

INTERNATIONAL POLITICAL ECONOMY

Course Details			
Course Title: International Political Economy			
Course Code	PSC92DE02504	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective & Open Elective		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, self-study, literature reviews, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge about International Political Economy (IPE)
- ❖ To make learners to identify actors and institutions involved in IPE
- ❖ To help the students link theoretical underpinnings of IPE
- ❖ To develop skills and competencies in terms of critically and comparatively analyzing the impacts of IMF, WB, WTO and trans-national actors on domestic politics and policies

Learning Outcomes:

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

- ❖ Understand the contours of IPE over the period of time
- ❖ Compare and contrast various theoretical perspectives on IPE
- ❖ develop an analytical skill to analyze motives and purposes of actors and institutes involved in IPE
- ❖ Critically analyze positive and negative impacts of IMF, WB, WTO and other actors on domestic politics and policies

Course Contents:

UNIT I: Introducing International Political Economy (18% Weightage)

- Conceptualizing IPE
- Scope
- Phases: 1400-1800, 1800-1945, 1945-onwards

UNIT II: Theoretical Perspectives (15% Weightage)

- Mercantilism
- Liberalism
- Radical
- Keynesianism
- Neo-Right
- Import Substitution
- Economic Integration & Complex-Interdependence

UNIT III: Changing Dynamics of State-Market Relationship (9% Weightage)

- Free Market: Classical and Neo-Liberal
- State's Control over Market: Various views
- State as a Facilitator/Manager

UNIT IV: International Trade (20% Weightage)

- Theories: Absolute & Relative Advantage, Business Cycle, Cartel Theory
- GATT : Uruguay Round and issues

- WTO-I: Structure, Provisions, Assessment
- WTO-II: Doha Development Round & India

UNIT V: Monetary and Financial Systems (11% Weightage)

- Bretton Woods System
 - World Bank: Evolution, Successes & Failures
 - IMF: Evolution, Successes & Failures
- Reforms & Alternatives

UNIT VI: Political-Economy of War, Peace and Security (9% Weightage)

- Contemporary Case studies: War on Terror, Iraq, Russia-Ukraine
- Covid-19 Pandemic

UNIT VII: Trans- & Sub-State Actors & Processes (9% Weightage)

- TNCs: Contributions & Pitfalls
- Transfer of Technology and Capital

UNIT VIII: Development and Democracy (9% Weightage)

- Economic Development as a Prerequisite to Democracy
- Democracy and Economic Oligarchy

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-8	UNIT I- Introducing International Political Economy
1-3	Conceptualizing IPE

4	Scope
5-8	Phases: 1400-1800, 1800-1945, 1945-onwards
9-15	UNIT II: Theoretical Perspectives
9	Mercantilism
10	Liberalism
11	Radical
12	Keynesianism
13	Neo-Right
14	Import Substitution
15	Economic Integration & Complex-Interdependence
16-19	UNIT III: Changing Dynamics of State-Market Relationship
16-17	Free Market: Classical and Neo-Liberal
18	State's Control over Market: Various views
19	State as a Facilitator/Manager
20-28	UNIT IV: International Trade
20-21	Theories: Absolute & Relative Advantage, Business Cycle, Cartel Theory
22-23	GATT : Uruguay Round and issues
24-26	WTO-I: Structure, Provisions, Assessment
27-28	WTO-II: Doha Development Round & India
29-33	UNIT V: Monetary and Financial Systems
29-30	Bretton Woods System:

	World Bank: Evolution, Successes & Failures
31-32	IMF: Evolution, Successes & Failures
33	Reforms & Alternatives
34-37	UNIT VI: : Political-Economy of War, Peace and Security
34-36	Contemporary Case studies: War on Terror, Iraq, Russia-Ukraine
37	Covid-19 Pandemic
38-41	UNIT VII: Trans- & Sub-State Actors & Processes
38-39	TNCs: Contributions & Pitfalls
40-41	Transfer of Technology and Capital
42-45	UNIT VIII: Development and Democracy
42-43	Economic Development as a Prerequisite to Democracy
44-45	Democracy and Economic Oligarchy
<i>15 Hours</i>	<i>Tutorials</i>

Suggested References:

Essential Readings:

- Caporaso, James A. (2009). *Theories of political economy*. Cambridge: Cambridge University Press.
- Frieden, J., & Lake, D. (Eds.). (1995). *International political economy: Perspectives on global wealth and power*. New York, NY: W. W. Norton & Company
- Gilpin, R. (1987). *The political economy of international relations*. Princeton: PUP
- Gilpin, R. (2000). *The challenge of global capitalism - The World Economy in the 21th century*. Princeton N.J.: Princeton University Press.
- Gilpin, R. (2001). *Global political economy - Understanding the international economy order*. Princeton N.J.: Princeton University Press.
- Hettne, B. (Ed.). (1995). *International political economy: Understanding global disorder*. Halifax: Fernwood Publishing.
- O'Brien, R. (2013). *Global political economy: evolution and dynamics*.
- Overbeek, H. (Ed.). (1993). *Restructuring hegemony in the global political economy: the rise of transnational neo-liberalism in the 1980s*. London: Routledge
- Ricardo, D. (2010). *Principles of political economy and taxation*. New York: Palgrave Macmillan.
- Sobel, Andrew C. (2006). *Political economy and global affairs*. Washington: CQ Press.
- Sobel, Andrew C. (2013). *International political economy in context: individual choices, global effects*. Los Angeles: Sage.

Additional Readings:

- Buira, Ariel. (Ed.) (2003). *Challenges to the World Bank and IMF: Developing country perspectives*. London: Anthem Press.
- Camilleri, Joseph A., Jarvis, Anthony P., & Paolini, Albert J. (1995). *The state in transition: Reimagining political space*. Boulder: Lynne Rienner Publishers.
- Carnoy, M. (1993). *The new global economy in the information age: Reflections on our changing world*. Pennsylvania: Pennsylvania State University Press.
- James, H. (1996). *International monetary cooperation since Bretton Woods*. Washington, DC and New York: International Monetary Fund and Oxford University Press.
- Kahler, Miles, & Lake, D. (Ed.). (2003). *Governance in a global economy*. Princeton, NJ: Princeton University Press.
- Kenen, Peter B. (Ed.). (1994). *Managing the world economy: Fifty years after Breton Woods*. Washington, DC: Institute for International Economics.
- Keohane, Robert O. (1984). *After Hegemony: Cooperation and discord in the world political economy*. Princeton, NJ: Princeton University Press.
- Stiglitz, J. (2003). *Globalization and Its discontents*. London: Penguin.
- Strange, S. (1986). *Casino capitalism*. Oxford: Basil Blackwell.
- Strange, S. (1988). *States and Markets: An Introduction to International Political Economy*. New Jersey: Blackwell.
- Stubbs, R., & Underhill, G. R. D. (Eds.). (1994). *Political economy and the changing global order*. London: Macmillan.
- Walter, A. (2009). *Analysing the global political economy*. New Jersey: Princeton University Press.

GOVERNMENT AND POLITICS IN AFRICA

Course Details			
Course Title: Government and Politics in Africa			
Course Code	PSC92DE02604	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of Course	Theory		
Special Category of the Course (if any)	-		
Methods of Content Interaction	Lecture, Tutorial, Group discussion; Presentations by students, Group and individual assignments (as required); Individual accounts on issues related to Africa, seminar presentations (depending upon time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To familiarise the students evolution Africa's Government and Politics over the period of time
- ❖ To make students understand about nature of polity and politics of Africa.
- ❖ To help the students understand about structural and behavioral dynamics of African Government and Politics.
- ❖ To familiarise them with role of internal and external actors in shaping Africa's Government & Politics.

Learning Outcomes:

After completion of the course the students should be able to:

- ❖ Reflect on evolution, structure and functions of Africa's polity and politics.
- ❖ Articulate as to how the external and internal players shaped the policy and politics of Africa
- ❖ Able to compare and contrast various forms of political structure in Africa

Course Contents:

UNIT I: Pre-Colonial African Political System (13% Weightage)

- African Empires and Polity
- Indigenous System of Governance

UNIT II: Early African Contacts with Rest of the World (13% Weightage)

- Trans-Indian Ocean Contact
- Slave trade and its impact
- Christian Missionaries
- Islamic Influence

UNIT III: Colonial Africa, Resistance and Colonial Legacies (9% Weightage)

- Comparison of Colonial Engagements: Politics and Polity
- Scramble for Africa

UNIT IV: Struggle for Independence (9% Weightage)

- Role of Leaders
- African Renaissance: Pan-Africanism, Negritude

UNIT V: Post-independence Polity & Politics (13% Weightage)

- Authoritarianism and Military Intervention
- One-Party System
- Multi-Party System
- Experiences of Federalism

UNIT VI: The End of the Cold-war and Political system (9% Weightage)

- South Africa
- Nigeria

UNIT VII: Waves of Democratization & Non-State Actors (18% Weightage)

- During 1990s
- Arab Spring
- Terrorisms

- TNCs
- Civil Society & INGO

UNIT VIII: Post-Colonial Systemic Factors & Political Economy of Africa

(16% Weightage)

- The Cold War Rivalry
- International & Regional Organizations
- Emerging Powers
- Resource Factor
- SAP & Good Governance Agenda
- International Dynamic

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-6	Unit I: Pre-Colonial African Political System
1-3	African Empires and Polity
4-6	Indigenous System of Governance
7-12	Unit II: Early African Contacts with Rest of the World
7-8	Trans-Indian Ocean Contact
9-10	Slave Trade and its Impact
11	Christian Missionaries
13	Islamic Influence
13-16	Unit III: Colonial Africa, Resistance and Colonial Legacies
13-14	Comparison of Colonial Engagements: Politics and Polity
15-16	Scramble for Africa
17-20	Unit IV: Struggle for Independence
17-18	Role of Leaders
19-20	African Renaissance: Pan-Africanism, Negritude
21-26	Unit V: Post-independence Polity & Politics
21-22	Authoritarianism and Military Intervention
23	One-Party System

24	Multi-Party System
25-26	Experiences of Federalism
27-30	Unit VI: The End of the Cold-war and Political system
27-28	South Africa
29-30	Nigeria
31-38	Unit VII: Waves of Democratization & Non-State Actors
31-32	During 1990s
33-34	Arab Spring
35	Terrorisms
36	TNCs
37-38	Civil Society & INGO
39-45	Unit VIII: Post-Colonial Systemic Factors & Political Economy of Africa
39	The Cold War Rivalry
40	International & Regional Organizations
41	Emerging Powers
42	Resource Factor
43-44	SAP & Good Governance Agenda
45	International Dynamic
<i>15 Hours</i>	<i>Tutorials</i>

Suggested Readings:

Essential Readings:

- Abegunrin, O. (2013). *Africa in global politics in the twenty-first century: A pan-African perspective*. New York: Palgrave Macmillan.
- Cooper, F. (2002). *Africa since 1940: The past of the present*. Cambridge: Cambridge University Press.
- Freund, B. (2016). *The making of contemporary Africa: The development of African society since 1800, (3rd ed.)*. New York: Palgrave Macmillan.
- Gupta, A. (1975). *Government and politics in Africa: A comparative survey of political processes and institutions*. Delhi: Vikas Publishing House.
- Hayden, G. (2013). *African Politics in comparative perspective*. Cambridge: Cambridge University Press.
- Herbst, J. (2000). *State and power in Africa*. Chichester: Princeton University Press.

- ____ (2006 & 2013 respectively) *The Adelphi papers: Africa* (Two volumes. London & New York: Routledge.
- Thomson, A. (2004). *An Introduction to African politics*. New York, NY: Routledge.
- Tordoff, W. (2002). *Government and politics in Africa* (4th ed.). Indiana: Indiana University Press.
- Walle, Van de.(2001). *African economics and the politics of permanent crisis: 1979-1999* Cambridge: Cambridge University Press.

Additional Readings:

- Ajayi, J.F. (1998). *UNESCO general history of Africa, Vol.VI, abridge edition: Africa in nineteenth century until the 1880s*. Berkeley: University of California Press.
- Boahen, A. A. (1998). *UNESCO general history of Africa, Vol VII: Africa under colonial domination 1880-1935*. Berkeley: University of California Press.
- Boahen, A.A. (1989). *African perspectives on colonialism*. The John Hopkins Symposia in Comparative History: John Hopkins University Press.
- Davidson, B. (1994). *Modern Africa: A social and political history*. New York: Routledge.
- Diop, C. (1988). *Pre-colonial black Africa*. Chicago: Chicago Review Press.
- Mazrui, Ali A. (1999). *UNESCO general history of Africa, Vol. VIII: Africa since 1935* University of California: University of California Press.
- Ogot, B.A. (1998). *UNESCO general history of Africa, Vol.V, abridge edition: Africa from the sixteenth to the eighteenth century*. Berkeley: University of California Press.
- Parker, J., & and Richard, R. (2007). *African history: A very short introduction*. Oxford: Oxford University Press.
- Reid, Richard J. (2012). *A history of modern Africa: 1800 to the present*. Hoboken: Wiley-Blackwell.
- Worger, William H. et. al. (2001). *Africa and the west: A documentary history-From colonialism to Independence, 1875 to the present*. Oxford: Oxford University Press.

LOCAL-SELF GOVERNMENT IN INDIA

Course Details			
Course Title: Local-Self Government in India			
Course Code	PSC92DE02704	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective & Open Elective		
Nature of Course	Theory		
Special Category of the Course (if any)	Indian Knowledge System/Skill Based		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<input type="checkbox"/> 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <input type="checkbox"/> 70% - End Term External Examination (University Examination)		

Course Objectives

Objective of this course is to acquaint students with basic concepts of Local Self-government in India and the issues related to Panchayati Raj System or Democratic decentralization which is essential for Public domain as well as urban government.

Learning Outcomes

- Students will learn the pros and cons of horizontal and vertical decentralization of administrative powers in a country.
- Students would get exposed to the dynamics of Local Self-government in India.
- Students will also learn the process of policy formulation and implementation at the grassroots level.
- It will help students towards developing skill to analyze the scope and limitations of local self-government in India.

UNIT I: Democratic Decentralisation

- Understanding Decentralisation
- Dimensions and Forms of Decentralization
- Objectives of Decentralization
- Designing of Decentralization Plan
- Major Issues in Decentralisation
- Advantages and Disadvantages of Decentralisation

UNIT II: History of Local Self-Government in India

*Local Government: Meaning, Nature and Importance – Constituent Assembly Debate

*Thoughts on Local Government: Kautilya, Views by MK Gandhi, JL Nehru, BR

Ambedkar, RM Lohia, Vinoba Bhave, Jaya Prakash Narain

- Local Government Under British Rule
- Gandhi's Concept of Village Self-Government
- Community Development Program (CDP)
- Integrated Rural Development Program (IRDP)
- Sampoorna Gramin Rozgar Yojana (SGRY)

- National Food for Work Programme (NFWP)
- PradhanMantri Gram SadakYojana (PMGSY)
- Indira AwaasYojana (IAY)
- SwarnaJayanti Gram SwarajogarYojana (SJGSY)
- Self Help Groups (SHG)

UNIT III: BalwantRai Mehta Committee Report

- BalwantRai Mehta Committee, 1957
- PanchayatSamiti
- Village Panchayat
- ZilaParishad

UNIT IV: Ashok Mehta and Other Committees on Panchayati Raj

- Ashok Mehta Committee, 1978
- C H HanumanthaRao Committee Report 1985
- GVK Rao Committee Recommendations 1985
- LM Singhvi Committee Report 1986
- VK Gadgil Committee Report 1988
- Bhuria Committee Report for PESA
- PESA Act 1996[Panchayat Extension to Scheduled Areas]

UNIT V: Constitutional Context of Local Self-government in India

- 73rd Constitutional Amendment Act
- 74th Constitutional Amendment Act

UNIT VI: Panchayati Raj Institutions of India—Its Structure

- Structure and Functions of Gram Sabha, Panchayat Samiti, ZilaParishad
- Eleventh Schedule of the Constitution

UNIT VII: Urban Local Government in India

- * Emerging trends of Urbanisation in India
- Municipal Administration in India
- Structure, Power and Functions of Urban Local Self Government in India
- Twelfth Schedule of the Constitution

UNIT VIII: Urban and Local Self-Government in India –Recent Trends

- A Critical Analysis of the Functioning of Panchayati Raj Institutions in India
- A Critical Analysis of the Functioning of Municipal Administration in India
- MNREGA (Mahatma Gandhi Rural Employment Guarantee Act)
- PESA and Key Issues in Implementation of Forest Right Act
- Second ARC Recommendations on Local Self Government

Content Interaction Plan:

Lecture cum Discussion (Each session of One Hour)	Unit/Topic/Sub-Topic
1	What is Decentralization?
2	Dimensions and Forms of Decentralization; Objectives of Decentralization
3-4	Designing of Decentralization Plan; Major Issues in Decentralization
5-6	Advantages and Disadvantages of Decentralization; Gandhi's Concept of Village Self-Government
7	Local Government Under British Rule

8	Gandhi's Concept of Village Self-Government
9	Community Development Program (CDP)
10	Integrated Rural Development Program (IRDP) SampoornaGraminRozgarYojana (SGRY)
11	National Food for Work Programme (NFWP) PradhanMantri Gram SadakYojana (PMGSY) Indira AwaasYojana (IAY) SwarnaJayanti Gram SwarajogarYojana (SJGSY)
12	Self Help Groups (SHG)
13	BalwantRai Mehta Committee, 1957
14	Village Panchayat;PanchayatSamiti;ZilaParishad
15	Ashok Mehta Committee, 1978
16	C H HanumanthaRao Committee Report 1985 GVK Rao Committee Recommendations 1985
17	LM Singhvi Committee Report 1986 VK Gadgil Committee Report 1988
18-19	Bhuria Committee Report for PESA PESA Act 1996 [Panchayat Extension to Scheduled Areas]
20	73 rd Constitutional Amendment Act
21	74 th Constitutional Amendment Act
22-27	Structure and Functions of Gram Sabha, PanchayatSamiti, ZilaParishad
28-29	Eleventh Schedule of the Constitution
30-35	Municipal Administration in India Structure, Power and Functions of Urban Local Self Government in India
36	Twelfth Schedule of the Constitution
37-40	A Critical Analysis of the Functioning of Panchayati Raj Institutions in India

41-42	A Critical Analysis of the Functioning of Municipal Administration in India
43	MNREGA (Mahatma Gandhi Rural Employment Guarantee Act)
44-45	Recent trends under the Present Political Dispensation
15 Hours	Tutorials

Suggested Readings:

- Baviskar, B.S. & Mathew, George, (2009), *Inclusion and Exclusion in Local Governance: Field Studies from Rural India* (New Delhi: Sage Publications)
- Chkravorty, Bidyut& Chand, Prakash (2012), *Public Administration in a Globalizing World* (New Delhi: Sage Publications)
- Jayal, NirijaGopal (ed.) (2007), *Local Governance in India: Decentralization and Beyond* (New Delhi: Oxford University Press)
- Joseph, T.M. (ed.) (2007) *Local Governance in India: Ideas, Challenges and Strategies* (New Delhi: Concept Publishing Company)
- Maheshwari, S.R. (1971) *Local Government in India* (Agra: Lakshmi Narayan Agrawal)
- Mullen, Rani D. (2013) *Decentralization, Local Governance and Social Wellbeing in India: Do Local Governments Matter?* (New York: Routledge)
- Raghunandan, T.R., (ed.) (2012) *Decentralization and Local Governments: The Indian Experience* (New Delhi: Orient Blackswan)
- Singh, Baldev (1996) *Decentralization, Panchayati Raj and District Planning* (New Delhi: Atlantic Publishers and Distributers)
- Tyagi, A.R. (1993) *Public Administration: Principles & Practice* (New Delhi, Lucknow: Atma Ram)

Peace, Security and Conflict Management

Course Details			
Course Title: Peace, Security and Conflict Management			
Course Code	PSC92DE02804	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/ Contribution in Knowledge System/Ethical Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- This course provides an understanding of military economy and its impact on growth and development of any developed or developing country.
- It evaluates the cost of weapons systems (Traditional, Nuclear, Biological, Chemical and others) and deployment system of major countries related to their manufacturing, stockpile and maintenance.
- This course also provides an alternative security system for Peace.
- The above mentioned course further elaborate about the basic idea that on the name of security what a nation-state is protecting and what they must protect.
- This course also explain the different dimensions and meaning of security in International politics

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- Finally, this course will deal with basic concept arms transfer and arms control regime that how these are helping to secure international security and protecting peace.

Learning Outcomes

After completion of the course the learners will be able to:

- Students will be in this condition to understand dichotomy of policymakers and they will examine that what entity must be protected on the name of international security.
- By knowing almost dimension of peace, students can elaborate that how perpetual peace can be established in world peace.
- Further, students can understand the almost dimension of security and also emphasize that which dimension is appropriate for international peace and security.

