

Syllabus from 2nd to 3rd Year

BA Liberal Arts

(Political Science)

University School of Liberal Arts

Guru Gobind Singh Indraprastha University

Approval History:

1. Second-year to Third year Scheme and Syllabus approved by BOS: 10/06/2024
2. Second-year to Third year Scheme and Syllabus approved by AC: 19/06/2024

Detailed Curriculum Scheme Framework for Political Science
Major under UGC
(From 3rd to 6th Semester)

Third Semester							
Group	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits
				Theory			
DSC		BALA POLS201	Indian Political Thought	UES	3	1	4
DSC		BALA POLS203	Understanding Political Theory	UES	3	1	4
DSC		BALA POLS205	Theories of International Relations	UES	3	1	4
DSE & MINOR STREAM COURSE (MS)*** (Choose Any One)		BALA POLS207	Nation and Nationalism	UES	3	1	4
		BALA POLS209	Challenges and Concerns of Governance				
		BALA POLS211	Gandhi in the Contemporary World				
IDC (Choose Any One)		BALA 201 BALA 203 BALA 205	Popular Culture OR Human Rights OR Society and Humour	UES	2	1	3
SEC (Choose Any One)		BALA 207 BALA 209 BALA 211	Indian Heritage and Culture OR Ethics and Dilemmas in Politics OR Conceptualizing Everyday Life OR MOOCS** OR Choice from Other USS	UES	2	1	3
AEC (Choose Any One)		USLA BALA 213 BALA 215 BALA 217 USHSS BAENG215 BAENG217 BAENG219	Travel Accounts OR Public Opinion and Surveys OR Introduction to Social Work OR English Language and Grammar III OR Punjabi-III OR	UES NUES****	1	1	2

		BAENG221	French-III OR					
		BAENG223	German-III OR					
		BAENG225	Japanese-III OR					
			Spanish-III OR					
			any paper from other USS					
		Total				17	7	24

* Every student shall be allocated a supervisor at the beginning of the 3rd semester who shall remain unchanged (only the APC of the school shall allow a change of supervisor for reasons recorded in writing) till the completion of the programme of study for all seminar papers, minor project, and major project.

** The MOOC can be taken from the list of courses/papers offered through the SWAYAM/NPTL platform. The open elective can only be opted for by the student with the consent of the APC of the USLA and only if the offered paper time schedule is in line with the academic calendar of the University and the programme of study.

***MS is equivalent to DSE

***** **NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

Note:

1. The SEC Courses on Indian Heritage and Culture is offered by the discipline of History; Ethics and Dilemmas in Politics is offered by the discipline of Political Science; Conceptualising Everyday Life is offered by the discipline of Sociology.
2. The AEC Public Opinion and Surveys is offered by the discipline of Political Science; Travel Accounts is offered by the discipline of History; Introduction to Social Work is offered by the discipline of Sociology.

Fourth Semester							
Group	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits
			Theory				
DSC		BALA POLS202	Comparative Government and Politics	UES	3	1	4
DSC		BALA POLS204	Public Administration	UES	3	1	4
DSC		BALA POLS206	India's Foreign Policy	UES	3	1	4
DSE & MINOR STREAM COURSE (Choose Any Two)		BALA POLS208	Public Policy in India	UES	6	2	8
		BALA POLS210	Interrogating the Past: Memory and Museumization				
		BALA POLS212	Contemporary Human Rights Concerns				
DSE (Seminar/Workshop) **		BALA 202 BALA 204	Archives and Archaeology OR Workshop on Quantitative Data Analysis*** OR From any other USS*	NUES		-	2
AEC (Choose Any One)		USLA BALA 206 BALA 208 BALA 210 USHSS BAENG216 BAENG218 BAENG220 BAENG222 BAENG224 BAENG226	Cityscapes OR Introducing the Art of Diplomacy OR Introducing Census and NSSO Data OR English Language and Grammar IV OR Punjabi-IV OR French-IV OR German-IV OR Japanese-IV OR Spanish- IV OR Any paper from other USS	UES	1	1	2
			Total		16	6	24

*Internship during the Summer Vacation

** **NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

*** For the students opting for History Major, the course Workshop on Quantitative Data Analysis will be optional. But for the students opting for a Sociology Major and Political Science Major, the course Workshop on Quantitative Data Analysis is compulsory.

