquired skill to understand regionalism through the prism of geopolitics along with various challenges.

Course Contents:

Unit/Hours	Content	Mapping with COs
Unit I 8 Hours	Regionalism: Meaning, Concept, Characters and Types Theories of Regional Integration Exercise: Prepare the concept note	CO 01
Unit 2 8 Hours	SAARC: Genesis, Structure and Its Role Exercise: Presentation on the genesis, structure and role	CO 02
Unit 3 8 Hours	SAARC, SCO, European Union, and ASEAN India's cultural linkages with its neighbours Exercise: Preparation and presentation of the comparative analysis chart	CO 03

Unit 4 8 Hours	Regionalism and Geopolitics: Challenges to South Asian Regional Integration Exercise: Indentation of geopolitical determinants of the South Asian regionalism	CO 04
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, , Collaborative learning, Cooperative learning	

Suggested Readings:

1. Understanding Terrorism in South Asia: Beyond Statist Discourses (1st ed.). New Delhi: Manohar Publishers and Distributors.
2. Bisht, M. (2009). Contemporary Issues in South Asia: Documents (1st ed.). New Delhi: Institute of Defence Studies and Analysis.
3. Carranza, M. (2009). South Asian Security and International Nuclear Order: Creating a Robust Indo-Pakistani Nuclear Arms Control Regime. Suite: Ashgate Publishing Limited.
4. Chandran, D., & Chari, P. (2011). Armed Conflicts in South Asia 2010: Growing Left-Wing Extremism and Religious Violence (1st ed.). New Delhi: Routledge.
5. Dhaliwal, S. (2009). Development of regionalism in South Asia. New Delhi: MD Publications.
6. Dixit, J. (2012). Indian Foreign Policy and Its Neighbours. New Delhi: Gyan Publishing House.
7. Iqbal, D. (2010). Global Companion to South Asian Economy: Tradition, Transition and Transformation. New Delhi: Global Vision Publishing House.
8. Khan, R. (2012). SAARC Nations: New Role and Challenges Ahead. New Delhi: Mittal Publications.
9. Kim, N. (2009). Globalization and regional integration in Europe and Asia. Farnham, England: Ashgate.
10. Ollapally, D. (2009). The Politics of Extremism in South Asia. New Delhi: Cambridge University Press.
11. Orton, A. (2010). India's Borderland Disputes: China, Pakistan, Bangladesh and Nepal. New Delhi: Epitome Books.

12. Riaz, A. (2010). Religion and Politics in South Asia (1st ed.). Abingdon Oxon: Routledge.
13. Roy, M. (2010). India and Her Sub-Continent Neighbours: New Pattern of Relationships. New Delhi: Deep and Deep Publications.
14. Rudolph, L., & Rudolph, S. (2008). Making U.S. Foreign Policy toward South Asia: Regional Imperatives and the Imperial Presidency. New Delhi: Concept Publishing Company.
15. Saez, L. (2011). The South Asian Association for Regional Cooperation (SAARC): An Emerging Collaboration Architecture (1st ed.). New York: Routledge.
16. Schottli, J., & Wolf, S. (2010). State and Foreign Policy in South Asia. New Delhi: Samskriti.
17. Sridharan, E. (2011). International relations Theory and South Asia (1st ed.). New Delhi: Oxford University Press.
18. Khilnani, S., Raghavan, V., & Thiruvengadam, A. (2013). Comparative Constitution in South Asia (1st ed.). New Delhi: Oxford University Press.
19. Kumar, L. (2010). Shanghai Cooperation Organisation. Kolkata: Maulana Abul Kalam Azad Institute of Asian Studies.
20. Lombaerde, P., & Söderbaum, F. (2013). Regionalism. Los Angeles: SAGE.
21. Mattli, W. (1999). The logic of regional integration. New York: Cambridge University Press.
22. Sharma, S. (2001). India and SAARC. New Delhi: Gyan Pub. House.
23. Yong, T. (2010). South Asia: Societies in Political and Economic Transition (1st ed.). New Delhi: Manohar Publishers and Distributors.
24. Rehbein, R. (2002). Managing proliferation in South Asia: A case for assistance to unsafe nuclear arsenals. The Non-proliferation Review, 9(1), 92-111.

L	T	P	Cr
2	0	0	2

Course Name: Introduction to Climate Politics

Course Code: POL.527

Course type: IDC

Total Hours: 30

Course Learning Outcomes:

On completion of the course, students will be able to:

CL01: Identify climate change problems from multidisciplinary perspectives.

CL02: Explain climate politics in the context of the principles of sovereignty, equity, differentiation, justice, and development.

CL03: Analyse climate change problems, which threaten the existence of flora and fauna on the earth.

CL04: Apply techniques of climate politics in transforming individual desires and interests into common desires and interests and individual efforts into collective in coping up the problem.

CL05: Evaluate policy actions taken by a state for tackling the problem.

CL06: Create an awareness about the problem among people aimed at changing human behaviour.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 08 Hours	Global Climate Change: Social, Economic, Political, and Ecological Dimensions Global Climate Change and International Relations Global Climate Change and Global Commons	CL01 CL02

	Learning Activities: Identification and discussion of the major concepts, theories, international political system, and global climate change	
II 08 Hours	Climate Change Debate: Man Vs. Nature Responding to Climate Change Political Economy of Climate Change	CL03
	Learning Activities: Peer discussion, Brain-storming, Discourse on the issue, analysis of various responses of the problem	
III 08 Hours	State as an Actor in the Global Climate Change Role of Civil Society, Non-Governmental Organisations in the Global Climate Change Politics	CL04 CL05
	Learning Activities: Analysing of the actors' role in the global climate change, and field visit of any NGO	

IV 08 Hours	An Evolution of the Global Climate Change Regime. The Climate Change Regime: The United Nation Framework Convention on Climate Change; the Kyoto Protocol and Paris Agreement. Dilemmas and Challenges in Climate Change Politics	CL05 CL06
	Learning Activities: Presentation of the evolution of global climate change regime and discuss the existing climate change regimes, peer Group debate about the Dilemma in Climate change politics	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Self- Learning and Project Method.	

Suggested Readings:

1. Axelrod, R.; Vandever, Stacy D. & Downie D. (eds.) (2010). The Global Environment: Institutions, Law and Policy (3rd ed.). CQ Press.
2. Chasek, P.; Downie, D. & Welsh Brown, J. (2010). Global Environmental Politics (Dilemmas in World Politics) (6th ed.), Westview Press.
3. Chayes, Abram and Antonia Handler Chayes (1995). The New Sovereignty: Compliance with International Regulatory Agreements. Harvard University Press: Cambridge.
4. Giddens, Anthony (2011). The Politics of Climate Change (2nd ed.). Polity.
5. Luterbacher, Urs and Detlef F. Sprinznz (2001). International Relations and Global Climate Change. MIT Press.
6. Nagtzaam, Gerry (2009). The Making of International Environmental Treaties: Neoliberal and Constructivist Analyses of Normative Evolution. Edward Elgar Publishing.

7. Barrett, S. (1998). "Political Economy of the Kyoto Protocol." *Oxford Review of Economic Policy*, 14: 20-39.
8. Dauvergne, Peter (2010). *The Shadows of Consumption: Consequences for the Global Environment*. The MIT Press.
9. Dessler, Andrew and Edward A. Parson (2010). *The Science and Politics of Global Climate Change: A Guide to the Debate* (2nd ed.). Cambridge University Press.
10. Doelle, M. (2002). "From Kyoto to Marrakech: A Long Walk through the Desert: Mirage or Oasis?" *Dalhousie Law Journal*, 25: 113-167.
11. Homer-Dixon, T. (1999). *Environment, Scarcity, and Violence*. Princeton: Princeton University Press.
12. Kerr, R. A. (2009). "What Happened to Global Warming? *Science*, 326: 28-29.
13. Lenton, T. M., Held, H., Kriegler, E., Hall, J. W., Lucht, W., Rahmstorf, S., & Schellnhuber, H. J. (2008). "Tipping Elements in the Earth's Climate System." *Proceedings of the National Academy of Sciences*, 105: 1786-1793.
14. Mearsheimer, J. J. (1994). "The False Promise of International Institutions." *International Security*, 19: 5-49.
15. Miller, Clark A. (2004). "Climate Science and the Making of Global Political Order." in S. Jasanoff (ed.). *States of Knowledge*. London: Routledge.
16. Ostrom, Elinor (et al.) (1999). "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284.5412: 278-282.
17. Roe, G. H., & Baker, M. B. (2007). "Why is Climate Sensitivity so Unpredictable?" *Science*, 318: 629-632.
18. Ruggie, J. G. (1982). "International Regimes, Transactions, and Change: Embedded Liberalism in the Post-war Economic Order." *International Organization*, 36: 379-415.
19. Schelling, T. C. (1997). *The Cost of Combating Global Warming: Facing the Trade-Offs*. *Foreign Affairs*, 76: 8-14.
20. Stern, N. (2006). *Executive Summary: The Economics of Climate Change: the Stern Review*. Cambridge: Cambridge University Press.
21. UNFCCC. (2009). *Decision -/CP.15: Copenhagen Accord*. UNFCCC.
22. Vogler, John (2012). "Global Commons Revisited." *Global Policy* 3: 61-71.
23. Winkler, Harald, and Judy Beaumont (2010). "Fair and Effective Multilateralism in the Post-Copenhagen Climate Negotiations." *Climate Policy* 10.6: 638-654.
24. World Commission on Environment and Development (1987). *Our Common Future*. Oxford: Oxford.

Course Title: War and Peace in International Relations
Course Code: POL 528
Total Hours: 30

L	T	P	Cr
2	0	0	2

CO 01	Illustrate the theoretical understanding on war and peace in international relations.
CO 02	Analyse the major theoretical approaches to ethical questions in the perceptions of war and peace.