Course Contents

Unit: 1	Concept of Security <ul style="list-style-type: none">• Definition	(Weightage 05%)
Unit: 2	Dimensions of Security <ul style="list-style-type: none">• Concept of Security• Changing Dimensions of Security• Contemporary Debates• Approaches of Security: Economic, Political, Cultural and Strategic	(Weightage 20%)
Unit: 3	Global Peace and Security <ul style="list-style-type: none">• Concept of Peace• Positive Peace• Negative Peace• Theories of Peace and Security	(Weightage 15%)
Unit: 4	Approaches of World Peace and Security <ul style="list-style-type: none">• Superpowers Approaches of Peace and Security• Developing/Emerging Nations Approaches of Peace and Security	(Weightage 10%)

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- Unit: 5** **Collective Security vs. National security** **(Weightage 10%)**
- Collective Security
 - Comprehensive Security
 - Common Security
- Unit: 6** **Debates on Arms Control** **(Weightage 08%)**
- Background
 - Measures Taken and Analysis on Tangibles
 - Implications of Arms Control for Peace and Stability
 - Arms Control Regimes
- Unit: 7** **Arms Transfer and its Implications** **(Weightage 07%)**
- Arms Transfer
 - Types of Arms Transfer
 - Implications of Arms Transfer for Global Peace and Stability
- Unit: 8** **Arms Proliferation in World Politics** **(Weightage 10%)**
- Nuclear Proliferation
 - Non-Proliferation Regime
 - Rational Deterrence Theory
- Unit 9** **Conflict Handling Mechanism** **(Weightage 15%)**
- Adjudication
 - Arbitration
 - Negotiation
 - Mediation
 - Reconciliation
 - ADR (Alternative Dispute Resolution)
 - Gandhian Approach
 - Role of United Nations

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Content Interaction Plan

Units	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit-I	1-2	<ul style="list-style-type: none"> • Definition • Dimensions
Unit-II	03-13	<ul style="list-style-type: none"> • Concept of Security • Changing Dimensions of Security • Contemporary Debates • Approaches of Security: Economic, Political, Cultural and Strategic
Unit- III	14-18	<ul style="list-style-type: none"> • Concept • Concept of Peace • Positive Peace • Negative Peace • Theories of Peace and Security
Unit- IV	19-23	<ul style="list-style-type: none"> • Superpowers Approaches of Peace and Security • Developing/Emerging Nations Approaches of Peace and Security
Unit V	24- 28	<ul style="list-style-type: none"> • Collective Security • Comprehensive Security • Common Security
Unit VI	29-31	<ul style="list-style-type: none"> • Background • Measures Taken and Analysis on Tangibles • Implications of Arms Control for Peace and Stability • Arms Control Regimes
Unit VII	32-34	<ul style="list-style-type: none"> • Arms Transfer • Types of Arms Transfer • Implications of Arms Transferfor Global Peace and Stability
Unit VII	35-39	<ul style="list-style-type: none"> • Nuclear Proliferation • Proliferation Regime • Rational Deterrence Theory
Unit IX	40-45	<ul style="list-style-type: none"> • Adjudication • Arbitration • Negotiation • Mediation • Reconciliation • ADR (Alternative Dispute Resolution)

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		<ul style="list-style-type: none"> • Gandhian Approach • Role of United Nations
Tutorials	15 Hours	

Essential Readings:

- Al-Rodhan, Nayef R.F., (2007), The five dimensions of global security: Proposal for a multi-sum security principle, LIT.
- Bajpai, K. (2000), Human Security: Concept and Measurement, University of Notre Dame, Kroc Institute Occasional Paper no. 19 Accessed 29/04/06 at: <www.nd.edu/~krocinst/ocpapers/op_19_1.PDF
- Baldwin, D. (1997). "The concept of Security." *Review of International studies* 23: 5-26
- Buzan, B. (2000). 'Change and Insecurity' reconsidered (eds), *Critical reflection on security and change*. S. Croft and T. Terriff. Oxen, Frank Cass Publishers.
- Buzan, B. (2007). *People, States & Fear*. Colchester, ECPR.
- Buzan, B. and L. Hansen (2009). *The evolution of international security studies*. Cambridge: Cambridge University Press.
- Buzen, B., O. Wæver, et al. (1998), *Security: A new frame work for Analysis*. Boulder, CO, Lynne Rienner Publishers.
- Claude Jr., Inis L. (2006), *Collective security as an approach to peace in Classic readings and contemporary debates in international relations ed. Donald M. Goldstein, Phil Williams, & Jay M. Shafritz*. Belmont CA: Thomson Wadsworth. pp. 289-302.
- Elman, C. (2008), *Realism. security studies: An Introduction*. P. D. William, New York: Routledge.
- Gartzke, E. (2005), Economic freedom and peace' in *Economic Freedom of the World, Annual Report*. pp. 29-44
- Ghosh, Peu (2009), *International Relations* (Eastern Economy Edition ed.). New Delhi: PHI Learning Private Ltd.
- Haftendorn, Helga (March 1991). "The security puzzle: Theory-building and discipline building in international security". *International Studies Quarterly* 35 (1): 3-17.
- J. Baylis, 1997, International Security in the Post-Cold War Era, in John Baylis and Steve Smith (eds), *The Globalization of World Politics*, Oxford: Oxford University Press.
- Kolodziej, E. (2005), *Security and International Relations*, Cambridge: Cambridge University Press.
- Lowe, Vaughan, Adam Roberts, Jennifer Welsh and Dominik Zaum, (2010), *The united nations security council and war: The evolution of thought and practice since 1945*, Oxford: Oxford University Press.
- Mark Thee, (1987), *Military technology, arms control and human development*, Washington.

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- McDonald, M. (2008), Constructivism. *security studies: an introduction*. P. D. William, New York: Routledge.
- **Additional Readings:**
- Moorthy, P, “Nuclear Arms Control at Sea”, Strategic Analysis, New Delhi, Vol.XX.No.IV,
- Morgan, P. (2007). Security in International Politics: Traditional Approaches. *Contemporary Security Studies*. New: York: A Collins, Oxford University Press.
- Navari, C., (2008), Liberalism. *security studies: an introduction*. P. D. William, New York: Routledge.
- Organski, A.F.K, (1958), *world politics*. Borzoi books on International Politics, New York.
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- Tadjbakhsh, S. and A. Chenoy, (2007), *Human Security: Concepts and Implications*. New York: Routledge.
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- *The Oxford Handbook of International Relations*, (2008) Oxford University Press.
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- Ullman, R. (1983), "Redefining Security." *International Security* 8(1): 129-153.
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- Waltz, K. Z, (1979), *Theory of international politics*, New York: Random House.
- Wight, Martin (1977), *Systems of states ed. Hedley Bull*. London: Leicester University Press.
- William Epstein, (1976), *The last chance: nuclear proliferation and arms Control*, New York.

State and Politics in Japan

Course Details			
Course Title: State and Politics in Japan			
Course Code	PSC92DE02904	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester		Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective Course		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- The purpose of this course is to introduce graduate students about basic information of Japanese Society, Culture, Politics and Security posture.
- This course will provide students a brief and basic background to understand Japanese Politics and its various aspects from Meiji Restoration to interwar period to contemporary Japan.
- Simply, this course help students to be aware about Japanese reforms, role of military and Bureaucracy in contemporary Japan.
- Further, this course aims to introduce Japanese politics and party system in contemporary Japan. At the same time, this course also focused on the pacifist constitution, Japanese economy and its present status.

- Lastly, this course also emphasises on the major contemporary issues in Japanese society, politics and foreign policy like ageing, gender issues, corruption human rights status and constitutional debates.

Learning Outcomes

After completion of the course the students will be in

- Better position to understand the society, politics, culture security of Japan.
- After completion of the course, students will understand that continuous reforms in Japanese Society help to transform itself to renew.
- This provide a launching pad for Japan to establish herself as a major military power in pre-war period strategically.
- Continuous reform also help Japan to establish as economic super power in post-war period and aftermath.
- Finally, students will be aware about Japanese mentalities to overcome with any issues. Lastly, students can also get basic information about the problems that Japanese Society is facing in contemporary situation.

Course Contents

Unit: 1	Introduction of the Course	(Weightage 5 %)
Unit: 2	Meiji Restoration <ul style="list-style-type: none"> • Debate on Appropriate Constitution Making • Constitution • Structure of Government • Parliamentary Policies • Role of Military 	(Weightage 15%)
Unit: 3	Occupational Reforms in Japan <ul style="list-style-type: none"> • Pacifist Constitution and the Recent Changes • Land Reforms • Bureaucracy 	(Weightage 10%)
Unit: 4	Government Structure in Japan <ul style="list-style-type: none"> • Prime Minister • Bureaucracy • Election System • Central Prefectural Relations 	(Weightage 15%)
Unit: 5	Political Parties in Japan <ul style="list-style-type: none"> • Liberal Democratic Party (LDP) 	(Weightage 15%)

- Democratic Party of Japan (DPJ)
 - *Komeito*
 - Japanese Communist Party (JCP)
 - Socialist Democratic Party (SDP)
- Unit: 6** **Rise and Decline of 1955 System** **(Weightage 10%)**
- Success and Failure of 1955 System
 - Faction in Japanese Politics
 - *Koenkai* and Unions
 - Two Party System
 - Coalition Politics in Japan
 - Opposition Politics in Japan
 - Public Opinion in Japan
- Unit: 7** **Reforms in Japan** **(Weightage 5%)**
- Administrative Reforms
 - Structural Reforms
 - Political Reforms
- Unit: 8** **Bubble Economies and Financial Crisis in Japan** **(Weightage 5%)**
- Rapid Economic Growth
 - Lost Decade
 - Economic Meltdown
- Unit: 9** **Nationalism and Internationalism in Japanese Politics** **(Weightage 10%)**
- Foreign Policy
 - Defence Policy
 - Deploying SDF Overseas (Self Defence Forces)
 - Role of Japan in Changing Regional and International Politics
- Unit: 10** **Major Issues in Japan** **(Weightage 10%)**
- Public Policy: Medical Welfare, Pension System
 - Social Issues: Ageing, Low Fertility, Gender Issues
 - Human Rights in Japan: *Burakumins*, *Ainus*, Foreign Residents
 - Political Corruptions in Japan
 - Constitutional Debates in Japan

Content Interaction Plan

UNIT	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
UNIT I	1-2	Introduction of the Course
Unit II	3-9	Meiji Restoration <ul style="list-style-type: none"> • Debate on Appropriate Constitution Making • Constitution • Structure of Government • Parliamentary Policies • Role of Military
Unit III	10-14	Occupational Reforms in Japan <ul style="list-style-type: none"> • Pacifist Constitution and the Recent Changes • Land Reforms • Bureaucracy
Unit IV	15-19	Government Structure in Japan <ul style="list-style-type: none"> • Prime Minister • Bureaucracy • Election System • Central Prefectural Relations
Unit V	20-26	Political Parties in Japan <ul style="list-style-type: none"> • Liberal Democratic Party (LDP) • Democratic Party of Japan (DPJ) • <i>Komeito</i> • Japanese Communist Party (JCP) • Socialist Democratic Party (SDP)
Unit VI	27-30	Rise and Decline of 1955 System <ul style="list-style-type: none"> • Success and Failure of 1955 System • Faction in Japanese Politics • <i>Koenkai</i> and Unions • Two Party System • Coalition Politics in Japan • Opposition Politics in Japan • Public Opinion in Japan
Unit VII	31-33	Reforms in Japan <ul style="list-style-type: none"> • Administrative Reforms • Structural Reforms • Political Reforms
Unit VIII	34-36	Bubble Economies and Financial Crisis in Japan <ul style="list-style-type: none"> • Rapid Economic Growth • Lost Decade • Economic Meltdown
Unit IX	37-40	Nationalism and Internationalism in Japanese Politics <ul style="list-style-type: none"> • Foreign Policy

		<ul style="list-style-type: none"> • Defence Policy • Deploying SDF Overseas (Self Defence Forces) • Role of Japan in Changing Regional and International Politics
Unit X	41-45	<p>Major Issues in Japan</p> <ul style="list-style-type: none"> • Public Policy: Medical Welfare, Pension System • Social Issues: Ageing, Low Fertility, Gender Issues • Human Rights in Japan: <i>Burakumins</i>, <i>Ainus</i>, Foreign Residents • Political Corruptions in Japan • Constitutional Debates in Japan

Essential Readings

- Beasley, W. G., (1972), *The Meiji Restoration*, Stanford: Stanford University Press.
- Benson, John and Takao Matsumura, (2001), *Japan 1868-1945: From isolation to occupation*, New York: Longman.
- Dower, John W., (ed.) (1975), *Origins of the modern japanese state: selected writings of E. H. Norman*. New York: Pantheon.
- Hane, Mikiso, (1982), *Peasants, rebels, and outcastes: the underside of modern Japan*. : New York: Pantheon.
- Jansen, M.B., (2002), *The Making of Modern Japan*, Harvard Univ. Press.
- Curtis, G.L., (1999), *The logic of Japanese politics: leaders, institutions, and the limits of change*. New York: Cambridge University Press.
- Jansen, M.B., (2002), *The Making of Modern Japan*, Camb. Mass: Harvard Univ. Press.
- Mulgan, G., (1999), *The Politics of Agriculture in Japan*, New York: Routledge.
- Najita, T., (1980), *The Intellectual Foundations of Modern Japanese Politics*, Chicago: University of Chicago Press.
- Schlesinger, J.M., (1997), *Shadow Shoguns: The Rise and Fall of Japan's Post war Political Machine*, New York: Simon & Schuster.

Additional Readings:

- Gluck, Carol., (1985), *Japan's Modern Myths: Ideology in the Late Meiji Period*, Princeton, N.J.: Princeton University Press, 1985).
- Irokawa, Daikichi, (1985), *The Culture of the Meiji Period*, Princeton, N.J.: Princeton University Press.
- Keene, Donald, (2002) *Emperor of Japan: Meiji and his world, 1882-1912*, New York: Columbia Univ. Press.

- Smith, Thomas C., (1955), *Political Change and Industrial Development in Japan: Government Enterprise, 1868 1880*, Stanford, Calif: Stanford University Press.
- Dower, John, (1999), *Embracing Defeat*, New York: W. W. Norton.
- McCormack, G., (2001), *The Emptiness of Japanese Affluence*, Armonk: M.E. Sharpe.
- Pharr, S.J. and E.S. Krauss, (1996), *Media and Politics in Japan*, Honolulu: University of Hawaii.
- Ramseyer, J.M. and F.M.C. Rosenbluth, (1998), *The Politics of Oligarchy: Institutional Choice in Imperial Japan*, New York: Cambridge Univ. Press.
- Ramseyer, J.M., *Japan's Political Marketplace*, Cambridge Mass.: Harvard University Press.

ENVIRONMENTAL SECURITY: ISSUES AND DEBATES

Course Details			
Course Title: Environmental Security: Issues And Debates			
Course Code	PSC92DE03004	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective Course		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/ Contribution in Knowledge System/Ethical Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives: Environment has direct linkages with human population and various developmental activities being undertaken for wellbeing of humans. The course will help students to understand the various linkages and how to practice sustainable development to address problems that human beings are facing and to strike a balance between development and environment. Climate change, crisis of the common property resources and sustainable development constitute important Aspects of the course that offer an opportunity to students to know about developmental challenges.

Learning Outcomes:

- ❖ After completion of the course the learners will be able to:
- ❖ Understand the relationship between environment and human security.

- ❖ Understand the various debates on green politics.
- ❖ Understand politics of governing global common.
- ❖ Understand the issues and problems of climate change across the world.

Course Contents

UNIT I: (25% Weightage)

Conceptualising Environmental Security:

Ecosystem, Environment, Pollution and Degradation of Environment, Relationship with Economy and Sustainable Development

UNIT II:

Politics of Environmental Security (25% Weightage)

Global Commons, Environmental Movements

UNIT III: (25% Weightage)

Indian Perspectives on Environmental Security (25% Weightage)

Nature and Environment in Indian Traditions and Philosophy, Constitutional Provisions and Environmental Laws, Environmental Movement in India

UNIT IV

Management of Environmental Issues (25% Weightage)

Environmental Perspective of Administration and Governance, Effectiveness of Environmental Laws and Conventions

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic

1-10	UNIT I
11-23	UNIT II
24-34	UNIT III
35-45	UNIT IV
15 Hours	Tutorials

Suggested References:

- Bapat, J. (2005). *Development projects and critical theory of development*. Sage
- Bhattacharya, Rabindra N. (Ed.) (2001). *Environmental economics: An Indian perspective*. Oxford: OUP.
- Breitmeier, H., Underdal, A., & Young, O. R. (2011). The effectiveness of international environmental regimes: Comparing and contrasting findings from quantitative research. *International Studies Review*, 13(4), 579-605.
- Burger, J., & Gochfeld, M. (1998). The tragedy of the commons 30 years later. *Environment: Science and Policy for Sustainable Development*, 40(10), 4-13.
- Chris, M. (1999). *Ecological diversity in sustainable development*. Lewis Publisher.
- Downie, D. L. (2005). Global environmental policy: governance through regimes. *The Global Environment: Institutions, Law, and Policy*, 70-91.
- Gadgil, M. (1993). *This fissured land: An ecological history of India*. University of California Press
- Giddens, A. (2009). *The politics of climate change*. Polity press.
- Guha, R. (2006). *The Omnibus the unquiet woods, environmentalism, savaging the civilized*. Oxford University Press.
- Guha, R., Martinez, J. A. (1998). *Varieties of Environmentalism*. Oxford University Press.
- Hardin, G. (1968). The tragedy of the commons. *Science*, 162(3859), 1243-1248.
- Helm, C., & Sprinz, D. (2000). Measuring the effectiveness of international environmental regimes. *Journal of Conflict Resolution*, 44(5), 630-652.
- Mackinnon, Barbara (2001). *Ethics: Theory and contemporary issues*. Wadsworth.
- Mitchell, R. B. (1994). Regime design matters: intentional oil pollution and treaty compliance. *International Organization*, 48(3), 425-458.
- Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., & Policansky, D. (1999). Revisiting the commons: local lessons, global challenges. *Science*, 284(5412), 278- 282.
- Peter, H. (2009). *A companion to environmental thought*. Rawat publishers.
- Robbins, P. (2004). *Political ecology: A critical introduction*. Blackwell Publishing.
- Sandler, T. (2004). *Global collective action*. Cambridge: Cambridge University Press.
- Steffen, W., Grinevald, J., Crutzen, P., & McNeill, J. (2011). The Anthropocene: conceptual and historical perspectives. *Philosophical transactions of the royal society. A Mathematical, Physical and Engineering Sciences*, 369(1938), 842-867.

POLITICS OF MULTICULTURALISM AND PLURALISM

Course Details			
Course Title: Politics of Multiculturalism and Pluralism			
Course Code	PSC92DE03104	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course type	Discipline Based Core Elective		
Nature of course	Theory/ practical		
Special nature/ category of the course	Human value, culture, western and oriental knowledge system		
Methods of Content Interaction	Lecture, Tutorial, Group discussion; Presentations by students, Group and individual assignments (as required); Individual accounts on multicultural politics from Indian and foreign societies, Workshops and seminar presentations (depending upon time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- To familiarise the students meaning and concept of multiculturalism.
- To make students understand the context in which the term evolved in relationship with ideologies like liberalism and communitarianism.
- To help students understand the theoretical debate on multiculturalism.
- To help students appreciate the relevance of the term with respect to the western societies.
- To help the students to situate the debate in the Indian context.

Learning Outcomes

After completion of the course the students should be able to:

- Familiarise themselves with the meaning and concept of multiculturalism.
- Understand the theoretical debate on multiculturalism.

- Appreciate the relevance of the term with respect to the western societies.
- Situate the debate in the Indian context.

Course Contents

UNIT I: Conceptualizing Multiculturalism

- Forms of Pluralism: Nation, Culture, Race, Ethnicity, Religion, Region, Gender and Language
- Immigration, Assimilation and Integration

UNIT II: Modes of Accommodation and the Multicultural Debate

- Politics of Diversity: National and International
- Minority Cultures: Identities, Justice, Equality and Rights
- Politics of Affirmative Action in Democratic Societies

UNIT III: Multiculturalism Debate in India

- Indian Constitution and Politics of Recognition
- The Indian Experience in Accommodation of Diversity

UNIT IV: A Critique of Liberal tradition

- Contemporary Liberal Responses to Diversity
- Moral Monism
- Gender and Multiculturalism
- Case Studies

Content Interaction Plan:

<p><u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u></p>	<p><u>Units</u></p>
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1-10	Unit I
11-21	Unit II
22-31	Unit III
32-45	Unit IV
15 Hours	Tutorials

Essential Readings:

- Parekh, Bikhu. Second Edition. (2017). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Hampshire: Palgrave Macmillan.
- Bhargava, Rajeev, Bagachi, Amiya Kumar and Sudarshan, R. (1999). *Multiculturalism, Liberalism and Democracy*. New Delhi: OUP.
- Taylor, Charles et al. Ed. Amy Gutman. (1994). *Multiculturalism: Examining the Politics of Recognition*. Princeton, New Jersey: Princeton University Press.
- Anderson, Benedict (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: New Left Books.
- Glazer, Nathan. (1975). *We are All Multiculturalist*. Cambridge: Cambridge University Press.
- Kelly, Paul. (Ed). (2002). *Multiculturalism Reconsidered; Culture and Equality and its Critics*. UK: Polity Press.
- Kymlicka, Will. (Ed). (1995). *The Rights of Minority Cultures*. New York: Oxford University Press.
- Kymlicka, Will. (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights*. New York: Oxford University Press.
- Mahajan, Gurpreet. (Ed). (1998). *Democracy, Difference and Social Justice*. New Delhi: Oxford University Press.
- Mahajan, Gurpreet. (2002). *The Multicultural Path: Issues of Diversity and Discrimination in Democracy*. New Delhi: Sage Publication.
- Young, Iris Marion. (1999). *Justice and the Politics of Difference*. U.K.: Princeton University Press.

Suggested Readings:

- Levey, Geoffrey Brahm. (Ed.). (2015). *Authenticity, Autonomy and Multiculturalism*. New York and London: Routledge.
- Mukherjee, Jumpha. (2014). *Conflict Resolution in Multicultural Societies: The Indian Experience*. New Delhi: Sage Publications.
- Mahajan, Gurpreet. (2013). *India: Political Ideas and the Making of a Democratic Discourse*. New Delhi: OUP.
- Steigerwald, David. (2004). *Culture's Vanities: The Paradox of Cultural Diversity in a Globalized World*. Lanham: Rowman& Littlefield Publishers.

- Kukathas, Chandran. (2003). *The Liberal Archipelago: A Theory of Diversity and Freedom*. Oxford: Oxford University Press.
- Mitnick, Eric J. (2006). *Rights, Groups, and Self-invention: Group-Differentiated Rights in Liberal Theory*. London: Ashgate Publishing Limited.
- Sandel, Michael J. (Ed.) (1984). *Liberalism and its Critics*. New York: New York University Press.
- Barry, Brian. (2001). *Culture and Equality: An Egalitarian Critique of Multiculturalism*. Cambridge, UK: Polity Press.
- Crowder, George. (2013). *Theories of Multiculturalism: An introduction*. Oxford: Polity Press.
- Spinner-Halev, Jeff. (2000). *Surviving Diversity: Religion and Democratic Citizenship*. Baltimore: John Hopkins University Press.
- Mookherjee, Monica. (Ed.). (2010). *Democracy, Religious Pluralism and the Liberal Dilemma of Accommodation*. London: Springer.

Globalisation and Global Governance

Course Details			
Course Title: Globalisation and Global Governance			
Course Code	PSC92DE03204	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Elective Course & Open Elective		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/ Contribution in Knowledge System/Ethical Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- The purpose of this course is to examine the major themes, dimensions, areas and problems of the continuous emerging concepts of globalization.
- This course will provide students to study the various contending images that seek to explain world politics especially in post-cold war phase.
- Simply, to help students learn fundamental issues/problems of globalization and how the concept of globalization is ruling International Relations/politics.
- Finally, this course is to explain present scenario of International Relations by placing contemporary emerging and affecting almost nation states in contemporary global politics.

Learning Outcomes

After completion of the course the students should be able to:

- Examine the world politics in a better way.
- After completion of the course, students will use globalization as a concept of world politics to explain or understand changing circumstances of world politics theoretically.
- Students will also aware about the root-cause of conflict in globalized world politics.
- By study this course, students will be in this situation to understand ups and down of policymaking related to foreign policy.
- Finally, students will be aware about the hurdles that can play pivotal role in effective foreign policymaking.

