

CENTRE FOR SOUTHEAST ASIAN & PACIFIC STUDIES

S.V.U. COLLEGE OF ATRS

SRI VENKATESWARA UNIVERSITY: TIRUPATI



RESTRUCTURED CURRICULUM FOR

M.A. SOUTHEAST ASIAN & PACIFIC STUDIES

WITH EFFECT FROM THE ACADEMIC YEAR 2021-2022

SYLLABUS

Choice Based Credit System (CBCS)

January 2022

UGC-CENTRE FOR SOUTHEAST ASIAN AND PACIFIC STUDIES

SRI VENKATESWARA UNIVERSITY: : TIRUPATI

S.V.U. COLLEGE OF ARTS

The Centre for Southeast Asian and Pacific Studies (CSEA&PS), sponsored by the University Grants Commission (UGC) under Area Studies Programme, was established in 1976 at Sri Venkateswara University, Tirupati. It is a multidisciplinary research Centre representing five disciplines: Anthropology; Economics; Geography; History; and Political Science. CSEA&PS has been promoting research on the political, economic, social and strategic aspects of the Area under study. The CSEAPS is offering **M.A. (Southeast Asian and Pacific Studies)** and **Ph.D. programmes** and **M.A. Tourism** programme.

Centre's Vision

Make the Centre, as a Premiere Area Studies Centre in India, which could offer adequate knowledge in Higher Education on foreign areas pertaining to their geography, polity, history and cultures.

Centre's Mission

- Enlighten the students in several aspects from unidisciplinary approach to multidisciplinary study.
- To train in the knowledge of practical value to students, scholars, and researchers about different important regions of the world.
- To hone the abilities of Area Studies students for deeper understanding of international issues and respond with empathetic to the global crisis.

Centre's Objectives

1. To promote a comprehensive understanding of social, cultural, economic, political and strategic dimensions of the study area
2. To offer vitally important inputs to the policy planners to formulate policies advancing India's economic, strategic and political interests
3. To promote research with emphasis on comparative study of the issues and problems between the regions.

PROGRAMME OUTCOMES

- The Programme on Southeast Asian and Pacific Studies (SEAPS) will enrich the students largely related to geographical, historical, political, economic, social and strategic engagement of India with the states of Southeast Asian and South Pacific countries.
- Educate the students with interdisciplinary outlook and multidisciplinary engagement on Southeast Asian region.
- Encourage the students to focus on basic topics like, foreign relations, bilateral and trilateral, quadrilateral relations, economic ties, international treaties, conventions, regional and international organizations.
- Students will acquire analytical knowledge in regional, international relations and conflict resolution issues and predict possible outcomes
- Comprehensive understanding of Southeast Asian and Pacific region through multidisciplinary approach.
- Students will identify research topics, collect source materials, review research literature, and analyze issues by reaching substantiated conclusions.
- The teaching of various courses in SEAP studies will help the students to acquire Indian history, India's cultural and multilateral relations with neighbouring Southeast Asian region and India's status in global politics.
- Gain expertise to examine and comment on regional, national and international issues pertinent to Southeast Asia and South Pacific
- Apply contextual knowledge to assess economic, political, security, environment, legal and cultural issues of the study area

- Relate ethical principles and apply professional ethics and responsibilities in International Relations.
- Communicate effectively on different geopolitical issues with the learned community and write effective reports or articles pertaining to the Study area.
- Demonstrate knowledge and understanding on the specific Area Studies and apply basic principles which are relevant to the professional career as a member or as a leader in multidisciplinary engagements.

PROGRAMME SPECIFIC OUTCOMES

- Students get acquainted with the meaning, significance and application of Area Studies as a distinctive approach in international affairs
- Comprehend multilateral approaches in global peace and conflict resolution processes as ways of dealing with national and international issues
- Apply both multidisciplinary and interdisciplinary research methods to deal with problems like traditional and non-traditional threats and challenges
- Preparing students on topics like regional cooperation, international relations, globalization and national security

S.V. UNIVERSITY, TIRUPATI
SVUCOLLEGE OF ARTS
UGC CENTRE FOR SOUTHEAST ASIAN AND PACIFIC STUDIES

M.A. History (Southeast Asian and Pacific Studies)

Programme Code : 118

CBCS Pattern (With effect from 2021-22)
The Course of Study and Scheme of Examinations

SEMESTER-I

| S.No. | Components of Study | Code | Title of the Course | Credit Hrs / Week | No. of Credits | IA | Sem. End Exam | Total Marks |
|-------|-----------------------|----------|--|-------------------|----------------|------------|---------------|-------------|
| 1. | Core | SE 101 | Early Cultural History of Southeast Asia | 6 | 4 | 20 | 80 | 100 |
| 2. | | SE 102 | Regional Geography of Southeast Asia | 6 | 4 | 20 | 80 | 100 |
| 3. | | SE 103 | Colonization of Southeast Asia | 6 | 4 | 20 | 80 | 100 |
| 4. | | SE 104 | Ancient Indian History up to 1206 A.D. | 6 | 4 | 20 | 80 | 100 |
| 5. | Compulsory Foundation | SE 105 a | Modern European History, 1870-1991 | 6 | 4 | 20 | 80 | 100 |
| | | SE 105 b | History of Indian Constitution, 1773- 1947 | 6 | 4 | 20 | 80 | 100 |
| | | SE 105 c | Indian National Movements | 6 | 4 | 20 | 80 | 100 |
| 6. | Elective Foundation | SE 106 a | Medieval Indian History 1206 A.D.–1707 A.D | 6 | 4 | 20 | 80 | 100 |
| | | SE 106 b | History of Asian and African Nationalism | 6 | 4 | 20 | 80 | 100 |
| | Total | | | 36 | 24 | 120 | 480 | 600 |
| 7. | Audit Course | | | 0 | 0 | 100 | --- | -- |

*** All CORE Papers are Mandatory**

- **Compulsory Foundation -- Choose one Paper**
- **Elective Foundation – Choose one paper**
- **Audit Course – 100 Marks (Internal) – Zero Credits under Self Study**
- **Interests Students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits**

SEMESTER-II

| S.No. | Components of Study | Code | Title of the Course | Credit Hrs / Week | No. of Credits | IA | Sem End Exam | Total Marks |
|-------|------------------------------|----------|--|-------------------|----------------|------------|--------------|-------------|
| 1. | Core | SE 201 | Contemporary Cultural History of Southeast Asia | 6 | 4 | 20 | 80 | 100 |
| 2. | | SE 202 | Modern History of China, 1839-1976 | 6 | 4 | 20 | 80 | 100 |
| 3. | | SE 203 | Regional Geography of South Pacific & East Asia | 6 | 4 | 20 | 80 | 100 |
| 4. | | SE 204 | Nationalism in Southeast Asia | 6 | 4 | 20 | 80 | 100 |
| 5. | Compulsory Foundation | SE 205 a | Modern Indian History 1757-1965 | 6 | 4 | 20 | 80 | 100 |
| | | SE 205 b | Indian Foreign Policy | | | | | |
| | | SE 205 c | International Organisations | | | | | |
| 6. | Elective Foundation | SE 206 a | History of the USA from 1789 to 1990 | | | | | |
| | | SE 206 b | International Relations (From Sem. III) | | | | | |
| | Total | | | 36 | 24 | 120 | 480 | 600 |
| 7. | Audit Course | | | 0 | 0 | 100 | --- | -- |

*** All CORE Papers are Mandatory**

- **Compulsory Foundation -- Choose one Paper**
- **Elective Foundation – Choose one paper**
- **Audit Course – 100 Marks (Internal) – Zero Credits under Self Study**
- **Interests Students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits**

SEMESTER-III

| S.No. | Components of Study | Code | Title of the Course | Credit Hrs / Week | No. of Credits | IA | Sem End Exam | Total Marks |
|--------------|-------------------------|----------|---|-------------------|----------------|------------|--------------|-------------|
| 1. | Core | SE 301 | Southeast Asia and World Politics | 6 | 4 | 20 | 80 | 100 |
| 2. | | SE 302 | Indochina (Cambodia, Laos & Vietnam) 1802-2000 | 6 | 4 | 20 | 80 | 100 |
| 3. | Generic Elective | SE 303a | Modern History of Japan 1854-1975 | 6 | 4 | 20 | 80 | 100 |
| | | SE 303b | East Asian Developments – Post Cold War | 6 | 4 | 20 | 80 | 100 |
| | | SE 303 c | Indian Diaspora | 6 | 4 | 20 | 80 | 100 |
| | | SE 303 d | Research Methodology | 6 | 4 | 20 | 80 | 100 |
| 4 | Skilled Oriented Course | SE 304 | Skills and Approaches in Understanding Area Studies | 6 | 4 | 20 | 80 | 100 |
| 5 | Open Elective | SE 305 a | India and the World | 6 | 4 | 20 | 80 | 100 |
| | | SE 305 b | Emerging Asia and the World | 6 | 4 | 20 | 80 | 100 |
| Total | | | | 36 | 24 | 120 | 480 | 600 |

*** All CORE Papers are Mandatory**

- **Generic Elective – Choose Two**
- **Skilled Oriented course is Mandatory**
- **Open Electives are for the Students of other Departments. Minimum One Paper should be opted. Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study**
- **Interests Students may register for MOOC with the approval of the concerned DDC.**

SEMESTER - IV

| S.No. | Components of Study | Code | Title of the Course | Credit Hrs / Week | No. of Credits | IA | Sem End Exam | Total Marks |
|--------------|---------------------------------------|----------|--|-------------------|----------------|------------|--------------|-------------|
| 1. | Core | SE 401 | Regional Cooperation in Southeast Asia | 6 | 4 | 20 | 80 | 100 |
| 2. | | SE 402 | Economic Landscape of Asia-Pacific | 6 | 4 | 20 | 80 | 100 |
| 3. | Generic Elective | SE 403a | Post-Cold War World order | 6 | 4 | 20 | 80 | 100 |
| | | SE 403b | Ethnicity and Social Transformation in Contemporary Southeast Asia and Australia | 6 | 4 | 20 | 80 | 100 |
| | | SE 403c | Developing Blue Economy | 6 | 4 | 20 | 80 | 100 |
| | | SE 403 d | Energy, Environment and Sustainable Development | | | | | |
| 4 | Multidisciplinary Course/Project Work | SE 404 | Viva + Dissertation | 6 | 4 | 20 | 80 | 100 |
| 5 | Open Elective | SE 405 a | India-Australia Relations | 6 | 4 | 20 | 80 | 100 |
| | | SE 405 b | India and Asia-Pacific | 6 | 4 | 20 | 80 | 100 |
| Total | | | | 36 | 24 | 120 | 480 | 600 |

*** All CORE Papers are Mandatory**

- **Generic Elective – Choose Two**
- **Multidisciplinary Course / Project Work is Mandatory**
- **Open Electives are for the Students of other Departments. Minimum One Paper should be opted. Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study**
- **Interests Students may register for MOOC with the approval of the concerned DDC.**

M.A. Southeast Asian and Pacific Studies (SEAPS)

CBCS Pattern (With effect from the batch 2021-22)

| I SEMESTER | | |
|---|---|---|
| SE 101 | EARLY CULTURAL HISTORY OF SOUTHEAST ASIA | CREDITS -4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| Objectives: | | |
| 1) To learn the Indian cultural contacts with Southeast Asia | | |
| 2) To know the establishment of different Indian kingdoms in Southeast Asia | | |
| 3) To demonstrate thinking skills on the impact of Indian culture on Southeast Asian region | | |
| UNIT - I Sources of the study of the spread of Indian Culture -- India-Southeast Asia Maritime connections -- Trade Patterns – Immigration – Early Indian settlements | | |
| UNIT - II Funan and Chenla : Funan: Indian Origin and Political Expansion – Cult of Harihara Champa -- Origins – The Great Rulers and their Cultural contributions: Bhadravarman, Sambhuvarman -- Hindu Culture in Champa – Temples of Myson and Po Nagar Kambuja Empire : Jayavarman II and Devaraja Cult – Yasovarman and Angkorian Empire – Suryavarman II and Angkor Wat – Jayavarman VII and Angkor Thom and Bayon | | |
| UNIT - III Pagan Empire : Pagan Period – Aniruddha the Great and Shwezigon temple – Kyanzitta and Ananda temple – Mon Cultural influence on Pagan – Migrations of Chins and Karens into Upper Burma – Buddhism in Thailand | | |
| UNIT - IV Buddhist Sailendras and Srivijaya Empire : Sailendras and Borobudur and other temples -- Sailendra – Chola Relations -- Hindu Javanese Kingdoms : Sanjaya and Mataram Dynasties – Hindu temples of Prambanan Valley – The greatness of Airlangga -- The Greatness of Kritanagara and Siva Buddhism | | |
| UNIT - V Kublai Khan’s Military invasions of Southeast Asia -- Rise of Majapahit – King Jayanagara – Prime Minister Gajamada’s Services to Majapahit – Hindu Culture -- Spread of Islam | | |
| Suggested Readings | | |
| 1. Bose, Phanindra Nath, <i>The Hindu Colony of Champa</i> , (Adayar, 1927) | | |
| 2. Cady, J.F., <i>Southeast Asia: Its Historical Development</i> , (New York, 1964). | | |
| 3. Chatterji, B.R., <i>Indian Cultural Influence in Cambodia</i> , (Calcutta, 1928). | | |
| 4. Coedes, George, <i>The Indianized States of Southeast Asia</i> , (Honolulu, 1968). | | |
| 5. Hall, D.G.E., <i>A History of Southeast Asia</i> , (New York, 1968). | | |
| 6. Keyes, Charles, F., <i>The Golden Peninsula</i> , (New York, 1977). | | |
| 7. Le May, Reginald, <i>The Culture of Southeast Asia: The Heritage of India</i> , (London, 1964). | | |
| 8. Majumdar, R.C., <i>Hindu Colonies in the Far East</i> , (Calcutta, 1973). | | |
| 9. Provencher, Ronald, <i>Mainland Southeast Asia: An Anthropological Perspective</i> , | | |

(New York, 1973).