Course Contents

Unit/Hours	Content	Mapping with COs
Unit I 8 Hours	Concept of War and Peace in Ancient India – Vedantic strategic culture and peaceful coexistence. The foundation of modern-day state and warfare Conflict Resolutions and Conflict Management in International Relations Learning Activities: Elucidate the relevance of both war and peace in IR	CO1
Unit 2 7 Hours	Security Dilemma, Collective Security and Balance of Power Learning Activities: Take any one case study on either of the concepts in unit II	C01 and C02
Unit 3 7 Hours	Limited and Full Scale War Nuclear deterrence and Its Implications Learning Activities: Class discussion on deterrence	C01 and C02

Unit 4 8 Hours	Weapons of Mass Destructions: Nuclear Weapons, Chemical and Biological Warfare Peace Efforts in International Relations Role of the United Nations Learning Activities: Examine the efforts of India towards arms control	C01 and C02
Transactional Modes:	Lectures, Group Discussion, Seminar, Peer Group Discussion	

Suggested Readings

1. SubediSurya P (2003), The Concept in Hinduism of 'Just War', *Journal of Conflict and Security Law*, Volume 8 (2) Pages 339–361, <https://doi.org/10.1093/jcsl/8.2.339>
2. Sharma, D. (1963). India: Ideologies of War and Peace in Ancient India. By Indra. Vedic Research Institute, Hoshiarpur. 1957. 191p. Rs. 20.00. India Quarterly, 19(1), 68–69. <https://doi.org/10.1177/097492846301900106>
3. Roy, K. (2012). Kautilya's Kutayuddha: 300 bce–300 ce. In *Hinduism and the Ethics of Warfare in South Asia: From Antiquity to the Present* (pp. 58-105). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139084116.006
4. Brown, Michael E., et.al, eds., Theories of War and Peace (Cambridge, Mass: The MIT Press, 2000).
5. Aron, R. (1966). Peace and war. A theory of international relations, 373-403.
6. Boucher, D. (1998). Political theories of international relations (Vol. 383). Oxford: Oxford University Press.
7. Burton, John, Conflict: Resolution and Prevention (London: Macmillan, 1990).
8. Gray, C. S. (2013). War, peace and international relations: an introduction to strategic history. Routledge.
9. Nye, J. S. (1999). Understanding international conflicts. Longman.
10. Ceadel, M. (1987). Thinking about peace and war (pp. 135-136). Oxford: Oxford University Press.
11. Carr, E. H. (1946). The twenty years' crisis, 1919-1939: an introduction to the study of international relations.
12. Robert J. Art and Robert Jervis, eds., International Politics: Enduring Concepts and Contemporary Issues, fifth edn. (New York: Longman, 1999).
13. John Baylis, Steve Smith and Patricia Owens, eds., (2012). The Globalization of World Politics: An Introduction to International Relations, 5th edn. Oxford: Oxford University Press.
14. Kagan, D. (1995). On the Origins of War and the Preservation of Peace (pp. 8-9). New York: Doubleday.

* The MOOC Course can be opted by the student as per the availability of the course with the MOOC in Swayam Portal.

For Multiple Exit Scheme for P.G. Diploma in Political Science

Course Code	Course Title	Type of Course	L	T	P	Cr
Choose any one from the below given courses						
-----	Mini-Project/Technical Report Writing	Skill Based	0	0	8	4
----	Central Government Policy Review	Skill Based	0	0	8	4
	MOOC ²	Skill Based	4	0	0	4
	1. Academic Writing* (Credits-4)					
DCE- 01	2. General Principles of Writing**	Skill Based	4	0	0	4
Total Credits			4	0	8	4

*https://onlinecourses.swayam2.ac.in/cec22_ge01/preview

** https://onlinecourses.swayam2.ac.in/nou23_lg28/preview

SEMESTER III

Course Title: International Political Economy

Course Code: MPIS. 516

Course Type: Core

Total Hours: 60

L	T	P	Cr
4	0	0	4

Course Learning Outcomes (CLO): At the end of the course, the students will be able to

² The MOOC Course can be opted by the student as per the availability of the MOOC Courses with consultation of the MOOC Coordinator of the Department.

CLO 01	Explain the meaning and nature of International Political Economy (IPE) Identify and analyse the different approaches to studying IPE Analyse the role of power, institutions, and actors in shaping the global economy Analyse the principles of classical liberalism and neo-liberalism and their impact on economic theory Critically evaluate the key concepts and principles of Marxism and Neo-Marxism
CLO 02	Critically examine and Identify and differentiate between state actors, non-state actors, and international organisations and club forums in the context of global politics
CLO 03	Analyse the relationship between development and poverty Evaluate the impact of economic crises on poverty and development Explain and apply the theoretical frameworks to real-world case studies in poverty and development Evaluate the role of technology in resource management and conservation efforts
CLO 04	Understand the concept of global governance and its evolution over time Analyse the role of international organisations in global governance Critically assess the impact of power dynamics and political interests on global governance decision-making processes Identify and analyse the emergence and impact of new social actors Dedollarization, intergovernmental Forums, G20 and BRICS

Units/Hours	Contents	Mapping with COs
I 15 Hours	Foundations of International Political Economy International Political Economy: Meaning, Nature, and Scope Evolution of IPE- Classical political economy, Post-1945 Bretton Woods system, Contemporary globalisation era Development and Underdevelopment: Major Theoretical perspectives: Modernisation theory, Dependency theory, World-systems theory Approaches: Mercantilism, and Economic Nationalism; Liberalism: Classical and Neo-liberalism, Marxism and Neo-Marxism	CLO 01
	Learning Activities: preparation on the concept note and Group Debate on Mercantilism and Economic Nationalism	
II 15 Hours	Global Actors and Institutions in IPE State as a primary actor in global political economy, Non-state actors: MNC and Transnational corporations (TNCs), NGOs and Civil Society Organisations International economic institutions: IMF, World	CLO 02

	Bank, WTO Regional economic integration: EU, ASEAN, NAFTA, G-20 and BRICS	
	Learning Activities: Presentation and discussion on actors in international political economy	
III 15 Hours	Global Economic Structures and Development Issues Poverty, Development, and Economic Crisis Global trade system and political economy of trade International financial system: Monetary order, Capital flows and financialisation Economic crises: Debt crises, Financial crises (Asian crisis, 2008 crisis as reference) Resource politics: Energy, food security, and geopolitics Technology and digital capitalism; Environment and sustainable development in IPE	CLO 03
	Learning Activities: Brainstorming, Write-up and Presentation on issues in international political economy	
IV 15 Hours	Globalisation, Governance and Contemporary IPE Globalisation Globalisation: meaning, phases, and debates	CLO 04

	Political economy of globalisation: Global North–South divide Contemporary challenges: Climate change governance, Supply chain disruptions, Geopolitical economy (US–China rivalry), Crisis of global governance and reform debates Power and inequality in global governance	
	Learning Activities: Presentation and discussion on trends in international political economy	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Suggested Readings:

1. Broome, André. (2014). *Issues and Actors in the Global Political Economy*. Macmillan Education UK.
2. Crane, George T. and Abba Amawi (eds.) (1997). *The Theoretical Evolution of International Political Economy: A Reader*. New York: Oxford University Press.
3. List, Friedrich. (1885). *The National System of Political Economy*. London: Longmans, Green and Co., translated by Sampson S. Lloyd.
4. Viner, Jacob. (1948). “Power Versus Plenty as Objectives of Foreign Policy in the Seventeenth and Eighteenth Centuries”. *World Politics*, vol.1, no. 1.: 1-29.
5. Goddard, C Roe, Patrick Cronin, and Kishore C Dash. (eds.) (2005). *International Political Economy: State-Market Relations in a Changing Global Order* (2nd edition). Boulder/ New Delhi: Lynne Rienner/Viva Books.

6. Helleiner, Eric. (2002). "Economic Nationalism as a Challenge to Economic Liberalism? Lessons from the 19th Century". *International Studies Quarterly*, vol. 46, no. 3, pp. 307-329.
7. Ricardo, David. (1821). *On the Principles of Political Economy and Taxation* (3rd edition). London: John Murray.
8. Smith, Adam. (1776). *An Inquiry into the Nature and Causes of the Wealth of Nations*. London: Methuen & Co., Ltd.
9. Friedman, Milton. (1962). *Capitalism and Freedom*. Chicago: Chicago University Press.
10. Harvey, David. (2005). *A Brief History of Neoliberalism*. Oxford: Oxford University Press.
11. Hayek, Friedrich A. (1944). *Road to Serfdom*. Chicago: University of Chicago Press.
12. Williamson, John. (August, 2000). "What Should the World Bank Think about the Washington Consensus?". *The World Bank Research Observer*, vol. 15, no. 2, pp. 251–64.
13. Chilcote, Ronald H. (1978). "A Question of Dependency". *Latin American Research Review*. vol. 13, no. 2, pp. 55- 68.
14. Frank, Andre Gunder (September, 1966). "The Development of Underdevelopment". *Monthly Review*, vol. 18, pp. 17-31.
15. Prebisch, Raul. (1978). "Socio-Economic Structure and Crisis of Peripheral Capitalism". *CEPAL Review*, pp. 159-252.
16. Santos, Theotonio Dos. (May, 1970). "The Structure of Dependence". *American Economic Review*. vol. 60, pp. 231- 236.
17. Chase-Dunn, Christopher. (1981). "Interstate System and Capitalist World Economy: One Logic or Two?". *International Studies Quarterly*. vol. 25, no. 1, pp. 19-42.
18. Smith, Steve, Ken Booth and MarysiaZalewski. (eds.) (1996). *International Theory: Positivism and Beyond*. Cambridge: Cambridge University Press.
19. Dasgupta, Ajit, K. (1996). *Gandhi's Economic Thought*. London: Routledge.
20. Leys, Colin. (1996). *The Rise and Fall of Development Theory*. Oxford: James Curry.
21. Wilkinson, Rorden. (ed.) (2005). *The Global Governance Reader*. London: Routledge.
22. Tucker, Vincent (1999). "The Myth of Development: A Critique of Eurocentric Discourse". In Munck, Ronaldo and Denis O' Hearn. (eds.) *Critical Development Theory*. London: Zed Books. pp. 1-26.
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24. Milner, Helen V. (June 1999). "The Political Economy of International Trade". *Annual Review of Political Science*. vol. 2, pp. 91-114.
25. Narlikar, Amrita. (2002). "The Politics of Participation: Decision-making Processes and Developing Countries in the WTO". *The Round Table*. vol. 364, pp. 171-185.
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31. William E. Scheuerman. (2009). "Realism and the Critique of Technology". *Cambridge Review of International Affairs*. vol. 22, no. 4, pp. 563-584.
32. Mathew Paterson. (2006). "Theoretical Perspectives on International Environmental Politics". in Betsill, Michele M, Kathryn Hochstetler, Dimitris Stevis. (eds.). *International Environmental Politics*. London: Palgrave. pp. 54-81.
33. Srivastava, Jayati. (2011). "'Norm' of Sustainable Development: Predicament and the Problematique". *India Quarterly*. vol. 67, no. 2, pp. 93-110.
34. Okereke Chukwumerije. (2008). "Equity Norms in Global Environmental Governance". *Global Environmental Politics*. vol. 8, no. 3, pp. 25-50.
35. Paterson, Mathew. (2000). "Car Culture and Global Environmental Politics". *Review of International Studies*. vol. 26, pp. 253-270.
36. Mosley, Layna. (2007). "Political Economy of Globalisation". in David Held and Anthony McGrew. (eds.) *Globalisation Theory: Approaches and Controversies*. Cambridge: Polity Press. pp. 106-125.
37. Mukherjee, Nisha and Jonathan Kriekhaus. (2011). "Globalisation and Human Well Being". *International Political Science Review*. vol. 33, no. 2, pp. 150-170.
38. Payne, Anthony. (2005). "The Study of Governance in Global Political Economy". in Phillips, Nicola. (eds.) *Globalising International Political Economy*. Hampshire: Palgrave Macmillan. pp. 55-81.
39. Rosenau, James N. (1992). "Governance, Order, and Change in World Politics". in Rosenau, James N and Ernst-Otto Czempiel. (eds.) *Governance without Government: Order and Change in World Politics*. Cambridge: Cambridge University Press. pp. 1-29.
40. Srivastava, Jayati. (2013). "Global Governance Meets Globalisation: Mapping the Trajectory of a Contested Paradigm". in Navnita Chadha Behera (ed.). *India Engages the World*. New Delhi: Oxford University Press (ICSSR's Sixth Round of Research Surveys and Explorations in Political Science). pp. 92- 152.
41. Amore, Louise and Paul Langley. (2004). "Ambiguities of Global Civil Society". *Review of International Studies*. vol. 30, no. 1, pp. 89-110.
42. Chin, Christine B N, James H Mittelman. (1997). "Conceptualising Resistance to Globalisation". *New Political Economy*. vol. 2, no. 1, pp. 25-37.