Note:

1. The SEC Courses titled Exploring Archives is offered by the discipline of History; Workshop on Quantitative Data Analysis is offered jointly by the disciplines of Political Science and Sociology.
2. The AEC courses Introducing Census and NSSO Data is offered by the discipline of Sociology; Introducing Art of Diplomacy is offered by the discipline of Political Science; Cityscapes is offered by the discipline of History.

Group	Code	Paper	L	P	Credits
		Summer Training/Internship*			2

* At the end of two semesters, those students who wish to exit will be given the Diploma in Political Science after earning a minimum of 80 credits. Such students are required to undertake a 2-week workshop/summer internship. After completing the workshop/internship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.

Fifth Semester								
Group	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits	
		Theory						
DSC		BALA POLS301	Feminisms: Theory and Practice	UES	3	1	4	
DSC		BALA POLS303	Indian Politics: Institutions, Political Processes, and Development Politics	UES	3	1	4	
DSC		BALA POLS305	International Law and Politics	UES	3	1	4	
DSC		BALA POL 307	Modern Indian Political Thought I	UES	3	1	4	
DSE & MINOR STREAM COURSE (Choose Any ONE)		BALA POLS309	Comparative Constitutions	UES	3	1	4	
		BALA POLS311	Introducing Ambedkar					
		BALA POLS313	United Nations and Conflict Analysis					
DSE (Seminar/Workshop)		BALA 301 BALA 303 BALA 305	History through Everyday Objects OR Gender, Violence and International Guidelines and Toolkits OR Visual Anthropology OR Any Course from other USS	NUES*			2	
		Total				15	5	22

***NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

Notes: The DSC (Seminar/Workshop) course on History through Everyday Objects is offered by the discipline of History; Visual Anthropology by the discipline of Sociology and Gender, Violence and International Guidelines and Toolkits by the discipline of Political Science

Sixth Semester								
Group	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits	
			Theory					
DSC		BALA POLS302	State Politics in India	UES	3	1	4	
DSC		BALA POLS304	Western Political Thought	UES	3	1	4	
DSC		BALA POLS306	Modern Indian Political Thought II	UES	3	1	4	
DSE & MINOR STREAM COURSE (Choose Any Two)		BALA POLS308	International Organisations	UES	6	2	8	
		BALA POLS310	Political Processes and Institutions in Comparative Perspective					
		BALA POLS312	Contemporary Indian Foreign Policy					
Total					15	5	20	

Note: At the end of the 6th semester the student must submit a synopsis for the project work to be done through the supervisor to the school committee for evaluation of the research proposal for those pursuing research, while others will do 4 additional papers. The student shall do a research project dissertation in the 4th year that shall be apportioned into two parts, namely, (a) Project Part 1, and (b) Project Part 2. The outputs of part 1 of the project shall be a report that should have a review of the literature of the area/topic, a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.

THIRD SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Indian Political Thought

Nature of Course: DSC

Course Code: BALA POLS 201

Semester: Third (III)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The objective of this course is to acquaint students with the diverse ideologies of political thinkers spanning over two millennia. Through the exploration of the ideas proposed by various political philosophers regarding the state, society, and politics, students will gain a comprehensive understanding of different perspectives. The objective is to foster critical thinking skills and analytical abilities, allowing students to engage deeply with the thoughts and arguments presented by these thinkers.

Course Outcome

CO1 (Knowledge): This course aims to familiarise students with political philosophy, exploring the thinkers and ideologies that emerged within the diverse and distinctive traditions of medieval India.

CO2 (Understanding): It will enable the students to recognize the importance of studying early Indian civilization in shaping contemporary political thought and societal structures of India.

CO3 (Synthesis): This course will enable students to understand the ideas and how they influence state and society.

CO4 (Application): This course seeks to provide students with a nuanced reflection on the impact of these ideas and provides them with the platform to critically engage with political thinkers in terms of what it means to us.