Course Outcomes:

- 1) Students understand the causes for the spread of Indian culture in Southeast Asia.
- 2) Know the different Indian dynasties of the past in Southeast Asia.
- 3) Students will be able to learn the impact of Indian cultural on Southeast Asian societies

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | H | | | M | | | | | M | | M |
| CO2 | H | H | | | M | | | | | | | |
| CO3 | H | | | | H | | | L | | | | L |

H=High, M=Middle, L=Low

| I SEMESTER | | |
|---|---|---|
| SE 102 | REGIONAL GEOGRAPHY OF SOUTHEAST ASIA | CREDITS -4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Employ a full range of techniques and methods used to gain geographical knowledge on Southeast Asia. 2) To know the population trends and patterns 3) To demonstrate thinking skills by analyzing locational significance <p>UNIT – I Physical Make-up Distribution of Land and Water – Topography –River Systems – Climatic Regions – Vegetation Types – Soils.</p> <p>UNIT – II Resource Potentialities and Economic Base : Arable Land – Preponderance of Agricultural Economy – Forest Wealth – Marine Products – Exportable Surplus Raw Materials and Minerals – Trading Prospects.</p> <p>UNIT – III Populations : Trends in Population Growth – Pattern of Population – Population Density – Post-Independence Migrations.</p> <p>UNIT – IV Infrastructural Development : Transport and Communications – Industrial Development – Energy Production & Consumption – Health and Education.</p> <p>UNIT – V Geostrategic Base : Locational Significance – Regional Variations – Zone of Confluence and Conflict.</p> <p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Bradshaw, Michael, <i>A World Regional Geography</i>, (New York, 1997). 2. Cohen, B., <i>Monsoon Asia: A Map Geography</i>, (London, 1970). 3. Cole, John, <i>Geography of the World's Major Regions</i>, (London, 1996). 4. Dobby, E.H.G., <i>Southeast Asia</i>, (London, 1970). 5. Dutta, Ashok K., <i>Southeast Asia: Realm of Contrasts</i>, (Boulder: Colorado, 1985). 6. Fisher, C. A., <i>Southeast Asia: A Social, Economic and Political Geography</i>, (London, 1966). 7. Gordon East, W., Spate, O.H.K. and Fisher, Charles A., <i>The Changing Map of Asia</i>, (Norfolk, 1971). 8. Hill, R.D., <i>A Systematic Geography of Southeast Asia</i>, (Kuala Lumpur, 1979) 9. Salter, Christopher L., Hobbs, Joseph J., Wheeler Jr. Jesse H. and Trenton, Kostbade J., <i>Essentials of World Regional Geography</i>, (Sydney, 1998). 10. Spencer, J.E, and William L. Thomas, <i>Asia, East by South: A Cultural Geography</i>, (New York, 1971). | | |

Course Outcomes:

- 1) Students understand geographical profile of different countries of Southeast Asia.
- 2) Know the trends in population movement within Southeast Asia.
- 3) Students will be able to assess location significance and various infrastructural developments.

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | | | | | | | | |
| CO2 | H | | | | | | | | | | | |
| CO3 | H | | | | | | | L | | | | L |

H=High, M=Middle, L=Low

| I SEMESTER | | |
|---|---------------------------------------|---|
| SE 103 | COLONISATION OF SOUTHEAST ASIA | CREDITS -4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) To acquire broad knowledge of conquests of Europeans in Southeast Asia 2) To know the British administration in this region 3) Develop the analytical views of colonization in India and Southeast Asia. <p>UNIT – I Portuguese Conquest of Malacca: Rise and fall of Portuguese Empire in the East.</p> <p>UNIT – II Colonisation of the Philippines by Spain – The Dutch takeover of East Indies</p> <p>UNIT – III Colonial Conquest: Dutch takeover of East Indies - British Conquest of Malaya. Establishment of Straits Settlements – Federated Malay States and Unfederated Malay States – British Conquest of Burma: The Three Anglo - Burmese Wars – Establishment of British Protectorate over Brunei.</p> <p>UNIT – IV Colonial Policies and Administration: Dutch Culture System and Ethical Policy – Economic Policies of other Colonial Powers: British, Spanish and U.S. Administrations.</p> <p>UNIT-V Developments in Thailand: The Reigns of Mongkut and Chulalongkorn – Independent Thailand Political and Economic Transformation of Thailand upto 1945</p> <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Bastian, John & J. Benda, Harry, <i>A History of Modern Southeast Asia</i>, (Englewood Cliffs, 1968). 2. Buss, Claude A., <i>Contemporary Southeast Asia</i>, (New York, 1970). 3. Cady, John F., <i>Southeast Asia: Its Historical Development</i>, (New York, 1964). 4. Christie, Clive J., <i>A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism</i>, (Singapore, 1996). 5. Hall, D.G.E., <i>A History of Southeast Asia</i>, (London, 1976). 6. Harrison, Brian, <i>Southeast Asia: A Short History</i>, (London, 1954). 7. Kahin, G.M., <i>Nationalism and Revolution in Indonesia</i>, (Ithaca, 1952). 8. Kahin, G.M. (ed.), <i>Governments and Politics of Southeast Asia</i>, (New York, 1966). 9. Purcell, Victor, <i>South and Southeast Asia Since 1800</i>, (Cambridge, 1965). 10. Sardesai, D.R., <i>Southeast Asia: Past and Present</i>, (New Delhi, 1997). <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1) Students will have adequate knowledge on rise and fall of Portuguese 2) Students differentiate the colonial powers that ruled Southeast Asia 3) Critically observe Thailand’s Political, Economic transformation and maintaining independence | | |

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | M | M | | | | | | |
| CO2 | H | | | | M | M | | | | | | |
| CO3 | H | | | | M | M | | L | | | | L |

H=High, M=Middle, L=Low

I SEMESTER**SE 104****ANCIENT INDIAN HISTORY UPTO 1206 A.D.****CREDITS -4****Seasonal Marks 20****End semester Examinations Marks 80****Objectives:**

- 1) Students will understand the historical construction of India's ancient past
- 2) To identify, describe, and compare different ancient kingdoms of India
- 3) To Know the coming up of new kingdoms in South India

UNIT – I Meaning and importance of the study of History – Impact of Geography on Indian History – The Features of Indus Valley Civilization – Vedic Culture – Conditions prevailed in Northern India in 6th Century B.C. – Jainism and Buddhism.

UNIT – II Mauryan Empire – Chandra Gupta – Ashoka - Decline of Mauryan Empire – Post-Mauryan period in North India

UNIT – III Kushans – Kanishka – Gupta Empire – Samudra Gupta – Golden age of Guptas – Pushyabhuti Dynasty – Harsha Vardhana – Contribution to Indian Culture.

UNIT – IV Deccan and South Indian Kingdoms – Sangam Age – Satavahanas – Cholas – Chalukyas – Rastrakutas – Kakatiyas

UNIT – V Muslim Invasions – Ghazni Mohammed – Rajputs -- Ghori Mohammed – Effects of Muslim Invasions

Suggested Readings

1. Mahajan, V.D. , Ancient India, (New Delhi, 1981)
2. Majumdar, R.C., *Ancient India*, (Calcutta, 1920)
3. Romila Thaper, *Ancient Indian History*, (Delhi; 1978)
4. Sastri, Neelakanta, *A History of South India* (Madras, 1956)
5. Sastri, Neelakanta, *History of India Vol I & II* (Madras)
6. Yazdani, G, *Early History of Deccan*, (Oxford, 1960).

7. Iswari Prasad, *Medieval India*, (Allahabad, 1974).
8. Smith, V.A., *Oxford History of India*. (Oxford, 1982).
9. *History of India*, Cambridge, (New Delhi, 2001).

Course Outcome:

- 1) Students comprehend ancient Indian History, Indus Valley Civilization, Vedic Culture and Jainism and Buddhism.
- 2) Know the rise of different Dynasties and contribution to Indian Culture.
- 3) Gain knowledge on various Muslim Invasions and affects
- 4)

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | | M | | | | | | |
| CO2 | H | | | | | H | | | | | | |
| CO3 | H | | | | | H | | L | | | | L |

H=High, M=Middle, L=Low

| CF | I SEMESTER | |
|---|--------------------------------------|------------|
| SE 105 (a) | MODERN EUROPEAN HISTORY, 1870 - 1991 | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| Objectives: | | |
| <ol style="list-style-type: none"> 1) Students will learn history of the rise of Nation states like Germany 2) Students know the formation of counter alliances in Europe 3) To know critically the reasons for the outbreak of Two World Wars | | |
| UNIT – I Franco-Prussian War – Paris Commune - The Third Republic – Bismarck and the Consolidation of German Empire. | | |
| UNIT – II Big-power Interests and Conflicts in the Balkans - Russo-Turkish War, 1877 – Treaty of San Stefano and Congress of Berlin, 1878 and their Significance. | | |
| UNIT – III Formation of Triple Alliance and Triple Entente – The Balkan Wars and their Results- Events leading to the World War I –Treaty of Versailles – Bolshevik Revolution, 1917 and its Impact on Colonial Asia. | | |
| UNIT – IV Rise of Dictatorships in Germany and Italy -- Events leading to the World War II – | | |

Reconstruction of Europe – Marshall Plan – Origin and Growth of Cold War.

UNIT –V Cold War Politics in Europe – Berlin Crisis – East Europe vs. West Europe – Role of super Powers – Collapse of the Soviet Union – End of Cold War.

Suggested Readings

1. Dayal, Rahgubir, *A Textbook of Modern European History, 1789-1939*, (Bombay, 1977).
2. Ferguson, Wallace K., and Bruun, Geoffrey, *European Civilization*, (Boston, 1958).
3. Gooch, G.P., *History of Modern Europe*, (Delhi, 1979).
4. Hammond, D.Y., *Cold War and Detente*, (New York, 1975).
5. Joll, J., *Europe Since 1870*, (London, 1973).
6. Ketelbey, C.D.M., *A History of Modern Times from 1789*, (Bombay, 1976).
7. Lipson, E., *Europe in the XIX and XX Centuries, 1815-1939*, (London, 1963).
8. Marriot, J.A.Rt., *A History of Europe*, (New Delhi, 1979).
9. Taylor, A.J.P., *Struggle for the Mastery in Europe, 1848-1918*, (Oxford, 1960).

Course Outcomes:

- 1) Differentiate volatile political situation in Europe
- 2) Earn broad understanding of Bismarck and consolidation of the Germany.
- 3) Understand global politics in the two world wars and the cold war

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | M | | | | | | | | |
| CO2 | H | | | | | | | | | | | |
| CO3 | H | | | | | | | L | | | | L |

H=High, M=Middle, L=Low

| | I SEMESTER | |
|--|------------------------------------|------------|
| SE 105 (b) | INDIAN NATIONAL MOVEMENT | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1. Imbibe the students with the knowledge of the Indian National Movement 2. Learn about sacrifices made by nationalist leaders for the cause of independence 3. Know about the famous Indian freedom fighters <p>UNIT-I: Indian nationalism – Causes – Results – Popular resistance movements -- Peasants and Tribal revolts -- The Faqir and Sanyasi Rebellions -- The Santhal Rebellion,1855-57.</p> <p>UNIT-II: The Revolt of 1857: Social, Religious and Political Cause - Course and Results - Role of Native Indian Rulers - Impact of the Revolt.</p> <p>UNIT-III: Indian National Congress - Moderates and Extremists - Partition of Bengal - Muslim League - Swadeshi Movement - Revolutionaries - Home Rule Movement - Role of Nationalist Press and Literature in the Indian National Movement.</p> <p>UNIT-IV: Gandhian Era - Satyagraha - Jallianwala Bagh - Non-Cooperation Movement - Swarajists - Salt Satyagraha - Round Table Conferences - Quit India Movement - British Missions - Partition and Independence.</p> <p>UNIT-V: Nationalist Leaders - Jawaharlal Nehru - Subash Chandra Bose - Sardar Vallabhai Patel - Maulana Abul Kalam Azad - Rajaji - Satyamurthy.</p> <p>Suggested Readings :</p> <ol style="list-style-type: none"> 1. Bipin Chandra et al, <i>Freedom Struggle</i>, National Book Trust, 1994. 2. Bipin Chandra et al, <i>India's Struggle for Independence</i>, Penguin, 1989. 3. Sumit Sarkar, <i>Modern India</i>, Penguin, 1990. 4. V.D. Mahajan, <i>Indian National Movement</i>, Chand & Co, 1995. 5. S. Gopal, <i>Jawaharlal Nehru - A Biography</i>, New Delhi. 6. Bipin Chandra, <i>The Indian Left</i>. 7. B.R. Nanda, <i>Mahatma Gandhi - A Biography</i>. 8. S.N. Sen, <i>Eighteen Fifty Seven</i>, New Delhi, 1957. <p>Course outcomes:</p> <ul style="list-style-type: none"> ➤ Students learn different stages of national movement ➤ Gain full understanding of the Mahatma Gandhi ➤ Learn the contributions and sacrifices of the various national leaders | | |

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | | | | | | | | |
| CO2 | H | | | | | | | | | | | |
| CO3 | H | | | | | | | L | | | | L |

H=High, M=Middle, L=Low

| CF | I SEMESTER | |
|--|--|------------|
| SE 105 (c) | HISTORY OF INDIAN CONSTITUTION, 1773- 1947 | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| Objectives : | | |
| 1) To learn about chronology of constitutional development 2) Students know the development of Indian constitution 3) To enable the students to compare the constitutional development with other constitutions | | |
| UNIT-I Constitutional Acts under East India Company - Dual System in Bengal - Regulating Act 1773 – Pitt’s India Act 1784 - Charter Acts of 1793, 1813, 1833 and 1853 - Effects of 1857 revolt on the Development of the Constitution | | |
| UNIT-II India under the Crown - Indian Councils Acts of 1861, 1892 -- Minto - Morley Reforms 1909 – Montague and Chelmsford reforms of 1919 – Salient features | | |
| UNIT-III Simon Commission’s Report - Round Table conference and India’s Reactions – Indian Constitutional Act of 1935 - Central and Provincial governments | | |
| UNIT-IV Provincial Autonomy - Constitutional Deadlock and August offer from Cripp’s Mission -- Cabinet Mission Proposals, 1946 -- Mountbatten Plan - Indian Independence Act of 1947 | | |
| UNIT-V Making of the Constitution of Indian – India’s National Constitution - Union Executive - State Executive - Union Parliament - State Legislative - Union and States – Judiciary --Amendments of the Constitution - Development of Public Services - Local Government. | | |
| Suggested Readings : | | |
| 1. A.C. Banerjee ,A. C, <i>Constitutional History of India</i> , Vol. I, Mukherjee & Co, Calcutta, 1948. | | |
| 2. Agarwal, R.C. , and Bhatnagar , <i>Constitutional Development and National Movement of India</i> , 3. D.D. Basu, <i>Introduction to the Constitution of India</i> , 2015. | | |
| 4. Dharma Chand Gupta, <i>Indian National Movement and Constitutional Development</i> , Vikas Publishing house Pvt. Ltd., Noida, 1983. | | |

5. Manik Lal Gupta, Constitutional developments in India, Atlantic Publishers, New Delhi, 1989.
6. Sumita Singh, Constitutional Development in British India, Pragun Publications, New Delhi, 2012.
7. Kieth, A. B, Constitutional History of India, Central Book Depot, Allahabad, 1961.
8. Pylee, M. V, Constitutional Government in India, Asia Publishing, Bombay, 1967.