43. Cox, Robert W. (1999). "Civil Society at the Turn of the Millennium: Prospects for an Alternative World Order". *Review of International Studies*. vol. 25, pp. 3–28.
44. Keck, Margaret, E and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*, Cornell: Cornell University Press, 1998, pp. 1-38. Additional Readings O'Brien, Robert, Anne Marie Goetz, et al, eds., *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, 2000, pp. 1-23 & 206-234.
45. Hann, Chris and Keith Hart. (eds.). *Market and Society: The Great Transformation Today*. Cambridge: Cambridge University Press, 2009.
46. Polanyi, Karl. (1944, 2001). *The Great Transformation*. Beacon Press.
47. Best, J. and Mathew Paterson. (eds.) (2010). *Cultural Political Economy*. Abingdon: Routledge.
48. Blaney, David L and NaeemInayatullah. (2010). *Savage Economics: Wealth, Poverty and the Temporal Walls of Capitalism*. Abingdon: Routledge.
49. Markovits, Claude. (2004). *The Global World of Indian Merchants, 1750-1947: Traders of Sind from Bukhara to Panama*. Cambridge: Cambridge University Press.
50. Roy, Tirthankar. (2012). *India in the World Economy*. Cambridge: Cambridge University Press.
51. Kula, E. (1998). *History of Environmental Economic Thought*. London: Routledge.
52. Bryant, Raymond L. & Sinéad Bailey. (1997). *Third World Political Ecology*. London: Routledge.
53. Klein, Naomi. (2000). *No Logo*. London: Flamingo.
54. Robbins, Richard H. (2002). *Global Problems and the Culture of Capitalism*. Boston, MA: Allyn& Bacon.

L	T	P	Cr
3	0	0	3

Course Title: Comparative Political Analysis

Course Code: MPOL. 536

Total Hours: 45

Learning Outcomes

Course Learning Outcomes (CLO): At the end of the course, the students will be able to

CLO 01	Able to explain the meaning, nature, and scope of comparative politics. Able to understand the political sociology concepts Analyse the theories of modernization, dependency, and world systems within the field of political economy
CLO 02	Analyse and compare theories about the various types of states and societies, and the effects of globalisation on nation-states. Able to understand and distinguish between various types of political regimes
CLO 03	Able to demonstrate an understanding of political stability and change, including the concepts of political culture, political socialisation, and theories of revolution and order.
CLO 04	Examine and evaluate the role of political parties, interest groups, and new social movements in representing and advocating for various groups in society. Analyse the impact of group participation on political decision-making and policy outcomes

.Course Contents:

Unit/Hours	Content	Mapping with CO

Unit I 15 Hours	Comparative Politics: Meaning, Nature & Scope Political Sociology (Political System, Political Development and Institutionalism); Political Economy (Modernization, Dependency and World Systems Analyses) Learning Activities: Preparation of the concept note on meaning, nature and scope of comparative politics and approaches	CLO 02
Unit 2 10 Hours	State Theory: Debate over the nature of state in capitalist and socialist societies; Post-colonial state; welfare state; globalization and nations-states Political Regimes: democratic ,authoritarianism, Military dictatorship, Totalitarianism, and fascist). Learning Activities: Preparation of the concept note on meaning, nature and scope of comparative politics and approaches	CLO 02
Unit 3 10 Hours	Understanding of Political Stability and Change: Political Culture, Political Socialization and Theories of Revolution and Order Learning Activities: Evaluation of political stability and changes through the theoretical framework	CLO 03
Unit 4 10 Hours	Group Participation and Representation: Political Parties, Interest Group and New Social Movements & People's Movements Civil Society: Meaning, Theories and Debates Learning Activities: Interview with any politician regarding his/her participation and leadership in political party/ NGO	CLO 04

Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-learning, , Collaborative learning, Cooperative learning and, Field Trip	
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Suggested Readings:

1. Almond, G., Jr., G., Strom, K., & Dalton, R. (2009). *Comparative Politics Today: A World View* (8th ed.). New Delhi: Dorling Kindersley (India).
2. Bara, J., & Pennington, M. (2009). *Comparative Politics* (1st ed.). New Delhi: SAGE Publications India.
3. Caramani, D. (2008). *Comparative Politics* (1st ed.). Oxford, New York: Oxford University Press.
4. Chakrabarty, B., & Pandey, R. (2008). *Indian Government and Politics*. New Delhi: SAGE Publications India.
5. Drogus, C., & Orvis, S. (2009). *Introducing Comparative Politics: Concepts and Causes in Context*. Washington DC: CQ Press.
6. Green, D., & Luehrmann, L. (2012). *Comparative Politics of the "Third World": Linking Concepts and Cases* (3rd ed.). New Delhi: Viva Books Private Limited.
7. Ishiyama, J. (2012). *Comparative Politics: Principles of Democracy and Democratization*. West Sussex: Wiley-Blackwell.
8. Kamrava, M. (2008). *Understanding Comparative Politics: A Framework for Analysis* (2nd ed.). Routledge: Abingdon, Oxon
9. Landman, T., & Robinson, N. (2009). *The SAGE Handbook of Comparative Politics* (1st ed.). SAGE Publications Ltd.: London.
10. Mayer, L., Patterson, D., & Thames, F. (2009). *Contending Perspectives in Comparative Politics* (1st ed.). Washington, DC: CQ Press.
11. Samuels, D. (2013). *Comparative politics*. New York: Pearson Education.
12. Baehr, P., & Richter, M. (2004). *Dictatorship in history and theory*. Washington, D.C.: German Historical Institute.
13. Day, A., & Degenhardt, H. (1980). *Political parties of the world*. Detroit: Gale Research Co.
14. Guelke, A., & Guelke, A. (2009). *The new age of terrorism and the international political system*. London: I.B. Tauris.
15. Key, V. (1964). *Politics, parties, & pressure groups*. New York: Crowell.
16. McCaffrey, P. (2004). *U.S. election system*. New York: H.W. Wilson.
17. O'dwyer, C., & Ziblatt, D. (2006). Does Decentralisation Make Government More Efficient and Effective? *Commonwealth & Comparative Politics*, 44(3), 326-343.

- 18.Shapiro, I., &Macedo, S. (2000). Designing democratic institutions. New York: New York University Press.
- 19.Simpson, D. (1999). Pressure groups. London: Hodder & Stoughton.
- 20.Webb, P., Farrell, D., & Holliday, I. (2002). Political parties in advanced industrial democracies. Oxford: Oxford University Press.
- 21.Blondel, J. (1996). Then and Now: Comparative Politics. Political Studies, 47 (1), 152-160.
- 22.Chandhoke, N. (1996). Limits of Comparative Political Analysis. Economic and Political Weekly, 31 (4), January 27, PE 2-PE2-PE8.

L	T	P	Cr
0	0	8	4

Course Title: Research Proposal

Course Code: POL. 600

Total Hours: 120

Learning Outcome:

At the end of the course, student will be:

1. To identify the research problem.
2. To interpret the major research designs.
3. To apply appropriate research methodology, methods, and techniques.

About the Course: Students will identify the research problem and do literature survey and review. Further, they will explore research methodology. They will select appropriate research design, method, and techniques of data collection. At the end, they will prepare a detailed research proposal and present it before the committee.

Transaction Modes: Peer discussion,PowerPoint presentation, report writing.

Course Name: Political Entrepreneurship

Course Code: MPOL. 540

L	T	P	Cr
2	0	0	2

Course type: Core Course

Total Hours: 30

Course Learning Outcomes (CLO): At the end of the course, the students will be able to:

CLO 01	Interpret the fundamental meaning and principles of political Entrepreneurship.
CLO 02	Critically examine political competition, electoral behaviour, and democracy.
CLO 03	Use skills in solving political problems and in strengthening political institutions.
CLO 04	Generate a political model in response to a particular political, social, and economic problem.