Course Contents

Unit: 1	Core Concept of Globalization	(Weightage 15%)
	<ul style="list-style-type: none">○ Definition○ Dimension○ Historical Perspectives	
Unit: 2	Globalization and International Relations	(Weightage 10%)
	<ul style="list-style-type: none">○ Globalization and Neo-Liberalism○ Globalization and Dependency School	
Unit: 3	Economic Globalization in International politics	(Weightage 10%)
	<ul style="list-style-type: none">○ International Economic Institutions○ Free Trade Zones/areas○ Transnational Capitalism	
Unit: 4	Political Globalization in International Politics	(Weightage 15%)
	<ul style="list-style-type: none">○ Globalization and Global Governance○ Globalization and Civil Society○ Globalization and Global Citizen	
Unit: 5	Cultural Globalization in International Politics	(Weightage 10%)
	<ul style="list-style-type: none">○ Global Culture○ Communication Technologies○ Media	
Unit: 6	Globalization and International Security	(Weightage 15%)
	<ul style="list-style-type: none">○ War against Terrorism○ Weapons of Mass Destruction○ Human Rights/Human Security	

- Unit: 7 Globalization and Non-State Actors (Weightage 10%)**
- Civil Society
 - International Organization
 - International Sports
 - Globalization and Regionalism
- Unit: 8 Transnationalism in world affairs (Weightage 10%)**
- Transnational Communities
 - Transnational Families
 - Global Citizen
- Unit: 9 Global Governance (Weightage 5%)**
- Theory and Practice

Content Interaction Plan

UNIT	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit I	1-7	Core Concept of Globalization <ul style="list-style-type: none"> ● Definition ● Dimension ● Historical Perspectives
Unit II	8-11	Globalization and International Relations <ul style="list-style-type: none"> ● Globalization and Neo-Liberalism ● Globalization and Dependency School
Unit III	12-16	Economic Globalization in International politics <ul style="list-style-type: none"> ● International Economic Institutions ● Free Trade Zones/areas ● Transnational Capitalism
Unit IV	17-23	Political Globalization in International Politics <ul style="list-style-type: none"> ● Globalization and Global Governance ● Globalization and Civil Society ● Globalization and Global Citizen
Unit V	24-28	Cultural Globalization in International Politics <ul style="list-style-type: none"> ● Global Culture ● Communication Technologies ● Media
Unit VI	29-34	Globalization and International Security <ul style="list-style-type: none"> ● War against Terrorism ● Weapons of Mass Destruction ● Human Rights/Human Security

Unit VII	35-38	Globalization and Non-State Actors <ul style="list-style-type: none"> • Civil Society • International Organization • International Sports • Globalization and Regionalism
Unit VIII	39-42	Transnationalism in world affairs <ul style="list-style-type: none"> • Transnational Communities • Transnational Families • Global Citizen
Unit IX	43-45	Global Governance <ul style="list-style-type: none"> • Theory and Practice

Essential Readings

- Baylis, John and Smith, Steve (eds.), (2004), *The Globalization of World Politics*.
- Beck, Ulrich (1999), *What is Globalization?*, Cambridge: Polity Press.
- Clark, Ian, (1999), *Globalization and International Relations Theory*, Oxford: Oxford University Press.
- Oxford Development Studies, *Special Issue on Globalisation*, Vol. 26, No. 1 (February 1998).
- Ritzer, George, ed., (2007), *The Blackwell Companion to Globalisation*, London: Blackwell.
- Stiglitz, Joseph, (2002), *Globalization and its Discontents*, New York: W.W. Norton.

IDEAS AND INSTITUTIONS IN ANCIENT INDIAN POLITICAL THINKING

Course Details			
Course Title: Ideas and Institutions in Ancient Indian Political Thinking			
Course Code	PSC92DE03304	Credits	4
L + T + S	2 + 1 + 1	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective Course		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorial, Group discussion; Presentations by students, Group and individual assignments (as required); Individual accounts on politics and statecraft from ancient Indian literature, Workshops and seminar presentations (depending upon time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Description

The course is a short introduction into the understanding of ideas and institutions that had taken roots in India during ancient times and their relationship with the political thinking of the time. The course would focus on the study of state, government and politics and public institutions in ancient India and their linkages with ancient Indian history, society, culture and economy. The course, unique in its way shall be interdisciplinary in nature and shall endeavour to explore if contemporary political institutions and political ideas carry the legacy of the ancient Indian institutions and Ideas. The course shall also endeavour to find out if the ancient Indian practices offer some solution to the contemporary political problems. The objective of this course shall also be to help students develop Indian perspective on political concepts and issues. This way the students shall develop an alternative approach to study and understand public institutions and their functioning. The course shall be offered along with such courses as ‘Political Thinking in Global North and Global South’ and ‘Political Thinking and Practices in India’ so that the students shall develop a comprehensive understanding in Indian political theory. The students shall be encouraged to read Sanskrit and original texts or authentic translations of the original texts. The course has also been designed keeping in mind that the students shall be taking up various competitive examinations after the completion of the Masters programme and the

learning in this course shall help them facing the job market with confidence. The ideas and concepts of various political thinkers shall also be discussed from the point of view of promoting Indian moral, ethical and cultural values in the students.

Learning outcomes:

Generic skills:

- On successful completion, the learners would develop the ability to read classic texts, shall develop independent critical thinking and analytical ability.
- The learners should also be able to develop the ability to summarise, compare and debate complex theoretical arguments.
- The course shall also help the students to develop academic writing skills.

Course-specific learning outcomes

- On successful completion the learners are expected to have understood the richness and complexity of political ideas and institutions of ancient times in India
- The students shall be able to learn and compare moral, ethical and cultural values coming through the ancient Indian thinking that the ancient Indian institutions imbibed
- The learners can appreciate the relationship of political thought with religious traditions, wherever applicable, and
- The students can understand the influence of political thinking on major historical-political developments.

Course-specific skills: On successful completion of the course, the learners are expected to have gained:

- The ability to discuss and use the concepts learned;
- The ability to compare the ancient institutions and political thinking with the contemporary times
- To understand if ancient ideas and institutions carry scientific elements to offer solutions of present-day times
- The ability to face competitions and do further research

Course Contents

UNIT I: Introduction (10% Weightage)

- Understanding political concepts in Ancient Indian Polity
- History and Sciences of Polity
- Society, Politics and Economy in Ancient India
- Sources of understanding political ideas and institutions in Ancient India

UNIT II: Political Thought and Institutions in Ancient Indian Literature (15% Weightage)

- Vedas and Brahmanic Literature
- Hindu Polity and Dharma
- Political Thought and Institutions in
 - Ramayana, Manu Smriti, Mahabharata (Santi Parva), Yajnavalkya Smriti, Carvaka Lokayata Tradition, Sharmanic Tradition
- Political Thought and Institutions in Buddhist and Jain literature, Arthashashtra

UNIT III: Origin and types of state (10% Weightage)

- Evolution of the concept of state in Ancient India
- From Nomadic society to tribal state
- Origin of state and its types
 - Kingship
 - Republics
- Nature and Characteristics of Empire in Ancient India

UNIT IV: State in Ancient India: Nature and Functions (10% Weightage)

- State and its characteristics: Saptanga Theory, Sovereignty
- Aims and functions of state
- State, Law, Kingship and Citizens
- Governance in Ancient India

UNIT V: Process of Governance in Ancient India (10% Weightage)

- Evolution of structures of Governance
- Vidatha, Sabha and Samiti

- The Vedic Gana and Post-Gana Republics
- Central Assembly, Ministry, Secretariat and Departments

UNIT VI: Central, Provincial and Local Administration in Ancient India (15% Weightage)

- Central and Provincial Administration
- Divisional Administration
- Town and Village Administration

UNIT VII: Ancient Indian Political Economy (15% Weightage)

- Property, Revenue, Taxation and Expenditure
- Trade and Commerce
- Financial Management

UNIT VIII: Inter-state Relations in Ancient India (15% Weightage)

- Inter-state Relations: Mandala Theory
- Identifying seeds of idealism and realism in Ancient Indian Polity
- Warfare, geopolitics and political violence in Ancient India

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	<u>Units</u>
1-4	Unit I
5-11	Unit II
12-16	Unit III
17-20	Unit IV
21-25	Unit V
26-32	Unit VI
33-39	Unit VII
40-45	Unit VIII

Suggested References:**Essential Readings:**

- Satish Y Deodhar. (2019). IIMA - Economic Sutra Ancient Indian Antecedents to Economic Thought. New Delhi: Penguin
- Ashok S Chouslkar. (2018). Revisiting Political Thought of Ancient India: The Pre-Kautilyan Arthashastra Tradition. New Delhi: Sage.
- Gina Hagler. (2017). *The Government and Geography of Ancient India*. New York: Rosen Publishing Group.
- Singh, Upinder. (2016). *The Idea of Ancient India: Assays on Religion, Politics and Ideology*. New Delhi: Sage Publications.
- Jois, Justice M Rama. (2015). Reprint. *Ancient Indian Law: Eternal Values in Manusmriti*. New Delhi: Universal Law Publishing Co.
- Singh, M. P and Roy, Himanshu. Eds. (2011). *Indian Political Thought: Themes and Thinkers*. New Delhi: Pearson.
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- Parel, Anthony (2009). From political thought in India to Indian political thought. In *Western Political Thought in Dialogue with Asia*, edited by Takashi Shogimen and C.J. Nederman. Plymouth, UK: Lexington Books. 187-208.
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- Ghoshal, U.N. (1968). *A History of Indian Political Ideas*. Mumbai: OUP.
- Sarita Kumari. (1986). Role of State in Ancient Indian Economy. New Delhi: Ramanand Vidya Bhawan.
- Drekmeir, C. (1968). *Kingship and Community in Early India*. Berkeley: University of California Press.
- Joseph John Spengler. (1971). *Indian Economic Thought: A Preface to Its History*. Duke University Press.
- Jaisawal, K P. (1924). *Hindu Polity*. Calcutta: Butterworth Publications.
- Pandey, G C. (1984). *Jaina Political Thought*. Jaipur: PrakritBharati Publications.
- Saletore, B A. (1968). *Ancient Indian Political Thought and Institutions*. Bombay: Asia Publishing House.
- B S Mudgal. (1965). *Political Economy in Ancient India*. California: University of California Press.
- Gokhale, B G. (1966). Early Buddhist Kingship. In *The Journal of Asian Studies*. Vol 26. No. 1.

- Panikkar, K M. (1963). *The Ideas of State and Sovereignty in Indian Political Thought*. New Delhi: Bhartiya Vidya Bhavan.
- Buhler, G. (1886). *The Laws of Manu*. Oxford: Clarendon Press.
- K P Jaysawal. (1924). *Hindu Polity: A Constitutional History of India in Hindu Times*. Vols. I&II. California: University of California Press.

Suggested Readings:

- Singh, Upinder. (2017). *Political Violence in Ancient India*. Cambridge, Massachusetts: Harvard University Press.
- Patrick Olivelle. (2017). *A Dharma Reader: Classic Indian Law*. NY: University of Columbia Press.
- Burjor Avari. (2016). *India: The Ancient Past: A History of the Indian Subcontinent from C. 7000 BCE to CE 1200*. London: Taylor and Francis..
- Olivelle, Patrick. (2013). *King, Governance and Law in Ancient India: Kautilya's Arthashastra*. Oxford: OUP.
- Tiwari, Divkar. (1990). *The Concept of State in Mahabharata*. Delhi: Vidyanidhi Oriental Publications.
- Paripūrṇānanda Varmmā, 1993. *Ancient Indian Administration and Penology*. Varanasi: Vishwavidyalaya Prakashan.
- Jayapalan, N. (2003). *Indian political thinkers*. New Delhi: Atlantic Publishes.
- Brown, Mackenzie D. (1964). *The White Umbrella: Indian Political Thought from Manu to Gandhi*. California: University of California Press.
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- Ray BN. (1998). *Tradition and Innovation in Indian Political Thought*, New Delhi: Ajanta.
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- Singh, Akash, Mohapatra, Silka. (2010). *Indian political thought: A reader*. New Delhi: Routledge.

COMPARATIVE POLITICS: THEORIES, ISSUES AND TRENDS

Course Details			
Course Title: Comparative Politics: Theories, Issues and Trends			
Course Code	PSC81DC00104	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development/Indian Knowledge System/ Civic Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

❖ **Course Objectives:**

To acquaint the students with foundational knowledge of Comparative Politics

- ❖ To make learners to identify various phases of Comparative politics in terms of substance, methods and approaches
- ❖ To help the students understand pertinent theories relating to various themes in Comparative Politics.
- ❖ To develop skills and competencies in identifying various parameters that can be used in Comparative Politics and constructing relationship among these parameters

Learning Outcomes:

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

- ❖ Understand as to how Comparative Politics evolved over the period
- ❖ Compare and contrast various theoretical perspectives on Comparative Politics
- ❖ Able to develop an analytical skill to analyze these theories

- ❖ Critically analyze recent empirical trends in Comparative Politics

Course Contents:

UNIT I: Evolution and Approaches (33 % Weightage)

- Conceptualization and Scope
- Various Phases: Substance & Methods
 - Pre-World War II
 - World II-1970
 - 1970- onwards
- **Approaches:**
 - Institutional
 - System Analysis and Structural Functionalism
 - Political Economy
 - New institutionalism
 - Indian tradition

UNIT II: Political Socialization, Political Culture & Values (11 % Weightage)

- Civic Culture: Experiences of the Western Countries
 - Views of Almond & Verba
- Political Culture and Values in Developing Countries: With Special Reference to India

UNIT III: Theories of Development and Underdevelopment (20 % Weightage)

- Political Development
- Development & Nationalism
- Modernization
- Underdevelopment
- Dependency
- Imperialism

UNIT IV: Theories of State (16 % Weightage)

- The Relative Autonomy Debate
- Pluralism
- The Developmental State in a Globalised World

UNIT V: Issues in Federalism (9 % Weightage)

- Cooperative Vs Comparative Federalism
- Theories of Federalism

UNIT VI: Party System

(7 % Weightage)

- Classification
- Interpreting Party System: Harry Eckstein, Maurice Duverger. Giovanni Sartori

UNIT VII: New Perspectives & Comparative Politics

(4 % Weightage)

- Indian Ways of Comparison

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-15	UNIT I: Evolution and Approaches
1-2	Conceptualization and Scope
3-4	Various Phases: Substance & Methods: Pre-World War II
5-6	World II-1970
7-8	1970- onwards
9	Institutional
10-12	System Analysis and Structural Functionalism
13	Political Economy
14	New institutionalism
15	Indian Tradition
16-20	UNIT II: Political Socialization, Political Culture & Values
16-18	Civic Culture: Experiences of the Western Countries- Views of Almond & Verba
19-20	Political Culture & Values in Developing Countries: With Special

	Reference to India
21-29	UNIT III: Theories of Development and Underdevelopment
21-22	Political Development
23	Development & Nationalism
24	Modernization
25	Underdevelopment
26-27	Dependency
28-29	Imperialism
30-36	UNIT IV: Theories of State
30-32	The Relative Autonomy Debate
33-35	Pluralism
36	Developmental State in a Globalised World
37-39	UNIT V: Theories & Issues in Federalism
37	Cooperative Vs Comparative Federalism
38-39	Theories of Federalism
40-43	UNIT VI: Party System
40	Classification
41	Interpreting Party System: Harry Eckstein
42	Maurice Duverger
43	Giovanni Sartori
44-45	UNIT VII: New Perspectives & Comparative Politics
44-45	Indian Ways of Comparison

Suggested References:**Essential Readings:**

- Almond, G., & Verba, S. (1989). *The civic culture*. Newbury Park, CA: Sage Publications, 1989.
- Apter, D., & Eckstein, H. (Eds.). *Comparative politics*. New York: Free Press.
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- Chilcote, Ronald H. (1994). *Theories of comparative politics: Search for paradigms reconsidered*. Boulder: Westview.
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- Lipset, S. M., & Rokkan, S. (Eds.). (1967). *Party systems and voter alignments*. New York: Free Press.
- Sartori, G. (1976). *Parties and party system: A framework for analysis*. Cambridge: Cambridge University Press.

Additional Readings:

- Bara, J., & Pennington, M. (2009). *Comparative politics explaining democratic systems*. Los Angeles: Sage.
- Boix, C. (Ed.). (2009). *Oxford handbook of comparative politics*. Oxford: OUP.
- Burnell, P. (Ed.). (2011). *Politics in developing world*. Oxford: OUP.
- Drogus, Carol A. (2012). *Introducing comparative politics: concepts and cases in context*. Los Angeles: Sage.
- Hislope, R., & Mughan, A. (2012). *Introduction to comparative politics: the state and its challenges*. Cambridge: Cambridge University Press.
- Kopstein, J. (Ed.). (2009). *Comparative politics: interests, identities, and institutions in a changing global order*. Cambridge: Cambridge University Press.
- Lichbach, M.I., Zukerman, A. S. (Eds.). (2009). *Comparative politics: Rationality, culture, and structure*. Cambridge: CUP.
- Newton, K. (2010). *Foundations of comparative politics: Democracies of the modern world*. Cambridge: Cambridge University Press.
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- Tarrow, Sidney G. (2011). *Power in movement: social movements and contentious politics*. Cambridge: CUP.

POLITICS IN INDIA

Course Details			
Course Title: Politics in India			
Course Code	PSC81DC00204	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I (Odd)	Contact Hours	45 (L) + 15 (T) Hours
Course type	Discipline Based Core Course		
Nature of course	Theory/practical		
Special nature /category of the course	Constitutional, democratic, Indian cultural Values, Indian knowledge system		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-studies, seminar, presentation students, individuals and groups drills, group and individuals field based assignments followed by workshops and seminar presentation		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- To provide students a broader knowledge of Indian politics and its impact on political process.
- To help students to know about the Indian constitution, process of legislative and functioning of Indian democracy.
- To help the students to develop analytical perspective on issues in Indian politics.
- To acquaint the students with the emerging developments on electoral politics in India.

Learning Outcomes

After completion of the course the students should be able to:

- Understand various approaches to the study Indian politics.
- Know the background of the working of Indian politics and constitution.
- Gain knowledge on actual functioning of Indian politics and constitution.
- Understand the issues that influence Indian politics vice-versa.

Course Contents

UNIT I: UNDERSTANDING INDIAN POLITICS

- Historical and Legal Institutional
- Marxist
- Gandhian

UNIT II: FOUNDATIONS AND CONSTITUTIONAL PHILOSOPHY:

- Constituent Assembly: formation and function
- Preamble and philosophy of Indian constitution

UNIT III: UNION EXECUTIVE:

- President, vice president and Prime minister: Function and Role
- Governor: Role and Controversy

UNIT IV: UNION LEGISLATION:

- Parliament: function and role in Indian politics
- Committee System

UNIT V: JUDICIARY:

- Supreme court and high court: power and function
- Judicial activism
- Judicial review

UNIT VI: ISSUES IN INDIAN POLITICS

- Caste
- Religion
- Gender
- Social justice

UNIT VII: ELECTORAL SYSTEM

- Election commission: function and reform in electoral politics
- Political party

UNIT VIII: FEDERALISM IN INDIA:

- Theories of Federalism and Federal Processes
- Patterns and determinants of Indian federalism

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Units
1-3	Approaches <ul style="list-style-type: none">• Historical and Legal Institutional• Marxist• Gandhian
4-7	<ul style="list-style-type: none">• Constituent Assembly: formation and function• Preamble and philosophy of Indian constitution
8-12	<ul style="list-style-type: none">• President, vice president and Prime minister: Function and Role• Governor: Role and Controversy
13-18	<ul style="list-style-type: none">• Parliament: function and role in Indian politics• Committee System
19-26	Issues in Indian Politics <ul style="list-style-type: none">• Caste• Class• Religion• Gender• Tribes

27-31	<ul style="list-style-type: none"> • Supreme court and high court: power and function • Judicial activism • Judicial review
32-39	<ul style="list-style-type: none"> • Election commission: function and reform in electoral politics • Political party
40-45	<ul style="list-style-type: none"> • Theories of Federalism and Federal Processes. • Patterns and determinants of Indian federalism

Essential Readings:

- Hasan, Zoya. (2018). *Agitation to Legislation: Negotiating Equity and Justice in India*. New Delhi: OUP.
- Palshikar, Suhas. (2017). *Indian Democracy*. New Delhi: OUP.
- Jayal, Niraja Gopal et al. (Eds.) (2011). *The oxford companion to politics in India*. New Delhi: OUP.
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- Kothari, Rajni. (1970, 1985). *Politics in India*. Delhi: Orient Longman.

- Rudolph, Lloyd I., & Rudolph, Susanne Hoeber. (2008). *Explaining Indian democracy: a fifty year perspective 1950-2006, Vol. I-III*. Delhi: OUP.

Additional Readings:

- Diwakar, Rekha. (2017). *Party System in India*. New Delhi: OUP.
- Alam, Javeed. (2004, 2006). *Who wants democracy?*. New Delhi: Orient Longman.
- Bhargava, Rajeev. (Ed.) (2006). *Secularism and its critics*. New Delhi: OUP.
- Brass, Paul R. (1974). *Language, religion and politics in north India*, London: CUP.
- Chatterjee, Partha. (2004). *The politics of the governed: reflections on popular politics in most of the world*. Delhi: Permanent.
- Chatterjee, Partha. (Ed.) (1997, 2004). *State and politics in India*. New Delhi: OUP.
- DeSouza, Peter Ronald (Ed.). (2000). *Contemporary India – transitions*. New Delhi: Fundacao Oriente and Sage.
- DeSouza, Peter Ronald, & Sridharan, E. (Eds.). (2006). *India's political parties*. New Delhi: 2006.
- Dube, Abhay Kumar. (Ed.). (2003). *Rajni ki kitab, rajni kothari ka krititva*. Delhi: Vani.
- Dube, Abhay Kumar. (Ed.). (2005) *Bharat ka Bhumandalikaran*. Delhi: Vani.
- Frankel, Francine, & Rao, M.S.A. (Eds.). (1989). *Dominance and state power in India: decline of a social order, volume I and II*. New Delhi: OUP.
- Ganguly, Sumit, Diamond, Larry, & Plattner, Marc F. (2008). *The state of India's democracy*, New Delhi: OUP.
- Hansen, Thomas, & Jaffrelot, Christophe (Eds.). *The BJP and the Compulsions of Politics in India*. New Delhi: OUP.
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- Kanungo, Pralay (2004). *Rss's tryst with politics: from Hedgewar to Sudarshan*. Manohar, Delhi, 2004.
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- Menon, Nivedita, & Nigam, Aditya. (2001). *Power and contestation in India: India since 1989*. New Delhi: Orient Longman.
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- Mohanty, Manoranjan. (Ed.). (2001). *Caste, class and gender*. New Delhi: Sage.
- Pai, Sudha. (2002). *Dalit assertion and the unfinished democratic revolution: the bahujan samaj party in uttar Pradesh*. (New Delhi: Sage).
- Rudolph, Lloyd I., & Rudolph, Susanne Hoeber. (1987). *In pursuit of lakshmi, the political economy of the Indian state*. New Delhi: Orient Longman.
- Sathyamurthy, T.V. (Ed.). (1998). *Region, religion, caste, gender and culture in India*. New Delhi: OUP.
- Singh, M.P., & Saxena, Rekha. (2003). *India at the polls: Parliamentary elections in a federal phase*. Delhi: Orient Longman.