Course outcomes:

- Students comprehend the importance of acts in government
- Gain knowledge on the Indian Independence Act of 1935
- Know the salient features of Indian Constitution

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | | | | | | | | |
| CO2 | H | | | | | | | | | | | |
| CO3 | H | | | | | | | | | | | |

H=High, M=Middle, L=Low

| | | |
|--------------------------|---|-------------------|
| EF | I SEMESTER | |
| SE 106 (a) | MEDIEVAL INDIAN HISTORY 1206 A.D.–1707 A.D | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |

Objectives:

1. Students learn about Delhi Sultanate
2. To learn about the Mughal Empire and their contributions
3. To know about the Regional powers like Marathas and Sikhs

UNIT –I Delhi Sultanate – Slave Dynasty – Khilji Dynasty – Tughlaq Dynasty – Lodi Dynasty
– Downfall of Delhi Sultanate

UNIT –II Socio-cultural contribution of Delhi Sultanate -- Sufi and Bhakti Movements

UNIT –III Mughal Empire – Babur – Humayun -- Akbar – Sher Shah – Jahanghir --Shahjahan –
Aurangzeb – Downfall of Mughal Empire

UNIT –IV Socio-economic conditions – Trade and Commerce – Urban life – Administration of
Sher Shah -- Akbar’s Religious Policy – Architecture

UNIT –V Rise of Regional powers – Marathas – Sivaji – Sikhs -- Advent of Europeans –
British East India Company

Suggested Readings:

1. Majumdar, R.C., *Ancient India*, (Reprint), Calcutta, 2004)
2. Romila Thaper, *Ancient Indian History*, (Delhi; 1988)
3. Sastri, Nilakanta, *A History of South India* (Madras, 1956)
4. Sastri, Nilakanta, *History of India Vol I & II* (Madras)
5. Iswari Prasad, *Medieval India*, (Allahabad, 1974).
6. Smith, V.A., *Oxford History of India*. (Oxford, 2000).
7. Sharma, L.P., *History of Medieval India*, (New Delhi, 1997)

Course Outcomes:

- Students will gain knowledge on Major dynasties of Medieval India
- Students know the great Indian rulers of Medieval period
- Students comprehend the advent of Europeans

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | | | | | | | | |
| CO2 | H | | | | | | | | | | | |
| CO3 | H | | | | | | | | | | | |

H=High, M=Middle, L=Low

| I SEMESTER | | |
|--|---|---|
| SE 106 (b) | HISTORY OF ASIAN AND AFRICAN NATIONALISM | CREDITS -4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1. To know the rise of nationalism throughout the world 2. To Learn about the nationalist leaders of Asia 3. To acquire the knowledge national movements in African continent <p>UNIT-I Nationalism –Concept, meaning and definition – Theories of Nationalism – Colonisation – Anti-colonial struggles – Rise of Nationalism.</p> <p>UNIT-II : China – 1911 revolution – Sun Yat Sen –KMT – Chiang-kai Shek – Mao Zedong Chinese Communist party – People’s Republic of China.</p> <p>UNIT-III : South East Asia – Dutch Colonisation of Indonesia – Nationalism struggle in Indonesia – French Colonization of Indo-China – Liberation of Indo-China states.</p> <p>UNIT-IV : Colonisation of Middle East – Arab Nationalism – Nationalist struggle in Egypt.</p> <p>UNIT-V : Africa – Colonisation of Africa – Anti-colonial struggle in Africa – African Nationalist Movement in South Africa.</p> <p>Suggested Readings :</p> <ol style="list-style-type: none"> 1. DGE, Hall, D.G. E., <i>History of South East Asia</i>, Mac Milan Education Ltd., London,1981. 2. Clyde and Beers, <i>The Far East: A History of Western Impacts and Eastern Responses, 1830-1975</i>, Waveland Pr Inc. 1991. 3. S.N. Fisher, <i>The Middle East: A History</i>, McGraw Hill, 1996. 4. R.J. Harrison Church, <i>West Africa</i>, Princeton, London, 1967. 5. Baril Davidson, <i>The Growth of African Civilisation East and Central Africa to the Late 19th Century</i>. <p>Course outcomes:</p> <ul style="list-style-type: none"> ➤ Know the changing trends in Nationalist movements ➤ Students understand the nationalist movements in Southeast Asia ➤ Learn about the nationalist movements in Africa | | |

| II SEMESTER | | |
|--|--|---|
| SE 201 | CONTEMPORARY CULTURAL HISTORY OF SOUTHEAST ASIA | CREDITS -4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| Objectives: | | |
| <ol style="list-style-type: none"> 1) To understand, analyze, and evaluate the impact of European rule on the cultures of Southeast Asia 2) To assess the cultural contributions of Indians and Chinese 3) To explain important living cultures in Southeast Asia | | |
| UNIT –I Colonialism and Spread of Christianity: | | |
| <ol style="list-style-type: none"> 1) Christian Missionary Activities and the Spread of Christianity under the European Colonial rule in Southeast Asia: (a) Philippines (b) Burma (c) South Vietnam (d) Spice Islands (Molukkas) 2) Impact of Colonialism on Southeast Asian Cultures. | | |
| UNIT –II Overseas Indians and Chinese in Southeast Asia: | | |
| Indians: | | |
| <ol style="list-style-type: none"> a) Factors contributing to Indian Emigration into Southeast Asia. b) Role of Indian Emigrants in Southeast Asia in the Struggle for Indian Freedom c) Indian National Army – R.B. Bose – Subhash Chandra Bose | | |
| Chinese: Chinese Economic Domination and Political Ambitions – Problem of Integration into Host-communities. | | |
| UNIT –III Southeast Asian Culture Today | | |
| <ol style="list-style-type: none"> a) Therawada Buddhist Societies. b) Islamic Societies. c) Christian Societies. d) Tribal Societies and their ways of life. | | |
| UNIT –IV Survivals of Indian Culture in Southeast Asia. | | |
| <ol style="list-style-type: none"> 1) Balinese Hinduism 2) Cham Hindu Culture. 3) Ramayana and Mahabharata in Southeast Asia. | | |
| UNIT –V Nation Building in Southeast Asia. | | |
| <ol style="list-style-type: none"> 1) Ethnic Conflicts in Southeast Asia. 2) Efforts at National Integration. | | |
| Suggested Readings | | |
| <ol style="list-style-type: none"> 1. Bahadur Singh, I.J., <i>Indians in Southeast Asia</i>, (New Delhi, 1981). 2. Boon, James A., <i>The Anthropological Romance of Bali</i>, (Cambridge, 1977). 3. Cady, John F., <i>Southeast Asia: Its Historical Development</i>, (New York, 1964). 4. Fisher, Charles, A., <i>Southeast Asia: A Social, Economic and Political Geography</i>, (New York, 1966). 5. Hall, D.G.E., <i>A History of Southeast Asia</i>, (New York, 1968). 6. Keyes, Charles, F., <i>The Golden Peninsula</i>, (New York, 1977). | | |

7. Landan, K.P., *Southeast Asia: Crossroad of Religions*, (London, 1969).
8. Leber, Frank, et. al., *Ethnic Groups of Mainland Southeast Asia*, (New Haven, 1964).
9. Osborne, Milton E., *Southeast Asia*, (London, 1979).
10. Provencher, Ronald, *Mainland Southeast Asia: An Anthropological Perspective*, (New York, 1973).
11. Sandhu, K.S. & A. Mani, *Indian Communities in Southeast Asia*, (Singapore, 1993).
12. Siddique, Sharon and Nirmala Purushotam, *Singapore's Little India*, (Singapore, 1990).

Course Outcomes:

- 1) Students list the Christian Missionary activities in Southeast Asian countries.
- 2) Knows the factors of Indian Emigration, and Chinese economic contribution in Southeast Asia.
- 3) Comprehensive grasp over different cultures and religions in Southeast Asia

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | M | | M | | | | | M | | | L |
| CO2 | H | | | M | M | | | | | L | | |
| CO3 | H | H | | M | | | H | | | | | |

H=High, M=Middle, L=Low

| II SEMESTER | | |
|---|---|-------------------|
| SE 202 | MODERN HISTORY OF CHINA, 1839 – 1976 | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Students identify significant historic events in China in 19th Century 2) Students will know the numerous politico-social changes in China after its opening 2) Students will learn critique the revolution and foreign policy of China . <p>UNIT –I Early Western Contacts – Opium Wars – Taiping Rebellion – Unequal Treaties – Sino-Japanese War, 1894 – Scramble for Concessions - Open Door Policy - Reform Movement: Kang Yu-Wei- Hundred Days Reform, 1898 – The Boxer Uprising - Manchu Reform Programme.</p> <p>UNIT –II Sun Yat-Sen – Revolution of 1911 – The Republic – Yuan Shi-Kai – May Fourth Movement – Warlordism - Reorganisation of Kuomintang.</p> <p>UNIT –III Chiang Kai-Shek - Rise of Kuomintang – Origin and Growth of Chinese Communist Party - Mao Tse-Tung - Long March – Second World War – Civil War, 1945-49 - Establishment of Peoples' Republic of China – Korean War, 1953-1954.</p> <p>UNIT –IV Reconstruction and Consolidation, 1949-52 – Transition to Socialism, 1953-57 – Hundred Flowers Campaign – Great Leap Forward – Cultural Revolution, 1965-68 – Reconstruction, 1968-76.</p> <p>UNIT –V People's Republic of China's Relations with the USA, the USSR, India, Taiwan and South and North Korea.</p> <p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Ahmed. L. L., <i>A Comprehensive History of the Far East</i>, (New Delhi, 1981). 2. <i>Cambridge Encyclopaedia of China</i>, (Cambridge, 1982). 3. Chesneaux, Jean and others, <i>History of China</i>, Vol.1.2, (New Delhi, 1985). 4. Chien-nung, Li, <i>The Political History of China, 1840-1928</i>, (California, 1979). 5. Clyde, P.H., and Beers, B.F., <i>The Far East: A History of Western Impact and Eastern Responses 1830-1975</i>, (New Delhi, 1976). 6. David, M.D., <i>The Making of Modern China</i>, (Bombay, 1993). 7. Hsu, Immanual, C.Y., <i>The Rise of Modern China</i>, (London, 1985). 8. Shouyi, Bai (ed.), <i>An Outline History of China</i>, (Beijing, 1982). 9. Vinacke, Harold M., <i>A History of the Far East in Modern Times</i>, (Ludhiana, 1978). <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1) Students know Western contacts, rebellions and reforms in China 2) Advanced understanding on Sun Yat Sen, Chiang Kai-Shek and Mao Tse-Tung 3) Distinguish Reconstruction and Consolidation of China and its foreign relations | | |

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | M | | | | | | | | | |
| CO2 | H | | | | | | | M | | H | | |
| CO3 | H | | | | | | | | | H | | L |

H=High, M=Middle, L=Low

| II SEMESTER | | |
|---------------|--|-------------------|
| SE 203 | REGIONAL GEOGRAPHY OF SOUTH PACIFIC AND EAST ASIA | CREDITS -4 |

Seasonal Marks 20

End semester Examinations Marks 80

Objectives:

- 1) In this course students will learn physical setting and different land forms of the region
- 2) Students know the natural resources and economic potentialities of South Pacific
- 3) In this course Students learn support arguments with infrastructure and demographic growth

UNIT –I Physical Setting

- (a) South Pacific: (1) The Insularity and Island Types - Preponderance of Water Body and Pre-eminence of EEZs – Landforms, Climate, Soils and Vegetation Types in the Island Realm (2) Natural Regions of Australia.
- (b) East Asia: Landforms, Soils, Vegetation and Climate.

UNIT –II Resource Base and Potentialities

- (1). Australia’s Abundant Mineral Wealth (2) New Zealand’s modest Mineral and Forest Resources (3) Limited Terrestrial and Marine Resources of the Island Realm (4) Japan’s Human Resources and Technological Development (5) Agricultural base and Mineral Wealth of China.

UNIT –III Economic Character

- (1) Australia’s Export Economy (2) New Zealand’s Pastoral Industry (3) Island Realm: Subsistence Farming – Economic Dependency (4) China: Intensive Capital Investment in State-owned Industrial Sector – Shift to Market Economy, (5) Japan: Imported Raw Materials and Energy vis-a-vis Leading Exporter of Manufactured goods – Regional Development Assistance.

UNIT –IV Population

- (1) High Density Coastal Fringes of Australia and New Zealand – Increasing Urbanization in the Region (2) Over Population Tendencies in the Island Realm (3) Issues of Highly Populous China – Marginal Population Growth in Japan and Korea.

UNIT –I Infrastructural Development

(1) Well-developed Transport & Communication System, High Energy Production, Better Education and Health in Australia, New Zealand, Japan and South Korea (2) Improper Infrastructural Development in the South Pacific Island Realm, (3) Moderate Infrastructure and Modernization in China.