Course Content

Unit I: Overview of Indian Society and Political Thought

- a. Significance of the study of early India
- b. Is there an Indian political thought
- c. Different traditions: Brahminic and Shramanic; Islamic and Syncretic

Unit II: Ancient Indian Thought: Governance and Social Laws

- a. Mahabharata- Shanti parva (Ved Vyasa): Rajdharma
- b. Dharmashastras- Manu: Social laws
- c. Arthashastra- Kautilya: Theory of State and Ethical Realism

Unit III: Governance and Society: Polity, Monarchy, Syncretism

- a. Barani: Ideal Polity
- b. Ain-i-Akbari-Abu Fazl: Monarchy
- c. Kabir and Guru Nanak: Syncretism

Unit IV: State and Society

- a. Varna and Jati
- b. Dharma and Danda

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books:

1. Brown, D.M. *The White Umbrella: Indian Political Thought from Manu to Gandhi*. Germany: University of California Press, 2023.
2. Mehta, V. *Foundation of Indian Political Thought*. Delhi: Manohar, 199.
3. Singh, Aakash Silika Mohapatra. *Indian Political Thought: A Reader*. United Kingdom: Routledge, 2010.
4. Singh, M.P. *Indian Political Thought: Themes and Thinkers*. India: Pearson Education India, 2011.

Recommended Readings

1. Chakravarti, Uma. "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State." In *Beyond the Kings and the Brahmanas of 'Ancient' India*. New Delhi: Tulika Books, 2006.
2. Chaturvedi, B. "Dharma-The Foundation of Raja-Dharma, Law and Governance." In *The Mahabharata: An Inquiry in the Human Condition*. Delhi: Orient Longman, 2006.
3. Fazl, Abul. *The Ain-i Akbari*. Translated by H. Blochmann. Calcutta: G. H. Rouse, 2022.
4. Habib, Irfan. "Ziya Barni's Vision of the State." *The Medieval History Journal* 2, no. 1 (1998).
5. Habib, Irfan. "Two Indian Theorists of The State: Barani and Abul Fazal." In *Proceedings of the Indian History Congress*. Patiala, 1998.
6. Hacker, Paul. "Dharma in Hinduism." *Journal of Indian Philosophy* 34 (2006), pp. 479-496.

7. Kangle, R. *Arthashastra of Kautilya-Part-III: A Study*. Delhi: Motilal Banarsidass, 1997.
8. Kabir. *The Bijak of Kabir*. Translated by Linda Hess and Shukdev Singh. Delhi: Oxford University Press, 2002.
9. Omvedt, Gail. "Kabir and Ravidas, Envisioning Begumpura." In *Seeking Begumpura: The Social Vision of Anti-Caste Intellectuals*. Delhi: Navayana, 2008.
10. Parekh, Bhikhu. "Some Reflections on the Hindu Tradition of Political Thought." In *Political Thought in Modern India*, edited by Thomas Pantham and Kenneth Deutsch. New Delhi: Sage Publications, 1986.
11. Pollock, Sheldon. "Is there an Indian Intellectual History? Introduction to 'Theory and Method in Indian Intellectual History'." *Journal of Indian Philosophy* 37 (2009), pp. 533-542.
12. *The Mahabharata*, Vol. 7 (Book XI and Book XII, Part II). Chicago: University of Chicago Press, 2004.

DISCIPLINE SPECIFIC COURSE (DSC)
Understanding Political Theory (DSC)

Nature of the Course: DSC
Course Code: BALA POLS 203
Semester: Third (III)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

This course prepares students for a detailed understanding of political theory, political ideologies, and the conceptual debates in political theory, such as justice, liberty, and power.

Course Outcome

CO1 (Knowledge): Students will understand the idea of theorising the political and why we need to study Political Theory.

CO2 (Understanding): They will learn about different ideologies and the debates within the core concepts in Political Theory.

CO3 (Synthesis): Students will get an insight into how theory relates to practice.

CO4 (Application): This course seeks to create an interest in political ideas and debates which will help the students to understand our political reality and different ways to solve them.