- Singh, Ujjwal Kumar. (2004). *Institutions and democratic governance: a study of the election commission and electoral governance in India*. New Delhi: Nehru Memorial Museum and Library (NMML).
- Vanaik, Achin. (1990). *The painful transition: bourgeois democracy in India*. London: Verso.
- Vora, Rajendra, & Palshikar, Suhas (Eds.). (2004). *Indian democracy, meanings and practices*. New Delhi: Sage.
- Zavos, John, Hansen, Blom, Thomas, & Jaffrelot, Christophe. (Eds.). (). *Hindu nationalism and Indian politics: an omnibus*. New Delhi: OUP.
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- Chhibber, Pradeep K., and Ken Kollman. (2004). *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States*. Princeton, NJ: Princeton University Press.
- Kothari, Rajni. (2005). *Rethinking Democracy*. Delhi: Orient Longman.
- Mehta, Pratap Bhanu. (2003). *Burden of Democracy*. Delhi: Penguin India.

THEMES IN INDIAN POLITICAL THOUGHT

Course Details			
Course Title: Themes in Indian Political Thought			
Course Code	PSC81DC00304	Credits	4
L + T + S (flexible)	2+ 1 + 1	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T+S) Hours
Course Type	Discipline Based Core Course		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual assignments (as required); Individual Biographies/Autobiographies, Workshops and seminar presentations (depending on time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Description

The course is a short introduction into the vast body of political thought originating in India. The course primarily focuses on the study of ideas of the thinkers who traditionally have been studied and taught in the universities under the course title “Indian Political Thought”. However, the present course is broader in scope. The course shall focus on ideas and concepts and shall try to link them with history and politics of India, thus, would be inter-disciplinary in nature. The objective of this course shall be to help students develop Indian perspective on political concepts and issues. This way the students shall develop an alternative approach to study and understand politics and society. The course shall be offered along with such courses as ‘Political Thinking in Global North and Global South’ and ‘Marxism and its Critiques’ so that the students shall develop a comprehensive understanding in political theory. The students shall be encouraged to read Sanskrit and original texts or authentic translations of the original texts. The course has also been designed keeping in mind that the students shall be taking up various competitive examinations after the completion of the Masters programme and the learning in this course shall help them facing the job market with confidence. The ideas and concepts of various political

thinkers shall also be discussed from the point of view of promoting Indian moral, ethical and cultural values in the students.

Note: One or two thinkers from each unit shall be discussed along with reading of classic texts.

Learning outcomes:

Generic skills:

- On successful completion, the learners would develop the ability to read classic texts, shall develop independent critical thinking and analytical ability.
- The learners should also be able to develop the ability to summarise, compare and debate complex theoretical arguments.
- The course shall also help the students to develop academic writing skills.

Course-specific learning outcomes

- On successful completion the learners are expected to have understood the richness and complexity of political thought originating in India
- The students shall be able to learn and compare moral, ethical and cultural values coming through the ideas of the political thinkers and the concepts.
- The learners can appreciate the relationship of political thought with religious traditions, wherever applicable, and
- The students can understand the influence of political thinking on major historical-political developments.

Course-specific skills: On successful completion of the course, the learners are expected to have gained:

- The ability to discuss and use the concepts learned;
- The ability to compare within and between the bodies of thoughts analysed.
- The ability to face competitions and do further research

Course Contents

UNIT I: Contextualizing Indian Political Thought: Ancient to Modern (5% Weightage)

- Meaning of Political Thought
- A general survey of Political Thought in India

- Phases in the evolution of political thinking in India: Pre-colonial, Post-colonial
- Approaches to the study of political thought in India

UNIT II (15% Weightage)

- Vedas and Brahmanic Traditions, Manu, Kautilya
- Yajnyavalkya, State and government in Shanti Parva, Buddhism (Aggañña Sutta), Jainism
- Advaitvad of Adi Shankara

UNIT III: (10% Weightage)

- Bhakti Ideology and Sufi Thoughts
- Guru Nanak and Kabir
- Zia Barani and Abul Fazl

UNIT IV: Liberals and Orthodox (10% Weightage)

- Ram Mohun Roy
- Dada Bhai Naoroji
- Syed Ahmed Khan
- Muhammad Iqbal

UNIT V: Cultural Nationalists (20% Weightage)

- Bal Gangadhar Tilak
- Vivekanand
- Dayanand Saraswati
- Bankim Chandra Chatterjee
- V D Savarkar
- Sri Aurobindo

UNIT VI: Socialists and Communists (15% Weightage)

- Jay Prakash Narayan

- Ram Manohar Lohia
- M.N. Roy
- J L Nehru

UNIT VII: Idealists and Practitioners

(15% Weightage)

- M.K. Gandhi
- Rabindranath Tagore
- E V Ramasamy Periyar
- Deendayal Upadhyaya

UNIT VIII: Radicals and Reformers

(10% Weightage)

- Pandita Ramabai
- B.R. Ambedkar
- Jyatiba Phule

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Units
1-3	Unit I
4-10	Unit II
11-15	Unit III
16-20	Unit IV
21-30	Unit V
31-37	Unit VI
38-42	Unit VII
43-45	Unit VIII
<i>15 Hours</i>	<i>Tutorials+Seminars</i>
Suggested References:	

- Suratha Kr Malik and Ankint Tomar, 2022. Eds. *Revisiting Modern Indian Thought Themes and Perspectives*. New Delhi: Routledge.
- Ankint Tomar and Suratha Kr Malik, 2020. Eds. *Ancient and Medieval Indian Thought: Themes and Traditions*. New Delhi: Sage.
- Ashok S Chouslkar. (2018). *Revisiting Political Thought of Ancient India: The Pre-Kautilyan Arthashastra Tradition*. New Delhi: Sage.
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- Radhakrishnan, Sarvepalli (eds), 1957. *History of Political Philosophy: Eastern and Western*. Vol I & II. London: Allan and Unwin.
- Singh, M. P and Roy, Himanshu. Eds. (2011). *Indian Political Thought: Themes and Thinkers*. New Delhi: Pearson.
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- Verma, Vishwanath Prasad. (1971). *Modern Indian political thought*. Agra: Lakshami Narayan Agarwal.
- Ghose, Shankar. (1984). *Modern Indian political thought*. New Delhi: Allied Publication.
- Pantham, Thomas, & Deutsch, Kennath L.(Eds.)(1986). *Political thought in modern India*. New Delhi: Sage Publication.
- Singh, Akash, Mohapatra, Silka. (2010). *Indian political thought: A reader*. New Delhi: Routledge.
- Fischer, Louis. (2010). *The Life of Mahatma Gandhi*. London: Harper Collins.
- Verma, V. P. (1996). *Indian political thought: Medieval and modern*. Agra:

Lakshmi Narayan Agrwal.

- Appadorai, A. (1971). *Indian political thinking in the twentieth century*. London: OUP.
- Guha, Ramchandra. (Ed). (2011). *Makers of Modern India*. Cambridge Mass.: Harvard University Press.
- Overstreet, Gene D and Windmiller, Marshall. (1959). *Communism in India*. Berkeley and LA: University of California Press.
- Parel, Anthony J. (2006). *Gandhi's philosophy and the quest for harmony*. Cambridge University Press, Italic Pvt. Ltd., New Delhi.
- Subhramanyam, Sanjay, & Muzaffar, Alam (Eds.).(1998). *Moghul State: 1526-1750*.Delhi: Oxford University Press.
- Parel, Anthony J. (Ed.). (2009). *Gandhi, "Hind Swaraj" and other writings*, New Delhi: Cambridge University Press India Pvt. Ltd..
- Jayapalan,N. (2003). *Indian political thinkers*. New Delhi: Atlantic Publishes.
- Nanda, B. R. (1958). *Mahatma Gandhi: A biography*. New Delhi: Oxford University Press.
- Chakrabarty, Bidyut, & Pandey, Rajendra Kumar. (2009). *Modern indian political thought: text and context*. New Delhi: Sage Publications.
- Brown, Mackenzie D. (1964). *The White Umbrella: Indian Political Thought from Manu to Gandhi*. California: University of California Press.
- Ghosh, Sankar. (1975). *Political Ideas and Movements in India*. Bombay: Allied Publications.
- Kapila, Shruti, & Edd., Faisal Devji. (2013). *Political Thought in Action: The Bhagwat Gita and Modern India*. Cambridge: Cambridge University Press.
- Verma, S. L. (2004). *Representative Indian political thinkers*. Jaipur: Daulat Chand Jain Publishers.
- Doctor, Adhi H. (1997). *Political thinkers of modern India*. New Delhi: Mittal Publications.
- Naravane, V S. (1964). *Modern Indian Thought*, Bombay: Asia Publications.
- Ray BN. (1998). *Tradition and Innovation in Indian Political Thought*, New Delhi:

Ajanta.

- Parel, Anthony. (2006). *Gandhi's Philosophy and the Quest for Harmony*, Cambridge:Cambridge University Press.

Contemporary Political Theory

Course Details			
Course Title: Contemporary Political Theory			
Course Code	PSC81DC00404	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I (Odd)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development/Knowledge System/Civic Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<input type="checkbox"/> 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <input type="checkbox"/> 70% - End Term External Examination (University Examination)		

CONTEMPORARY POLITICAL THEORY

Course Objectives: This course provides a broad understanding about different ideologies and methods which is a must for theoretical inquiry in politics. It provides basic concepts of political study and analysis as well as some of the classic texts of political theory. It also analyses the purpose of governments and the relation between government and citizens.

Learning Outcomes

After completion of the course the learners will be able to:

- Understand the different political theory.
- Will understand the rights and duty of citizens.
- Will understand the relationship among state, citizens and their government.

Course Contents

UNIT I: Characteristics & importance of Post Classical Political Theory, (20% Weightage)

- Meaning, Development and Dominant Concept in Political Theory.
- Issues in Political Theory
- Theorising the Political
- Contemporary Trends in Political Theory

UNIT II: The Concept of Power (10% Weightage)

- Understanding Power – Robert Dahl, Steven Lukes, Michel Foucault
- Political power and political processes

UNIT III: Concept of Equality (10% Weightage)

- Understanding equality.
- Matrix of Equality: Welfare, Resources and Capabilities
- Equality of Opportunity

UNIT IV: Concept of Liberty (10% Weightage)

- Understanding Liberty
- Different notions of Liberty: J.S. Mill, Benjamin Constant, Isaiah Berlin

UNIT V: Concept of Justice (10% Weightage)

- Understanding Justice
- Different dimensions of Justice: John Rawls, Robert Nozick, Michael Walzer, Amartya Sen

UNIT VI: Concept of Rights (10% Weightage)

- Debating Rights
- Moral and Legal Rights
- Rights and their Limits: Is free speech unlimited?

UNIT VII: Concept of Citizenship (10% Weightage)

- Citizenship across Time and Space
- Different Models: Republican, Global, Environmental, Gendered, Shared, Digital

UNIT VIII: Concept of Democracy (20% Weightage)

- Democracy: Theory and Practice
- Different Models: Procedural or Substantive, Representative, Deliberative, Associational, Consociational

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u> (Indicative)
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1-5	UNIT I
6-11	UNIT II
12-17	UNIT III
18-23	UNIT IV
24-31	UNIT V
32-35	UNIT VI
36-40	UNIT VII
41-45	UNIT VIII
<i>15 Hours</i>	<i>Tutorials</i>

• Suggested References:

- Arblaster, Anthony. (1994). Democracy. Open University Press, Milton Keynes.
- Baker, John. (1987). Arguing for Equality. Verso, London.
- Berger, Mark T. (2008). From Nation-Building to State-Building. USA and Canada, Routledge.
- Berlin, I. (1969). Two concepts of liberty. In Berlin, I. *Four essays on liberty*, 118-72. London: Oxford University Press.
- Cohen, G. A. (1989). On the Currency of Egalitarian Justice. *Ethics*, 99 (4), 906-44.
- Farrelly, Colin. (2004). *An introduction to contemporary political theory*. London: Sage.
- Farrelly, Colin. (Ed.) (2004). *Contemporary political theory: a reader*. London: Sage.
- Dworkin, Ronald. (1981). What is equality? Part I: equality of welfare'; Part II: Equality of resources. *Philosophy and Public Affairs*, 10.
- Gaus, Gerald F. and Chandran, Kukathas (2004). Handbook of Political Theory. Sage, London.
- Hampton, Jean. (1989). Should political philosophy be done without metaphysics?. *Ethics*, 99, 791-814.
- Held, David. (1989). Models of Democracy, Polity, Cambridge.
- Marsh, David and Gerry Stoker (eds.) (2010). Theory and Methods in Political Science. London, Palgrave Macmillan
- Mckinnon, Catriona. (2008). Introduction. In Mckinnon, Catriona (Ed.). *Issues in Political Theory*. New York: Oxford University Press.
- Rawls, John. (1971). *A theory of justice*. Harvard: Harvard University Press, Bellknap.
- Rawls, John. (1993, 2005). Lectures I& IV. *Political Liberalism*. New York, NY: Columbia University Press.
- Sen, Amartya (2000). Introduction (Chapter 1). *Development as freedom*, 3-34. Delhi: OUP.
- Skinner, Q. (2002). A third concept of liberty. *Proceedings of the British Academy*, 117 (237), 237-68.
- Taylor, C. (1979). What's wrong with negative liberty?. In Ryan, A. (Ed.). *The Idea of Freedom*. Oxford: Oxford University Press.

Additional Readings:

- Barry, B. (1989). *Theories of justice*. London: Harvester Wheatsset.
- Barry, B. (1973). *A liberal theory of justice*. Oxford: Clarendon Press.
- Barry, N.P. (1995). *Introduction to modern political theory*. London: Macmillan.
- Bellamy, R. (Ed.). (1993). *Theories and concepts of politics*. New York: Manchester University Press.
- Bellamy, Richard, & Mason, Andrew.(Eds.) (2003). *Political concepts*. Manchester: Manchester University Press.
- Brecht, A. (1965). *Political theory: the foundations of twentieth century political thoughts*. Bombay: The Times of India Press.
- Crick, B. (1973). *Political theory and practice*. New York: Basic Books.
- Davies, Peter, & Lynch, Derek. (2002). *The routledge companion to fascism and the far right*. London: Routledge.
- Goodin, Robert E., & Pettit, P. (Eds.) (2006). *Contemporary political philosophy: an anthology*, 2nd Ed. Malden: Blackwell Publishing.
- Hoffman, J & Graham, P. (2009). *Introduction to political theory*. London & New York,

NY: Routledge.

- Sandel, Michael. (1982). *Liberalism and the limits of justice*. Cambridge: Cambridge University Press.
- Swift, Adam. (2006). *Political Philosophy: A beginners guide for students and politicians*, 2nd Ed. USA: Polity Press.
- Walzer, M. (1983). *Spheres of justice*. New York: Basic Books.

Theories of International Relations

Course Details			
Course Title: Theories of International Relations			
Course Code	PSC81DC00504	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	1	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory		
Special Category of the Course (if any)	Concepts in IR		
Methods of Content Interaction	Lecture, Tutorials, Group Discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- This course is to help students to learn the evolution of international relations theory and its co-relation to various concepts and challenges.
- Intended students to introduce theoretical endeavour in the discipline of International Relations.
- To deal with fundamental debates, basic concepts and theoretical backgrounds in the area of International Relations.
- To provide students, major intellectual tools available to them in critically analysing international politics.

- To familiarise the students with the empirical and historical component and issues of International Relations.

Learning Outcomes

After completion of the course the students should be able to:

- Students will be aware about the history and issues of International Relations/ Politics.
- Students will also aware theoretically to understanding and analyse international issues/ debate.
- These theories can also help them to understand the process of policymaking related to foreign policy in better way.
- They can place India's national Interests in changing global circumstances in more appropriate way.

COURSE OUTLINE

Unit: 1	Introduction to the course	(Weightage 20%)
	<ul style="list-style-type: none"> ▪ History of the Discipline ▪ International Relations and International Politics ▪ Laws and Theories ▪ International Relations and Political Theory ▪ Level of Analysis 	
Unit: 2	Realism	(Weightage 20%)
	<ul style="list-style-type: none"> ▪ Classical Realism ▪ Neo-Realism/Structural Realism and its relevance ▪ Neoclassical Realism 	
Unit: 3	Liberalism	(Weightage 15%)
	<ul style="list-style-type: none"> ▪ Classical Liberalism ▪ Neo-liberalism and its relevance ▪ Institutionalism ▪ Realist versus Neo-liberal Debate in World Politics 	
Unit: 4	Marxism Approach of International Relations	(Weightage 15%)
	<ul style="list-style-type: none"> • Marxism and Neo-Marxist Theory of International Relations • Dependency Theory • World System Theories • Neo-Gramscianism • Critical Theory 	

- Unit: 5 Feminism in International Relations (Weightage 12%)**
- Sex and Gender
 - Feminism Vs Classical Realism
 - Feminism and Security
 - Politics of Feminism
- Unit: 6 Contemporary Approaches in International Relations (Weightage 10%)**
- English School
 - Post-Positivism
 - Post-Modernism
 - Constructivism
- Unit: 7 Current Debates in International Relations Theory (Weightage 08%)**
- Subaltern Realism
 - Peripheral Realism
 - Security and Third World

Content Interaction Plan

Units	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit-I	1-9	<ul style="list-style-type: none"> • History of the Discipline (World History from 1914 to Present) • International Relations and International Politics • Laws and Theories • International Relations and Political Theory • Level of Analysis
Unit-II	10-18	<ul style="list-style-type: none"> • Classical Realism • Neo-Realism/Structural Realism and its relevance • Neoclassical Realism • Strategic Realism
Unit- III	19-26	<ul style="list-style-type: none"> • Classical Liberalism • Neo-liberalism and its relevance • Institutionalism • Realist verses Neo-liberal Debate in World Politics
Unit- IV	27-33	<ul style="list-style-type: none"> • Marxism and Neo-Marxist Theory of International Relations • Dependency Theory • World System Theories • Neo-Gramscianism • Critical Theory
Unit V	34- 38	<ul style="list-style-type: none"> • Sex and Gender • Feminism Vs Classical Realism • Feminism and Security

		<ul style="list-style-type: none"> • Politics of Feminism
Unit VI	39-42	<ul style="list-style-type: none"> • English School • Post-Positivism • Post-Modernism • Constructivism
Unit VII	43-45	<ul style="list-style-type: none"> • Subaltern Realism • Peripheral Realism • Security and Third World
Tutorials	15 Hours	

Essential Readings

- Burchill, Scott et al (2001), *Theories of international relations*, (2nd ed.), London: Palgrave.
- Baylis, John and Steve Smith, (eds.) (2005), *The Globalization of world politics: An introduction to international relations*. (3rd ed.), Oxford: Oxford University Press.
- Devetak, Richard, Anthony Burke and Jim George (eds) (2012), "An introduction to international relations", New York: Cambridge University Press.
- Goldstein, Joshua S. Jon C. Pevehouse,(2009), *Principles of international relations*, Longman.
- Nye, Joseph S., (2007), *Understanding international conflicts: An introduction to theory and history* (6th Edition), New York: Longman.
- Art, Robert J. and Robert Jervis, (eds.), (2007), *International politics: Enduring concepts and contemporary issues*, 8th edition, New York: Longman.
- Ken Booth, and Steve Smith (eds) (1995), *International relations theory today*, Oxford: Polity Press.
- Bajpai, Kanti and Siddharth Mallavarapu (eds.) (2005), *International relations in india: bringing theory back home*, New Delhi: Orient Longman.
- Carr, E.H., (1946) (2nd ed.), *The Twenty Years' Crisis, 1919-1939: An Introduction to the study of international relations*, New York: Harper & Row (chaps. 1, 4-6).
- H. J Morgenthau, (1951-78), *Politics Among Na York: New Alfred Knopf*.

Additional Readings:

- Keohane, Robert O. and Joseph N. Nye (1977). *Power and interdependence*. Chapters 1-3, V.
- Ray, A. K, (2005), *Western realism and IR: A non western View*, New Delhi: CUP.
- Tickner, J. Ann (1992), *Gender in international relations*. (Chapters 1-2, 5).
- Tickner, J.A.,(1959), Hans Morgenthau`s Principles of Political Realism, (ch. 4 in Der Derian, ed, *International Theory University Press*.
- Walt, Stephen, (1998) "International relations: One world, many theories," *Foreign Policy*, pp. 29-46.
- Waltz, Kenneth N (1996) (4th ed.), "The anarchic structure of world politics," in Robert J. Art and Robert Jervis, eds., *International Politics*, New York: Harper Collins, pp.49-69.

- Waltz, Kenneth, (1959), *Man, the state and war: A theoretical analysis*, New York: Columbia University Press.
- Wendt, Alexander (Spring 1992), “Anarchy is what states make of it”, *International organization*, vol. 46, pp. 391-426.
- Ayoob, Mohammed, (1997), ‘Defining security: A subaltern realist perspective’, in *Critical security studies: concepts and cases*, London: UCL Press, pp.121-46.
- Bull, Hedley, (2002), *The Anarchical Society*, Columbia University Press.
- Burchill, Scott et al (2001), *Theories of International Relations*, (2nd ed.) Palgrave, London.
- Baylis, John and Steve Smith, (eds.) (2005), *The Globalization of World Politics: An Introduction to International Relations*. (3rd ed.): Oxford University Press, Oxford.
- Devetak, Richard, Anthony Burke and Jim George (eds) (2012), “An Introduction to International Relations”, Cambridge University Press, New York.
- Goldstein, Joshua S. Jon C. Pevehouse,(2009), *Principles of International Relations* (Longman).
- Nye, Joseph S., (2007), *Understanding International Conflicts: An Introduction to Theory and History* (6th Edition), Longman, New York.
- Art, Robert J. and Robert Jervis, (eds.), (2007), *International Politics: Enduring Concepts and Contemporary Issues* 8th edition (New York: Longman,). (The syllabus refers to this as Art and Jervis).
- Ken Booth, and Steve Smith (eds) (1995), *International Relations Theory Today*, Oxford: Polity Press.