Suggested Readings:

1. Bergsmark, D.R., *Economic Geography of Asia*, Vol. 2, (Jaipur 1996).
2. Cole, John, *Geography of World's Major Regions*, (London, 1996).
3. Dobby, E.H.G., *Monsoon Asia*, Vol. 5 (London, 1961).
4. Heintzelman, O.H. and R.M. Highsmith, Jr., *World's Regional Geography*, (New Delhi, 1965).
5. Kolb, A., *Geography of a Cultural Region: East Asia*, (London, 1963).
6. Salter, Christopher L., Hobbs, Joseph J., Wheeler Jr. Jesse H. and Trenton, Kostbade J., *Essentials of World Regional Geography*, (Sydney, 1998).
7. Stamp, L. Dudley, *A Regional Geography: Asia, Australia and New Zealand*, (London, 1956).
8. Wheeler, Jr. Jesse H., Trenton Kostbade J. and Thoman, Richard S., *Regional Geography of the World*, (New York, 1969).

Course Outcomes:

- 1) Students identify physical setting, landforms, climate and soils of South Pacific.
- 2) Comprehend on Australia, New Zealand, Japan and China
- 3) Recognize the economic trends in South Pacific and East Asian nations

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | M | M | | | | M | | | | | M |
| CO2 | H | M | | | L | | | | M | | | |
| CO3 | H | | M | | | | L | | | | M | |

H=High, M=Middle, L=Low

| II SEMESTER | | |
|--|--------------------------------------|---|
| SE 204 | NATIONALISM IN SOUTHEAST ASIA | CREDITS -4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) This course enables students to identify reasons for the rise of Nationalism in Southeast Asia 2) Student will Analyse the ways in which the Philippines and Burma got freedom 3) Students will compare the means followed in Indonesia and Malaysia independence movements | | |
| <p>UNIT –I The Philippines: Replacement of the Spanish rule by the American Rule Origin and Growth of Nationalist Resistance to Spanish rule – Early Filipino Nationalist Leaders: Jose Rizal, Andres Bonifacio, Emilio Aguinaldo – Spanish-American War of 1898 and American Annexation of the Philippines – The Process of Filipinisation: Organic Act, 1902, Jones Act, 1916, Tydings McDuffie Act, 1934 – Japanese Occupation of the Philippines – End of World War II and the attainment of Independence.</p> | | |
| <p>UNIT –II Burma : Growth of Burmese Nationalism during and after World War I – Anti-footwear Movement, 1916-17 – Movement for Dyarchy 1921-22 – Saya San Rebellion 1931 – Burma’s separation from India – The Thakin Movement – AFPFL – British reoccupation and transfer of power to the Burmese.</p> | | |
| <p>UNIT –III Indonesia : Emergence of Indonesian Nationalist Leadership: Kartini Movement, Boedi Utomo, Sarekat Islam, – ‘Volksraad’ – Communist Party of Indonesia (PKI), Indonesian Nationalist Party (PNI). Impact of the World War II on Indonesian Nationalist Movement – Post-World War II Developments: Proclamation of Indonesian Republic – Linggadjati Agreement – First Police Action – Renville Agreement – Second Police Action – New Delhi Conference on Indonesia – Hague Conference – Transfer of Power to Indonesia.</p> | | |
| <p>UNIT –IV Malaysia : Post-World War II Malaya – Communist bid to grab power – Establishment of UMNO, 1946 – Events leading to the Independence of Malaya – Establishment of Malaysia 1963 – Independence of Singapore, 1965.</p> | | |
| <p>UNIT –V Brunei British Administration – Attainment of Independence in 1984.</p> | | |
| <p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Cady, John F., <i>Southeast Asia: Its Historical Development</i>, (New York, 1964). 2. Christie, Clive J., <i>A Modern History of Southeast Asia: Decolonization, Nationalism and Separatism</i>, (Singapore, 1996). 3. Hall, D.G.E., <i>A History of Southeast Asia</i>, (London, 1976). 4. Laothamatas, Anek (ed.), <i>Democratization in Southeast Asia and East Asia</i>, (Singapore, 1997). 5. Pluvier, J.M., <i>Southeast Asia: From Colonialism to Independence</i>, (Kuala Lumpur, 1977). 6. Purcell, Victor, <i>South and Southeast Asia Since 1800</i>, (Cambridge, 1965). 7. Sardesai, D.R., <i>Southeast Asia: Past and Present</i>, (New Delhi, 1997). 8. Suryaranarayan, V., <i>Singapore: Path to Independence</i>, (Madurai, 1977). | | |

9. Tarling, Nicholas (ed.), *The Cambridge History of Southeast Asia*, Vols. I & II, (Cambridge, 1992).
10. Tarling, Nicholas, *Nations and States in Southeast Asia*, (Cambridge, 1998).
11. Tate, D.J.M., *The Making of Modern Southeast Asia*, Vols. I & II, (Kuala Lumpur, 1977).

Course Outcomes:

- 1) Understand causes for the rise of nationalism and movements in different Southeast Asian countries.
- 2) Earn knowledge on the Japanese Occupation of Southeast Asia during the Second World War
- 3) Analyze the course and outcome of Nationalist movements in Southeast Asia

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | M | | M | H | M | | L | | | | |
| CO2 | H | | | | | | | | | | | |
| CO3 | H | | M | | | L | | | | M | | |

H=High, M=Middle, L=Low

| | | |
|--------------------------|---|-------------------|
| CF | II SEMESTER | |
| SE 205 (a) | MODERN INDIAN HISTORY 1757 – 1965 | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |

Objectives:

- 1) Enable students to understand historical processes and circumstances in which the British established their control over India
- 2) Provide opportunity for students to be familiar with the rise of Nationalism and 1857 revolt and establishment of Indian National Congress
- 3) This course enables students to identify the certain key features of Indian Independence and economic plans

UNIT –I Advent of Europeans – Anglo – French conflict – Expansion and consolidation of British power in India – Governor Generals – Robert Clive – Lord Cornwallis – Permanent Settlement of Land Revenue – Lord Wellesley – Subsidiary Alliance – William Bentinck – Reforms – Lord Dalhousie – Doctrine of Lapse.

UNIT –II First War of Independence, 1857 – Causes and Failure of the revolt – Establishment of the rule of British Crown – Viceroys - Lord Ripon – Lord Curzon – Freedom Movement – Rise of Nationalism – Establishment of Indian National Congress – Partition of Bengal – Swadeshi Movement – Muslim League – Home Rule Movement– Annie Besant – Constitutional Reforms, 1909 and 1919.

UNIT –III Cultural change and Religious Reform Movement – Rise of Modern Education and Press –

Social Reform Movement.

UNIT –IV Gandhian Era – Non Cooperation Movement – Civil Disobedience Movement – Round Table Conferences – Government of India Act, 1935 – Quit India Movement – Partition of India – Indian Independence

UNIT –V Integration of Princely states – Sardar Vallabhai Patel – States Reorganisation – Indian Constitution – Declaration of Republic – Five Year Plans – Jawaharlal Nehru – Policy of Nonalignment

Suggested Readings

1. Bipan Chandra, *Modern India : A Text Book*, (New Delhi, 1986)
2. Grover B.C. and Sethi R.R., *A New Look on Modern Indian History*, (New Delhi, 1992)
3. Majumdar, R.C *History of Freedom Movement in India* (Calcutta, 1962).
4. Aggarwala, R.N., *4. National Movement and Constitutional Development of India* (Delhi, 1984).
5. Sarkar, Sumit, *Modern India, 1885-1947* (Delhi, 1983)
6. Bipan Chandra, *India's Struggle for Independence* (New Delhi, 1969)
7. Spear, Percival, *The Oxford History of Modern India, 1974-1974*, (New Delhi, 1997).
8. Kashyap, Subhasuc, *History of Freedom Movement, 1885-1947*, (New Delhi, 1990).
9. Roberts, P.E., *History of British India*, (London, 1952).

Course Outcomes:

- 1) Students understand Indian sub-Continent and the Europeans arrival
- 2) Students distinguish the causes for the rise of nationalism and various phases of Independence movement.
- 3) Gain adequate knowledge on Gandhian Era, Independence and post independent-India

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | | | H | | M | | | L |
| CO2 | H | | | | | | H | | | | | |
| CO3 | H | | | | | | H | | | | | |

H=High, M=Middle, L=Low

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|-------------------|------------------------------|-------------------|
| CF | II SEMESTER | |
| SE 205 (b) | INDIAN FOREIGN POLICY | CREDITS -4 |

Seasonal Marks 20

End semester Examinations Marks 80

Objectives:

- 1) Students will learn origins of Indian foreign policy
- 2) Know the foreign relations between India and its neighbours
- 3) To know role of India in regional organisations

UNIT – I Origins of Indian Foreign Policy -- Origin and Evolution –Salient Features –
Frame work – Domestic roots – Geopolitical Setting –Cultural Factors

UNIT – II India’s Contribution to Philosophy of Peaceful Co-existence- Role in the Afro –Asian Decolonisation – Indonesia – Indo-China

UNIT – III India and China: The Tibetan Issue -- Sino-Indian War – Post –Mao Developments – Efforts at normalization of the relations.

UNIT – IV India and South Asian Neighbours: a) Pakistan: Kashmir Problem- Three Wars – Shimla Agreement – Hostile relations.

b) Bangladesh: Formation of Bangladesh- River –water Disputes – Border Problem – Refugee

c) Sri Lanka: Close relations- Integration issues of Tamils – India and Tamil Elam

d) Nepal: Nepal’s Strategic Importance to India- Nepal between Indian and China

e) Bhutan - India Relations

UNIT – V Problems and Prospects of Regional Cooperation -- Origin and Growth of South Asian Association for Regional cooperation (SAARC)- SAARC and ASEAN Comparison

Suggested Readings:

1. Bandhopadhyaya, *The Making of India’s Foreign Policy*, (New Delhi, 1970)
2. Damodaran, A.K., and Bajpai., *Indian Foreign Policy: The Indira Gandhi Years*, (New Delhi, 1970)
3. Jetley, Nancy (ed), *India’s Foreign Policy: Challenges and Prospects*, (New Delhi,1999)
4. Khanna, V.N., *Foreign Policy of India*, (New Delhi,1977)
5. Misra. K.P., *Foreign Policy of India*, (New Delhi, 1977)
6. Nanda. B., *Indian Foreign Policy: The Nehru Years*, (New Delhi, 1976)
7. Nasenko, *Jawaharla Nehru and India’s Foreign Policy*, (New Delhi,1977)
8. Prasad, Bimla, *The Origins of Indian Foreign Policy*, (Calcutta,1960)

Course Outcomes:

- 1) Learn the dynamics of Indian foreign policy
- 2) Earn broad understanding on Indian foreign relations
- 3) Understand India in the SAARC

| CF | II SEMESTER | |
|--|---|------------|
| SE 205 (c) | INTERNATIONAL ORGANISATIONS | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| Objectives: | | |
| <ol style="list-style-type: none"> 1) Students will know the history of different International Organisations 2) To know the role of International organisations in establishing peace 3) Learn the functioning of UN organisations | | |
| UNIT – I Background of International Organisations -- Need for International Understanding | | |

UNIT – II International Law – Role and Limitation

UNIT – III League of Nations: Circumstances leading to the Establishment of the League – Hague Conference – Structure – The ILO- The Mandates – Achievements of the League – Causes for the Failure of the League.

UNIT – IV United Nations: The Genesis – UN Charter – UN Organs and its Specialised Agencies – Pacific Settlement of International disputes – Collective Security

UNIT – V : UN and Regional Security Pacts- social and Economic Cooperation –UN and Human Rights – UN and Terrorism.

Suggested Readings

1. Bennett, A, *International Organizations: Principles and Issues*, (London, 1977)
2. Bosu, Rukmi, *The United Nations : Organization*, (Delhi, 1992)
3. Goodspeed, Stephen, *Nature and Function of International Organization*, (New York, 1954)
4. Gupta, D., *The League of Nations*, (Delhi, 1974)
5. Lurad, Evans (ed)., *The Evolution of International Organization and Administration*, (London. 1970)
6. Maurice, Wattern, *The United Nations: International Organization and Administration*, (London 1970).
7. Mehrish, B.N, *International Organization*, (Delhi, 1976)
8. Singh Sukhibir, *Structure and Function of UNO*, (Delhi, 1995)
9. United Nations, *Everyman's United Nations*, (New York, 1959)

Course Outcomes:

- 1) Learn about necessity of International Organisations
- 2) Earn broad understanding of Bismarck and consolidation of the Germany.
- 3) Understand global politics in the two world wars and the cold war

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | H | | | | | M | | | | L |
| CO2 | H | | M | | | | M | | | | L | |
| CO3 | H | | | M | | | L | | | L | | |