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Units/Hours	Contents	Mapping with CLOs
I 10 Hours	Introduction to entrepreneur and entrepreneurship; Characteristics of an entrepreneur and an entrepreneurship; Entrepreneurial traits and skills; innovation and entrepreneurship; Types of entrepreneurial ventures; enterprise and society in Indian context; Importance of women entrepreneurship Entrepreneurship in Politics	CLO 1
	Learning Activities: Brainstorming and Preparation of the concept note	
II 8 Hours	Promotion of a venture – Why to start a small business; How to start a small business; opportunity analysis, external environmental analysis, legal requirements for establishing a new unit, raising of funds, and establishing the venture - Project report preparation – format for a preliminary project report, format for a detailed/final project report.	CLO 2
	Learning Activities: Brainstorming and Group debate on political leadership	

III 8 Hours	Difference between Political Leadership VS Entrepreneurship Entrepreneurship and Diplomacy	CLO3
	Learning Activities: Brainstorming, Analysis, and group debate	
IV 4 Hours	Mediation for Peace Initiative Entrepreneurship in Politics and International Relations: Case Studies	CLO4
	Learning Activities: Group debate on Social and Political Change	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Note: Students will do internship/field visits during the programme. They will have to submit a report of their internship/field visits.

Suggested Readings:

1. Lentsch, Josef. (2019). *Political Entrepreneurship: How to Build Successful Centrist Political Start-ups*. Switzerland: Springer Nature.
2. Bakir, Caner and Darryl S.L. Jarvis (Eds.). (2018). *Institutional Entrepreneurship and Policy Change: Theoretical and Empirical Explorations*. Palgrave Macmillan.
3. Arora, Renu (2008). *Entrepreneurship and Small Business*, Dhanpat Rai & Sons Publications.

4. Chandra, Prasaaan (2018). Project Preparation, Appraisal, Implementation, Tata Mc-Graw Hills.
5. Desai, Vasant (2019). Management of a Small Scale Industry, Himalaya Publishing House.
6. Jain, P. C. (2015). Handbook of New Entrepreneurs, Oxford University Press.
7. Srivastava, S. B. (2009). A Practical Guide to Industrial Entrepreneurs, Sultan Chand & Sons.

Academic Writing

L	T	P	Cr
3	0	0	3

Course Name: Academic Writing

Course

Code:

MPOL.

559

Course

Type:

Ability

Enhancement

Course

(AEC)

Total Hours: 45

Course Objectives:

- To develop discipline-specific writing skills for Political Science students.
- To train students in analytical, argumentative, and policy-oriented writing.
- To enhance critical reading, summarizing, and interpretation of political texts.
- To equip students with professional writing skills for academia, media, governance, and policy institutions.
- To familiarize students with ethical and digital dimensions of academic communication.

Course Learning Outcomes:

On completion of the course, students will be able to:

CL01: Understand the conventions and styles of academic and political writing.

CL02: Develop analytical and persuasive arguments using appropriate evidence and scholarly sources.

CL03: Apply writing skills in political essays, policy briefs, reviews, op-eds, and academic presentations.

CL04: Demonstrate ethical, digital, and professional communication skills relevant to Social Science in general and Political Science in particular.

Units/Hours	Contents	Mapping with Course Learning Outcome	Bloom's Levels (BL)

Unit I 12 Hours	Foundations of Political and Academic Writing Meaning, Nature and Significance of Academic Writing Academic vs Non-Academic Writing Writing in Political Science Argument, Evidence and Interpretation Paragraph Development and Coherence Academic Vocabulary and Style Critical Reading of Political Texts	CL01 CL02	BL1 BL2 BL3
	Learning Activities: Comparative reading of newspaper articles and journal articles, paragraph writing exercises, identification of arguments in political texts, peer discussion, and classroom writing workshops.		
Unit II 11 Hours	Analytical and Critical Skills in Scholarly Writing Meaning and Nature of Analytical and Critical Skill in Scholarly Writings Summarising and Paraphrasing Note-Making and Annotation Critical Review Writing Book Review and Article Review Essay Writing in Political Science Writing Counter-Arguments Citation and Referencing Practices	CL02 CL03	BL2 BL3 BL4
	Learning Activities: Preparation of summaries, review writing exercises, annotation of scholarly articles, peer review sessions, and essay-writing practice.		
Unit III 11 Hours	Professional and Policy-Oriented Writing Policy Brief Writing Policy Memo and Issue Brief Op-Ed and Editorial Writing Writing Speeches and Statements Report Writing and Press Notes Writing for NGOs, Think Tanks and Civil Services Writing for Different Audiences	CL03 CL04	BL3 BL4 BL5
	Learning Activities: Drafting policy briefs, writing newspaper op-eds, speech writing exercises, simulation of parliamentary/media briefings, and presentation of issue briefs.		

Unit IV 11 Hours	Digital and Ethical Dimensions of Academic Communication Academic Integrity and Plagiarism Ethical Use of AI in Academic Writing Digital Academic Platforms and Databases Academic Presentation Skills Writing Abstracts and Conference Proposals CV, Academic Bio-note and Statement of Purpose Editing, Proofreading and Peer Feedback	CL03 CL04	BL4 BL5 BL6
	Learning Activities: AI ethics discussion, plagiarism analysis, mock conference presentation, CV and SOP writing workshop, peer editing, and digital referencing exercises.		

Transactional Modes:

Lectures, Tutorials, Writing Workshops, Seminar Presentations, Peer Review, Group Discussion, Simulation Exercises, Self-Learning, and Digital Lab Practice.

Suggested Readings:

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). Routledge.
2. Booth, W. C., Colomb, G. G., & Williams, J. M. (2009). *The craft of research* (3rd ed.). University of Chicago Press.
3. Graff, G., & Birkenstein, C. (2014). *They say, I say: The moves that matter in academic writing*. New York: WW Norton & Company.
4. Gupta, R. (2012). *A course in academic writing*. New Delhi: Orient BlackSwan.
5. Monippally, M. M., & Pawar, B. S. (2010). *Academic writing: A guide for management students and researchers*. Sage Publications.
6. Murray, R., & Moore, S. (2006). *The handbook of academic writing: A fresh approach*. Open University Press.
7. Schmidt, D. A. (2019). *Writing in political science: A practical guide*. Pearson Longman.
8. Swales, J. M., & Feak, C. B. (2009). *Abstracts and the writing of abstracts*. University of Michigan Press.
9. Zemach, D. E., & Rumisek, L. A. (2005). *Academic writing: From paragraph to essay*. Macmillan Education.
10. Pennock, A. (2011). The case for using policy writing in undergraduate political science courses. *PS: Political Science & Politics*, 44(1), 141–146.
11. Biswas, B., & Paczynska, A. (2015). Teaching theory, writing policy: Integrating lessons from Foggy Bottom into the classroom. *PS: Political Science & Politics*, 48(1), 157–161.

Discipline Electives (choose any one from the below given courses)

L	T	P	Cr
3	0	0	3

Course Title: Themes and Debates of Indian National Security

Course Code: MPIS. 521

Total Hours: 45

Course Learning Outcomes (CO): At the end of the course, the students will be able to:

CLO 01	Interpret the meaning of national security, identify the key concepts related to national security, and describe the scope of national security concerns Analyse and evaluate India's strategic culture and national security policy
CLO 02	Identify and analyse the regional security threats of India Analyse and evaluate the various global security threats of India
CLO 03	Analyse India's internal security threats
CLO 04	Analyse and evaluate India's security doctrines and debates, and the process of making national security policy. Interpret the practical perspectives of joint doctrine principles in military operations. Analyse the role and structure of the Indian Armed Forces and principles

	and objectives of the Indian Maritime Doctrine Evaluate the key features and implications of India's Nuclear Doctrine
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Course Contents:

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	National Security: Meaning, Concept, Scope India's Strategic Culture and National Security policy Learning Activities: Prepare a concept note	CLO 1
Unit 2 10 Hours	India's Regional Security Threats India's Global Security Threats Learning Activities: Identification and analysis of regional and global security threats	CLO 2
Unit 3 15 Hours	India's Internal Security Threats: Terrorism, Fundamentalism, Insurgency, Separatism Regionalism, Drug Trafficking, Organized Crime Learning Activities: Identification and analysis of non-traditional security threats	CLO 3

Unit 4 15 Hours	India's Security Doctrines Debates Making National Security Policy Joint Doctrine Indian Armed Forces, Indian Maritime Doctrine and India's Nuclear Doctrine Learning Activities: Peer group debated on doctrines and security policy	CLO 4
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Suggested Readings:

3. Drew, D. M., & Snow, D. M. (1988). Making strategy: An introduction to national security processes and problems. Air University Maxwell.
4. Paranjpe, S. (2020). India's strategic culture: the making of national security policy. Taylor & Francis.
5. Bajpai, K. (2002). Indian Strategic Culture [w:]. South Asia In 2020: Future Strategic Balances and Alliances.
6. Basrur, R. M. (2001). Nuclear weapons and Indian strategic culture. Journal of Peace Research, 38(2), 181-198.
7. Zaman, R. U. (2006). Kautilya: The Indian strategic thinker and Indian strategic culture. Comparative Strategy, 25(3), 231-247.
8. Singh Roy, M., & Lele, A. (2010). Engaging Iran in the new strategic environment: Opportunities and challenges for India. Strategic Analysis, 35(1), 88-105.
9. Joshi, S. (2016). A Survey of India's Strategic Environment. Asian Affairs, 47(2), 234-259.
10. Mohan, C. R. (2011). Contemporary strategic environment of the Indian Ocean Region: An overview. ASEAN and the Indian Ocean: The.
11. Rajagopalan, R. (2017). India's Strategic Choices: China and the Balance of Power in Asia (pp. 1-50). Carnegie Endowment for International Peace.
12. Lasserre, P. (2017). Global strategic management. Macmillan International Higher Education.