CONSTITUTIONAL VALUES AND CIVIC CULTURE

Course Details			
Course Title: CONSTITUTIONAL VALUES AND CIVIC CULTURE			
Course Code	PSC81ME00600	Credits	2
L + T + P	1.5 + 0.5 + 0	Course Duration	One Semester
Semester	I	Contact Hours	23 (L)+7 (T)
Course Type	Mandatory Elective Non-Credit Course		
Nature of Course	Theory		
Special Category of the Course (if any)	Value Based		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, , role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge of Constitutional Values in India
- ❖ To develop competencies in identifying various issues that are central to the Indian Constitution and civic culture.

Learning Outcomes:

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

- ❖ Understand key constitutional values in India
- ❖ Able to develop attitude and behaviour desired in an enlightened citizen

Course Contents:

1. Preamble of Indian Constitution
2. Fundamental Rights and Duties
3. Civic Culture
4. Enlightened & Ethical Citizens

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-7	Preamble of Indian Constitution
8-15	Fundamental Rights and Duties
16-20	Civic Culture
21-23	Enlightened & Ethical Citizens
<i>7 Hours</i>	<i>Tutorials</i>
Suggested References:	
Essential Readings:	
<ul style="list-style-type: none">• Almond, G., & Verba, S. (1989). <i>The civic culture</i>. Newbury Park, CA: Sage Publications, 1989.• Heywood, A. (1997). <i>Politics</i>. Houndmills, Basingstoke, England: Macmillan.• Basu, D. D. (2021). <i>Introduction to the constitution of India</i>, 25e. Gurugram: Lexis Nexis• Kashyap, Subhsh C. (2019). <i>Constitution of India - a handbook for students</i>. New Delhi: NBT.	

RESEARCH METHODOLOGY

Course Details			
Course Title: Research Methodology			
Course Code	PSC82DC00704	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/Indian Knowledge System/ Value		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Preparation of the Research Proposal , Seminar, Presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge of methods used in conducting research in Political Science and IR.
- ❖ to apprise students with basics of social science research with special reference to political science and IR
- ❖ To make learners understand various theoretical and practical aspects pertaining to various steps of research endeavor.

Learning Outcomes:

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

- ❖ Understand the various paradigms, approaches and types of research
- ❖ Identify the various sources of data and literature review
- ❖ Understand the nuances of data collection, sampling and data analysis

- ❖ Apply data collections and analysis methods and tools
- ❖ Learn the art of writing research proposal and report writing

Course Contents:

UNIT I: Basics of Research in Social Sciences & Philosophy of Knowledge

(13 % Weightage)

- Conceptualizing Research : Methods Versus Methodology
- Sources of Knowledge & Scientific Knowledge: Causation, Empiricism
- Research Cycle-Inductive & Deductive
- Purposes of Scientific Research and Various Traditions: Kuhn-Popper Debate
- Indian Research Traditions

UNIT II: Research Process and Research Design with special focus on Political Science & IR

(13 % Weightage)

- Research Process and its Steps
- Research Design: Features and Contents of a Good Research Design
- Problems in Research

UNIT III: Literature Review-Fundamentals

(7% Weightage)

- Narrative Vs Systematic Review
- Types of Literature Review: Conceptual, Theoretical, Empirical
- Primary and Secondary Sources

UNIT IV: Research Proposal Writing

(13 % Weightage)

- Characteristics and Content of a Good Research Proposal
- Identification of a Good Research Topic
- Statement of Problem/Purpose
- Fundamentals of Research Questions, Objectives and Hypotheses
- Ethical Considerations

UNIT V: Qualitative Data

(18 % Weightage)

- Data Collection Methods and Instruments
- Sampling

- Analysis; Triangulation
- Critical Thinking

UNIT VI: Quantitative Data (18 % Weightage)

- Data Collection Methods and Instruments
- Sampling
- Analysis

UNIT VII: Research Report Writing and Dissemination (9% Weightage)

UNIT VIII: Citations, References & Bibliography (9% Weightage)

- MLA Style
- Chicago Style
- APA Style

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-6	UNIT I: Basics of Research in Social Sciences & Philosophy of Knowledge
1	Conceptualizing Research : Methods Versus Methodology
2	Sources of Knowledge & Scientific Knowledge: Causation, Empiricism
3	Research Cycle-Inductive & Deductive
4	Purposes of Scientific Research and Various Traditions: Kuhn-Popper Debate
5-6	Indian Research Traditions
7-12	UNIT II: Research Process and Research Design with special focus on Political Science & IR
7-8	Research Process and its Steps
9-10	Research Design: Features and Contents of a Good Research Design
11-12	Problems in Research

13-15	UNIT III: Literature Review-Fundamentals
13	Narrative Vs Systematic Review
14-15	Types of Literature Review: Conceptual, Theoretical, Empirical, Primary and Secondary Sources
16-21	UNIT IV: Research Proposal Writing
16	Characteristics and Content of a Good Research Proposal
17	Identification of a Good Research Topic
18	Statement of Problem/Purpose
19-20	Fundamentals of Research Questions, Objectives and Hypotheses
21	Ethical Considerations
22-29	UNIT V: Qualitative Data
22-26	Data Collection Methods and Instruments
27	Sampling
28-29	Analysis, Triangulation, Critical Thinking
30-37	UNIT VI: Quantitative Data
30-33	Data Collection Methods and Instruments
34	Sampling
35-37	Analysis
37-41	UNIT VII: Research Report Writing and Dissemination
42-45	UNIT VIII: Citations, References & Bibliography
42	MLA Style
43	Chicago Style
44-45	APA Style
<i>15 Hours</i>	<i>Tutorials</i>
Suggested References:	
Essential Readings:	
<ul style="list-style-type: none"> • Bryman, A. (2006). <i>Quantity and quality in social research</i>. London: Routledge. 	

- Creswell, John W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach*. Los Angeles: Sage Publications.
- Flick, U. (2011). *Introducing research methodology*. Los Angeles: Sage.
- Johnson, Janet B. (2012). *Political science research methods*. Los Angeles: Sage.
- Kellstedt, Paul M., & Whitten, Guy D. (2009). *The fundamental of political science research*. Cambridge: Cambridge University Press.
- Neuman, W. L. (2015). *Social research methods: Qualitative and quantitative approaches*. Noida: Pearson.
- Kumar, R. (2011). *Research methodology: A step-by-step Guide for beginners*,3e. London: Sage.
- Pierce, R. (2010). *Research methods in politics*,14e. London: Sage.
- Sjoberg, Gideon, & Nett, R. (2009). *A methodology for social research*. New Delhi: Rawat Publications.
- Walliman, N. (2011). *Research methods: The basics*. London: Routledge.
- Young, Pauline V. (2010). *Scientific social surveys and research*. New Delhi: PHI.

Additional Readings:

- Babbie, E. (2001). *Practice of social research*. Australia: Wadsworth.
- Bazerman, C. (2008). *Handbook of research on writing: History, society, school, individual text*. New York: Lawrence Erlbaum Associates.
- Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches*. Los Angeles: Sage.
- Denzin, Norman K., & Lincoln, Yvonna S. (2005). *Sage handbook of qualitative research*. New Delhi: Sage Publications.
- Gomm, R. (2008). *Social research methodology: A critical introduction*. New York: Palgrave Macmillan.
- Guthrie, Gerard. (2010). *Basic research methods*. Los Angeles: Sage.
- Hammersley, M. (2012). *Ethics in qualitative research*. Los Angeles: Sage.
- Henn, M (2009). *A critical introduction to social research* (2nd ed.). Los Angeles: Sage.
- Letherby, Gayle. (2012). *Objectivity and subjectivity in social research*. Los Angeles: Sage.
- Miller, Robert L., & Brewer, John D. (2003). *The A-Z of social research: A dictionary of social science research concept*. London: Sage Publications.
- Punch, Keith F. (2012). *Introduction to social research: Quantitative and qualitative approaches*. Los Angeles: Sage.

M.A in Political Science and International Relations

Course Details			
Course Title: ADMINISTRATIVE THEORIES			
Course Code	PSC82DC00804	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/Contribution in Knowledge System/Value		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<input type="checkbox"/> 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <input type="checkbox"/> 70% - End Term External Examination (University Examination)		

Course Objectives: This course provides the basic understanding about the emergence of the modern system of governance and its managements in the private and public arena. It also focuses on universal principles of administration, management and its objective.

Learning Outcomes

After completion of the course the learners will be able to:

- Understand the meaning and the nature of public administration.
- Differentiate between old public administration and new public administration
- Will understand the various existing theories in public administration.
- Will be able to critically examine the new trends in public administration.

Course Contents

UNIT I: Meaning, Nature, Scope of Public Administration(10% Weightage)

- Evolution of Public Administration as a Discipline
- Comparative Public Administration
- New Public Administration
- UNIT II Theories of Administration** (20% Weightage)
- Classical Theories
- The Scientific Management School,
- Human Relations
- Ecological Approach,
- Decision Making

UNIT III Theories of Bureaucracy (10% Weightage)

- Understanding Bureaucracy
- Max Weber and Bureaucracy.

UNIT IV: New Dimensions of Public Administration (20% Weightage)

- New Public Management
- Public Choice Approach
- Feminism and Public Administration

UNIT V: New Trends in Public Administration. (20% Weightage)

- Globalisation,

- Postmodernism,
- Good Governance& E-Governance
- Civil Society

UNIT VI: Development Administration (10% Weightage)

- Understanding Development Administration
- Edward Weidner’s and F. W. Riggsian model

UNIT VII Democracy and Public Administration (10% Weightage)

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-2	Meaning and nature and Scope of public administration
3-5	Evolution of public administration as a discipline
6-7	New public administration
8-9	Comparative Public Administration
10-17	Theories of administration; the scientific management school, classical theories, human relations
18-20	Ecological approach and decision making
21-23	Theories of Bureaucracy

23-27	NPM, Public Choice and Feminist Perspective
28-29	New Trends in Public Administration
30-33	Globalisation, Postmodernism
34-36	Good governance & E-Governance
37-38	Civil Society and Public Administration
39-42	Development Administration
43-44	Democracy and Public Administration
45	Critical Analysis of Course
<i>15 Hours</i>	<i>Tutorials</i>

• **Suggested References:-**

- Albrow, Martin. (1978). *Bureaucracy*. London: Macmillan.
- Arora, Ramesh K. (1979). *Comparative public administration: An ecological perspective*. New Delhi: Associated Publishing House.
- Bhattacharya, Mohit. (1999). *Restructuring public administration essays in rehabilitation*, New Delhi: Jawahar.
- Gant, George F. (1979). *Development administration: concepts, goals, methods*. Madison: University of Wisconsin Press.
- Henry, Nicholas. (1999). *Public administration and public affairs*. Delhi: Prentice-Hall of India.
- Leftwich, A. (1994). Governance in the state and the politics of development. *Development and Change*, 25.
- Minogue, Martin. (2001). The internationalization of new public management. In McCourt, W. & Minogue, M. (Eds.). *The internationalization of public management: reinventing the third world state*. U.K.: Edward, Elgar.
- Self, Peter. (1994). *Administrative theories and politics: an inquiry into the structure and process of modern government*. New Delhi: S. Chand and Co, 1984.
- Stivers, Camilla. (1993). *Towards a feminist theory of public administration in gender*. In *Images in Public Administration: Legitimacy and the Administrative Slate*. New Delhi: Sage.
- Trembley, Chaudhary, & Kumtakar, Prema. (1995). Governance and representation: a study of women and local self-government. *Indian Journal of Public Administration*. July-Sept, 44(3), 54-67.
- Sapru, R.K. (2013). *Administrative theories and management thought*, 3rd Ed. New Delhi: PHI EEE.

Research Articles:-

LEADERSHIP, ELECTION MANAGEMENT & STRATEGIES

Course Details			
Course Title: Leadership, Election Management & Strategies			
Course Code	PSC82DC00904	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/Civic Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Description:

The course has been designed to help learners to develop the skills that would make them better political leaders. After the successful completion of the course the students shall be able to understand their strengths and work upon their weaknesses in order to overcome them. The learning during the course would be helpful for the students in developing such insights as to identify opportunities and face the political challenges with confidence. In addition, the students shall also be able to learn the art of ethical and value-based practices that shall make them good leaders of the future. The course shall give the students an overall understanding of Indian Constitution, Politics and Electoral practices in India. The course, if completed with two other courses, one Public Policy: Process, Monitoring and Evaluation and two, Teaching, Public Speaking and Writing Skills in Political Science and IR that the Department offers shall equip them with overall understanding of politics, policy process and writing and oratory skills that are required to be good and successful leaders.

Course Objectives:

- ❖ To acquaint the students with foundational knowledge of Leadership & Election Management
- ❖ To make learners to identify various actors and processes involved in the electoral process and strategies
- ❖ To help the students understand pertinent theories relating to election management and strategies.
- ❖ To develop skills and competencies required for election management in Indian context

Learning Outcomes:

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

- ❖ Understand as to how elections are managed at various levels
- ❖ Compare and contrast various theoretical perspectives on election management &
- ❖ Develop skill to identify various actors involved in elections and to coordinate with various actors
- ❖ Manage electoral processes in Indian context

Course Contents:

UNIT I: Leadership and its Theories

(11 % Weightage)

- Conceptualization
- Theories

UNIT II: Psephology and Data Analysis

(15 % Weightage)

- Pre Polls and Post Polls
- Sampling
- Data Collection and analysis
- Exit polls

UNIT III: Strategic Management & Leadership

(15 % Weightage)

- Strategic management and its Elements
- Levels of Strategies
- Strategic Analysis and Choices
- SWOC Analysis

- Implementation of Strategies
- Strategic Political Leadership

UNIT IV: Electoral Processes: With Special Reference to India (15 % Weightage)

- Election Commission: Powers and Functions
- Electoral Systems in India
- Technologies in the Electoral Processes
- Campaigning and three Pillars: Man, Message and Mobilisation
- Booth Management

UNIT V: Political Communication (15% Weightage)

- Political Oratory
- Speech: Content and Processes
- Use of Media
- Manifesto

UNIT VI: Leadership and Participatory Methods (11 % Weightage)

- Participatory Approach
- Rapport Building
- Participatory Rural Appraisal

UNIT VII: Constituency Development & Management (11 % Weightage)

- Availability of Funds
- Avenues and Opportunities
- Strategies for Constituency Development

UNIT VIII: Political Leader's Best Practices (7 % Weightage)

- Skills
- Attitudes
- Earning Respect and Dignity:
 - Being an Informed Leader by knowing the basics of Indian Constitution, Politics and Foreign Policy

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-5	UNIT I: Leadership and its Theories
1-2	Conceptualization
3-5	Theories
6-12	UNIT II: Psephology and Data Analysis
6	Pre Polls and Post Polls
7-8	Sampling
9-11	Data Collection and analysis
12	Exit polls
13-19	UNIT III: Strategic Management & Leadership
13	Strategic management and its Elements
14	Levels of Strategies
15	Strategic Analysis and Choices
16	SWOC Analysis
17-18	Implementation of Strategies
19	Strategic Political Leadership
20-26	UNIT IV: Electoral Processes: With Special Reference to India
20	Election Commission: Powers and Functions
21-22	Electoral Systems in India
23	Technologies in the Electoral Processes

24-25	Campaigning and three Pillars: Man, Message and Mobilisation
26	Booth Management
27-32	UNIT V: Political Communication
27-28	Political Oratory
29-30	Speech: Content and Processes
31	Use of Media
32	Manifesto
33-37	UNIT VI: Leadership and Participatory Methods
33	Participatory Approach
34-35	Rapport Building
36-37	Participatory Rural Appraisal
38-42	UNIT VII: Constituency Development & Management
38-39	Availability of Funds
40-41	Avenues and Opportunities
42	Strategies for Constituency Development
43-45	UNIT VIII: Political Leader's Best Practices
43-44	Skills
45	Attitudes, Earning Respect and Dignity
<i>15 Hours</i>	<i>Tutorials</i>
References/ Readings	
Akpotor, A. S. (2001). <i>Psephology</i> . Nigeria: Sylva Publications.	
Banerjee, B. P., Khan, S. A., Basu, D. D., Manohar, V. R. (2008). <i>Introduction to the constitution of</i>	

India. India: Lexis Nexis Butterworths Wadhwa Nagpur.

Barbara Kellerman (1986). Ed. *Political leadership: A source book*. United States: University of Pittsburgh Press.

Buchanan, D., Badham, R. (2008). *Power, politics, and organizational change: Winning the turf Game*. India: SAGE Publications.

Devendra Thakur. (1996). *Psephology and elections forecasting*. New Delhi: Deep and Deep Publications.

Erik S. Herron, Robert Pekkanen. (2018). *The oxford handbook of electoral systems*. United States: Oxford University Press.

James, T. S. (2019). *Comparative electoral management: Performance, networks and instruments*. United Kingdom: Taylor & Francis.

Jean Blondel, Jean-Louis Thiébaud. (2009). Eds. *Political leadership, parties and citizens: The personalisation of leadership*. United Kingdom: Taylor & Francis.

Jean-Benoit Pilet, Bill Cross. (2014). Eds. *The selection of political party leaders in contemporary parliamentary democracies: A comparative study*. United Kingdom: Taylor & Francis.

Jean-Benoit Pilet, Bill Cross. (2015). Eds. *The politics of party leadership: A cross-National perspective*. United Kingdom: OUP Oxford.

Kumar, S., Rai, P. (2013). *Measuring voting behaviour in India*. India: SAGE Publications.

Levy, B., Leach, M. (2015). *Geronimo: Leadership strategies of an American warrior*. United States: Gallery Books.

Ludger Helms. (2012). Ed. *Comparative political leadership*. United Kingdom: Palgrave Macmillan.

Ofer Feldman. (2020). Ed. *The Rhetoric of political leadership: Logic and emotion in public discourse*. United Kingdom: Edward Elgar Publishing.

Paige, G. D. (1977). *The scientific study of political leadership*. United Kingdom: Free Press.

Paul 't Hart, R. A. W. Rhodes. (2014). Eds. *The Oxford handbook of political leadership*. United Kingdom: OUP Oxford.

Pratap Bhanu Mehta, Niraja Gopal Jayal. (2010). Eds. *The Oxford companion to politics in India*. India: Oxford University Press.

Ron Faucheaux. Ed. (2003). *Winning elections: Political campaign management, strategy, and tactics*. United States: M. Evans.

Rotberg, R. I. (2012). *Transformative political leadership: Making a difference in the developing world*. United Kingdom: University of Chicago Press.

Roy, P., Sopariwala, D. R. (2019). *The verdict: Decoding India's elections*. India: Penguin Random House India Private Limited.

Thomas Cleary. Tr. (1992). *The book of leadership and strategy: Lessons of the Chinese masters*. United States: Shambhala.

Turman, N. T., Dugan, J. P., Barnes, A. C. (2017). *Leadership theory: Facilitator's guide for cultivating critical perspectives*. United Kingdom: Wiley.

Willink, J. (2020). *Leadership strategy and tactics: Field manual*. United Kingdom: Pan Macmillan.

Winkler, I. (2010). *Contemporary leadership theories: Enhancing the Understanding of the Complexity, subjectivity and dynamic of leadership*. Germany: Physica-Verlag HD.

Wordu, S. A. (2014). *Introduction to psephology and political consultancy*. Nigeria: Biz Pages Nigeria Limited.

Yadav, Y. (2020). *Making sense of Indian democracy: Theory in practice*. India: Permanent Black.

Zoya Hasan. (2000). Ed. *Politics and the state in India*. India: SAGE Publications.

Issues and Emerging Trends in International Relations

Course Details			
Course Title: Issues and Emerging Trends in International Relations			
Course Code	PSC82DC01004	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory		
Special Category of the Course (if any)	Knowledge of issues in IR		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- The purpose of this course is to examine the major themes, problems and issues/area in international relations since the end of second World War.
- This course will provide students to study the various contending images that seek to explain world politics after the cold war.

- Simply, to help students learn fundamental issues/problems about International Relations/politics.
- Finally, this course will make an attempt to correlate theories of International Relations with contemporary world security environment.

Learning Outcomes

After completion of the course the students should be able to:

- Examine the world politics in a better way.
- After completion of the course, students will use theories of world politics to explain or understand changing circumstances of world politics theoretically.
- Students will also aware about the root-cause of conflict in world politics.
- By study these issues of world politics, students will be in this situation to understand ups and down of policymaking related to foreign policy.
- Finally, students will be aware about the hurdles that can play pivotal role in effective foreign policymaking.

Course Contents

Unit: 1	Introduction of the Course	(Weightage 4 %)
	<ul style="list-style-type: none"> • Background of East-West Bipolarity • Emergence of New World Order after WWII 	
Unit: 2	Hegemony in International Relations	(Weightage 20%)
	<ul style="list-style-type: none"> • Nature and characteristics of Hegemony • Hegemony in world Politics • Political Hegemony • Cultural Hegemony 	
Unit: 3	Nationalism: Concept and Varying Dimensions	(Weightage 20%)
	<ul style="list-style-type: none"> • Source of Nationalism • Cultural Nationalism • Nationalism Vs Ethnicity • Ethnicity in World Politics 	
Unit: 4	Terrorism and Counter-Terrorism	(Weightage 20%)
	<ul style="list-style-type: none"> • Nature and Characteristics of Terrorism • Types of Terrorism/Varying interpretations • State Sponsored Terrorism • Countering Terrorism 	

		<ul style="list-style-type: none"> • Cultural Nationalism • Nationalism Vs Ethnicity • Ethnicity in World Politics
Unit IV	21-29	Terrorism and Counter-Terrorism <ul style="list-style-type: none"> • Nature and Characteristics of Terrorism • Types of Terrorism/Varying interpretations • State Sponsored Terrorism • Countering Terrorism
Unit V	30-33	Culture <ul style="list-style-type: none"> • Cultural Clash • Fundamentalism • Culture and Globalization • Multiculturalism
Unit VI	34-37	Environment <ul style="list-style-type: none"> • Environment in International Relations • International Environment Cooperation • Green Theory
Unit VII	38-41	Regionalism <ul style="list-style-type: none"> • Regional Cooperation and Regional Integration • Theories of Regionalism • Integration in Asia • Integration in Europe • Integration in Africa • Integration in South America/Latin America
Unit VIII	42-45	Human Security <ul style="list-style-type: none"> • Freedom from Fear • Freedom from Want • Components of Human Security • Emerging Dimensions of Human Security

Essential Readings

- Paul Kennedy, (1988), Rise and fall of the great powers: Economic change and military conflict from 1500 to 2000, London: Fontona.
- JackS. Levy,(1983), War in the Modern Great Power System, 1495-1975, Kentucky: The University Press of Kentucky.
- Benedict Anderson, (1991), Imagined communities: Reflections on the origin and spread of nationalism, Verso: New York.
- Anthony D. Smith, (1993), “The Ethnic sources of nationalism”, in Michael E. Brown (ed.), Ethnic conflict and international security, Princeton: Princeton

University Press.