H=High, M=Middle, L=Low

| EF | II SEMESTER | |
|---|--------------------------------------|------------------------------------|
| SE 206 (a) | HISTORY OF THE USA FROM 1789 TO 1990 | CREDITS -4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| Objectives: | | |
| <p>1) To achieve an excellent and broad-ranging foundational knowledge on the historical events in American history</p> <p>2) Compare the statesmanship's of different American Presidents like Washington, James Munroe, Abraham Lincoln</p> <p>3) Students will analyse the domestic and foreign policy of the United States in 20th Century</p> | | |
| UNIT-I The Colonial background – American War of Independence – Causes and Consequences – Formation of Confederation – Framing of the Constitution – Its salient features – George Washington as the first President – Administration of John Adams. | | |
| UNIT-II Thomas Jefferson and his Republicanism – Thomas Madison and the War of 1812 – Its causes, nature and significance – James Munroe : Internal and External Policies – Andrew Jackson and his Democracy – Territorial expansion: Luisiana Purchase, 1803 and the acquisition of Florida, 1819 – Manifest Destiny: Annexation of Texas, 1845 – Settlement of Oregon, 1846. | | |
| UNIT-III The Mexican War, 1846-1848 – Causes and Results – Issue of Slavery and the anti-slavery movement – Missouri Compromise 1820 and the compromise of 1850 – Abraham Lincoln and the Civil War – Causes, Course, Significance. | | |
| UNIT-IV Reconstruction after the Civil War – Growth of big business and giant Trusts – Agrarian unrest – Labour Problems and Trade Union Movement – Progressive Movement (1900-1917) – The era of Theodore Roosevelt; William H Taft and Woodrow Wilson | | |
| UNIT-V American Imperialism – Spanish-American war, 1898 – USA and the First World War – Wilson's Fourteen Points and the Peace Treaty of 1919 – Washington Conference 1921-1922 – Great Depression 1929-33 – F.D. Roosevelt: New Deal and Good Neighbourly Policy – USA and the Second World War – Beginning of the Cold War – Truman Doctrine –Eisenhower, John F Kennedy and Regan – End of Cold War | | |
| Suggested Readings | | |
| <ol style="list-style-type: none"> 1. Allen, H.G., <i>Great Britain and the United States</i>, (New York, 1955) 2. Brannon, J.H., <i>History of the Americas</i>, (New York, 1963) 3. Board, C.A. and Mary R.Board, <i>New Basic History of the United States</i> (New York, 1960) 4. Billington, R.A., <i>American History</i> (Peterson, 1963) 5. Current R.N.W. and Others, <i>American History: A Survey</i>, (New York, 1979) 6. Daniels W.M., <i>American Indians</i>, (New York, 1957) 7. Franklin J.H., <i>From Slavery to Freedom</i>, (Chicago, 1966) 8. Hill, C.P., <i>A History of the United States</i> (New York, 1965) | | |
| Course Outcomes: | | |
| <ul style="list-style-type: none"> ➤ Learn about American war of Independence ➤ Develop knowledge on the roles of Presidents of the USA ➤ Learn the causes for the Civil War, Abraham Lincoln and era of American Imperialism. | | |

| EF | II SEMESTER | |
|--|-------------------------|------------------------------------|
| SE 206 (b) | INTERNATIONAL RELATIONS | CREDITS - 4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Assess the significance of elements of national power, diplomacy and balance of power in International Relations 2) To analyse the impact of the Cold War and know about Nonaligned Movement and Third world countries 3) Assess the achievements of UNO in the collective security and the rise of new economic order | | |
| <p>UNIT-I International Relations: Meaning and Scope – Nation-State – Its Features – National Power: Elements of National Power - Balance of Power – Diplomacy: Kinds of Diplomacies.</p> | | |
| <p>UNIT-II Cold War: Phases of Cold War - Disintegration of Soviet Union and its impact - Nonaligned Movement: Origin and Growth – Role and Relevance of the Movement - Third World: Impact of emergence of Third World – North - South Conflict and South-South Cooperation – New International Economic order (NIEO) – Role of International Law.</p> | | |
| <p>UNIT-III League of Nations – Structure – Achievements of the League – Cause for the failure of the League.</p> | | |
| <p>UNIT -IV United Nations – Principal organs – Its specialized agencies – collective Security – UN and Regional security parts – U N and Human Rights and Terrorism – Achievements of UN: Political, social and Economic cooperation UN: Challenges and future.</p> | | |
| <p>UNIT-V Foreign Policies of India with the USA, Russia, and China.</p> | | |
| <p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Chander, Prakash and Arora, Prem, <i>Studies in International Relations</i>, (New Delhi, 1989). 2. Jackson, Robert and Sorensen, George, <i>Introduction to International Relations</i>, (Oxford, 1999). 3. Morgenthau, Hans J., <i>Politics Among Nations</i>, (Calcutta, 1969). 4. Palmer, N.D. and Perkins, H.C., <i>International Relations: The World Community in Transition</i>, (Calcutta, 1969). 5. Sharma, Premlata, <i>International Relations</i>, (Jaipur, 1996). 6. Sharma, Urmila and Sharma, S.K., <i>International Relations: Theory and History</i>, (Delhi, 1997). 7. Srivatsava, L.N., <i>International Relations</i>, (Delhi, 1999). 8. United Nations, <i>Emergencies United Nations</i>, (New York, 1959). 9. Bosu, Rukmi, <i>The United Nations: Organization</i> (Delhi 1992). 10. Gupta, DC, <i>The League of Nations</i>, (Delhi 1974). 11. Bennelt, Le Roy A, <i>International Organization: Principals and Issues</i>, (New Jersu, 1995). 12. Trivedi, Sonu, <i>A Handbook of International Organization</i>, (New Delhi 2005). | | |

Course Outcomes:

- 1) Students know the meaning, nature and scope of International Relations
- 2) Gain knowledge on the Cold War and New International Economic Order.
- 3) Acquainted with the foreign policies of various countries; and learn about League of Nations and UNO.

| III SEMESTER | | |
|---|---|-------------------|
| SE 301-A | SOUTHEAST ASIA AND WORLD POLITICS | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| Course Objectives | | |
| <ol style="list-style-type: none"> 1 To know the contemporary politics of Southeast Asia 2 To enlighten on the different political regimes of Southeast Asian countries 3 To gain knowledge on the regional organisations | | |
| <p>UNIT – I Introduction -- Nationalism, Southeast Asia and the World -- Different Political Regimes in Southeast Asia -- Early State Formations in Southeast Asia -- Indonesia - The Suharto Era – Challenges to Constitutional Democracy -- post-Suharto era -- Economic Performance in Indonesia</p> | | |
| <p>UNIT – II The Philippines -- Colonial Masters, National Politics -- Central Authority and Local Autonomy under the US – Post-Independence – Marcos – Arroyo -- Thailand – Uneasy Passage</p> | | |
| <p>UNIT – III Malaysia -- Malayan Emergency and the Development s of the Malaysian State -- Domestic developments – State-Building – Democratization in Malaysia and Singapore</p> | | |
| <p>UNIT – IV Myanmar – State Building in Burma – Burma in Transition – Military Rule – Opening of Democracy</p> | | |
| <p>UNIT – V ASEAN and the Evolving East Asian Regional Order -- The South China Sea a Flashpoint -- China and the South China Sea -- Armed Clashes in the South China Sea</p> | | |
| Suggested Readings: | | |
| <ol style="list-style-type: none"> 1. D.R. Sardesai, <i>Southeast Asia : Past and Present</i>, (Westview Press, 2003) 2. Craig A. Lockard, <i>Southeast Asia in World History</i>, (Oxford University Press, 2009) 3. David Chandler, <i>The Emergence of Modern Southeast Asia : A New History</i>, (University of Hawaii Press, 2004) 4. Charles F. Keyes, <i>The Golden Peninsula: Culture and Adaptation in Mainland Southeast Asia</i> (University of Hawaii Press, 1994) 5. Elizabeth Pisani, <i>Indonesia : Exploring the Improbable Nation</i>, (Granta Books, 2014) | | |

6. Tim Hannigan, *A Brief History of Indonesia: Sultans, Spices, and Tsunamis: The Incredible Story of Southeast Asia's Largest Nation*, (Tuttle Publishing, 2015)

Course outcomes:

- Students learn about the different political regimes in Southeast Asian nations.
- Comprehend on the contemporary political and economic conditions in Southeast Asian countries
- Analyse the reasons to address some of the questions of contemporary world politics

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | H | | L | L | | | | |
| CO2 | H | H | | | M | | | M | | L | | L |
| CO3 | H | M | | | L | | L | | | H | | L |

H=High, M=Middle, L=Low

| III SEMESTER | | |
|--|---|-------------------|
| SE 302 | INDOCHINA (CAMBODIA, LAOS AND VIETNAM),1802–2000 | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Examine the influence of the Western contacts with the Indo-China region and the French occupation 2) Students assess how the French administration made ways to rise of freedom struggles 3) Evaluate the independence movements in Cambodia, Laos and Vietnam and world view on it <p>UNIT – I Early Western Contacts – French Conquest of Cochin-China, Establishment of Protectorates over Cambodia, Laos and Annam and Tongking.</p> <p>UNIT – II French Administration – Political, Economic and Social effects –Growth of Nationalism – World War II and Japanese Occupation of Indochina – Effects Declaration of ‘Independence’. Re-imposition of French rule, 1945 – Struggle for Freedom – Ho Chi Minh and Viet Minh – Democratic Republic of Vietnam – Khmer Issark and Pathet Lao movements in Cambodia and Laos– Bao Dai Experiment – Franco-ietnamese, Franco -- Cambodian and Franco -- Laotian Agreements,1948-49.</p> <p>UNIT –III Cold War and its effects on Indochina – Sihanouk’s crusade for Independence – Developments in Vietnam and Laos – Battle of Dien Bien Phu – Geneva Conference of 1954 – Provisions and their working – International</p> | | |

Control Commissions.

UNIT – IV Post-Geneva Developments:

- a) **Vietnam:** Internal Developments in Two Vietnams – Problems of Reconstruction in DRVN – Diem’s rule in the Republic of Vietnam – Struggle for unification – National Front for the Liberation of South Vietnam – Provisional Revolutionary Government and DRVN – US involvement – Paris Agreement, 1973 – Overthrow of Thieu Regime – Unification of Vietnam.
- b) **Cambodia:** Abdication of King Norodom Sihanouk – Sihanouk’s rule – Struggle for Neutrality–Overthrow of Sihanouk – Lon Nol’s rule, 1970-75 – Overthrow of Lon Nol.
- c) **Laos:** RLG Agreement with the Pathet Lao, 1956 – Vientiane Agreement, November 1951 – Geneva Agreement 1962 – Standstill Ceasefire Agreement, 1973 - Vientiane Agreement, 1973 – Formation of PGNU, 1974 – Proclamation of LPDR, 1975.

UNIT – V Vietnam – Cambodians Conflict – Chinese Invasion on Vietnam – Cambodian problem – Collapse of Soviet Union – Integration of Indochina in to ASEAN.

Suggested Readings

1. Buttinger, Joseph, *Vietnam: A Political History*, (Andre Deutsch, 1969).
2. Cady, John F., *Southeast Asia: Its Historical Development*, (New York, 1964).
3. Dommen, J, *Conflict in Laos: The Politics of Neutralization*, (New York, 1964).
4. Hall, D.G.E., *A History of Southeast Asia*, (London, 1976).
5. Hammer, Ellen J., *The Struggle for Indochina*, (Stanford, 1956).
6. Marr, D.G., *Vietnamese Anti-Colonialism 1885-1925*, (Berkeley, 1971).
7. Murthy, B.S.N., *Vietnam Divided*, (Bombay, 1964).
8. Reddi, V.M., *A History of the Cambodian Independence Movement, 1862-1955*, (Tirupati, 1970).
9. Sardesai, D.R., *Southeast Asia: Past and Present*, (New Delhi, 1981).
10. Tarling, Nicholas, (ed.), *The Cambridge History of Southeast Asia*, (Two Volumes) (Cambridge, 1992).

Course Outcomes:

- 1) Students will learn early Western contacts and establishments of French protectorates over Indochina states.
- 2) Gain knowledge on French Administration and freedom movements in Indochina.
- 3) Knows global politics during Cold War and its effects on Cambodia, Laos and Vietnam national movements

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | M | | | L | | L | | | |
| CO2 | H | M | | | M | | | | M | | | |
| CO3 | H | | | | | | | | | | | |

H=High, M=Middle, L=Low

| III SEMESTER | | |
|--|-------------------------------------|------------|
| SE 303- (a) | MODERN HISTORY OF JAPAN 1854 – 1975 | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Acquire broad knowledge of key periods in the history of Modern Japan 2) This course offers an opportunity to know the emergence of military victories of Japan and its role in the Two World Wars 3) Students learn to compare the pre and post world war developments of Japan <p>UNIT – I Early Western Contacts - The Tokugawa Shogunate - Opening of Japan - Meiji Restoration-Political, Economic, Social and Military Transformation.</p> <p>UNIT – II. Japan's Expansion: Korea-Anglo-Japanese Alliance, 1902 – Russo-Japanese War, 1904 – Japan's role in the World War I - The Paris Peace Conference.</p> <p>UNIT– III Political Developments during the Inter-War Period: The Washington Conference – Manchurian Crisis - Rise of Militarism - Role of Japan in the World War II.</p> <p>UNIT– IV US Occupation: Political, Social and Economic Transformation – San Francisco Conference, 1951 – Post War Economic Development of Japan.</p> <p>UNIT – V Japan's Relations with the Soviet Union, the USA, China, India, South and North Korea.</p> <p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Ahmed. L. L., <i>A Comprehensive History of the Far East</i>, (New Delhi, 1981). 2. Beasley, W.G., <i>The Modern History of Japan</i>, (London, 1970). 3. Clyde, P.H., and Beers, B.F., <i>The Far East: A History of Western Impact and Eastern Responses 1830-1975</i>, (New Delhi, 1976). 4. Duus, Peter, <i>The Rise of Modern Japan</i>, Boston, 1976). 5. Mikiso, Hane, <i>Modern Japan: A Historical Survey</i>, (London, 1986). 6. Norman, E.H., <i>Japan Emergence as Modern State</i>, (Delhi, 1977). 7. Pierre Lehmann, Jean, <i>The Roots of Modern Japan</i>, (London, 1987). 8. Reischauer, Edwin O., <i>Japan: Past and Present</i>, (London, 1964). 9. Vinacke, Harold M., <i>A History of the Far East in Modern Times</i>, (Ludhiana, 1978). <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1) Students acquaint knowledge on Opening of Japan and its early western contacts. 2) Knows Japan's militarization, Russo Japanese war and the First World War 3) Gain knowledge on US Occupation of Japan and Post World War-II developments and Japanese foreign relations. | | |

| CO-PO Mapping | | | | | | | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
| CO1 | H | | M | | | | | | | M | | L |
| CO2 | H | | | M | | | | | L | | | L |
| CO3 | H | H | | | M | | | L | | | | |