Course Content

Unit I: Understanding Political Theory

- a. Idea of the Political
- b. What is Political Theory
- c. The need to study Political Theory

Unit II: Debates in Political Theory-I

- a. State
- b. Citizenship
- c. Power

Unit III: Debates in Political Theory -II

- a. Rights
- b. Liberty
- c. Equality

- d. Justice

Unit IV: Political Ideologies

- a. Socialism
- b. Nationalism
- c. Fascism
- d. End of Ideology debate

Pedagogy

- Lectures
- Classroom Discussions/Interaction
- Project and Assignment
- Documentaries, Films
- Minor Exam

Text Books

1. Bhargava, Rajeev. What is Political Theory and Why Do We Need It? Oxford: Oxford University Press, 2010.
2. Heywood, Andrew. Political Ideologies: An Introduction. 7th ed. London: Bloomsbury Publishing, 2021.
3. Dryzek, John S. and Bonnie Honig and Anne Phillips (ed.). The Oxford Handbook of Political Theory. Oxford University Press, 2008.
4. Miller, David, ed. Liberty Reader. London: Routledge, 2017.

Recommended Readings

1. Althusser, Louis. "Ideology and Ideological State Apparatuses (Notes Towards an Investigation)." In Lenin and Philosophy and Other Essays. London: New Left Books, 1977.
2. Berlin, Isaiah. "Two Concepts of Liberty." In Four Essays on Liberty, 118-72. London: Oxford University Press, 1969.
3. Chandhoke, Neera. State and Civil Society. New Delhi: Sage, 1995.
4. Dworkin, Ronald. "What is Equality? Part I: Equality of Welfare; Part II: Equality of Resources." Philosophy and Public Affairs 10 (1981).
5. Marshall, T. H. Citizenship and Social Class and Other Essays. Cambridge: Cambridge University Press, 1950.
6. Pateman, Carole. The Sexual Contract. Cambridge: Polity Press, 1988.
7. Williams, Bernard. "The Idea of Equality." In Philosophy, Politics and Society, edited by Peter Laslett and W. G. Runciman. Oxford: Blackwell, 1979
8. Phillips, Anne. "Does Feminism Need a Conception of Civil Society." In Alternative Conceptions of Civil Society, (ed) Simone Chambers and Will Kymlicka. Princeton: Princeton University Press, 2002.

9. Rawls, John. A Theory of Justice. Cambridge, MA: Belknap Press of Harvard University Press, 1971.
10. Sandel, Michael J. Liberalism and the Limits of Justice. Cambridge: Cambridge University Press, 1982.
11. Sen, Amartya. Development as Freedom. Delhi: Oxford University Press, 2000.
12. Taylor, Charles. "What's Wrong with Negative Liberty." In The Idea of Freedom, edited by Alan Ryan. Oxford: Oxford University Press, 1979.

DISCIPLINE SPECIFIC COURSE (DSC)

Theories of International Relations

Nature of the Course: DSC

Course Code: BALA POLS 205

Semester: Three (III)

Credits: 4 (L:3 T:1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The objective of the course is to introduce the discipline of International Relations so that the students can understand the different dynamics and engagements in international politics. It also aims to provide a foundational understanding of the various actors and agencies and their interactions in global politics.

Course Outcome

CO1 (Knowledge): After the end of the course, the students will have the knowledge of historical development in international politics and the historical evolution of the different theories and concepts in the discipline. The students will also understand the interaction between globalisation and international.

CO2 (Understanding): The students will have a critical understanding of the important theories in International Relations.

CO3 (Synthesis): The students will have the knowledge of the different actors and agencies and the different dynamics of their interactions in international relations.

CO4 (Application): The students can use the different theoretical perspectives to analyse current international events and phenomena.

Course Content

Unit I: Introduction to International Relations

- a. History of Modern State System
- b. Globalisation and International politics

Unit II: Theorising International Relations

- a. Realpolitik and Institutionalism
- b. Neo-Realism and Neo-Liberalism
- c. Social Constructivism
- d. Game Theory

Unit III: Critical Perspectives of International Relations

- a. Feminist Perspectives

- b. Post-Structural and Critical Theories
- c. Theorising IR from Global South

Unit IV: Key Concepts

- a. Cold Power Politics and Its Relevance
- b. Power in IR- Balance of Power, Hegemony, Great Powers, Soft Power
- c. Actors and Agents in IR- States and Non-State Actors, International Organisations- UN, Regional Organisations – EU, BRICS, ASEAN, AU, SAARC, BIMSTEC, SCO

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books:

1. Basu, Rumki, ed. *International Politics: Concepts, Theories and Issues*. New Delhi: Sage, 2012.
2. Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics*. 11th ed. London: Oxford University Press, 2020.
3. Goldstein, Joshua S., and Jon C. W. Pevehouse. *International Relations*. 11th ed. New York: Pearson, 2017.
4. Sutch, Peter, and Juanita Elias. *International Relations: The Basics*. New York: Routledge, 2007.