13. Hagerty, D. T. (1991). India's regional security doctrine. *Asian Survey*, 31(4), 351-363.
14. Budania, R. (2003). The emerging international security system: Threats, challenges and opportunities for India. *Strategic Analysis*, 27(1), 79-93.
15. Shambaugh, D. (1994). Growing strong: China's challenge to Asian security. *Survival*, 36(2), 43-59.
16. Abbott, C., Rogers, P. F., & Sloboda, J. (2006). Global responses to global threats: sustainable security for the 21st century.
17. Manoharan, N. (2012). China's Involvement in India's Internal Security Threats: An Analytical Appraisal.
18. Manoharan, N. (2013). India's internal security situation: Threats and responses. *India Quarterly*, 69(4), 367-381.
19. Habib, M. A., Faisal, C. N., Sarwar, S., Latif, M. A., Aadil, F., Ahmad, M., ...& Maqsood, M. (2019). Privacy-based medical data protection against internal security threats in heterogeneous Internet of Medical Things. *International Journal of Distributed Sensor Networks*, 15(9), 1550147719875653.
20. Ahlawat, D. (2018). Maoist insurgency in India: grievances, security threats and counter-strategies. *Journal of Policing, Intelligence and Counter Terrorism*, 13(2), 252-266.
21. Narahari, N. S. (2012). Security threats to North-East India: The socio-ethnic tensions.
22. Singh, N. K., & Nunes, W. (2013). Drug Trafficking and Narco-Terrorism as Security Threats: A Study of India's North-East. *India Quarterly*, 69(1), 65-82.
23. Hussain, M. S. Migration from Bangladesh and its Impact on India's Internal Security Threats. GB BOOKS, 279.
24. Das, P. (2021). Border Management and Threats to Internal Security. *Electronic Journal of Social and Strategic Studies*, 2, 89-110.
25. Kinnvall, C. (2007). Globalization and religious nationalism in India: The search for ontological security (Vol. 46). Routledge.
26. Kamath, P. M. (1999). Indian national security policy: Minimal nuclear deterrence. *Strategic Analysis*, 23(8), 1257-1274.
27. Pant, H. V. (2008). Contemporary debates in Indian foreign and security policy: India negotiates its rise in the international system. Springer.
28. Sagan, S. D. (2020). 6. The Evolution of Pakistani and Indian Nuclear Doctrine. In *Inside Nuclear South Asia* (pp. 219-264). Stanford University Press.
29. Chari, P. R. (2000). India's nuclear doctrine: Confused ambitions. *The Nonproliferation Review*, 7(3), 123-135.
30. Roy-Chaudhury, R. (2009). India's Nuclear Doctrine: A Critical Analysis. *Strategic analysis*, 33(3), 404-414.
31. Joshi, S. (2015). India's Nuclear Anxieties: The Debate Over Doctrine. *Arms Control Today*, 45(4), 14.
32. Frey, K. (2007). *India's nuclear bomb and national security*. Routledge.

L	T	P	Cr
3	0	0	3

Course Title: United Nations and Global Conflicts

Course Code: MPIS. 524

Total Hours: 45

Course Outcomes (CO): At the end of the course, the students will be able to

CO1	Explain the evolution and the functioning of the United Nations and its structures
CO2	Illustrate upon the knowledge of organizational structure and the political processes of the UNSC
CO3	Elaborate the role of the UN and its agencies in dealing with the major global conflicts through different case studies

Course Contents

Unit/Hours	Content	Mapping with COs
Unit I 15 Hours	Historical Overview of the United Nations - Principles and Objectives; General Assembly and the Security Council, The UNSC and Principle of Collective Security Security Council Reforms Learning Activities: Preparation of the note on Historical Overview of the United Nations	CO1 and CO2
Unit II 15 Hours	Peace-Keeping, Peace-Making and Peace building Korean War, Suez Crisis, Vietnam War, Afghanistan War, and Balkan: Serbia and Bosnia Learning Activities: Presentation on any one case study	CO1, CO2 and CO3

Unit III 10 Hours	Redefining Peacekeeping after the Cold War Civil Wars (Somalia, Liberia, Angola, and Rwanda), War on Terror (2001), and Iraq Crisis Learning Activities: Article Review on any one case study	CO2 and CO3
Unit IV 10 Hours	Evolution of Responsibility to Protect (R2P) and Responsibility while Protecting (RwP) The Libyan Crisis and the Failure of the R2P The Strategic Cauldron of the Middle East: Syrian Crisis; the Rise of the ISIS Learning Activities: Article Review on any one case study	CO2 and CO3
Transactional Modes:	Lectures, Seminar, Group Discussion, Seminar, Peer Group Discussion, Mobile Teaching, Self-learning.	

Suggested Readings:

- 1.Davis, Lynn E. (1993). Peacekeeping and Peace-making after the Cold War. RAND Summer Institute.
- 2.Gareis, S.B. and Varwick, J. (2005). The United Nations: An Introduction. Basingstoke: Palgrave.
- 3.Kumar, Chanchal, Sanju Gupta (2013). United Nations and Global Conflicts. Regal Publications.
- 4.O'Neill, John Terence and Nicholas Rees (2005). United Nations Peacekeeping in the Post-Cold War Era. London and New York: Routledge.
- 5.Weiss, Thomas G., David P. Forsythe, Roger A. Coate, and Kelly-Kate Pease (2013). The United Nations and Changing World Politics. Colorado: Westview Press.
- 6.Banerjee, A. K., & Sharma, M. R. (2007). Reinventing the United Nations. PHI Learning Pvt. Ltd.
- 7.Fukuyama, F. (ed.). (2008). Nation-building: beyond Afghanistan and Iraq. Maryland, JHU Press.
- 8.Kane, T. (2013). Emerging Conflicts of Principle: International Relations and the Clash between Cosmopolitanism and Republicanism. Ashgate Publishing, Ltd.
- 9.Lowe, Vaughan, et al. (eds.) (2008). The United Nations Security Council and War. Oxford: Oxford University Press.

10. Malone, David (ed.) (2004). The UN Security Council: From the Cold War to the 21st Century, Boulder: Lynne Rienner.
11. Moore, J.A. Jr. and Pubantz, J. (2008). The New United Nations. Delhi: Pearson Education.
12. Price, Richard M. and Mark W. Zacher (eds.) (2004). The United Nations and Global Security. Basingstoke: Palgrave MacMillan.
13. Ramesh Thakur (2006). The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect. Cambridge: Cambridge University Press.
14. Cole, W. M. (2005). "Sovereignty Relinquished? Explaining Commitment to the International Human Rights Covenants, 1966-1999". American Sociological Review, 70 (3): 472-95.
15. Murthy, C.S.R. (2007). "New Phase in UN Reforms: Establishment of the Peacebuilding Commission and Human Rights Council". International Studies, 44: 39-56.

L	T	P	Cr
3	0	0	3

Course Name: Global Governance

Course Code: MPIS. 528

Course type: Discipline Elective

Total Hours: 45

Course Learning Outcomes:

On completion of the course, students will be able to:

CLO1: Identify emerging major concepts in governance studies.

CLO2: Interpret emerging trends in governance.

CLO3: Use theoretical knowledge in understanding complexity in governing modern societies.

CLO4: Generate or strengthen a governance model in response to a particular political, social, and economic problem.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Global Governance: Conceptual Understanding, Governance and Global Governmentality Theories of Global Governance	CL01
	Learning Activities: Preparation of the concept note on Global Governance	
II 10 Hours	Global Financial and Development Governance Case Studies: World Bank and WTO	CL02
	Learning Activities: Brainstorming and Presentation on Global financial and Development Governance	
III 10 Hours	Global Environmentalism Cultural and Health Governance	CL03
	Learning Activities: Group debate on various forms of Global governance	
IV 10 Hours	Human Security Issues and Concerns Role of Civil Society	CLO4

	Learning Activities: Group debate onThe issues in global governance	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Suggested Readings:

1. Wilkinson, Rorden. (ed.) (2005). *The Global Governance Reader*. London: Routledge.
2. Beunen, Raoul, Kristof Van Assche, and MartijnDuineveld. (Eds.) (2015). *Evolutionary Governance Theory: Theory and Applications*. Switzerland: Springer International Publishing.
3. Duffield, Mark. (2001). *Global Governance and the New Wars: The Merging of Development and Security*. London & New york: Zed Books.
4. Grigoryev, Leonid and Adrian Pabst. (Eds.) (2020). *Global Governance in Transformation: Challenges for International Cooperation*. Switzerland: Springer Nature.
5. Soederberg, Susanne. (2006). *Global Governance in Question: Empire, Class, and the New Common Sense in Managing North–South Relations*. London: Pluto Press.
6. Wilkinson, Rorden and Stev Hughes. (2002). *Global Governance: Critical Perspectives*. London & New York: Routledge.
7. Corry, Olaf. (2013). *Constructing a Global Polity Theory, Discourse and Governance*. New York: Palgrave Macmillan.
8. Innerarity, Daniel and Javier Solana. (eds.) (2013). *Humanity at Risk: The Need for Global Governance*. New York, London, and New Delhi: Bloomsbury Academic.
9. Whitman, Jim. (2009). *The Fundamentals of Global Governance*. The UK: Palgrave Macmillan.
10. Piattoni, Simona. (2010). *Tthe Theory of Multi-level Governance: Conceptual, Empirical, and Normative Challenges*. New York: Oxford University Press.

L	T	P	Cr
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3	0	0	3
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Course Name: Politics and Society in Russia

Course Code: MPIS. 529

Total Hours: 45

Course Learning Outcomes (CLO):

On completion of this course, students will be able to:

CLO1	Study the impact of the Russian Revolution and USSR in Global Affairs.
CLO2	Critically interpret Russia under President Yeltsin period.
CLO3	Evaluate the Resurgent of Russia under President Vladimir Putin.
CLO4	To understand Russia's current place in the world.
CLO5	Examine India and Russia Strategic partnership in 21st Century

Units/Hours	Contents	Mapping with Course Learning Outcome
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I 10 Hours	Russia under Tsar and Soviet Union: Russian Revolutionary Traditions USSR as Superpower and Cold War Politics Disintegration of USSR	CLO1
	Learning Activities: Concept Note on the Impact of Bolshevik revolution in International affairs. Group Discussion on the Causes of Collapse of USSR	
II 15 Hours	New Russia under Yeltsin and Putin New capitalism and its problems in Russia Constitution: Legislature, Executive and Judiciary Political Party, Church and Civil Society	CLO2 CLO3
	Learning Activities: Debates on Shock Therapy in the Russian Economy. Evaluate the resurgence of Russia as a Global Power under President Putin.	
III	Russia's Foreign and Security Policy Russia and Its Near Abroad: Challenges and Prospects	CLO4

10 Hours	Russia and Regional Organisations in Post-Soviet Space Russia, Multipolarity and the West, NATO	
	Learning Activities: Debates on Russian Foreign policy	
IV 15 Hours	India-Russia Relations Indo-Soviet Treaty of 1971 India-Russia Strategic Partnership India and Russia in Multilateral Forum	CLO5
	Learning Activities: Presentations on India and Russia Strategic partnership	

Transaction Mode: Lecture, case study, blended learning, problem solving, discussion & demonstration, self-study.