H=High, M=Middle, L=Low

| III SEMESTER | | |
|---|---|------------|
| SE 303- (b) | EAST ASIAN DEVELOPMENT IN THE POST COLD WAR | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Understand and discuss how Post-Cold War events are significant in East Asia 2) Identify significant historic events during the Post-Cold War in China, Japan and Korea. 3) Acquire broad knowledge on new Economic cooperation in the region <p>UNIT-I End of the Cold War – Disintegration of the Soviet Union – Emergence of New World Order.</p> <p>UNIT-II China: Post Cold War threat Perceptions – Diplomacy towards Southeast Asia -- China and Central Asia – Shanghai Cooperation – Growing Relations with Russia -- Conflict and Cooperation with the USA – Policy towards Taiwan – China’s quest for Energy.</p> <p>UNIT-III Japan: Security concerns in the Post Cold War era – Japan’s strengthened relations with the USA – Diplomacy towards ASEAN – Fragile relations with China – Japan’s perceptions of North Korean nuclear programme – Changed Policy towards India.</p> <p>UNIT-IV The Korean Peninsula: Changing security environment – The North Korea’s nuclear issue – The US-North Korea conflict – China's mediation – S. Korea and N. Korea conflict and cooperation – South Korea and the US relations.</p> <p>UNIT-V The East Asian Economic Cooperation : Development of ASEAN+3 Mechanism – The emergence of forming of East Asian Community (EAC) – Role of China and Japan in the formation of EAC – Role of India in the EAC – East Asian Economic Summit 2005 – Road towards formation of Asian Economic Community.</p> <p>Suggested Readings</p> | | |

- 1) Ahmed,LL, *A Comprehensive History of the Far East*, (New Delhi, 1981)
- 2) Alagappa, Muthiah(ed), *Asian Security Practice*, (California, 1998)
- 3) Cronin, Richard P, *Japan, the United States and Prospects for Asia – Pacific Security*, (Singapore, 1992).
- 4) Gurong, Shen and Sen Gupta, *China Looks at the World*, (Delhi, 1999).
- 5) Kumar, Nagesh, *East Asian Economic Community*, (New Delhi, 2005)
- 6) Nanda, Prakash, *Rediscovering Asia : Evolution of India's Look East Policy*, (New Delhi, 2003).
- 7) National Institute for Defence Studies, Japan, *East Asian Strategic Review*, 2005, (Tokyo, 2006)
- 8) Rabindrasen, *China and ASEAN : Diplomacy during and after*, (Howrah, 2002).
- 9) Singh, R.S.N., *Asian Strategic and Military Perspective*, (New Delhi, 2005).
- 10) Taylor, Robert, *Greater China and Japan : Prospects for an Economic Partnership in East Asia*, (London, 1996)
- 11) Vohra, *India and East Asia*, (Delhi, 2002)

Course Outcomes:

- 1) Comprehend on the disintegration of Soviet Union and Emergence of New World Order.
- 2) Ability to analyze security concerns in the post Cold War and perceptions of China, Japan and North Korea.
- 3) Develop an understanding of ASEAN+3, EAS and Asian Economic Community.

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | M | | | | | M | | | |
| CO2 | H | | | M | | | | | L | | | |
| CO3 | H | H | | | M | | | M | | M | | |

H=High, M=Middle, L=Low

| III SEMESTER | | |
|---|---|-------------------|
| SE 303 (c) | INDIAN DIASPORA | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Examine the factors contributed for the migration of Indians to Southeast Asia 2) Students learn the different roles held by Indians in the US and Australia and UAE 3) Students will learn appraise the roles played by Indian Diaspora in the socio-economic development of host countries <p>UNIT-I Indian Emigration in Ancient India</p> <ol style="list-style-type: none"> a) Sources for Study of Migration B)Factors contributing for Migration c) Case Study: Southeast Asian Region | | |

UNIT–II Indian Emigration during Colonial Period

- a) Factors contributing for Migration,
Socio-economic contribution to host countries, Economic and Political Status
- b) Case Studies: Myanmar (Burma) Malaysia and Singapore
Fiji, Mauritius, Sri Lanka, Africa and Caribbean Islands

UNIT–III Indian Emigration during Post-Independent period

- a) Factors promoting migration
Socio-economic contribution to host countries and the country of origin
(India)
- b) Case Studies: USA, Europe, Australia and Gulf Countries (West Asia)

UNIT–IV Indian Communities abroad: Moves at Unity and Cooperation

- a) GOPIO: Establishment and growth
- b) The role of Indian Diaspora in National Reconstruction and image building in International Fora and in host countries

UNIT–V Indian Diaspora and India's Policy

- a) Trends in India's policy towards Indian Diaspora
- b) Pravas Bharatiya Divas (PBD) Conventions of 2003, 2004, 2005 and 2006

Suggested Readings:

1. Arasarathnam, Sinnappah, *Indians in Malaysia and Singapore*, (London, 1970) Tinker, Hugh, *The Banyan Tree*, (New York, 1977)
2. Chakravarthi, Nalini Ranjan, *The Indian Minority in Burma*, (Bombay, 1971).
3. Ghosh, Lipi and Ramakrishna Chatterjee, (ed.), *Indian Diaspora in Asian and Pacific Regions: Culture, People, Interactions*, (New Delhi, 2004).
4. Gupta, Anirudha, "Overseas Indians: Patterns, Myths and Misconceptions," in *International Conference on the Indian Diaspora*, (November 1st & 2nd, 1994, University of Hyderabad).
5. Jain, Prakash, C., "Gulf Migration and its impact," in *International Conference on the Indian Diaspora*, (November 1st & 2nd, 1994, University of Hyderabad).
6. Mayer, Adrian, C., *Peasants in the Pacific*, (London, 1973)
7. Motwani Jagat K. (ed.), *Global Indian Diaspora: Yesterday, Today and Tomorrow*, (New York, 1993).
8. Nagarajan, S., *Tamils Abroad : Non – Asian Countries*, Tamil University Pub. No. 173 (1995)
9. Saha, Panchanan, *Emigration of Indian Labour*, (Delhi, 1970).
10. Sandhu, K.S. and Mani, A. (ed.), *Indian Communities in Southeast Asia*, (Singapore, 1994)
11. Singh, Bahadur, I.J., *Indians in Southeast Asia*, (New Delhi, 1984).

Course Outcomes:

- 1) Know the reasons of Indian migration to Southeast Asian countries.
- 2) Learn Indian migrant's socio-economic contribution to host nations.
- 3) Focus on the role of Indian Diaspora in National Reconstruction and image building in host countries.

| | III SEMESTER | |
|---|------------------------------------|------------|
| SE 303 (d) | RESEARCH METHODOLOGY | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| <p>Objectives :</p> <ol style="list-style-type: none"> 1) To make the student to know the importance of research in history. 2) Making use of different sources in social science research. 3) To learn about Report writing skills <p>Unit I – Research Design : Nature, Scope and Definition - Types of research – Descriptive – Analytical - Applied - Fundamental, Quantitative- Qualitative - Conceptual – Empirical -- Basic Research Process - Formulating the research problem - Selection of Topic -- Literature review – Collection of Material -- Primary and Secondary sources -- Reviews -- Monographs</p> <p>UNIT II – Research Techniques : Observation and collection of data -- Methods of data collection -- Sampling methods -- Data processing Analytical tools - Data analysis – Observation – Interviews</p> <p>Unit III – Soft Computing : Computer and its Role in Research - Web sources -- charts summarizing statistical data, network diagrams, and to retrieve data -- Use of Statistical Software SPSS</p> <p>Unit IV – Methods of Data Collection and Report Writing : The Survey Method – Case Study Method – Primary and Secondary data – Classification and Tabulation – Preparation of Tables – Preliminaries of Research Report Writing -- Significance of Report Writing, Different Steps in Report Writing, Layout of the Research Report, Types of Reports, Oral Presentation, Mechanics of Writing a Research Report, Precautions for Writing Research Reports and inclusions.</p> <p>Unit V –Research Ethics And Scholarly Publishing : Ethics-Ethical Issues, Ethical Committees (Human & Animal) - Scholarly Publishing- IMRaD Concept --- Uses in Social Sciences research -- Designing of a Research Paper - Citation and Acknowledgement - Plagiarism - Reproducibility and Accountability.</p> <p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., 2002. <i>An introduction to Research Methodology</i>, RBSA Publishers. 2. Kothari, C.R., 1990, <i>Research Methodology: Methods and Techniques</i>. New Age International. 3. Sinha, S.C. and Dhiman, A.K., 2002. <i>Research Methodology</i>, Ess Ess Publications. 2 volumes. 4. Trochim, W.M.K., 2005, <i>Research Methods: the concise knowledge base</i>, Atomic Dog Publishing. | | |

5. Wadehra, B.L. 2000, *Law relating to Patents, Trade marks, Copyright designs and geographical indications*, Universal Law Publishing.

Course Outcomes

- 1) Students will be able to distinguish the difference between primary and secondary source.
- 2) Will be in a position to make use of various sources available for his or her research work.
- 3) Can write and present a research topic of his choice.

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | | H | | | M | | | |
| CO2 | H | | | | | M | | | L | | | |
| CO3 | H | | | | | M | | | M | | | |

H=High, M=Middle, L=Low

| | III SEMESTER | |
|---|--|-------------------|
| SE 304 | SKILLS AND APPROACHES IN UNDERSTANDING AREA STUDIES | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks | 80 |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) To learn the concept and history of Area Studies 2) To gain skills in map reading and knowledge on International organisations 3) To know critically the role of history and economics in Area Studies | | |
| <p>UNIT-I Introduction to Area Studies: Concept, Nature and Scope of Area Studies; A brief history of Area Studies; Multidisciplinary Approach – Area Studies and other Disciplines; Area Studies, Regional Studies and International Relations – Area Studies in the era of Globalisation – Area, Region and Study Area : Southeast Asia and Pacific</p> | | |
| <p>UNIT-II Geography and Political Studies: Trajectories and Manifesto; Globalization and New Trends in Geography; Importance of Regional Geography; Skills of Map Reading and Map Making; Types of Maps – The theory and method of comparative Area Studies; Regional Studies from an Ideological Perspective – International Organisations and Regional Groupings</p> | | |
| <p>UNIT-III Significance of History in Area Studies : Study area -- Studying History Chronologically – Acquiring knowledge through different sources -- Regional History -- Historical Trade routes; Era of Explorations; Trade competition; Colonisation – Rise of Nationalism in Southeast Asia -- Causes and Consequences of Conflicts and Wars -- Current Geopolitical scenario.</p> | | |
| <p>UNIT-IV Understanding the Cultural Domains : Ethnographic learning – Culture, Geography and Demography; Understanding the global connections -- Race, Gender, Class, Economy and Religion; Cross-cultural understandings; Language and Cultural interaction; Culture -- International Relations and Foreign Policy; Indian Cultural Imprints; Cultural Conflicts in Southeast Asia and Pacific and its effects.</p> | | |
| <p>UNIT-V Economic facets of Area Studies : Major economic trends in 20th century -- Economic variations in the region – Regionalism and Multilateralism – Globalisation and geoeconomic priorities -- Foreign trade, Investment and Capital Movement; Regional Trade regimes – FTAs; New International Economic Order (NIEO); Digitalization and Cyber Security; Means of Cooperation and Conflict</p> | | |

Suggested Readings:

Edith Clowes and Shelly Jarrett Bromberg, *Area Studies in the Global Age – Community, Place, Identity* (NIU Series in Slavic, East European, and Eurasian Studies), 2016.

Ariel I. Ahram, Patrick Köllner, and Rudra Sil, *Comparative Area Studies: Methodological Rationales and Cross-Regional Applications*, (Oxford University Press, 2018).

Milton Osborne, *Southeast Asia: An Introductory History*, (Allen & Unwin, 2016)

D.R. Sardesai, *Southeast Asia : Past and Present*, (Westview Publishers, Hawaii, 2018)

Richard J. Evans, *In Defence of History*, (Granta, 2001).

Ariel I. Ahram, Patrick Kollner and Rudra Sil, *Comparative Area Studies: Methodological Rationales and Cross-Regional Applications*, (Oxford University Press, 2018).

W. Clowes and Shelly Jarrett Bromberg (eds.), *Area Studies in the Global Age: Community, Place, Identity*, Northern Illinois University Press, 2015.

Course Outcomes:

- 1) Develop understanding on Area Studies and other disciplines.
- 2) Gain knowledge on the history of certain geographical area.
- 3) Learn the skills of distinguishing social, economic and politics with other areas.

| | III SEMESTER | |
|--|---|-------------------|
| SE 305 (a) | INDIA AND THE WORLD | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) To identify the significant role of India in Non-Alignment and Jawaharlal Nehru 2) Students learn India's different roles in the United Nations 3) Assess the role of India and USA, Russia and in the Arab World <p>UNIT-I India and Non-Aligned Movement : India's Policy of Non-Alignment: Jawaharlal Nehru as messenger of Peace -- Indira Gandhi Period - India's Non-Aligned Policy after the end of Cold War.</p> <p>UNIT-II India and the United Nations : India's role in the founding of the UNO -- India's Participation in the Principal organs of UNO – India and the Kashmir issue at the UNO - India and the Proposed reconstruction of the UNO.</p> <p>UNIT-III India – US Relations : India and the USA – Similarities and Irritants - Indo-US Relations during the Cold War Period – Shadow of U.S.-Pakistan relations on India – Partnership in the War against Terrorism.</p> <p>UNIT-IV India- Russia Relations : Cordial Relations during Nehru time – Relations during Indira Gandhi Period – Indo-Soviet Treaty of Friendship and Cooperation and the Bangladesh crisis – India – Russia relations after the Cold War.</p> <p>UNIT-V India, the Arab World: Saudi Arabia and United Arab Emirates (UAE) -- European Union</p> <p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Bosu, Rukmi, <i>The United Nations: Organisation</i>, (Delhi, 1992). 2. Chopra, V.D., <i>India and the Socialist World</i>, (New Delhi, 1983). 3. Dixit, J.N, <i>My South Block Years: Memories of Foreign Policy</i>, (New Delhi, 1996). 4. Dixit, J.N, <i>Across Borders: Fifty Years of India's Foreign Policy</i>, (New Delhi, 1998). 5. Jha, N.K., (ed), <i>India's Foreign Policy in a Changing World</i>, (New Delhi, 2000). 6. Prasad, Bimla (ed.), <i>India's Foreign Policy Studies</i>, (New Delhi, 1979). 7. Rajan, M.S., <i>Nonalignment & Nonaligned Movement: Retrospect and Prospect</i>, (New Delhi, 1990). 8. Rasgotra, M. & Chopra, V.D., (eds.), <i>India's Relations with Russia & China</i>, (New Delhi, 1997). <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1) Develop understanding of Non-Aligned Policy under Jawaharlal Nehru and Indira Gandhi 2) Build knowledge on India's Role in the United Nations 3) Advance understanding on India's relations with the US, Russia, the Arab World and the European Union. | | |

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | | | H | | L | | | |
| CO2 | H | | | | | | M | | L | | | |
| CO3 | H | | H | | | | M | | L | | | |

H=High, M=Middle, L=Low

III SEMESTER

SE 305 (b)

EMERGING ASIA AND THE WORLD

CREDITS -4

Seasonal Marks 20

End semester Examinations Marks 80

Objectives:

- 1) Understand and discuss how economic growth led to the Asian crisis and integration
- 2) Compare and Assess the rising economies of India, China and Japan
- 3) Students will learn Appraise the significant rise of regional mechanisms and geopolitics

UNIT-I Economic and Social Progress in Asia – Economic Growth and Developing Countries – Trends of Trade among Asian Countries – Asian Economic Crisis and Recovery – Economic Integration

UNIT-II Foreign Direct Investments in Asia – China’s Economic Revolution – India’s Look East Policy – Dynamics of Japan’s Economy

UNIT-III Maritime Security – Drug and Human Trafficking – Sea Lanes of Communication – South China Sea – India and the Indian Ocean.