Recommended Readings

1. Acharya, Ashok, and Barry Buzan. "Why Is There No Non-Western IR Theory: Reflections on and From Asia." *International Relations of the Asia-Pacific* 7, no. 3 (2007), pp. 285-286.
2. Beeson, Mark. *Institutions of the Asia-Pacific: ASEAN, APEC and Beyond*. New York: Routledge, 2008.
3. Carr, E. H. *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*. London: Macmillan, 1981.
4. Dash, Kishore C. "Origin and Evolution of SAARC." In *Regionalism in South Asia: Negotiating Cooperation, Institutional Structures*, 79-109. New York: Routledge, 2008.
5. Donnelly, Jack. *Realism and International Relations*. Cambridge: Cambridge University Press, 2000.
6. Enloe, Cynthia H. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley, California: University of California Press, 2014.

7. Morgenthau, Hans J. "Six Principles of Political Realism." In *International Politics*, edited by Robert Art and Robert Jervis, 8th ed., 7-14. New York: Pearson Longman, 2007.
8. Tickner, J. Ann. "A Critique of Morgenthau's Principles of Political Realism." In *International Politics*, edited by Robert Art and Robert Jervis, 8th ed., 15-24. New York: Pearson Longman, 2007.
9. Tickner, J. Ann. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. New York: Columbia University Press, 1992.
10. Wallerstein, Immanuel. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." In *Perspectives on World Politics*, edited by Michael Smith and Richard Little, 110-123. New York: Routledge, 2000.
11. Wendt, Alexander. *Social Theory of International Politics*. Chicago: University of Chicago Press, 1999.

DSE & MINOR STREAM COURSE (MS)

Nation & Nationalism

Nature of the Course: MS
Course Code: BALA POLS 207
Semester: Third Semester (III)
Credits:4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

This course aims to provide students with an understanding of the concept of the nation and nationalism focussing on the origins of Nationalism, its forms in contemporary times.

Course Outcome

CO1 (Knowledge): It will enable an understanding of the main concepts in the study of nations and nationalism.

CO2 (Understanding): It will help students to focus on contemporary problems, including the relationship between democracy and nationalism and the political benefits drawn from affective experiences of nationalism.

CO3 (Synthesis): The aim of the course is to provide historical perspective on the development of nationalism.

CO4 (Application): The course aims to underscore the significance of critically studying nationalism to analyse contemporary politics and society effectively.

Course Content

Unit I: Understanding Nation

- a. Society, State and Nation
- b. History of Modern Nation-State

Unit II: Origins of Nationalism

- a. Theories of Nationalism
- b. Nationalism Beyond Europe
- c. Tagore's Idea of Nationalism

Unit III: Forms of Nationalism

- a. Liberal, Conservative and Expansionist Nationalism
- b. Anti-Colonial and Post-colonial Nationalism

Unit IV: Multiculturalism and Nationalism

- a. Era of Nationalism: Beginning or Ending
- b. Nationalism and Globalisation

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 2006.
2. Gellner, Ernest. *Nations and Nationalism*. Cornell University Press, 2008.
3. Hobsbawm, E.J. *Nations and Nationalism since 1780: Programme, Myth, Reality*. Cambridge University Press, 1992.
4. Smith, Anthony D. *Nationalism: Theory, Ideology, History*. Polity, 2016.