Suggested Readings:

1. White, Stephen, Richard Sakwa, and Henry E. Hale.(2014) Developments in Russian Politics , Durham: Duke University Press.
2. Marshall Poe, (2003). The Russian Moment in World History (Princeton University Press.
3. Stephen Kotkin, Armageddon Averted: The Soviet Collapse, 1970-2000 (Oxford University Press, 2001).
4. Dale R. Herspring, ed., Putin's Russia: Past Imperfect, Future Uncertain, 3rd Edition (Rowman & Littlefield, 2007).
5. Sakwa, Richard (2008) Russian Politics and Society, Routledge, NY.

6. E. H. Carr, *A History of Soviet Russia*, London: Macmillan, 1950–1978. Collection of 14 volumes: *The Bolshevik Revolution* (3 volumes), *The Interregnum* (1 volume), *Socialism in One Country* (4 volumes), and *The Foundations of a Planned Economy* (6 volumes).
7. Blum, Jerome. (1961) *Lord and Peasant in Russia from the Ninth to the Nineteenth Century*. Princeton: Princeton University Press.
8. Curtiss, John Shelton.(1965)*The Russian Army under Nicholas I, 1825-1855*. Durham: Duke University Press.
9. Florinsky, Michael T.(1953) *Russia: A History and Interpretation*. 2 vols. New York: Macmillan.
10. Hosking, Geoffrey A. (1973) *The Russian Constitutional Experiment: Government and Duma, 1907-1914*. Cambridge: Cambridge University Press.
11. Keep, John L.H. (1963). *The Rise of Social Democracy in Russia*. Oxford: Clarendon.
12. MacKenzie, David, and Michael W. Curran. (1987) *A History of Russia and the Soviet Union*. Chicago: Dorsey Press.
13. NandanUnnikrishnan, Ajay Kamalakaran, Elena Krovvidi, KseniaZubacheva (2014), *A New Era: India-Russia Ties In The 21st Century*, Moscow: RossiyskayaGazeta.

L	T	P	Cr
3	0	0	3

Course Name: Data Analysis for Politics

Course Code: MPOL. 530

Course type: Discipline Elective

Total Hours: 45

Course Learning Outcomes:

On completion of the course, students will be able to:

CLO1: Identify Building blocks of political analysis.

CLO2: Analyse political issues and Phenomenon.

CLO3: Use various methods and techniques in analysing the existing and the emerging issues in the political domain.

CLO4: Deconstruct the existing political reality.

CLO5: Write up a report about the political environment after using Political analysis.

Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Data: Meaning and Concept Data Collection: Methods and Techniques	CL01
	Learning Activities: Preparation of concept note on Data Analysis for Politics	
II 10 Hours	Qualitative Data: Collection and Analysis	CL02
	Learning Activities: Brainstorming and Presentation on Design Issues	

III 10 Hours	Quantitative Data: Collection and Analysis	CL03 CL04
	Learning Activities: Presentation on Qualitative and quantitative Data and one case study	
IV 10 Hours	Academic Integrity: Ethics and Research	CLO5
	Learning Activities: Group debate on The Welfare State in the present context	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Suggested Readings:

24. Auerbach, Carl F. and Louise B. Silverstein. (2003). *Qualitative data: An Introduction to Coding and Analysis*. New York and London: New York University Press.
25. Bazeley, Pat & Kristi Jackson. (2013). *Qualitative Data Analysis with NVIVO*. London, New York, and New Delhi: Sage Publication ltd.
26. Blaikie, Norman. (2003). *Analyzing Quantitative Data: From Description to Expansion*. London, New York, and New Delhi: Sage Publication ltd.

27. Connolly, William E. (ed.) (2017). *Pluralism in Political Analysis*. London and New York: Routledge.
28. Coulthard, Malcolm (2014). *An Introduction to Discourse Analysis*. London and New York: Routledge.
29. Dey, Ian. (1993). *Qualitative Data Analysis: A user-friendly guide for social scientists*. New York and London: Routledge.
30. Ezzy, Douglas. (2002). *Qualitative Analysis: Practice and innovation*. New York and London: Routledge.
31. Fairclough, Norman (2003). *Analysing Discourse Textual Analysis for Social Research*. London and New York.
32. Frieze, Susanne. (2012). *Qualitative data analysis with ATLAS.ti*. London, New York, and New Delhi: Sage Publication ltd.
10. Galderisi, Peter. (2015). *Understanding Political Science Statistics: Observations and Expectations in Political Analysis*. New York: Routledge.
11. Gee, James Paul (2011). *An Introduction to Discourse Analysis: Theory and Method*. London and New York: Routledge.
12. Gelman, Andrew and Jennifer Hill. (2007). *Data Analysis Using Regression and Multilevel/Hierarchical Models*. Cambridge and New York: Cambridge University Press.
13. Grbich, Carol. (2013). *Qualitative Data Analysis: An Introduction*. London, New York, and New Delhi: Sage Publication Ltd.
14. Gujarati, Damodar. (2012). *Econometrics by Example*. New York: Palgrave Macmillan.
15. Hardy, Melissa and Alan Bryman. (eds.) (2009). *Handbook of Data Analysis*. London, New York, and New Delhi: Sage publications.
16. Have, Paul ten. (2007). *Doing Conversation Analysis: A Practical Guide*. London, New York, and New Delhi: Sage Publication ltd.
17. Herman, Luc and Bart Vervaeck. (2019). *Handbook of Narrative Analysis (Second Analysis)*. Lincoln: University of Nebraska Press.
18. Krippendorff, Klaus. (2004). *Content Analysis: An Introduction to Its Methodology (Second Edition)*. London and New Delhi: Sage Publication.
19. Lauro, N. Carlo, Enrica Amaturio Maria Gabriella Grassia, and Biagio Aragona Marina Marino (eds.) (2017). *Data Science and Social Research: Epistemology, Methods, Technology and Applications*. Springer International Publishing AG.
20. Lewis-Beck, Michael S. (1995). *Data Analysis: An Introduction*. Sage Publications, Inc.
21. Maddala, G.S. (1986). *Limited-Dependent and Qualitative Variables in Econometrics*. Cambridge University Press.
22. Miles, Matthew B. and A. Michael Huberman, and Johnny Saldana. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3rd edition)*. London, New York, and New Delhi: Sage Publication ltd.

23. Monogan III, James E. (2015). *Political Analysis Using R*. London: Springer.
24. Neuendorf, Kimberly A. (2017). *The Content Analysis Guidebook*. New York: Sage Publication, Inc.
25. Pollock III, Philip H. (2016). *The Essentials of Political Analysis*. The USA: CQ Press.
26. Pollock III, Philip H. and Barry C. Edwards. (2018). *An R Companion to Political Analysis* (Second Edition). New Delhi: CQ Press.
27. Rapley, Tim. (2007). *Doing Conversation, Discourse and Document Analysis*. London, New York, and New Delhi: Sage Publication Ltd.
28. Richardson, John E. (2007). *Analysing Newspapers: An Approach from Critical Discourse Analysis*. New York: Palgrave Macmillan.
29. Riffe, Daniel, Stephen Lacy, and Frederick Fico. (2014). *Analyzing Media Messages: Using Quantitative Content Analysis in Research*. New York and London: Routledge.
30. Sapsford, Roger and Victor Jupp (eds.) (2006). *Data Collection and Analysis*. London and New Delhi: Sage Publication.
31. Sayyid, Bobby and Lilian Zac. (1998). "Political Analysis In a World Without Foundations". In Elinor Scarbrough and Eric Tanenbaum. (eds.). *Research Strategies in Social Sciences: A Guide to New Approaches*. Oxford: Oxford University Press.
32. Shkedi, Asher. (2019). *Introduction to Data Analysis in Qualitative Research: Practical and theoretical Methodologies with optional use of a software tool*.
33. Tufte, Edward R. (1974). *Data Analysis for Politics and Policy*. United States of America: Prentice Hall.
34. Wertz, Frederick J., Kathy Charmaz, Linda M. McMullen, Ruthellen Josselson, Rosemarie Anderson, and Emalinda McSpadden. (2011). *Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*. London and New York: The Guilford Press.

L	T	P	Cr
3	0	0	3

Course Title: Maritime Security of India

Course Code: MPIS: 532

Total Hours: 45

L	T	P	Cr
3	0	0	3

Course Outcomes (CO): At the end of the course, the students will be able to

CO1	Explain the Identify major themes of maritime security
CO2	Analyse the non-traditional security threats
CO3	Examine the interests of extra-regional powers in the Indian Ocean Region (IOR)
CO4	Apply theoretical knowledge of international law to the issues of India's maritime security
CO5	Deconstruct the existing realities of contemporary contestations in the IOR
CO6	Generate a strategic foresight for the next decade

Course Contents

Unit/Hours	Content	Mapping with COs
Unit I 15 Hours	Indian Ocean Region (IOR) and its importance Maritime Security- Concept and India's approach Legal aspects of India's maritime security Learning Activities: Preparation of the note on India's interests in IOR	CO1 and CO4
Unit II 15 Hours	Non Traditional Security Threats: Concepts and implications, Human and Drug Trafficking, Piracy and global supply chain vulnerabilities Maritime environment security and Energy security Learning Activities:Article review on any one of the above mentioned threats	CO2, CO5 and CO6

Unit III 15 Hours	Extra Regional Powers: Concept and recognizing their interests Examining the interests of U.S., Russia, China and France India's naval diplomacy Learning Activity: Discussion on India's naval diplomacy under PM Modi	CO3, CO5 and CO6
Unit IV 15 Hours	Contemporary maritime contestations in the IOR and its effects on India's maritime security China and India in the IOR Convergences of Interests: Confluence of two seas and the Indo- Pacific region, Quad and AUKUS Learning Activity: Debate on AUKUS and Quad	CO4, CO5 and CO6
Transactional Modes:	Lectures, Seminar, Group Discussion, Seminar, Peer Group Discussion, Mobile Teaching, Self-learning.	