UNIT-IV 21st Century and Asian Regionalism – ASEAN, SAARC and EAS – Influence of Extra Regional Powers – Growing Significance of India, China, Japan and S. Korea

UNIT-V Energy Geopolitics – The Race for Nuclear Technology/Weapons – International Terrorism – West and Central Asian Energy and its Impact on Asian Economy and Security.

Suggested Readings:

1. Campos, Jose Edgardo, and Hilton L. Root. 1996, *The Key to the Asian Miracle: Making Shared Growth Credible*, Washington, D.C.: Brookings Institution.
2. Dreze, Jean and Amartya Sen. 2002, *India: Development and Participation*. Oxford University Press.
3. Shirk, Susan L. 1993, *The Political Logic of Economic Reform in China*. University of California Press. Berkeley.

5. Katz, Richard. 1998, *Japan The System That Soured: The Rise and Fall of the Japanese Economic Miracle*, Armonk, N.Y.: M.E. Sharpe.
6. Michael Mastanduno, "Incomplete Hegemony: the United States and Security Order in Asia," in Alagappa, *Asian Security Order*, pp. 141-170.
7. Avery Goldstein, "Balance-of-Power Politics: Consequences for Asian Security Order," in Alagappa, *Asian Security Order*, pp. 171-209.
8. Mitchell B. Reiss, "Prospects for Nuclear Proliferation in Asia," in Tellis & Wills (eds.), *Strategic Asia 2005-06*, pp. 333-360.
9. Muthiah Alagappa (ed.), *The Long Shadow: Nuclear Weapons and Security in 21st Century Asia*.

Course Outcomes:

- 4) Develop understanding of Economic and Social Progress in Asia and also Economic crisis and Recovery of Asia
- 5) Comprehensive grasp over Foreign Direct Investments in Asia, Rise of China and also about India's Look East Policy.
- 6) Comprehend on Regionalism and regional organizations like ASEAN and SAARC.

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | | | | | | M | M | | | |
| CO2 | H | | | M | | | M | | | | | |
| CO3 | H | | | | M | | | | | | L | |

H=High, M=Middle, L=Low

| IV SEMESTER | | |
|--|---|---|
| SE 401 | REGIONAL COOPERATION IN SOUTHEAST ASIA | CREDITS -4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Acquire broad knowledge of early regional organisations like ASA and MAPHILINDO 2) Students learn the circumstances led to the formation of ASEAN and its role in the Cambodian peace process 3) Identify and analyze the outcome of ASEAN Meetings and its role in ARF | | |
| <p>UNIT-I Identification of Southeast Asia as a Region: Mountbatten and SEAC. Early Attempts at Regional Cooperation: The Philippines Proposal of Pacific Union – SEATO (1954) – Bandung Conference (1955) – Five Power Defence Treaty – ASA (1963) – MAPHILINDO (1963).</p> | | |
| <p>UNIT-II Formation of ASEAN Circumstances leading to the Establishment of ASEAN - Aims & Objectives – First Decade of ASEAN – Emergence of Communism in Indochina and its Impact on ASEAN – Cambodian Problem and ASEAN's Response – ASEAN's opposition to Vietnam's intervention in Cambodia – Establishment of ASEAN-sponsored CGDK – Settlement of the Cambodian Problem – Paris Peace Accords of 1991.</p> | | |
| <p>UNIT-III Road to ASEAN-10 Admission of Brunei (1984), Vietnam's Admission (1995), Myanmar and Laos Membership (1997) – Cambodia joins as last country (1999).</p> | | |
| <p>UNIT-IV ASEAN Meetings – ASEAN Foreign Ministers Meetings – ASEAN + 3 – ASEAN Summit Meetings</p> | | |
| <p>UNIT-V ASEAN's Economic and Security Cooperation – Establishment of ARF (1993) – Annual Meetings of ARF – AFTA.</p> | | |
| <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Fawcett, Louise and Hurrell, Andrew (eds.), <i>Regionalism in World Politics: Regional Organization and International Order</i>, (Oxford University Press, New York, 1995). 2. Fifield, Russel H., <i>Southeast Asia in United States Policy</i>, (Frederck A. Praeger, New York, 1963). 3. Ganesan, N., <i>Bilateral Tensions in Post-Cold War ASEAN</i>, (Institute of Southeast Asian Studies (ISEAS), Singapore, 1999). 4. Mahathir Bin Mohamad, <i>Regionalism, Globalism and Spheres of Influence: ASEAN and the Challenge of Change into the 21st Century</i>, (ISEAS, Singapore, 1989). 5. Rigg, Jonathan, <i>Southeast Asia: A Region in Transition</i>, (Routledge, London, 1994). 6. Sueo, Sekiguchi and Makito, Noda (eds.), <i>Road to ASEAN-10: Japanese Perspectives on Economic Integration</i>, (ISEAS, Singapore, 1999). 7. Tan, Joseph L.H. (ed.), <i>AFTA in the changing international economy</i>, (ISEAS, Singapore, 1996). | | |
| <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1) Students learn about early organizations like ASA, SEATO and MAPHILINDO. 2) Develop understanding on the evolution of ASEAN from 5 to 10 members 3) Focus on the ASEAN Summit Meetings, ARF and AFTA. | | |

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | H | | | | | M | M | | | |
| CO2 | H | | | M | | | M | | | | | |
| CO3 | H | | M | | | | | L | | | | |

H=High, M=Middle, L=Low

| | | |
|--------------------------|---|-------------------|
| IV SEMESTER | | |
| SE 402 | ECONOMIC LANDSCAPE OF ASIA-PACIFIC | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |

Objectives:

- 1) Students assess the locational significance of Southeast Asia and rise of Industrial economies
- 2) Analyze the emergence of China and its growth after the Cold War
- 3) Assess the role of regional economic groups and foreign direct investments

UNIT-I Regional Economic Character : Natural Resources of Asia-Pacific Region – Southeast Asia: Locational significance – Growth of agricultural economy – Rise of Industrial economies – N I Es – Singapore, Malaysia, Thailand and Indonesia.

UNIT-II Economies of East Asia : U.S.-Japan Alliance -- Rise of Japan – China: Deng Xiao Ping Economic Policies – Growth of China after the Cold War.

UNIT-III Significance of South Pacific : Australia: Active engagement in agriculture and food production – Mining – Farm economy to open market economy. New Zealand: Agriculture, Animal Husbandry – Industrial potentials.

UNIT-IV Economic Cooperation across the Asia – Pacific : Regional Economic Groups in Asia-Pacific: ASEAN, ESCAP-APEC-EAS.

UNIT-V International Economic Cooperation : Economic Reforms – Foreign Trade – FTAs – AFTA –EEZ's - Effects of Globalization.

Suggested Readings

1. L.M. Bhole: *Financial Institutions and Markets: Structure, Growth, and Innovations*, Tata McGraw Hill Publishing Company Limited, New Delhi, 2004.
2. Paul R. Krugman & Maurice Obstfeld, *International Economics*, Addison Wesley Longman (Singapore) Pte. Ltd., Delhi, 2000.
3. Dilip K. Das, *Asian Economy and Finance: A Post – Crisis Perspective*, Springer Publisher, New York, 2005.
4. Jon, D. Kendall, Donghyun Park, Randolph Tan, *East Asian Economic Issues*, World Scientific Publishers, New York, 1997.
5. Mohamed Ariff and others, *AFTA in the Changing International Economy*, (ISEAS,

- Singapore, 1996).
6. **Regional outlook – Southeast Asia (2001-2005)** (ISEAS, Singapore, 2000).
 7. **The Far East and Australasia** (Ed.) (Europa Publications, England, 2002).
 8. World Bank, **World Development Reports**, Oxford University Press, New York.
 9. W. T. O. Regionalism and the World Trade Systems.

Course Outcomes:

- 1) Develop an understanding of the rise of industrial economies like Singapore, Malaysia, Thailand and Indonesia.
- 2) Comprehend of the economies of Australia and New Zealand.
- 3) Ability to know the Regional Economic Groups like ASEAN, ESCAP, APEC and EAS.

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | M | | | | | M | | | | H |
| CO2 | H | | M | | | | | M | | | | |
| CO3 | H | | L | | | | | L | | | | |

H=High, M=Middle, L=Low

| IV SEMESTER | | |
|--|---|-------------------|
| SE 403 (a) | POST COLD WAR WORLD ORDER | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| Objectives: | | |
| <ol style="list-style-type: none"> 1) Students will learn Evaluate the historical significance of Cold War and relevance of NAM 2) Assess the impact of globalization and role of MNCs in the world 3) Student will learn about various dimensions of North-South relations and non-state actors in International relations | | |
| UNIT-I Contemporary World Order: End of Cold War – United States as pre-eminent power – Its effects on International Relations - Relevance of Non-Aligned Movement in the Post-Cold War era. | | |
| UNIT-II Globalization and World Trade Organization – Role of Multinational Corporations (MNCs). | | |
| UNIT-III North-South Relations – Demand for New International Economic Order (NIEO) – The Present International Economic Order. | | |

UNIT-IV Human Rights – Terrorism – Non-State Actors in International Relations.

UNIT-V Experiments in Regional and Multilateral Cooperation – Role of Regional Associations – Structure and character of OAU, OAS, EEC, ASEAN, APEC, ASSRC and EAC – Emerging Multipolar World

Suggested Readings

1. Trivedi, Sonu, *A Hand Book of International Organizations*, (New Delhi, 2005).
2. Bennett, A. LeRoy, *International Organizations: Principles and Issues*, (New Jersey, 1995).
3. McGrew, Anthony and Brook, Christopher (ed.), *Asia-Pacific in the New World Order*, (London, 1998).
4. Micheal Yahuda, *The International Politics of the Asia-Pacific, 1945-1995*, (London, 1996).

Course Outcomes:

- 1) Develop an understanding of the Cold War and Non-Aligned Movement.
- 2) Students gain knowledge on Globalization and Multi National Companies.
- 3) Differentiate Regional and Multilateral Cooperation and the roles of ASEAN and SAARC.

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | M | | | | | M | L | | | |
| CO2 | H | | | M | | | | | | | M | |
| CO3 | H | | M | | | | | M | | | | |

H=High, M=Middle, L=Low

| IV SEMESTER | | |
|---|---|-------------------|
| SE 403 (b) | ETHNICITY AND SOCIAL TRANSFORMATION IN CONTEMPORARY SOUTHEAST ASIA AND AUSTRALIA | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks | 80 |
| Objectives: | | |
| <ol style="list-style-type: none"> 1) To study the comparative cultures and ways of Southeast Asia and Australia 2) Identify alien cultural influence on South Pacifica and study about native people | | |

3) Compare the societies of Fiji, Australia, New Zealand and assess with today's life

UNIT-I Multi-ethnic and multi-religious background of Southeast Asian countries – Major Ethnic groups : Karen, Shan, Mon, Cham, Khmer, Vietnamese, Sundanese, Hmong -- Migration -- Mobilization – Marriage and family systems-kinship patterns- society-community.

UNIT-II Social change -- socio-cultural change-- Ethnicity -- Enculturation -- Etiquette Assimilation, Accommodation and Transculturation -- Religious beliefs, multiculturalism in Southeast Asian countries.

UNIT-III Economic trade and exchanges in Southeast Asian Countries -- Political systems in Southeast Asian countries -- Economic prosperity- Regional progress -- Social organisation -- Educational institutions -- Higher education and development index-science and technology -- Software industries -- Modern medical facilities – Research -- Social transformation in Southeast Asia.

UNIT-IV Status of women in Southeast Asia- Gender inequalities-women empowerment-women problems- Feministic challenges – Human trafficking

UNIT-V Aborigines in Australia : People- History- Socio-cultural back ground -- Aborigines Arts - Aborigines in White Australia – Stolen generation -- Human Rights and their violation -- Policies of Social transformation -- Social inclusion and Social change

Suggested Readings :

1. Jacques Hersh, Johannes Dragsbaek Schmidt, Niels Fold, *Social Change in South East Asia New Perspectives*, (Routledge, 1998).
2. Riaz Hassan, *Local and Global: Social Transformation in Southeast Asia*, (Leiden, 2005).
3. Dicky Sofjan, *Religion, Public Policy and Social Transformation in Southeast Asia: Managing Religious Diversity Vol. 1* (Globethics.net Focus Series Book 33, 2016).
4. Deepak Nayyar, *Asian Transformations*, (Oxford University Press, 2019).
5. Dayley, Robert & Clark D. Neher, *Southeast Asia in the New International Era*. (2013).
6. John Greenway, "Australian Aborigines and the native peoples of Torres strait to (1959).
7. Huotari, Mikko & Jurgen Ruland, *Introduction: Context, Concepts, and comparison in Southeast Asian Studies* (2014).
8. Clair Smith and Graeme K. Ward, *Indigenous cultures in an interconnected world*.
9. Richard Broome, "Aboriginal Australians": Black Responses to White Dominance, 1788-2001.