- Gus Martin, (2009), *Understanding terrorism: challenges, perspective and issues*, New Delhi: Sage Publications.
- Charles Taylor, (1992), *Multiculturalism and “The politics of recognition”*, Princeton: Princeton University Press.
- Ali Mazrui,(1990), *Cultural forces in world politics*, : London: James Currey.
- Tickner, J. Ann, (2001), *Gendering world politics*, Columbia University Press.
- Tadjbakhsh, Shahrbanou & Chenoy, Anuradha M., (2006), *Human security: Concepts and implications*, London: Routledge.

Further Readings:

- Samuel P. Huntington, (1989) “The U.S.-decline or renewal?” *Foreign Affairs*, pp. 76-96.
- Reddy, Gudigopuram B., (2001) *Nation in crisis: dimensions of national security and terrorism*, Authors press.
- Byman, Daniel, (2005), *Deadly connections: States that sponsor terrorism*, Cambridge: Cambridge University Press.
- Laurence Whitehead, (1996) (ed.) “Three international dimensions of Democratization”, in Laurence Whitehead (ed.), *The International Dimensions of democratization: Europe and the Americas*, Oxford: Oxford University Press, pp. 3-25.
- Michael W. Doyle,(1996) “Kant, liberal legacies and foreign affairs”, in Michael E. Brown, Sean M. Lynn-Jones and Steven E. Miller, *Debating the democratic peace*, Cambridge: The MIT Press.
- Bozeman, Adda B., *The Future of Law in a Multicultural World*, pp. 3-33.

GLOBAL POLITICAL THOUGHT

Course Details			
Course Title: Global Political Thought			
Course Code	PSC82DC01104	Credits	4
L + S+T (flexible)	2 + 1 + 1	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (S+T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Course Type	Discipline Based Core Course		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Human Values, Global Knowledge System		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Description

The course is a short introduction into the vast body of political thought originating in the countries of Greece, Germany, Britain and USA, among others on the one hand and India, China, Japan, and a few select countries from the global south on the other. The course primarily focuses on the study of ideas of the thinkers who traditionally have been studied and taught in the universities under the course title “Western Political Thought”. However, the present course is broader in scope, as has been stated in the beginning sentences. Meanwhile, this course shall exclude the tradition of political thinking in India, which shall be dealt with in a separate course. Although the ideas of Karl Marx shall be taught and studied, yet the Course shall exclude the

thinkers in Marxism, as there shall be a separate course on Marxist political thinking. The students shall be encouraged to read original texts. The course has also been designed keeping in mind that the students shall be taking up various competitive examinations after the completion of the Masters programme and the learning in this course shall help them facing the job market with confidence. The ideas and concepts of various political thinkers shall also be discussed from the point of view of promoting moral and ethical values in the students.

Note: One or two thinkers from each unit shall be discussed along with the reading of classic texts.

Learning outcomes:

Generic skills:

- On successful completion, the learners would develop the ability to read classic texts, shall develop independent critical thinking and analytical ability.
- The learners should also be able to develop the ability to summarise, compare and debate complex theoretical arguments.
- The course shall also help the students to develop academic writing skills.

Course-specific learning outcomes

- On successful completion the learners are expected to have understood the richness and complexity of political thought in the regions of global north and South
- The students shall be able to learn and compare moral, ethical and cultural values coming through the ideas of the political thinkers and the concepts.
- The learners can appreciate the relationship of political thought with religious traditions, wherever applicable, and
- The students can understand the influence of political thinking on major historical-political developments.

Course-specific skills: On successful completion of the course, the learners are expected to have gained:

- The ability to discuss and use the concepts learned;
- The ability to compare within and between the bodies of thoughts analysed.
- The ability to face competitions and do further research

Course Contents

UNIT I: Political Thought (10% Weightage)

- Meaning, Nature, Content and Characteristics of Political Thought
- Political Thought, Political Philosophy, Political Theory
- Political Thinking in Global North and South

UNIT II: Greek Political Theory (10% Weightage)

- Plato and Aristotle

UNIT III: German Idealism (10% Weightage)

- Immanuel Kant and G. W. F. Hegel

UNIT IV: British Liberalism and Utilitarianism (15% Weightage)

- Thomas Hobbes, John Locke
- Jeremy Bentham, J. S. Mill

UNIT V: European Romanticism (10% Weightage)

- J J Rousseau, Johann Gottlieb Fichte

UNIT-VI: European Socialism, Feminism and Realpolitik (15% Weightage)

- Niccolò Machiavelli, Otto von Bismark
- Saint Simon, Karl Marx
- Mary Wollstonecraft

UNIT-VII: Traditions of Political Thinking in Asia (20% Weightage)

- Hindu, Buddhist, Confucian, Taoist and Muslim Worldviews

UNIT-VIII: 20th Century Political Thinking (10% Weightage)

- Hannah Arendt, John Rawls, Robert Nozick, Frantz Fanon, Jurgen Habermas, Michel Foucault

Content Interaction Plan:

Lecture cum Discussion(Each session of One Hour Each)	Unit/Topic/Sub-Topic
1-5	Unit I
6-10	Unit II
11-15	Unit III
16-22	Unit IV
23- 27	Unit V
28-34	Unit VI
35-39	Unit VII
40-45	Unit VIII
<i>15 Hours</i>	<i>Tutorials and Seminars</i>

Suggested References:

- Atchison, Amy I.. 2021. Political Science is for Everybody: An Introduction to Political Science. Toronto: University of Toronto Press.
- Bryan-Paul Frost and Jeffery Sikkenga, 2019. History of American Political Thought. Maryland: Rowman and Littlefield.
- Johnson Tan, Paige, 2016. Routledge Handbook of Asian Political Thought. Routledge.
- Singh, Aakash, and Silika Mohapatra (eds.), 2010. Indian Political Thought: A Reader. Abingdon: Routledge (CEU).
- Mukherjee, Subrata & Ramaswamy S. (2011) *A History of Political Thought: Plato to Marx*. New Delhi: PHI Learning Pvt. Limited.
- Sir Ernest Barker, 2010 edition. The Political Thought of Plato and Aristotle. Russell and Russell.
- Bonevac, Daniel and Stephen Phillips (eds.), 2009. Introduction to World Philosophy: A Multicultural Reader. New York: Oxford University Press.
- John Plamenatz, 1963. Man and Society: Political and Social Theory, Vol. I. Machiavelli

through Rousseau. New York: McGraw-Hill Book Company.

- John Plamenatz, 1963. *Man and Society: Political and Social Theory*, Vol. II. Bentham through Marx. New York: McGraw-Hill Book Company.
- John Plamenatz, 1970. *Ideology*. London: Paul Mall Press.
- Alan Ebenstein, 1999. *Great Political Thinkers from Plato to the Present*. Kentucky: Cengage Learning.
- Bhikhu Parekh, 1981. *Hannah Arendt and the Search for New Political Philosophy*. London: Macmillan Press Limited.
- Michale J Sandel, 1984. Ed. *Liberalism and ITS CRITICS*. New York: NUP.
- Lomperis, Timothy J., 2011. 'Asian Political Thought.' In John T. Ishiyama and Marijke Brenning (eds.), *21st Century Political Science: A Reference Handbook*. Vol. 2. 21st Century Reference Series. Thousand Oaks, London, New Delhi, Singapore: Sage Publications, pp. 560-576.
- Radhakrishnan, Sarvepalli and Charles A. Moore (eds.), 1957. *A Source Book in Indian Philosophy*. Princeton: Princeton University Press.
- Radhakrishnan, Sarvepalli (eds), 1957. *History of Political Philosophy: Eastern and Western*. Vol I & II. London: Allan and Unwin.
- Angle, Stephen C., 2012. *Contemporary Confucian Political Philosophy: Toward Progressive Confucianism*. Cambridge and Malden: Polity
- Chan, Wing-Tsit (ed.), 1963. *A Source Book in Chinese Philosophy*. Princeton: Princeton University Press
- Chatterjee, Satischandra and Dhirendramohan Datta, 1960. *An introduction to Indian Philosophy*. Calcutta: University of Calcutta, 1960.
- C. B. Macpherson, 1962. *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford: Clarendon Press.
- Clark, J. J., 1997. *Oriental Enlightenment: The Encounter between Asian and Western Thought*. London: Routledge.
- Deutsch, Eliot and Ron Bontekoe (eds.), 1997. *A Companion to World Philosophies*. Blackwell Companions to Philosophy Series. Malden, Oxford: Blackwell.
- Plato, (1930), *Republic* Translated by P. Shorey, Loeb Classical Library (Cambridge MA: Harvard University Press)
- Aristotle, (1996) *Politics* Translated by B, Jowett, ed. By S. Everson (Cambridge: Cambridge University Press)

- Machiavelli, (1961) *Prince* Ed. And Translated by G. Bull, (Harmondsworth: Penguin)
- Hobbes, Thomas (1968) *Leviathan* Ed. By C B Macpherson (Baltimore: Penguin Books)
- Locke, John (1960), *Two Treatises of Government* Ed. Peter Lasslett (Cambridge: Cambridge University Press)
- Rousseau J. J., (1978) *On the Social Contract*, Ed. By Roger D Masters, Translated by Judith R. Masters (New York: St. Martin's Press)
- Tucker, Robert C. (ed.) (1978) *The Marx-Engels Reader* 2ndEdn. (New York: WW Norton & Co.)
- Mill, John S., (1989) *On Liberty and Other Writings* (Ed. Stefan Collini (Cambridge: Cambridge University Press)
- Boucher, D. & Kelly P., (ed.), (2009) *Political Thinkers: From Socrates to Present* (New Delhi: Oxford University Press)
- Jha, Shefali (2009) *Western Political Thought: From Plato to Marx* (New Delhi: Pearson Education)
- George H Sabine, 1973. *A History of Political Theory*. New Delhi: Oxford and IBH.
- Singer P., (1980) *Marx* (Oxford: Oxford University Press)
- Klosko G., (2013), *History of Political Theory: An Introduction* (Oxford: Oxford University Press)
- Michael, R. & Wolff J., (eds.) (1999) *Political Thought* (Oxford: Oxford University Press)

ETHICS and GOVERNANCE

Course Details			
Course Title: ETHICS and GOVERNANCE			
Course Code	PSC82ME01200	Credits	2
L + T + P	1.5 + 0.5 + 0	Course Duration	One Semester
Semester	I	Contact Hours	23 (L)+7 (T)
Course Type	Mandatory Elective Non-Credit Course		
Nature of Course	Theory		
Special Category of the Course (if any)	Value Based		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, , role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge of Ethical Values relating to Governance in India
- ❖ To develop competencies in identifying various issues that are central to the ethical values in governance.

Learning Outcomes:

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

- ❖ Understand key ethical values relating to governance.
- ❖ Able to develop attitude and behaviour desired for effective and legitimate governance

Course Contents:

UNIT I: Nature of Ethical Reasoning

- Rationality and Objectivity in Ethics
- Ethical Reasoning in Politics
- Ethics in Public Life & Institutions

UNIT II: Emerging Ethical Dilemmas and Policy Issue in Science and Technology

- Artificial Intelligence
- Biotechnology
- Bioethics

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I
12-23	UNIT II
<i>7 Hours</i>	<i>Tutorials</i>
Suggested References	
Essential Readings:	
<ul style="list-style-type: none">• Beitz, Charles, et.al. (1985). International Ethics. New Jersey: Princeton University Press• Bell, Duncon (ed.) (2010). Ethics and world politics. Oxford: OUP, 2010• LaFolleetee, H. (1997). Ethics in practice. Massachusett.• Singer, Peter (1979). Cambridge: Cambridge University Press.	

INTERNATIONAL ORGANISATIONS

Course Details			
Course Title: International Organisations			
Course Code	PSC91DC01304	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course & Open Elective		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, self-study, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge about International Organizations including Regional Organizations
- ❖ To make learners to identify structure, functions, successes and failures of IOs
- ❖ To help the students link theoretical underpinnings of IOs with empirical aspects
- ❖ To develop skills and competencies in terms of critically and comparatively analyzing various IOs

Learning Outcomes:

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

- ❖ Understand the purposes and motives of major IOs and ROs
- ❖ Compare and contrast various theoretical perspectives on IOs
- ❖ Able to develop an analytical skill to analyze weakness and strengths of various IOs

- ❖ Critically analyze recent empirical trends and intent of formation of IOs

Course Contents:

UNIT I: Introduction to International Organization (18 % Weightage)

- Rationale, Evolution and Scope
- International Relations Theory and International Organization
- Theories of Integration: Functionalism, Neo-Functionalism

UNIT II: The United Nations (15 % Weightage)

- Origin and Evolution
- Comparison with the League of Nations
- UN Charter
- Major Organs-Structure & Function

UNIT III: Specialized Agencies of the UN: Functional Domain & Assessment (11 % Weightage)

- UNESCO
- ILO
- WHO

UNIT IV: United Nations in the 21st Century (9% Weightage)

- Emerging Challenges & Missing Areas of Greater Relevance
- United Nations Reforms: Contemporary Debate

UNIT V: Continental & Regional Organizations-Evolution, Successes, Failures & India (22% Weightage)

- European Union: Special Focus on Economic Integration
- African Union: Special reference to Politics & Security
- Shanghai Cooperation Organisation: From Balance of Power Perspective
- ASEAN: Informal Interaction and Evolution
- Mercosur: A Common Market
- NAFTA: A Free Trade Agreement
- SAARC: Multilateralism Vs Bilateralism

UNIT VI: Trans-Regional Organizations

(9% Weightage)

- BRICS: Challenging the Western Hegemony
- IBSA: South-South Cooperation

UNIT VII: Global Governance & Non-state Actors

(7% Weightage)

- Global Civil Society
- International Non-Governmental Organizations

UNIT VIII: Nonconventional Challenges & Multilateral Arrangements

(9% Weightage)

- Environmental Issues
- Other Issues

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
	UNIT I- Introduction to International Organization
1-4	Rationale, Evolution and Scope
5-6	International Relations Theory and International Organization
7-8	Theories of Integration: Functionalism, Neo-Functionalism

	UNIT II: The United Nations:
9	Origin and Evolution
10	Comparison with the League of Nations
11	UN Charter
12-15	Major Organs-Structure & Function
	UNIT III: Specialized Agencies of the UN
16-17	UNESCO
18-19	ILO
20	WHO
	UNIT IV: United Nations in the 21st Century
21-22	Emerging Challenges & Missing Areas of Greater Relevance
23-24	United Nations Reforms: Contemporary Debates
	UNIT V: Continental & Regional Organizations-Evolution, Successes & Failures
25- 27	European Union: Special Focus on Economic Integration
28-29	African Union: Special reference to Politics & Security
30	Shanghai Cooperation Organisation: From Balance of Power Perspective
31	ASEAN: Informal Interaction and Evolution
32	Mercosur: As Common Market
33	NAFTA: As Free Trade Agreement
34	SAARC: Multilateralism Vs Bilateralism
	UNIT VI: Trans-Regional Organizations
35-36	BRICS: Challenging the Western Hegemony
37-38	IBSA: South-South Cooperation
	UNIT VII: Global Governance & Non-state Actors

39-40	Global Civil Society
41	International Non-Governmental Organizations
	UNIT VIII: Nonconventional Challenges & Multilateral Arrangements
42-43	Environmental Issues
44-45	Other Issues
<i>15 Hours</i>	<i>Tutorials</i>

Suggested References:

Essential Readings:

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Additional Readings:

- Barkin, J. S. (2006). *International organization: Theories and institutions*. New York, N.Y.: Palgrave Macmillan.
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PUBLIC POLICY: PROCESS, MONITORING AND EVALUATION

Course Details			
Course Title: Public Policy: Process, Monitoring and Evaluation			
Course Code	PSC91DC01404	Credits	4
L + T + S (flexible)	2 + 1 + 1	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (depending upon time and resources)		
Course Type	Discipline Based Core Course & Open Elective		
Nature of the Course	Theory/Practical and Skill-based		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course description

The course has been designed to give a comprehensive understanding of public policy to the students and the methods of policy monitoring and evaluation. The course shall enable the students to understand the process of public policy making, in general and in India, in particular. The students shall not only be familiarised with the discipline, but shall also understand the actual delivery methods of public goods and services to the society by the government. The course shall be interdisciplinary in nature and shall focus on the areas of public policy process, the relationship between policy and politics and tools and techniques that can be used to analyse, evaluate and monitor public policies. The students shall also learn about the theoretical approaches in the field of public policy and the models that are used to explain public policies. The role of actors, institutions and processes in public policy-making and policy analysis shall be known to the students, after a successful completion of the course. The course has also been designed keeping in mind that the students shall be taking up various competitive examinations after the completion of the Masters programme and the learning in this course shall help them facing the job market

with confidence. The course shall be especially useful for the students who aspire to work with policy research institutions, international NGOs, policy evaluation firms and governmental projects. The ideas and concepts of various political thinkers shall also be discussed from the point of view of promoting Indian moral, cultural and ethical values in the students.

Learning outcomes:

Generic skills:

- On successful completion of the course the students should be able to apply knowledge to understand, analyse and think critically about policy formulation, implementation and evaluation of public policy.
- On successful completion, the learners would develop the ability to develop independent critical thinking and analytical ability.
- The learners should also be able to develop the ability to summarise, compare and debate complex policy issues.
- The course shall also help the students to develop academic writing skills.

Course-specific learning outcomes

- On successful completion the learners are expected to have understood the meaning of public policy, policy process, various policy approaches and policy models
- The students shall be able to learn and compare different kinds of policies
- The students shall be able to correlate public policies with political developments and connect the intent and objectives of a given policy with those of actual outcomes.
- The students can understand the role of ideas, institutions and actors on the public policy process.

Course-specific skills: On successful completion of the course, the learners are expected to have gained:

- The ability to discuss and use the models of policy process and policy analysis;
- The ability to use specific tools and techniques to analyse, monitor and evaluate a given policy
- The ability to face competitions and do further research

Course Contents

UNIT I: Public Policy (20% Weightage)

Understanding of the following with special reference to India

- Actors
- Processes
- Institutions

UNIT II: Policy Analysis: Approaches/Models (20% Weightage)

- Liberal Democratic and Marxist approaches
- Systems
- Institutional and New Institutionalism
- Pluralist, Group Theory and ACF
- Rational Choice Model
- New Public Management

UNIT III: Public Policy: Evaluation and Impact (30% Weightage)

- Policy Evaluation
 - Meaning, Purpose, Issues and Approaches
 - Evaluation of Content and Implementation
- Impact Evaluation
 - Approaches, Types and Dimensions
 - Suggestions for Improvement in Policy

UNIT IV: Policy Monitoring (30 % Weightage)

- Meaning and Objective
- Techniques for Policy Monitoring of
 - Technical Performance
 - Time Performance
 - Cost Performance
 - Comprehensive Monitoring
- Constraints and Remedial Measures

The following set of tools and techniques shall be used in appropriate techniques in the above units

- How Policies are evaluated: Randomised Control Trials (RCT), Difference in Difference approach, Regression Analysis
- Impact Assessment tools and Techniques: Scoring Model, Economic Surplus Model, Programming Models, Simulations Models, Econometric Models
- Implementation, Monitoring and Evaluation tools and techniques: Performance Indicators, Logical Framework Approach, Theory-based evaluation, Formal Surveys, Rapid Appraisal Methods, Participatory Methods, Public Expenditure Tracking Surveys, Cost Benefit Analysis
- Case studies of chosen public policies in India

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Units</u>
1-9	Unit I
10-18	Unit II
19-32	Unit III
33-45	Unit IV
15 Hours	<i>Tutorials+Seminar</i>

Suggested References:

- Govinda, R. & Poornima, M. (eds.). (2020). India's Social Sector and SDGs: Problems and Prospects. Oxon: Routledge.
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INTERNATIONAL LAW

Course Details			
Course Title: International Law			
Course Code	PSC91DE01504	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

Objective of this course is to acquaint students with theoretical and empirical dimensions of International Law. Course also endeavors to inculcate in students to analyze different issues in international politics from legal perspectives as well.

Learning Outcomes:

- ❖ Students would get exposed to the dynamics of International Law and the way it operates at international level.
- ❖ Students will also learn the art of reading and comprehending different case-laws.
- ❖ It will help students towards developing skill to analyze scope and limitations of major international laws.