Suggested Readings:

1. Roy-Chaudhury, R. (1998). India's maritime security. *India International Centre Quarterly*, 25/26, 129–139.<http://www.jstor.org/stable/23005537>
2. Suri, G. (2016). India's Maritime Security Concerns and the Indian Ocean Region. *Indian Foreign Affairs Journal*, 11(3), 238–252.<http://www.jstor.org/stable/45341959>
3. Sharma, Harvir. "China's Interests In The Indian Ocean Rim Countries And India's Maritime Security." *India Quarterly* 57, no. 4 (2001): 67–88.<http://www.jstor.org/stable/45073276>.
4. Mani, V. S. (1979). India's Maritime Zones and International Law : A Preliminary Inquiry. *Journal of the Indian Law Institute*, 21(3), 336–381.<http://www.jstor.org/stable/43950641>
5. Brewster, D. (2010). An Indian Sphere of Influence in the Indian Ocean? *Security Challenges*, 6(3), 1–20.<http://www.jstor.org/stable/26459796>

6. Kaura, V. (2016). India-Japan Relations and Asia's Emerging Geopolitics. *Indian Journal of Asian Affairs*, 29(1/2), 17–38. <http://www.jstor.org/stable/44123127>
7. Chandramohan, B. (2014). China's maritime strategy. *New Zealand International Review*, 39(3), 22–24. <https://www.jstor.org/stable/48551471>
8. Pant, H. V. (2014). Sino-Indian Maritime Ambitions Collide in the Indian Ocean. *Journal of Asian Security and International Affairs*, 1(2), 187–202. <https://www.jstor.org/stable/48601777>
9. Rajan, D. (2014). China in the Indian Ocean: Competing Priorities. In A. Bhattacharjee (Ed.), *The Maritime Great Game: India, China, US & The Indian Ocean* (pp. 7–9). Institute of Peace and Conflict Studies. <http://www.jstor.org/stable/resrep09400.6>
10. Baruah, D. M. (2020). Partnerships as a Central Pillar of India's Indo-Pacific Strategy. In *India in the Indo-Pacific: New Delhi's Theater of Opportunity* (pp. 12–17). Carnegie Endowment for International Peace. <http://www.jstor.org/stable/resrep24919.7>
11. Mahapatra, C. (2017). India and Shifting Power Equations in the Indo-Pacific. *Indian Foreign Affairs Journal*, 12(2), 111–118. <http://www.jstor.org/stable/45341982>
12. Chanlett-Avery, E. (2018). *Japan, the Indo-Pacific, and the "Quad."* Chicago Council on Global Affairs. <http://www.jstor.org/stable/resrep17325>
13. LALWANI, S. (2019). Reluctant Link?: India, The Quad, and The Free And Open Indo-Pacific. In S. STIRLING (Ed.), *Mind The Gap: National Views Of the Free And Open Indo-Pacific* (pp. 27–34). German Marshall Fund of the United States. <http://www.jstor.org/stable/resrep21474.8>
14. Lumbaca, J. "Lumpy." (2020). *Coronavirus, Terrorism, And Illicit Activity In The Indo-Pacific*. Daniel K. Inouye Asia-Pacific Center for Security Studies. <http://www.jstor.org/stable/resrep24868>
15. Hangzo, P. K. K. (2011). Non-Traditional Security Challenges in The Indian Ocean Region. In S. Bateman, J. Chan, & E. Graham (Eds.), *ASEAN And the Indian Ocean: The Key Maritime Links* (pp. 28–31). S. Rajaratnam School of International Studies. <http://www.jstor.org/stable/resrep05921.9>

L	T	P	Cr
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3	0	0	3
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Course Title: Geopolitics of the Indo-Pacific

Course Code: MPIS. 535

Total Hours: 45

Course Learning Outcomes (CLO): At the end of the course, the students will be able to

CLO1: Analyze and evaluate the conceptual, geographical, and historical perspectives of the Indo-Pacific.

CLO3: Analyze the transition from the Asia-Pacific to the Indo-Pacific concept and understand the geopolitical rationales behind this shift.

CLO3: Apply critical thinking skills to assess and develop balancing strategies, alliances, and approaches to navigate power shifts and rivalries in the Indo-Pacific.

CLO4: Develop research skills by conducting independent research on specific topics related to global context, regionalism, cooperation, and paradoxes in the Indo-Pacific

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 8 Hours	Introducing Geopolitics and the Indo-Pacific Introduction to Geopolitics: Concepts, Theories, and Approaches Defining the Indo-Pacific: Conceptual, Geographical, Historical Perspectives Learning Activities: Class discussion and debate on key concepts and theories of geopolitics, exploring their application to the Indo-Pacific region.	CLO1

Unit II 12 Hours	The Indo-Pacific and Geopolitical Perspectives Asia-Pacific to Indo-Pacific and Geopolitical Rationales Major Powers contestations in the Indo-Pacific Power politics and balance of power Learning Activities: Guest lecture by an expert on global power dynamics and their implications for the Indo-Pacific, followed by a Q&A session with students.	CLO2
Unit III 13 Hours	The Indo-Pacific: Strategic and Geopolitical Dimensions Traditional security issues and challenges Non-traditional security issues and challenges Power Shifts and Rivalries: Balancing Strategies, Alliances, and Competition Learning Activities: Mapping exercise to identify and analyze strategic locations, military bases, and key maritime routes in the Indo-Pacific, highlighting their significance in power projection and rivalries	CLO3
Unit IV 12 Hours	Indo-Pacific in the Global Context Regionalism: RCEP, TPP, ARF etc. Multilateralism: Indo-Pacific in the changing world order Learning Activities: Group discussions on the benefits and drawbacks of regionalism in the Indo-Pacific, exploring the tensions between regional integration and national interests, and analyzing the potential for cooperation and competition.	CLO4
Transactional Modes:	Lectures, Seminar, Group Discussion, Seminar, Peer Group Discussion, Self-learning.	

Suggested Readings:

1. Kratiuk, B., Van den Bosch, J. J., Jaskólska, A., & Sato, Y. (2023). *Handbook of Indo-Pacific Studies*. New York: Taylor & Francis.
2. Bowring, P. (2018). *Empire of the winds: The global role of Asia's great archipelago*. Bloomsbury Publishing.
3. Heiduk, F., & Wacker, G. (2020). From Asia-Pacific to Indo-Pacific: significance, implementation and challenges.. SWP Research Paper 2020/RP09, StiftungWissenschaft und Politik German Institute for International and Security Affairs.
4. Khurana, G. S. (2019). What is the Indo-Pacific? The new geopolitics of the Asia-Centred rim land. *What is the Indo-Pacific? The New Geopolitics Of the Asia-Centred Rim Land*, 13-32.
5. Berkofsky, A., & Miracola, S. (2019). *Geopolitics by Other Means: The Indo-Pacific Reality*. Italy: Ledizioni-LediPublishing.
6. Yates, R. (2019). *Understanding ASEAN's Role in Asia-Pacific Order*. New York: Springer International Publishing.

L	T	P	Cr
3	0	0	3

Course Name: Russian Foreign and Security Policy

Course Code: MPIS. 536

Total Hours: 45

Course Outcomes:

On completion of this course, students will be able to:

CO1	examine, compare, and debate the merits of key concepts of Russia's foreign policy
CO2	Evaluate main global priorities and key regional vectors of the Russian foreign policy;

CO3	Evaluate the Russia Policies under President Vladimir Putin.
CO4	To understand Russia's current place in the world.
CO5	Examine Russia Strategic partnership in 21st Century

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Soviet Union and New Russia Tsarist and Soviet Foreign Policy USSR as Superpower and Cold War Politics Determinants and Components of Foreign Policy Evolution of National Security Policy National Security Strategy (NSS 2021).	CO1

	The Concept of the Foreign Policy of the Russian Federation (March 31, 2023)	
	Learning Activities: Concept Note on the Impact of Bolshevik revolution in International affairs. Group Discussion on Russia as Great Power	
II 15 Hours	Russia and Its Near Abroad Regional Organisations in Post-Soviet Space Conflict and Cooperation in the Post-Soviet Space Russia in Ukraine and Georgian Crisis	CO2 CO3

	Learning Activities: Debates on Russian Intervention in Ukraine Crisis.	
III 10 Hours	Russia, and the West Russia and the United States Russia and the EU/NATO	CO4
	Learning Activities: Debates on Russian Foreign policy	
IV 15 Hours	Russia and Global South Russia in Multilateral Forum –BRICS and G-20 Russia-China Relations India-Russia Strategic Partnership Russia and Latin America, and Africa	CO5
	Learning Activities: Presentations on India and Russia Strategic partnership	

Transaction Mode: Lecture, case study, discussion & demonstration, self-study.

Suggested Readings:

- 1.Andrei P. Tsygankov, ed., *Routledge Handbook of Russian Foreign Policy* (New York: Routledge, 2018);
- 2.Angela Stent, “Trump’s Russia Legacy and Biden’s Response,” *Survival*, Vol. 63, No. 4 (August-September 2021);
- 3.Andrei P. Tsygankov, *Russia’s Foreign Policy: Change and Continuity in National Identity*, 5th ed. (Lanham, MD: Rowman & Littlefield, 2019)
- 4.Roger E. Kanet, ed., *Routledge Handbook of Russian Security* (New York: Routledge, 2019);
5. Robert H. Donaldson and VidyaNadkarni, *The Foreign Policy of Russia: Changing Systems, Enduring Interests*, 6th ed. (New York: Routledge, 2019);
6. David Cadier and Margot Light, eds., *Russia’s Foreign Policy: Ideas, Domestic Politics and External Relations* (New York: Palgrave Macmillan,2015);
7. Nikolas K. Gvosdev and Christopher Marsh, *Russian Foreign Policy: Interests, Vectors, and Sectors* (Los Angeles, CA: CQ Press, 2014);
- 8.Natalia Tsvetkova, ed., *Russia and the World: Understanding International Relations* (Lanham: Lexington Books, 2017);
- 9.Anatoly V. Torkunov, William C. Wohlforth and Boris F. Martynov, eds., *History of International Relations and Russian Foreign Policy in the 20th Century*, Volumes 1 & 2 (Newcastle upon Tyne: Cambridge Scholars, 2020);
- 10.Roger E. Kanet, *Russian Foreign Policy in the 21st Century* (New York: Palgrave Macmillan, 2011);
- 11.Robert Legvold, ed., *Russian Foreign Policy in the Twenty-First Century and the Shadow of the Past* (New York: Columbia University Press, 2007);
- 12.Jeffrey Mankoff, *Russian Foreign Policy: The Return of Great Power Politics*, 2nd ed. (Lanham, MD: Rowman & Littlefield, 2011);
- 13.Ted Hopf, *Social Construction of International Politics: Identities & Foreign Policies, Moscow, 1955 and 1999* (Ithaca: Cornell University Press, 2002);
- 14.Dave Johnson, “Russia’s Deceptive Nuclear Policy,” *Survival*, Vol. 63, No. 3 (June-July 2021), pp. 123-142.