Course Outcomes:

- 1) Students understand archeology of South Pacific and settlement patterns
- 2) Understand the European Colonization and Socio-Economic transformation
- 3) Learn basic features of Australia, New Zealand and Fiji Societies and Multiculturalism.

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | M | M | | | | | L | | | | |
| CO2 | H | | | | | | L | | | | | |
| CO3 | H | | | | M | | | M | | | | |

H=High, M=Middle, L=Low

| | IV SEMESTER | |
|--|------------------------------------|------------|
| SE 403 (c) | DEVELOPING BLUE ECONOMY | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Understand the core economic issues of Blue Economy and the importance of Food Security 2) Learn the prospects in the Marine industries, and inclusive growth besides international regulatory institutions 3) Gain comprehensive knowledge on Ocean Renewable Energy and exploitation of deep sea resources <p>UNIT-I Importance of Blue Economy-Key Economic Issues: Food Security-Demand for Protein - Rising Coastal Tourism-Surging of Seaborne Trade-Demand for Alternative Sources of Energy - Managing Coastal Urbanisation-Improving Ocean Health -Providing Marine Governance-Ocean Technologies</p> <p>UNIT-II Guiding Principles of Blue Economy- Efficient Utilization of Marine Resources-Exploiting Opportunities in Emerging Marine Industries- Inclusive and Harmonious Growth with sustainability concerns- Creating Legal and Regulatory Institutions</p> <p>UNIT-III Elements of Blue Economy: Fisheries and Aquaculture- Ports and Shipping- Deep-Sea Oceanic Resources-Marine Biotechnology -Marine Services</p> <p>UNIT-IV Ocean Energy: Relevance of Ocean Renewable Energy- SDGs in the context of Blue Economy- Potential, Current Status and Demand Pattern of Renewable Energy-Cost of Ocean Renewable Energy-Importance of Ocean Renewable Energy in SIDS- Importance and Status of Ocean Renewable Energy for IORA-Factors Affecting Growth of Renewable Energy</p> <p>UNIT-V Technology Driven Emerging Sectors: Offshore and Deep-Sea Oceanic Resources- Deep-Sea fishing- Emerging Cruse Sector -Marine Biotechnology- Marine Derived Pharmaceuticals</p> | | |

Suggested Readings:

1. Charles S Colgan, "*Measurement of the Ocean and Coastal Economy: Theory and Methods*" National Ocean Economics Project, USA, 2004
2. Charles S Colgan, and Judith Kildow, "*Understanding the Ocean Economy within Regional and National Contexts*", Centre for the Blue Economy, Monterey Institute of International Studies, Monterey, CA, 2013
3. Gunter Pauli, "*The Blue Economy: 10 years, 100 innovations, 100 million jobs*", Paradigm Publications, 2010
4. Michael Conathan, and Scott Moore, "*Developing a Blue Economy in China and the United States*," Centre for American Progress, 2015
5. P. Stenzel, "*Resource Assessment for Osmotic Power Plants in Europe and Worldwide*", in F. Lienard, and F. Neumann, (eds.), *Salinity Gradient Power in Europe: State of the Art*, Sustainable Energy Week, Brussels, 2011,
6. Rui Zhao, "*The Role of the Ocean Industry in the Chinese National Economy: An Input-Output Analysis*", Centre for the Blue Economy, Monterey Institute of International Studies, Monterey, CA, 2013,
7. UNCTAD, "*The Oceans Economy: Opportunities and Challenges for Small Island Developing States*, New York, and Geneva, 2014

Course Outcome:

- 1) Acquainted with the Blue Economy, Marine Governance and Ocean Technologies.
- 2) Gain knowledge on ports and shipping, oceanic resources and marine bio-technology.
- 3) Develop an understanding on Renewable Ocean Energy and its Importance.

| IV SEMESTER | | |
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| SE 403 (d) | ENERGY, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT | CREDITS -4 |
| Seasonal Marks 20 | | End semester Examinations Marks 80 |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) Identify significance of energy reserves and assess the energy scenario in India 2) Know the environmental pollutants and find different means of pollution controls 3) Understand and discuss how important is renewable energy and to maintain biodiversity for the sustainable development. <p>UNIT-I Introduction – Types of energy sources, Demand and supply – Estimates of energy reserves – Energy Resources and Investment – Overview of global / India’s energy scenario.</p> <p>UNIT-II Environmental effects of energy extraction, conversion and use – primary and secondary pollutants – consequence of pollution and population growth – pollution control methods and impacts.</p> <p>UNIT-III Defining Environmental Security - Green technologies for addressing the problems of Water, Energy, Health, Agriculture and Biodiversity</p> <p>UNIT-IV Types of Renewable Energy: solar, wind and nuclear energy – Low-cost and no-cost ways to save energy – The potential for solar energy, other renewable energy, and conservation.</p> <p>UNIT-V Development of Green Energy – Biodiversity and ecosystems and their implications for sustainable development – Major environmental issues: climate change and global warming, greenhouse gas emissions – Assessment of its impact, mitigation and adaptation.</p> <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Ristinen, Robert A. Kraushaar, Jack J. AKraushaar, Jack P. Ristinen, Robert A., 2006, Energy and the Environment, 2nd Edition, Wiley, New York. 2. Energy and the Challenge of Sustainability, World Energy assessment, UNDP, N York, 2000. 3. Hinrichs, Roger A. and Merlin Kleinbach. 2002. Energy: Its Use and the Environment, New York: Harcourt. 4. IEA, 2012, Energy Policies of IEA Countries, Australia, 2012, Review, International Energy Agency. 5. Korin, Anne and Gal Luft (Editors). 2009. Energy Security Challenges for the 21st Century: A Reference Handbook, Praeger, NY. 6. Priest, Joseph . 1991. Energy: Principles, Problems, Alternatives (New York: Addison-Wesley. 7. Smil, V. (2000) “Energy in the Twentieth Century: Resources, conversions, costs, uses and consequences,” Annual Review of Energy and the Environment. 8. Tester, Jefferson W., Elisabeth M. Drake, Michael J. Driscoll, Michael W. Golay, William A. Peters. 2005. Sustainable Energy: Choosing Among Options, Cambridge, the MIT Press. 9. E H Thorndike, Energy & Environment: A Primer for Scientists and Engineers, Addison-Wesley Publishing Company, http://maysero.ru/vumezoru.pdf 10. Environment – A Policy Analysis for India, Tata McGraw Hill, 2000.Environmental Considerations in Energy Development, Asian Development Bank, Manila (1991). | | |

Course Outcomes:

- 1) Develop an understanding of the Types of energy sources in the world and India
- 2) Learn about environment issues and emerging green technologies.
- 3) Know the need of Renewable Energy, Green Energy, Bio-Diversity and eco systems.

| | | IV SEMESTER | | | | | | | | | | | |
|---|--------------------------------------|--------------------|-----|-----|--|-----|-----|-----|-----|------|-------------------|------------|--|
| SE 404 | Project : Dissertation + Viva | | | | | | | | | | CREDITS -4 | | |
| Sessional Marks | | | | | End semester Examinations Marks | | | | | | | 100 | |
| Objectives: | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> ➤ Gain broad knowledge on the topic selection and research methods. ➤ Students will learn the minimum standards in the preparation of the Dissertation ➤ Student gain knowledge on the topic of their research and recent trends. | | | | | | | | | | | | | |
| Course Outcomes | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Explain the results of their project. 2. Learn in detail on the broad knowledge of their topic 3. Students leave their suggestions for the development of tourism in the country. | | | | | | | | | | | | | |
| CO-PO Mapping | | | | | | | | | | | | | |
| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | |
| CO1 | H | | | | | H | | | | | | | |
| CO2 | H | | | | | M | | | | | | | |
| CO3 | H | | | | | M | | | | | | | |
| H=High, M=Middle, L=Low | | | | | | | | | | | | | |

| | IV SEMESTER | | |
|---|------------------------------------|---|--|
| SE 405 (a) | INDIA – AUSTRALIA RELATIONS | CREDITS -4 | |
| Seasonal Marks 20 | | End semester Examinations Marks 80 | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1) To Identify significant geographical, historical similarities, and complementarities between India and Australia. 2) Gain knowledge on the political and economic relations of India and Australia 3) Assess the security concerns and strategic cooperation between India and Australia | | | |
| <p>UNIT-I Basic Linkages of India-Australia Relations</p> <ol style="list-style-type: none"> 1) Geographical Proximity as Littoral States of Indian Ocean. 2) Commonalities based on: <ol style="list-style-type: none"> (a) Geological past, (b) Mining conditions, (c) Climate, (d) Colonial legacy, (e) Concerns over Indian Ocean security 3) Complementarities in Economic and Trade Relationships. | | | |
| <p>UNIT-II Political Issues and Security Concerns</p> <ol style="list-style-type: none"> a) Nehru - Menzies Ideological Estrangement b) Australia's Positive Response on the eve of Chinese aggression c) Australia's Initiatives and India's Reluctance for Defence Cooperation d) Australia-India Approaches to the Indian Ocean Security | | | |
| <p>UNIT-III Economic and Trade Relations</p> <ol style="list-style-type: none"> a) Economic and Technical Cooperation – Colombo Plan and after b) Trade Imbalance | | | |
| <p>UNIT-IV Post - Cold War Initiatives</p> <ol style="list-style-type: none"> 1) India's Look East Policy 2) Australia's Look West Policy 3) Joint Business Councils: <ol style="list-style-type: none"> (a) Investment, (b) Scientific and Technical Cooperation, (c) Trade | | | |
| <p>UNIT-V Strategic and Security Concerns</p> <ol style="list-style-type: none"> (1) Australia's Recognition of India's Security Concerns. (2) Australia's Reaction to India's Nuclear tests. (3) Strategic Dialogue and Partnerships. (4) Impact of India-U.S. Bonhomie on the India-Australia Relations. | | | |
| <p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Banerjee, D., <i>Towards an Era of Cooperation : An Indo-Australia Dialogue</i>, (New Delhi, 1995). 2. Department of Defence, <i>Australia's Strategic Policy</i>, (Canberra, 1997). 3. Evans, G. and Grant, B., <i>Australia's Foreign Relations in the World of the 1990s</i>, (Carton: Victoria, 1995). 4. Greenwood, G. and Norman, H., <i>Australia in World Affairs, 1950-55, 1956-1960, 1961-1965, 1966-1970</i>, (Cheshire, 1957, 1963, 1968, 1974). 5. McPherson, K. and Panandikar, V.A.P., <i>India- Australia: Public Policy Conference</i>, (New Delhi, 1996). | | | |

6. Neelamegham, S. Midgley, D. and Sen, C., *Enterprise Management: New Horizons in Indo- Australian Collaboration*, (New Delhi, 1999).
7. Senate Standing Committee on Foreign Affairs, Defence and Trade, *Australia-India Relations: Trade and Security*, (Canberra, 1990).
8. Vicziany, Marika (ed.), *Australia-India, The Economic Links: Past, Present and Future*, (Nedlands: Western Australia, 1993)
9. Watt, A., *The Evolution of Australian Foreign Policy, 1938-1965*, (London, 1967).

Course Outcomes:

- 1) Learn about Littoral States of Indian Ocean and Complementarities between India-Australia
- 2) Ability to analyze Political Issues and security concerns of both nations.
- 3) Comprehend on the Post Cold War initiatives, strategic and security concerns.

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| | IV SEMESTER | |
| SE 405 (b) | INDIA AND THE ASIA –PACIFIC | CREDITS -4 |
| Seasonal Marks 20 | End semester Examinations Marks 80 | |

Objectives:

- 1) To know the changes in international order after the Cold War
- 2) To learn the growing relations between India and Southeast Asia
- 3) To enable the students to know about regional and sub-regional organizations in the region.

UNIT-I Post Cold War Asia –Pacific Economic reforms in China and India- Japan’s search for new role, ASEAN and Asia –Pacific

UNIT-II India –Southeast Asia Cold War Politics –India’s Look East Policy and ASEAN’S response – Emerging partnerships with ASEAN countries : Singapore, Malaysia, Indonesia, Thailand and Indochina countries and Myanmar’s importance to India

UNIT-III India and South Pacific India –Australia relations- Australia’s Look West policy
Australia and New Zealand enhanced relations with India -- India-Fiji Relations
India –Australia and ASEAN interaction

UNIT-IV India and East Asia India rediscovers China –India-China relations after the Cold War New Strategic partnership with Japan-Enhanced relations with South Korea.
East Asia Summits

UNIT-V India’s Cooperation with Regional and sub-Regional Organizations in the Asia-Pacific -- APEC, Pacific Islands Forum, IQR-ARC, ASEAN Regional Forum, BIMSTEC and Mekong Ganga Cooperation.

Suggested Readings

1. Chan Wahn Kim, *Economic Liberalisation and India's Foreign Policy*, (Delhi, 2006)
2. Cohen, Stephen P., *Emerging Power: India*, (Oxford, 2001). 1998)
3. Islam, Iyanatul and Chowdhury, Anis, *Asia-Pacific Economics*, (London, 1997).
4. Mc Grew, Anthony and Brook, Christopher (ed.), *Asia – Pacific in the New World Order*, (London 1998)
5. Micheal Yahuda, *The International Politics of the Asia-Pacific, 1945-1995*, (London, 1996).
6. Qurong, Shen and Gupta, Bhabani Sen (eds.) *China Looks at the World*, (Delhi, 1999).
7. Sharma, R.R. (ed.), *India and Emerging Asia*, (New Delhi, 2005)
8. Shukla, Vatsala, *India's Foreign Policy in the New Millennium*, (New Delhi, 2005).
9. Taling, Nicholas (ed.), *The Cambridge History of Southeast Asia*, Vols, I & II, (Cambridge, 1992)
10. Trivedi, Sonum *A Hand Book of International Organizations*, (New Delhi, 2005)

Course Outcomes:

- Students understand major international developments happened after the Cold War
- Gain knowledge on the Indian foreign policy changes with Southeast and East Asia
- Know about the activities of ASEAN and sub-regional organizations in the Asia-Pacific

CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | H | | M | | M | | | M | | | | |
| CO2 | H | | | M | | | | M | | | | |
| CO3 | H | | L | | | | | | | | M | |

H=High, M=Middle, L=Low