Course Contents:

UNIT I: Defining International Law (20% Weightage)

- Definition of International Law—Its evolution
- Nature of International Law
- Functions of International Law

UNIT II: Institutions (10% Weightage)

- Structures and Jurisdictions of Institutions of International Law
- Permanent Court of International Justice
- International Court of Justice
- International Criminal Court
- Permanent Court of Arbitration

UNIT III: Relationship between International Law and Municipal Law (15% Weightage)

- Theories of Relationship
- Monism and Dualism
- Specific Adoption Theory
- Transformation Theory
- Delegation Theory
- Question of Primacy
- Different State Practices

UNIT IV: Sources of International Law (10% Weightage)

- Formal and Material Sources

- International Conventions
- Customary Sources of International Law
- General Principles of Law—recognized by Civilized States
- Other Sources of International Law

UNIT V: Subjects of International Law

(10% Weightage)

- Different Theories regarding who are subjects of International Law
- State as Subjects
- Individual as Subjects
- International Organizations as Subjects of International Law
- Other subjects of International Law

UNIT-VI: State Jurisdiction and Responsibilities

(10% Weightage)

- Meaning of State Jurisdiction
- Difference between exercise of jurisdiction and basis of jurisdiction
- Meaning of State Responsibilities
- Original and Vicarious Responsibilities
- State Responsibilities for Acts of Individuals
- Calvo Doctrine

UNIT-VII: Law of Treaties

(10% Weightage)

- Definition and Meaning of the term International Treaties
- Basis of the Binding Force
- Vienna Convention on the Law of Treaties 1969
- Classification of Treaties
- Requirement of Free Consent
- Formation of Treaties

UNIT-VIII: Law of the Sea and Outer Space

(15% Weightage)

- Maritime Belt or Territorial Waters
- Rights and Duties of Coastal States

- UNCLOS
- Outer Space Treaty
- Delimitation of Territorial States
- Continental Shelf and Its Delimitation

Content Interaction Plan:

Lecture cum Discussion (Each session of One Hour)	Unit/Topic/Sub-Topic
	Reading and Discussion of Some Case Law
1-2	Asylum Case
3-5	<i>Protugal v India</i> , 1960, ICJ
6-7	<i>Germany v Italy</i> , 2012, ICJ
8-9	Anglo Norwegian Case
10-12	<i>Visakha v State of Rajasthan</i>
	Unit-I Onwards
13-14	Definition of International Law—Its evolution
15-16	Nature of International Law
17-18	Functions of International Law
19	Structures and Jurisdictions of Institutions of International Law
20	Permanent Court of International Justice and International Court of Justice
21	International Criminal Court
22	Permanent Court of Arbitration
23	Theories of Relationship; Monism and Dualism

24	Specific Adoption Theory; Transformation Theory; and Delegation Theory
25	Question of Primacy; and Different State Practices
26	Formal and Material Sources
27	International Convention
28	Customary Sources of International Law
29	General Principles of Law—recognized by Civilized States
30	Other Sources of International Law
31	Different Theories regarding who are subjects of International Law; State as Subjects; Individual as Subjects
32-33	International Organizations as Subjects of International Law; Other subjects of International Law
34-35	Meaning of State Jurisdiction Difference between exercise of jurisdiction and basis of jurisdiction
36-38	Meaning of State Responsibilities; Original and Vicarious Responsibilities; State Responsibilities for Acts of Individuals; Calvo Doctrine
38-39	Definition and Meaning of the term International Treaties; Basis of the Binding Force
40	Vienna Convention on the Law of Treaties 1969; Classification of Treaties
41	Requirement of Free Consent; Formation of Treaties
42	Maritime Belt or Territorial Waters
43	Rights and Duties of Coastal States

44	Delimitation of Territorial States
45	Continental Shelf and Its Delimitation
15 Hours	Tutorials

Case Laws:

1. Lotus Case (*France v. Turkey*), PCIJ, 1927.
2. Anglo Norwegian Fisheries Case (*UK v Norway*), ICJ, 1951.
3. Asylum Case (*Columbia v Peru*), ICJ, 1950.
4. *Nicaragua v USA*, ICJ, 1986.
5. North Sea Continental Shelf Case (*Germany v Denmark/ Germany v Netherlands*), ICJ, 1969.
6. Jurisdictional Immunities of the State Case (*Germany v Italy*), ICJ, 2012.
7. Belgian Arrest Warrant Case (*Congo v Belgium*), ICJ, 2002.
8. Right of Passage over Indian Territory (*Portugal v India*), ICJ, 1960.

Suggested Readings:

- Agarwala, S. K. (Ed.). (1972). *Essays on the treaties with special reference to India*. Madras: Orient Longman.
- Kapoor, S. K. (2014). *International law and human rights*. Allahabad: Central Law Publications.
- Anand, R.P. (1972). *New states and international law*. Delhi: Vikas Publishing House.
- Brownie, I. (1998). *Principles of public international law*. Oxford: Clarendon Press.
- Anand, R.P. (1994). *Salient documents in International Law*. New Delhi: Banyan Publications.
- Bowett, D.W. (1982). *The law of international institutions*. London: Stevens.
- Moynihan, Daniel P. (1990). *On the law of nations*. New York: Oxford University Press.
- Cassese, A. (2005). *International law*. Oxford: Oxford University Press.
- Elias, T.O., (1974). *The modern law of treaties*. New York: Dobbs Ferry.
- Schermes, Henry & Blokker, Neils M. (1995). *International institutional law*. New York: Martinus.
- Jackson, John H. (1994). *The world trading system: law and policy of the economic relations*. Cambridge: MIT Press.
- Mani V.S. (1993). *Basic principles of modern international law*. New Delhi: Lancers Books.
- Parry, Clive. (1965). *Sources and evidence of international law*. Manchester: Manchester University Press.
- Peter Malanczuk, Akehurst. (1997). *Modern introduction to international law*(7th ed.). New York: Routledge.
- Shaw, Malcolm N. (1997). *International law*. Cambridge: Cambridge University Press.

Additional Readings:

- Boyle, A., & Freestone, D. (Eds). (2001).*International law and sustainable development: past achievements and future challenges*. Oxford: Oxford University Press.
- Amerasinghe C.F. (1996).*Principles of institutional laws on international organization*. Cambridge: Cambridge University Press.
- Alexandrowicz, C.H. (1967).*An introduction to the law of nations in the East Indies*. Oxford: Clarendon Press.

INDIA'S POLITICAL ECONOMY

Course Details			
Course Title: India's Political Economy			
Course Code	PSC91DE01604	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective & Open Elective		
Nature of Course	Theory		
Special Category of the Course (if any)	Indian Knowledge System/Skill Based		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, self-study, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge about phases and evolution of India's Political Economy.
- ❖ To make learners to identify structural and behavioral dynamics of India's Political Economy.
- ❖ To develop skills and competencies in terms of critically and comparatively analyzing the role of various actors-domestic and international in shaping India's Political Economy and India's Responses to it.

Learning Outcomes

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

- ❖ Understand the contours of India's Political Economy over the period of time.
- ❖ Comprehended structural & behavioral dynamics of India's Political Economy.

- ❖ Develop an analytical skill to analyze motives and purposes of actors and institutes- domestic and external having implications for India.
- ❖ Discern positive and negative ramifications of IMF, WB, WTO and other actors on India's politics & policies, and critically evaluate India's responses.

Course Contents:

UNIT I: India's Political Economy- Pre-1947 (13 % Weightage)

- Major Characteristics

UNIT II: Politics of Major Economic Policies & Reforms (1947-1991) (18 % Weightage)

- Land-Reforms
- Import-Substitution-Industrialization
- Nationalization of Banks
- MRTP Act
- Green Revolution

UNIT III: Domestic Economic Players in India's Politics (13 % Weightage)

- Private Sector
- PSUs
- Unorganized Sector

UNIT IV: Politics of Globalization, Privatization & Liberalization (13 % Weightage)

- Philosophy of LPG
- Steps and Policies
- Impact Assessment

UNIT V: International Financial Architect & India (7 % Weightage)

- Policies of IMF and World Bank
- Structural Adjustment Programme
- Good Governance

UNIT VI: WTO and Transnational Actors (17 % Weightage)

- GATT
- GATS
- TRIPS
- Non-tariff Barrier
- Doha Development Round
- MNCs
- INGOs

UNIT VII: Contemporary Concerns (18% Weightage)

- Impact of Neo-Liberalism: Inequality, Farmers' Distress
- Finance and Fiscal Challenges: FDI, Demonetisation, GST
- Political Economy of Environment
- Vulnerability of Identity: Gender and Tribe

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-6	UNIT I: India's Political Economy- Pre 1947
1-6	Major Characteristics
7-14	UNIT II: Politics of Major Economic Policies & Reforms (1947-1991)
7-8	Land-Reforms
9-10	Import-Substitution-Industrialization
11	Nationalization of Banks
12	MRTP Act
13-14	Green Revolution

15-20	UNIT III: Domestic Economic Players in India's Politics
15-16	Private Sector
17-18	PSUs
19-20	Unorganized Sector
21-26	UNIT IV: Politics of Globalization, Privatization & Liberalization
21-22	Philosophy of LPG
23-24	Steps and Policies
25-26	Impact Assessment
27-29	UNIT V: International Financial Architect & India
27	Policies of IMF and World Bank
28	Structural Adjustment Programme
29	Good Governance
30-35	UNIT VI: WTO and Transnational Actors
30	GATT
31	GATS
32	TRIPS
33	Non-tariff Barrier
33-35	Doha Development Round
36	MNCs
37	INGOs
38-45	UNIT VII: Contemporary Concerns
	Impact of Neo-Liberalism: Inequality, Farmers' Distress
	Finance and Fiscal Challenges: FDI, Demonetisation, GST

	Political Economy of Environment Vulnerability of Identity: Gender and Tribe
15 Hours	Tutorials
Suggested References:	
Essential Readings:	
<ul style="list-style-type: none"> • Brass, Paul R. (2003). <i>The politics of India since independence</i>, 2e. New Delhi: Cambridge. • Chandhoke, Neera, & Priyadarshi, P. (Eds.). (2009). <i>Contemporary India: economy, society, politics</i>, 1e. Delhi: Pearson. • Dreze, Jean & Sen, Amartya. (2013). <i>An uncertain glory: India and its contradictions</i>. New Delhi: Penguin. • Frankel, Francine R. (2006). <i>India's political economy 1947-2004: the gradual revolution</i>. New Delhi: OUP. • French, P. (2012). <i>India: A portrait</i>. New Delhi: Penguin. • Malone, David M. (2014). <i>Does the elephant dance?: contemporary Indian foreign policy</i>. Delhi: OUP. • Rajan, Raghuram. (2017). <i>I do what I do</i>. New Delhi: Harper Collins. • Reddy, Y.V. (2017). <i>Advice and dissent: my life in public service</i>. New Delhi: Harper Business. • Rodolph, Llyod I. & Rudolph, Susanne H. (1987). <i>In pursuit of Lakshmi: the political economy of the Indian state</i>. Chicago: The University of Chicago Press. • Satyamurthy, T.V. (Ed.). (1995). <i>Industry and agriculture in India since independence, two volumes</i>. New Delhi: OUP. 	
Further Readings:	
<ul style="list-style-type: none"> • Assadi, Muzaffir H. (2003). Interfacing globalization, social movements and the India State: myths, discourses, and challenges, <i>MICA Communication Review</i>, 1(2), 49-58. • B.M. (1980). Appeasing rich farmer lobby. <i>Economic and Political Weekly</i>, XV (9), 459-61. • Banarjee, Abhijit. & Somanathan, R. (2007). The political economy of public goods: Some evidences form India. <i>Journal of Development Economics</i>, 82 (2), 287-314. • Brass, T. (1995). <i>New farmers' movement in India</i>. UK: Tylor and Francis. • Patnaik, U. (2004). A crisis rooted in economic reforms. <i>Frontline</i>, 21 (5), 5-16. 	

THEORY AND PRACTICE OF DEMOCRACY

Course Details			
Course Title: Theory and Practice Of Democracy			
Course Code	PSC91DE01704	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/Civic Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives:

This course will trace the evolution of democracy with a focus on modern and contemporary influences, approaches and theories.

Course Learning Outcomes:

The course intends to deepen an understanding of the relationship between norms, institutions and political processes as they have evolved in some political communities, including India.

Course Contents:

Unit I

The Idea of Democracy

- a. The historical evolution of the idea
- b. Ancient and modern variants
- c. Democracy: plural traditions

Unit II

Democracy and Political Community

- a. Boundaries of Political Community: nationalism and nation-state
- b. Membership in political community and belongingness
- c. Citizenship: common vs. group-differentiated
- d. Necessity of democratic education and civic virtues

Unit III

Democracy and Representation

- a. Majority Rule and Majoritarian systems
- b. First past the post system and proportional representation
- c. The idea of group representation

Unit IV

Democracy and Liberal Constitutionalism

- a. Foundations of modern representative democracy
- b. Rights as trumps
- c. Power-sharing institutions: federalism; consociationalism

Unit V

Contemporary Democratic Politics: Issues

- a. Development vs. Growth
- b. Democratic Transition and Consolidation

Suggested Readings:

Amy Gutmann, *Democratic Education*, Princeton: Princeton University Press, 1987

Anne Phillips, *The Politics of Presence*, Oxford: Oxford University Press, 1995

Anthony Arblaster, *Democracy*, 2nd Edition, Milton Keynes: Open University Press, 1994

Benjamin R. Barber, *Strong Democracy: Participatory Politics for a New Age*, California: University of California Press, 1984

C. B Macpherson, *The Life and Times of Liberal Democracy*, Oxford: Oxford University Press, 1977

Carole Pateman, *Participation and Democratic Theory*, Cambridge: Cambridge University Press, 1970

Charles Tilly, *Democracy*, Cambridge: Cambridge University Press, 2007

David Held, *Models of Democracy*, 2nd Edition, USA: Stanford University Press, 1996

Hanna Pitkin, *The Concept of Representation*, California: University of California Press, 1967

Ian Shapiro, *The State of Democratic Theory*, Princeton: Princeton University Press, 2003

Joseph Schumpeter, *Capitalism, Socialism, and Democracy*, New York: Harper and Row, 1942

Juan J Linz and Alfred Stephan, *Problems of Democratic Transition and Consolidation*, in Larry Diamond, et al., *Consolidating the Third Wave Democracies*, Baltimore: Johns Hopkins University Press, 1997.

Robert A. Dahl, *On Democracy*, Yale: Yale University Press, 1998.

Seyla Benhabib, Ed. *Democracy and Difference*, Princeton: Princeton University Press, 1996.

STATE POLITICS IN INDIA

Course Details			
Course Title: State Politics in India			
Course Code	PSC91DE01804	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III (Odd)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective Course		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/Indian Knowledge System/ Value		
Methods of Content Interaction	Lecture, Tutorial, Group discussion; Presentations by students, assignments; Workshops and seminar presentations		
Assessment and Evaluation	<input type="checkbox"/> 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <input type="checkbox"/> 70% - End Term External Examination (University Examination)		

Course Objectives

- To familiarise students with the regional and local politics.
- To help them understand the relationship between local politics and national politics.
- To make the students understand the trajectory of regional and local politics
- To apprise the students of the factors that influence the state politics in India
- To help them analyse the emerging dynamics of state politics in India

Learning Outcomes

After completion of the course the students should be able to:

- Understand regional and local politics.
- Make sense of the relationship between local politics and national politics.
- Understand the trajectory of regional and local politics
- Understand the factors that influence the state politics in India
- To analyse the emerging dynamics of state politics in India

Course Contents

UNIT I: Stages of state formation in India

- State formation as a historical process
- Partition and state formation in India: The socio-political context
- Re-organisation of states in India
 - The Constituent Assembly Debates
 - Socio-cultural, Economic and Political Factors
 - Stages of State formation in India
- Constituent States in India: Should they be Big or Small
- The Contemporary debate
- Determinants of State Politics

UNIT II: Political Parties and Election

- Party-System in India: a historical and theoretical background
- Parties at national level
 - National-level parties: A brief survey
 - Stages in evolution of party-system in India at national level

- Role of national parties in state/regional politics
- Contemporary Indian Politics: One party dominance or coalition rule?
- Interest and Pressure groups in State-politics
- Regional parties
 - Genesis and Growth
 - Factors behind growth of regional/state-level parties in India
 - Regional parties and State politics in India
 - Regional parties: their future in national politics
 - Leadership patterns and factionalism
 - Elections, political participation and Voting behaviour
 - Need for Electoral Reforms

UNIT III: Centre-State relations: An overview

- Debate on India's 'federal' structures
- Distribution of powers between centre and states in Indian constitution
 - Legislative
 - Administrative
- How centre-state relations actually work?
- Judiciary and the centre-state relations in India
- Tension areas and Demand for Autonomy
- Governor in political role
- Centre-state financial relations

- Globalisation and centre-state relations

UNIT IV: Issues of financial allocations

- Federal finance: theory and constitutional provisions
- Structure of state revenue
- Economic and industrial policy
- Assistance to the States by the Union
- Discretionary transfers by the Union to states
- Institutional finance
- Debt burden of states
- GST and other issues

UNIT V: Inter-State disputes

- An analysis of the major issues in Inter-State relation
- Language
- Water distribution and territorial issues
- State-resources and national revenue
- Distribution of national revenue
- Lack of industrialisation and uneven regional development
- Role of judiciary in Inter-State disputes

UNIT VI:Regional Politics and caste-politics alignment

- Role of Caste and Tribes in state politics in India
- Political Development in Indian States: A general survey of states politics of the following

- Bihar and Jharkhand
- West Bengal and Odisha
- Uttar Pradesh
- Haryana and Punjab
- India's States in Northeast: Assam, Arunachal Pradesh, Manipur and Nagaland
- Tamil Nadu and Kerala
- Jammu and Kashmir

UNIT VII: Role of institutional bodies in state politics

- National Development Council
- Inter-State Council
- National Integration Council
- Finance commissions
- NitiAyog and its predecessor (Planning Commission)
- Commissions on Centre-State relations
- Central Police Organisations
- CBI and Central Vigilance Commission
- Chief Ministers' Conference

UNIT VIII: Emerging Issues in State Politics

- Regionalism
- Naxalism
- Religious extremism

- Insurgency and terrorism

Content Interaction Plan:

<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Units</u>
1-4	Unit I Stages of state formation in India
5-9	Unit II Political Parties and Election
10-13	Unit III Centre-State relations: An overview
14-20	Unit IV Issues of financial allocations
21-26	Unit V Inter–State disputes
27-36	Unit VI Regional Politics and caste-politics alignment
37-40	Unit VII Role of institutional bodies in state politics
41-45	Unit VIII Emerging Issues in State Politics
<i>15 Hours</i>	<i>Tutorials</i>

Suggested References:**Essential Readings:**

- Roy, Haimanti. (2018). *The Partition of India*. New Delhi: OUP.
- Hasan, Zoya, Huq, Aziz Z., Nussbaum, Martha C. and Verma, Vidhu Eds. (2018). *The Empire of Disgust: Prejudice, Discrimination and Policy in India and the US*. New Delhi: OUP.
- Choudhury, Sujit, Mehta, PratapBhanu and Khosla, Madhav. (2016). *The Oxford Handbook of the Indian Constitution*. New Delhi: OUP.
- Ghosh, Peu. (2012). *Indian Government and Politics*. New Delhi: PHI.
- Jayal, Niraja Gopal et al. (Eds.) (2011). *The oxford companion to politics in India*. New Delhi: OUP.
- Jayal, Niraja Gopal. (Ed.) (2001). *Democracy in India*. New Delhi: Oxford University Press.

- Hasan, Zoya (Ed.) (2002); *Parties and Party Politics in India*, Oxford University Press, New Delhi.

- Sinha Aseema (2005); *The Regional Roots of Developmental Politics in India: A Divided Leviathan*, Oxford University Press, New Delhi.

- Shah, Ghanshyam (Ed.) (2002): *Caste and Democratic Politics in India*: Permanent Black, New Delhi.

- Mukherjee, Rahul (Ed.). (2007). *India's Economic Transition: The Politics of Reforms*. Oxford University Press, New Delhi.

- Chatterjee, Partha. (Ed.) (1997, 2004). *State and politics in India*. New Delhi: OUP.

- Weiner, Myron (1968). *State Politics in India*. Princeton: Princeton University Press.

- Wood, John R. (Ed.). (1984). *State Politics in Contemporary India: Crisis of Continuity*. Westview Replica.

- Sharma, Sadhna. (Ed.) (1995). *State Politics in India*. New Delhi: Mittal Publications.

- Jafferlot, Christophe. Ed. (2012). *India: Since 1950. Society, Politics, Economy and Culture*. New Delhi: Foundation Books.

- Ganguli, Sumit, Diamond, Larry, Plattner, Marc (Ed.). (2007). *The State of India's Democracy*. Baltimore: The John Hopkins University Press.

- Fadia, B.L. (2015 edition). *Indian Government and Politics* (Agra: SahityaBhavan Publications).

- Ghosh, Buddhadev and Kumar, Girish. (2003). *State Politics and Panchayats in India*. New Delhi: Manohar Publishers and Distributors.

- Omvedt, Gail. (1982). *Land, caste, and politics in Indian states*. Authors Guild Publications.

Suggested Readings:

- Chhibber, Pradeep K., Verma, Rahul. (2018). *Ideology and Identity: The Changing Party Systems of India*. New Delhi: OUP.
- Jafferlot, Christophe. (2003). *India's silent Revolution : The rise of the Low Castes in North Indian Politics*. New Delhi: Permanent Black.
- Tillin, Louise. (2013). *Remapping India: New States and their Political Origins*. London: Hurst & Company
- Roy, Dayabati. (2014). *Rural Politics in India: Political Stratification and Governance in West Bengal*. New York: Cambridge University Press.
- SanjibBarua. (1999). *India against Itself: Assam, the Politics of Subnationalism*. New Delhi: Oxford University Press.
- Barpujari, H.K. (Ed.). (1975). *Political History of Assam*, Vol. 1. Gauhati: Government of Assam.
- Barpujari, H.K. (1998). *North East India: Problems, Policies & Prospects*. New Delhi, Gauhati: Spectrum Publications.
- Baruah, Sanjib. (Ed.). (2011). *Beyond Counter-insurgency: Breaking the Impasse in Northeast India*. New Delhi: Oxford University Press
- Behera, Navnita Chadha. (2006). *Demystifying Kashmir*. Washington: Brookings Institution
- Bhuyan, Dasarathi. (2007). *The Role of Regional Political Parties in India*. New Delhi: Mittal Publications.

Geopolitics and Geoeconomics in International Relations

Course Details			
Course Title: Geopolitics and Geoeconomics in International Relations			
Course Code	PSC91DE01904	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/Global Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- The purpose of this course is to examine the political, economic and strategic aspect of international relations from geographical perspectives.
- This course provides holistic knowledge about international affairs, geographical location and historical as well as current global events.
- This course also provides the student that how “Geo-Politics” works, and how it can be used to understand the capabilities of any state or any geographical region.

- Further, it also focuses that students will assess Geopolitical issues; improve their understanding of foreign policy and international system analyses.
- This course also focuses on Geo-economics, its relevance and effectiveness in changing dynamics of world politics in post-cold war phase.

Learning Outcomes

After completion of the course the learners will be able to:

- Students will be aware about the impact of geography in general and geopolitical in particular to interpret political issues/debate/concept.
- Students will also be in this position to understand the major geographical factor that directly affecting effective foreign policymaking.
- Additionally, students will also come to know basic problem/issues of interstate conflict i.e. boundaries and related conflict.
- Apart from the traditional theories of the domain, this course will also provide emerging geopolitical to understand inter-state conflict in better way.
- Lastly, after completion of the course, students can also understand about the significance of geo-economics in 21st c.