15. Russian Strategic Documents, <https://www.russiamatters.org/russian-strategic-documents>.
16. Foreign Policy Concept of the Russian Federation 2016, http://www.mid.ru/en/foreign_policy/official_documents
17. The Military Doctrine of the Russian Federation 2014, <http://www.theatrum-belli.com/the-military-doctrine-of-the-russian-federation>
18. Russian National Security Strategy 2021, https://rusmilsec.files.wordpress.com/2021/08/nss_rf_2021_eng_.pdf
19. <http://publication.pravo.gov.ru/Document/View/0001202107030001>
20. The Concept of the Foreign Policy of the Russian Federation (March 2023) https://mid.ru/en/foreign_policy/fundamental_documents/1860586/

L	T	P	Cr
3	0	0	3

Course Name: Contemporary Political Dynamics of Central Asia

Course Code: MPOL.560

Total Hours: 60

Course Objectives

- CLO1: To critically analyse political systems and governance structures in Central Asia
- CLO2: To examine the role of informal institutions and patronal networks
- CLO3: To understand the intersection of religion, security, and conflict
- CLO4: To analyse resource politics and geopolitical contestation

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	State Formation and Political Regimes (15 Hours) Post-Soviet state formation: continuity and transformation Authoritarian resilience and regime typologies Personalised leadership and succession politics Formal vs. informal institutions (clans, patron-client networks)	CLO 1
Unit 2 10 Hours	State–Society Relations and Governance (15 Hours) Informal governance: kinship, regionalism, patronage Civil society and political participation Media control and digital authoritarianism Governance, corruption, and legitimacy	CLO 2
Unit 3 10 Hours	Religion, Security, and Conflict (15 Hours) Islamic revival and state regulation Radicalisation and extremist narratives (IMU case study) Counter-extremism strategies and human rights Border conflicts and ethnic tensions (Fergana Valley)	CLO 3

Unit 4 10 Hours	Resource Politics and Geopolitics (15 Hours) Hydro-politics: Amu Darya, Syr Darya, Aral Sea crisis Energy–water nexus and regional cooperation External powers: Russia, China, US, India, Turkey, EU Regional security architecture and strategic competition	CLO 4
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Recommended Readings:

- 1.Cooley, A. (2012). *Great games, local rules: The new great power contest in Central Asia*. Oxford University Press.
- 2.Collins, K. (2006). *Clan politics and regime transition in Central Asia*. Cambridge University Press.
- 3.Cummings, S. N. (Ed.). (2012). *Understanding Central Asia: Politics and contested transformations*. Routledge.
- 4.Dave, B. (2007). *Kazakhstan: Ethnicity, language and power*. Routledge.
- 5.Hale, H. E. (2015). *Patronal politics: Eurasian regime dynamics in comparative perspective*. Cambridge University Press.
- 6.Huskey, E. (1995). *Presidential power in Russia*. M.E. Sharpe.
- 7.Ilkhamov, A. (2007). Neopatrimonialism, interest groups and patronage networks. *Central Asian Survey*, 26(1), 65–84.
- 8.International Crisis Group. (Various years). *Reports on Central Asia*.
- 9.Jones Luong, P. (2002). *Institutional change and political continuity in post-Soviet Central Asia*. Cambridge University Press.
- 10.Khalid, A. (2007). *Islam after communism: Religion and politics in Central Asia*. University of California Press.
- 11.Laruelle, M. (2015). *Identity, nationhood and religion in Central Asia*. Routledge.
- 12.Laruelle, M., & Peyrouse, S. (2012). *The Chinese question in Central Asia*. Columbia University Press.
- 13.Lo, B. (2015). *Russia and the new world disorder*. Brookings Institution Press.
- 14.Micklin, P. (2007). The Aral Sea disaster. *Annual Review of Earth and Planetary Sciences*, 35, 47–72.
- 15.Olcott, M. B. (2012). *Central Asia's second chance*. Carnegie Endowment for International Peace.
- 16.Pantucci, R. (2019). *Sinostan: China's inadvertent empire*. Oxford University Press.

17. Peyrouse, S. (2016). *Islam in Central Asia*. University of Pittsburgh Press.
18. Roy, O. (2000). *The new Central Asia: The creation of nations*. NYU Press.
19. Schatz, E. (2004). *Modern clan politics: The power of "blood" in Kazakhstan and beyond*. University of Washington Press.
20. Tucker, N. (2015). *Central Asian involvement in extremist networks*. United States Institute of Peace.
21. UNECE. (2011). *Second assessment of transboundary rivers*. United Nations.
22. World Bank. (2014). *Central Asia energy-water nexus*. World Bank Publications.

Value Added Course (VAC) for other departments

Course Title: Conflict, War and Ethics

Course Code: MPOL. 511

Total Hours: 30

L	T	P	Cr
2	0	0	2

Course Outcomes (CO): At the end of the course, the students will be able to

able

CO1	Inculcate an understanding of the Vedantic concepts of ethics in war and the role of Sikh Gurus to stand up against Islamic invasions
CO2	Examine the issues of moral analysis of war both in terms of justifying the initial resort to war and moral prohibitions and requirements during warfare
CO3	Analyse multiple historical traditions and the recent humanitarian warfare

Course Contents

Unit/Hours	Content	Mapping with COs
Unit I 15 Hours	Vedantic concept of ethics and war, DharamYudh and Shanti Parv War and ethics in Kautilya's Arthashastra Role of Sikh Gurus in RashtraSanraksharan Learning Activities: Preparation of the concept	C01

	note on the understanding of ancient India's 'just war'	
Unit II 15 Hours	Definition, nature and types of modern conflicts Philosophical and legal aspects of ethics and conflicts Learning Activities: Explore the correlation between the philosophical and legal aspects with contemporary examples	CO1 and CO2
Unit III 10 Hours	Conflicts and contemporary Law of armed conflict Learning Activities: Examine any conflict from the perspective of law of armed conflict	C01,C02 and C03
Transactional Modes:	Lectures and peer Group Discussions	

Suggested Readings:

1. PRASAD, D. M. (1978). POLITICS AND ETHICS IN KAUTILYA'S ARTHASHASTRA. *The Indian Journal of Political Science*, 39(2), 240–249. <http://www.jstor.org/stable/41854844>
2. FITZGERALD, J. L. (2004). "DHARMA" AND ITS TRANSLATION IN THE "MAHĀBHĀRATA." *Journal of Indian Philosophy*, 32(5/6), 671–685. <http://www.jstor.org/stable/23497157>
3. Tzu, S., Conners, S., & Giles, L. (2009). *The Art of War by Sun Tzu - Classic Edition*. [Place of publication not identified]: El Paso Norte Press.
4. Ian Brownlie, (2008). *Principles of Public International Law*, Oxford University Press.
5. H.O. Agarwal, (2000). *International Law & Human Rights*, Central Law Publications'
6. Singh, Harjit, (2013). *The KautilyaArthashastra: A Military Perspective*, Centre for Land Warfare Studies, New Delhi.

L	T	P	Cr
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Course Name: Ethics and Governance

Course Code: MPOL. 512

Course type: VAC

Total Hours: 30

2	0	0	2
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Course Outcomes (CO): At the end of the course, the students will be able to:

CO 01	Analyse human ethics' causes and effects; Identify ethical dimensions ; how dharma affects ethics and human interaction in private and public relationships; explain public service and governance.
CO 02	Analyse governance and probity philosophy. Assess government transparency and information sharing; how the Right to Information promotes governance probity
CO 03	Demonstrate critical analysis to implement codes of ethics and conduct in public service; evaluate Citizen's Charters' transparency and accountability; assess how work culture affects public service delivery Develop strategies to improve service delivery and critically evaluate public fund use and governance - Assess corruption issues and develop solutions

Units/Hours	Contents	Mapping with Course Learning Outcome
I 10 Hours	Ethics and Human Interface: Essence, determinants and consequences of Ethics in-human actions; dimensions of ethics; ethics and Role of <i>Dharma</i> in private and public relationships.	CL01

	Learning Activities: Brainstorming and Preparation of the concept note on the determinant of ethics in human actions	
II 10 Hours	Probity in Governance - I: Concept of public service; Philosophical basis of governance and probity; Information sharing and transparency in government, Right to Information.	CL02
	Learning Activities: Brainstorming and Evaluation of the concept of concept of public service; Philosophical basis of governance and probity	
III 10 Hours	Probity in Governance -II: Codes of Ethics, Codes of Conduct, Citizen's Charters, Work culture, Quality of service delivery, Utilization of public funds, challenges of corruption.	CL03
	Learning Activities: Groups Debate on the Probity in Governance	
Transactional Modes:	Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning	

Suggested readings

1. Cabrera Kai. (2018). Ethics for Governance. The United Kingdom: Ed-tech Press.
2. Chakrabarty, Bidyut (2016). Ethics in Governance in India. New York: Routledge.

3. Henry, Ian and Ping Chao Lee (2004). Governance and Ethics. In Chadwick, S & Beech J. The Business of Sport Management. Pearson.
4. Huberts, L. W., JeroenMaesschalck, and Carole L. Jurkiewicz. (Eds.) (2008). Ethics and Integrity of Governance: Perspectives across Frontiers. UK: Edward Elgar Publishing Limited.
5. Mathur, B. P. (2014). Ethics for Governance: Reinventing Public Services. New Delhi: Routledge.
6. Upadhyay, Ranvijay (2019). Ethics, Integrity, and Aptitude in Governance. Sage Publications.
7. Wieland, Josef (2001). The Ethics of Governance. Business Ethics Quarterly. Vol. 11, No. 1, pp. 73-87.

SEMESTER-IV

Course Title: Dissertation / Internship

Course Code: MPIS. 599-2 / MPIS. 597-2

L	T	P	Cr
0	0	40	20

Learning Outcomes: At the end of Dissertation work students will be able to:

1. Explain the results and recommendations through presentation and report.
2. Produce a Report which would be divided into necessary chapters

About Dissertation: After the data collection according to the prepared research proposal, students will discuss and critically analyse them. Further, they will write a report in the form of the necessary divided chapters.

Transaction Modes: PowerPoint presentation, report writing.