Course Contents

Unit: 1	Introduction of the Course	(Weightage 05%)
	<ul style="list-style-type: none"> • Political Geography • Advent of the discipline of Geopolitics • Geoeconomics 	
Unit: 2	Geopolitics in world Affairs	(Weightage 20%)
	<ul style="list-style-type: none"> • Location • Resources • Demography • Environment • Logistics • Distance 	

- Unit: 3 Frontiers and Boundaries (Weightage 20%)**
- Concept
 - Classification of Frontiers
 - Classification of Boundaries
 - Differentiation between Frontiers and Boundaries
- Unit: 4 Geo-Politics in Strategic Affairs (Weightage 10%)**
- Security
 - Conflicts - Interstate and Intrastate
- Unit: 5 Key Theories and Ideas (Weightage 20%)**
- Sea Power
 - *Lebensraum*
 - Heartland
 - Rim Land
 - Air Power
- Unit: 6 Emerging Trends in Geopolitics (Weightage 10%)**
- Cyber
 - Space
 - Marine
- Unit: 7 Geoeconomics in World Politics (Weightage 10%)**
- Concept
 - Dimension of Geo-Economic in World Politics
 - Geoeconomics and Economic Co-operation among great powers
- Unit: 8 Role of Technology in Geo-Politics and Geo-Economics (Weightage 05%)**
- Role of Technology in Geopolitics
 - Role of Technology in Geoeconomics

Content Interaction Plan

Units	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit-I	1-2	<ul style="list-style-type: none"> • Political Geography • Geo-Politics • Geo-Economics
Unit-II	03-11	<ul style="list-style-type: none"> • Location • Resources • Demography • Environment

		<ul style="list-style-type: none"> • Logistics • Distance
Unit- III	12-20	<ul style="list-style-type: none"> • Concept • Classification of Frontiers • Classification of Boundaries • Differentiation between Frontiers and Boundaries
Unit- IV	21-25	<ul style="list-style-type: none"> • Security • Conflicts - Interstate and Intrastate
Unit V	26- 34	<ul style="list-style-type: none"> • Sea Power • <i>Lebensraum</i> • Heartland • Rim Land • Air Power
Unit VI	35-38	<ul style="list-style-type: none"> • Cyber • Space • Marine
Unit VII	39-42	<ul style="list-style-type: none"> • Concept • Dimension of Geo-Economic in World Politics • Geo-Economic and Economic Co-operation in world Politics
Unit VII	43-45	<ul style="list-style-type: none"> • Role of Technology in Geo-Politics • Role of Technology in Geo-Economics
Tutorials	15 Hours	

Essential Readings:

- Chapman, Bert (2011), *“Geopolitics: A Guide to the Issue”*, Praeger,
- Dodds, Klaus, (2007), *“Geopolitics: A Very Short Introduction”*, New York: Oxford University Press .
- Flint, Colin, (2006), *“Introduction to Geopolitics”*, New York: Routledge .
- Tuathai, Gearóid Ó and Simon Dalby, (eds.), (1998), *“Rethinking Geopolitics”*, London: Routledge .
- Tuathail, Gearóid ó Simon Dalby and Paul Routledge (eds.), (2006), *“The Geopolitics Reader”*, London: Routledge.
- Ladis K. D. Kristof, (Sep, 1959), “The Nature of Frontiers and Boundaries”, *Annals of the Association of American Geographers*, Vol. 49, No. 3, [Part 1] pp. 269-282.
- Meredith Reid Sarkees, Frankwhelon Wayman and J. David Singer, (2003), “Inter-State, Intra-State, and Extra-State Wars: A Comprehensive Look at Their Distribution over Time, 1816–1997”, *International Studies Quarterly* 47, 49–70.

- Nicholas J. Spykman, (Feb., 1938), “Geography and Foreign Policy I”, *The American Political Science Review*, Vol. 32, No. 1 pp. 28-50.
- Werner J. Cahnman, (Feb., 1943), “Concepts of Geopolitics”, *American Sociological Review*, Vol. 8, No. 1 pp. 55-59.
- Woodruff D. Smith, (Feb., 1980), “Friedrich Ratzel and the Origins of Lebensraum”, *German Studies Review*, Vol. 3, No. 1 pp. 51-68.

Additional Readings:

- Wolf Grabendorff, (Aug., 1982), “Interstate Conflict Behavior and Regional Potential for Conflict in Latin America”, *Journal of Interamerican Studies and World Affairs*, Vol. 24, No. 3 pp. 267-294.
- Muzaffer Ercan Yilmaz, (December 2007), “Intra-State Conflicts In The Post-Cold War Era”, *International Journal on World Peace*, Vol. 24, No. 4 pp. 11-33.
- B.S. Chimni and Siddharth Mallavarapu ed. (2012), “International Relations: Perspectives for the Global South”, New Delhi: Pearson.
- A. T. Mahan, (1890), “*The Influence of Sea Power Upon History, 1660–1783*” Boston: Little Brown and Company,
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Human Rights: Debates, Trends and Practices

Course Details			
Course Title: Human Rights: Debates, Trends and Practices			
Course Code	PSC91DE02004	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester		Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective & Open Elective		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/ Contribution in Knowledge System/Ethical Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- The present course introduces undergraduate students a general and basic idea of Human Rights.
- This course provides philosophical and historical foundation, international human rights norms and contemporary human rights in Indian context.

- The different aspect of human rights will provide students a basic platform to aware about their natural rights as well as their duties.
- Noteworthy, extant issues that have a great impact on day to day life will be assessed in this course.
- Lastly, this paper will also include especial emphasis of emerging issues and response from non-state actors for the holistic understanding of the concept of Human rights and its present status.

Learning Outcomes

After completion of the course the learners will be able to:

- Aware about the International Human rights, its meaning, concept and evaluation.
- Students will also understand to differentiate between Human Rights and other significant concept like Duties, Civil Rights and Human Security.
- Students will be aware about the contemporary human rights situation and rights of Women, Children, Tribal, Minorities and Displaced Persons.
- Finally, students will be aware about the state response as their rights to be a good citizen.

COURSE OUTLINE

Unit: 1	Human Rights: Fundamental Aspects	(Weightage 15%)
	<ul style="list-style-type: none"> • Meaning and Concept • Evolution 	
Unit: 2	Human Rights: Correlation with other Concepts	(Weightage 15%)
	<ul style="list-style-type: none"> • Human Rights and Duties • Human Rights and Civil Rights • Human Rights and Human Security 	
Unit: 3	Human Rights: International Dimension	(Weightage 15%)
	<ul style="list-style-type: none"> • Universal Declaration of Human Rights 1948 • Role of UN 	
Unit: 4	Human Rights: Issues and Challenges	(Weightage 20%)
	<ul style="list-style-type: none"> • Human Trafficking • Women and Children • Tribal and Minorities • Displaced Persons and Immigrants 	

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TEACHING PUBLIC SPEAKING AND WRITING SKILLS IN POLITICAL SCIENCE AND IR

Course Details			
Course Title: Teaching Public Speaking and Writing Skills in Political Science and IR			
Course Code	PSC91DE02104	Credits	4
L + S+T (flexible)	2 + 1 + 1	Course Duration	One Semester
Semester		Contact Hours	45 (L) + 15 (S+T) Hours
Course Type	Discipline-Based Core Elective Course		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Skill-based course		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Description

The course has been designed with an objective to impart practical training in teaching, speaking and writing to the students of Political Science and International Relations. The course, however, can effectively be utilised by students of social science across the disciplines. The course shall be helpful to the students in overcoming difficulties that the students generally face while dealing, for instance, with the interview board or speaking at a public gathering, including the classroom-teaching. This has been observed that many students, especially those students who come from moderate background are required to overcome the psychological barrier, too, in order to communicate their ideas effectively in written form or orally. Many a times, the students, if they are not used to participation in group activities, or addressing public gathering then the ideas cannot be communicated effectively, even if the students may be good in knowing the subjects. Also, expressing ideas in written form requires some skill that many students lack for the want of

proper training. The course shall be helpful to such a lot, which may be in good number in public institutions. Also, the course would be helpful to the students taking up teaching in higher education after successful completion of the programme. The learning, thus, shall help the students to face the job market with confidence. The course shall be imparted in such a manner as to promote moral and ethical values in the students.

Learning outcomes:

Generic skills:

- On successful completion, the learners would develop the ability to read, understand and interpret texts, and shall develop independent critical thinking and analytical ability.
- The learners shall develop a general ability to communicate their ideas effectively in written and oral form.
- The course shall also help the students to learn the skills and requirements of teaching in Higher-Educational Institutions (HEIs).

Course-specific learning outcomes

- On successful completion the learners are expected to have understood the effective way to use concepts in the discipline and communicate the same in academic language.
- The students shall have developed the capacity to write and speak with confidence in conferences, seminars or group discussions.
- The learners can use the skills so learned to teach political science in HEIs and write quality papers.
- The students can understand the impact of subject-specific communication skills on career development.
- The students can also utilise the skills to explore various avenues for career development linked to the study of the discipline.

Course-specific skills: On successful completion of the course, the learners are expected to have gained:

- The ability to know the finesse of political science teaching.
- The ability to identify relevant areas of research useful for the think-tanks, media, NGOs, research institutions, among others.
- The ability to face competitions and contribute in the growth of the discipline.

Course Contents

UNIT I: Learning Political Science as an Academic Discipline (15% Weightage)

- Meaning, Nature and Scope of Political Science as a Discipline of Knowledge
- Higher Academic Institutions (HEIs)
- Aims and Objectives of Teaching Political Science in HEIs
- Reasoning and Data Interpretation in Political Science & IR

UNIT II: Teaching and Research Aptitude in Political Science & IR (20% Weightage)

- Teaching-Learning Methods in Political Science
- Teaching-Learning Resources
- Teaching aids, evaluation system
- Research aptitude in Political Science & IR

UNIT III: Teaching Political Science (20% Weightage)

- Role of ICT in Political Science Teaching and Research
- Motivation and Critical Thinking in Political Science Teaching and Research
- Methods of course design
- Role Play in Political Science Teaching
- The Intervention of External Contributors
- Originality and Synergy in Classroom
- Winning Students
- Reading of Classic Texts in Political Science and IR

UNIT IV: Academic Writing in Political Science and IR (25% Weightage)

- Research Papers, Report Writing and Book Writing
- Structure, Style and Language
- Locating Research Materials
- Creating Evidences with Primary and Secondary Data
- Properties of Good Writing
- Common Problems With Writing

- Practice Sessions

UNIT V: Oratory and the Art of Public Speaking (20% Weightage)

- Speech and Higher Education
- Developing Courage and Self Confidence
- Culture and Public Speaking
- Subject, Preparation and Fluency
- Using Audio-Visual Media
- Pace and Pitch
- Appeal to Rationality, Reason and Emotions
- Gesture and Method of Delivery
- Clarity in Speech and Interest Generation among the Audience
- Beginning and End
- Practice Sessions

Tentative Content Interaction Plan:

Lecture cum Discussion(Each session of One Hour Each)	Unit/Topic/Sub-Topic
1-9	Unit I
10-21	Unit II
22-33	Unit III
34-48	Unit IV
49- 60	Unit V
<p>Suggested References:</p> <ul style="list-style-type: none"> • Szarejko, Andrew A. (2022). Pandemic Pedagogy: Teaching International Relations Amid COVID-19. Springer International Publishing. • Scott, James M., et al. Eds. (2021). Teaching International Relations. Cheltenham: Edgar 	

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- Powner, L. C. (2014). Empirical Research and Writing: A Political Science Student's Practical Guide. United States: SAGE Publications.
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Reader's Guide. United States: Rowman & Littlefield Publishers.

- LaVaque-Manty, M., LaVaque-Manty, D. (2015). *Writing in Political Science: A Brief Guide*. United States: Oxford University Press.
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- Gormley-Heenan, Cathy and Lightfoot, Simon. (2012). *Teaching Politics and International Relations*. Palgrave Macmillan.
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- Machiavelli, (1961) *Prince* Ed. And Translated by G. Bull, (Harmondsworth: Penguin)
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INDIAN ADMINISTRATION: IDEAS, INSTITUTIONS AND PRACTICE

Course Details			
Course Title: Indian Administration: Ideas, Institutions and Practice			
Course Code	PSC91DE02204	Credits	4
L + T + S (flexible)	2 + 1 + 1	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective and Open Elective		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Description

The course provides an understanding of the public service organizations, their history, their functions and importance. The course provides an insight into the institutional processes and methods of functioning of institutions of governance in India. The course primarily focuses on the issues, which have been studied and taught traditionally in the universities under the course title “Indian Administration”. However, the present course is broader in scope. The course shall, in addition to understanding the practice of administration through history, also looks at the ideas and institutions that have shaped such practices. The objective of this course shall be to help students to understand how the public administration in India has been shaped through the time and how do they function. The course shall also look at some significant institutions which have been created by the government in recent times to respond the requirements of the changing times. This way, the students shall develop an understanding of the functioning of the executive

and legislative arms of the government. The course shall be offered along with such courses as ‘Public Policy: Process, Monitoring and Evaluation’, ‘Policy Process in India’ and ‘Political Leadership and Institutional Governance’ so that the students shall develop a comprehensive understanding in the art and science of administration and policy process. The students shall be encouraged to study the contemporary developments in the field of administration in India. The course has also been designed keeping in mind that the students shall be taking up various competitive examinations after the completion of the Masters programme and the learning in this course shall help them in facing the job market with confidence. The good practices in administration shall also be discussed from the point of view of promoting Indian moral, ethical and cultural values in the students.

Learning outcomes:

Generic skills:

- On successful completion, the learners would develop the ability to understand the process of administration in democracies.
- The learners should also be able to develop the ability to explain the governmental process, over all.
- The course shall also help the students to develop academic writing skills.

Course-specific learning outcomes:

- On successful completion the learners are expected to have understood they administration has evolved through the time in India.
- The students shall be able to explain the way key public institutions function in India.
- The learners can appreciate the relationship of legal-constitutional process and actual practice of administration, and
- The students can understand the influence of administration on society and politics.

Course-specific skills: On successful completion of the course, the learners are expected to have gained:

- The ability to use their knowledge to identify key actors in Indian administration.
- The ability to apply their knowledge to identify issues and constraints that Indian administration may be facing at a given stage and develop the ability to offer solutions.
- The students shall develop the ability to face competitions and do further research.

Course Contents

UNIT I: Indian administration: A Historical overview (15% Weightage)

- Pre and Post British Period
- Constitutional framework and parliamentary system

UNIT II: Institutions of Administration (15% Weightage)

- PMO, Central Secretariat, Cabinet Secretariat and Lok Sabha Secretariat.
- Civil Services:
 - Recruitment, training, promotion, motivation and morale

- Generalist and Specialist Debate
- Relationship of Political Executive with Civil Services

UNIT III: Budget and Budgetary Process (15% Weightage)

- Budget, types of Budget
- Budgetary process in India
- Parliamentary control over budget

UNIT IV: Commissions (10% Weightage)

- Finance Commission
- NITI Ayog
- Election Commission
- NHRC and Minorities Commission.

UNIT V: Bureaus and Boards (10% Weightage)

- Bureau of Public Enterprise
- Central Bureau of Investigation
- The Central Board of Direct Taxes
- The Central Board of Excise and Customs

UNIT VI: Issues in Indian Administration. (15% Weightage)

- Lokpal and Lokayukt (Ombudsman)
- Administrative Reforms, RTI
- Social Auditing, Citizen's Charter.

UNIT VII: Local-Self Government and Welfare Administration in India.

(10% Weightage)

- LSG: History, Theory and Practice
- Welfare Administration: Evolution and Contemporary Mechanisms

UNIT VIII: Current Debates on Indian Administration (10% Weightage)

- Corruption in Administration
- Moral Values and Ethics in Administration

Content Interaction Plan:

<u>Lecture cum</u>	
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<u>Discussion</u> (Each session of 1 Hour)	<u>Unit/Topic/Sub-Topic</u>
1-7	UNIT I
8-13	UNIT II
14-20	UNIT III
21-25	UNIT IV
26-30	UNIT V
31-37	UNIT VI
38-42	UNIT VII
43-45	UNIT VIII
15 Hours	<i>Tutorials+Seminars</i>
<u>Readings/References:</u>	
<ul style="list-style-type: none"> • Kuldeep Mathur, 2019. Recasting Public Administration in India: Reform, Rhetoric and Neoliberalism. New Delhi: Oxford. • R K Sapru, 2019. Indian Administration: A Foundation of Governance. New Delhi: Sage. • Devesh Kapur, Pratap Bhanu Mehta and Milan Vaishnav. 2017. Rethinking Public Institutions in India. New Delhi: OUP. • Vishnu Bhagwan and Vidya Bhushan, 2011. Indian Administration. Delhi: S Chand. • Devesh Kapur and Pratap Bhanu Mehta. Eds. 2005. Public Institutions in India: Performance and Design. New Delhi: OUP. • Hoshiyar Singh and Pankaj Singh, 2011. Indian Administration. New Delhi: Pearson. • Bidyut Chkrabarti and Prakash Chand, 2010. Indian Administration: Evolution and Practice. New Delhi: Sage. • S R Maheshwari, 2006. Public Administration in India: The Higher Civil Service. New Delhi: OUP. 	

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- Gupta, Bhabani Sen (1996). *India: problems of governance*. New Delhi: Konark Publisher.
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- Avasthi and Avasthi. (1996). *Indian administration*. Agra: Laxmi Narain Agarwal.

INDIA'S FOREIGN POLICY

Course Details			
Course Title: India's Foreign Policy: Theories and Practices			
Course Code	PSC92DC02304	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course & Open Elective		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Indian Knowledge System/ Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ Objective of this Course is to provide basic tenets of India's Foreign Policy within regional and international political order. The course endeavors to provide an analytical understanding about the dynamics of India's foreign policy to the students.

Learning Outcomes:

- ❖ The students will learn the historical dynamics of India's Foreign Policy Making and responses in view of different context of the world.
- ❖ It will help students develop an analytical ability to understand the dynamics of contemporary foreign policy making and the way India responds to different foreign policy choice in the world.

Course Contents:

UNIT I: Defining Foreign Policy

(10% Weightage)

- Conceptualizing Foreign Policy
- Determinants of Foreign Policy: With special reference to India
- Roots of Foreign Policy in India: A historical sketch prior to advent of the British Rule in India

UNIT II: Foundations of Foreign Policy

(15% Weightage)

- Internal Conditions & External Environment at the time of Independence: Imperatives and responses
- Nature of Foreign Policy during Selected Prime Ministers of India: Jawaharlal Nehru, Lal Bahadur Shastri, Indira Gandhi, P.V. Narasimha Rao, I.K. Gujral, Atal Behari Vajpayee, Manmohan Singh
- Salient features of Narendra Modi's Foreign Policy

UNIT III: India and its Neighborhood

(15% Weightage)

- India's Neighborhood Policy
- India and Pakistan Relations
- India's growing relations with Nepal, Bhutan, Bangladesh, Sri Lanka, Maldives, and Afghanistan

UNIT IV: India and Extended Neighborhood

(10% Weightage)

- India's Shifting Foreign Policy Choice from 'Look East' to 'Act East'
- Salience of extended neighborhood in the West: West Asia, Central Asia

UNIT V: India and Major Powers**(10% Weightage)**

- India's relations with US
- India's relations with Russia
- India's relations with China

UNIT-VI: India's Threat Perceptions & Foreign Policy**(10% Weightage)**

- Maritime Security
- Terrorism
- Energy
- Environmental Threats

UNIT-VII: India and the Global South**(10 % Weightage)**

- India's Foreign Policy Towards Africa
- India's Foreign Policy Towards Latin America

UNIT-VIII: India's and Disarmament**(10% Weightage)**

- Disarmament Policy of India
- WMDs and India's Policy
- Nuclear Disarmament (Test Ban Treaties, Proliferation and Non-proliferation)

Content Interaction Plan:

Lecture cum Discussion (Each session of One Hour)	Unit/Topic/Sub-Topic
1	Conceptualizing Foreign Policy
2-3	Determinants of Foreign Policy: With special reference to India
4	Roots of Foreign Policy in India: A historical sketch prior to advent of the British Rule in India

5-6	Internal Conditions & External Environment at the time of Independence: Imperatives and responses
6-7	Nature of Foreign Policy during Selected Prime Ministers of India: Jawaharlal Nehru, Lal Bahadur Shastri, Indira Gandhi, P.V. Narasimha Rao, I.K. Gujral, Atal Behari Vajpayee, Manmohan Singh
8	Salient features of Narendra Modi's Foreign Policy
9	India's Neighborhood Policy
10	India and Pakistan Relations
11-12	India's growing relations with Nepal, Bhutan, Bangladesh
13-14	India's growing relations with, Sri Lanka, Maldives, and Afghanistan
15-16	India's Shifting Foreign Policy Choice from 'Look West' to 'Act East'
17-19	India's relations with US
20-21	India's Relations with Russia
22-24	India's relations with China
25-27	Maritime Security
28	International Terrorism
29	Drug Trafficking
30-31	Energy Security and India's Foreign Policy
32-35	Changing Dynamics of India's Climate Change Policy
36	SAARC
37	ASEAN
38	BRICS
39-40	Sub-regional Cooperation

41	Disarmament Policy of India
42	WMDs and India's Policy
43-45	Nuclear Disarmament (Test Ban Treaties, Proliferation and Non-proliferation)
15 Hours	Tutorials

Suggested Readings:

- Bajpai, Kanti P., & Pant, Harsh V. (2013). *India's foreign policy: A reader (Critical issues in Indian politics)*. Oxford: OUP.
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FIELD WORK: DATA COLLECTION, ANALYSIS & PRESENTATION

Course Details			
Course Title: Field Work: Data Collection, Analysis & Presentation			
Course Code	PSC92DC02404	Credits	4
L + T + P	3 + 1 + 0	Course Duration	Two Semesters
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory & Practical		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Identification of research problem, data collections from the field, presentations of prepared report by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades): Identification of a Research Problem, sampling & developing instruments for data collection. • 70% -End Term External Examination: 25% for it for data collection, 25% for data analysis and 20% for presentation. 		

Course Objectives:

- ❖ To provide students identify research problem from their surrounding and nearby localities and give them practical exposure.
- ❖ To acquaint students with skills and techniques of data collections for the identified research problems.
- ❖ To make students understand application of various tools and techniques of primary data collection and analysis in real situation.
- ❖ To expose students with presentation of fused data.

Learning Outcomes:

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

- ❖ Identify research problems in a practical situation
- ❖ Design instruments for primary data collection and analyse the collected data.
- ❖ Understand application of data collection, sampling and data analysis.
- ❖ Prepare report and present it.

Modalities: The activities relating to this course will begin in the first semester (overall third semester for a four semester M.A. student) of the level 9, i.e. the Second year of the M.A. Programme. In this semester the students are required to identify a research problem on a political issue, particularly either relating to the nearby surrounding or on a topic suitable for primary data collection. The data collection by the student may be done during either the semester break or initial part of the last semester. Subsequently, in the last semester, the student shall prepare a report after collating and analyzing the collected data in about 3000 words for presentation. For each student, the complete process shall be supervised by a faculty member. The concerned faculty shall be identified by the Department Committee during the first semester of the level 9, i.e. the second year of the M.A. Programme. The concerned faculty member shall evaluate the performance as per the assessment and evaluation plan mentioned above. If the concerned faculty wish, she/he may involve other faculty member of the department in evaluation of one or more component/s of the evaluation scheme.