Recommended Readings

1. Baruah, Sanjib. *India Against Itself: Assam and the Politics of Nationality (Critical Histories)*. Philadelphia: University of Pennsylvania Press, 1999.
2. Bowen, John R. *Why the French Don't Like Headscarves: Islam, the State, and Public Space*. Princeton: Princeton University Press, 2006.
3. Brubaker, Rogers. *Nationalism Reframed*. Cambridge University Press, 1996.
4. Calhoun, Craig. *Nationalism*. Minneapolis: University of Minnesota Press, 1997.
5. Chatterjee, Partha. *The Nation and its Fragments*. Princeton University Press, 1993.
6. Gellner, Ernest. *Nations and Nationalism*. Ithaca: Cornell University Press, 1983.
7. Osterhammel, Jürgen. "Nationalism and Globalization." In John Breuilly (ed.), *The Oxford Handbook of the History of Nationalism*, 2013.
8. Tagore, Rabindranath. *The Home and the World (Ghare Baire)*. 1916.
9. Tagore, Rabindranath. *Nationalism*. Originally Published in 1917.
10. Tamir, Yael. *Liberal Nationalism*. Princeton University Press, 1995.
11. Tepfenhart, Mariana M.A. "Nationalism in the Context of Globalization." *Comparative Civilizations Review* 87 (2022). Available at: <https://scholarsarchive.byu.edu/ccr/vol87/iss87/8>

DSE & MINOR STREAM COURSE (MS)

Challenges and Concerns of Governance (MS)

Nature of Course: MS

Course Code: BALA POLS 209

Semester: Third (III)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

This course aims to provide a thorough understanding of the concept of governance, how governance is linked to the idea of growth and development, challenges of governance and the practice of governance in India. By exploring key concepts such as accountability, transparency, and efficiency students will be equipped with the knowledge and tools to address contemporary governance challenges and promote sustainable development and social welfare.

Course Outcome

CO1(Knowledge): The students will be equipped to conceptualize the idea of governance and its different dimensions.

CO2 (Understanding): The students will develop a foundational understanding of governance and its dynamics with growth and development.

CO3 (Synthesis): The students will acquire the analytical imperative to grasp the significance of governance within the framework of globalization and environmental concerns.

CO4 (Application): They will gain a comprehensive understanding of the diverse challenges and issues confronting developing nations like India, along with strategies and approaches to effectively address these obstacles.

Course Content

Unit I: Introduction to Governance

- a. Governance: Meaning and Features
- b. Political, Legal, Administrative, Economic, and Social Dimensions
- c. Local Governance and Representation

Unit II: Governance, Growth, and Development

- a. Changing dynamics of development
- b. Environment and Sustainable Development
- c. Green Governance

- d. Gender and Governance

Unit III: Challenges of Governance

- a. Administrative
- b. Legal and Judicial
- c. Economic

Unit IV: Governance Initiatives in India

- a. Ideas of Accountability, Transparency and Efficient Governance
- b. Right to Information and Right to Education
- c. Ombudsman, Citizen Charter and Corporate Social Responsibility
- d. E-governance

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Bevir, Mark (ed.). The Sage Handbook of Governance. Sage, 2011.
2. Chakraborty, Bidyut, and Mohit Bhattacharya (eds.). The Governance Discourse. Oxford University Press, 2008.
3. Jayal, Niraja Gopal (ed.). Democracy in India. Oxford University Press, 2007.
4. Sinha, R.P. E. Governance in India: Initiatives and Issues. Centre for Public Policy and Governance, 2006.

Recommended Readings

1. Agarwal, Bina. Gender and Green Governance. Oxford University Press: Oxford, 2013.
2. Biba, Jasmine. Environmental Governance in India: Issues, Concerns and Opportunities, 2022. Available at: <https://www.teriin.org/article/environmental-governance-india-issues-concerns-and-opportunities>.
3. Goel, S.L. Good Governance – An Integral Approach. New Delhi: Deep and Deep Publications Pvt. Limited, 2007.
4. Guha, Ramachandra. Environmentalism: A Global History. Longman Publishers, 1999.
5. Jacob, Torfing, et al. Interactive Governance – Advancing the Paradigm. New York: Oxford University Press, 2012.
6. Puri, K.K. Local Government in India. Jalandhar: Bharat Prakashan, 1985.
7. Smith, B.C. Good Governance and Development. Palgrave Macmillan, 2007.

8. Singh, Ravinder Inder et al. "Environmental Governance and Key Challenges at Local Level in Indian Context." IIPA. Available at <https://www.iipa.org.in/cms/public/uploads/419391652164492.pdf>.
9. World Bank. Governance and Development, 1992.
10. World Bank Report. "Governance and the Law". World Development Report, 2017. <https://openknowledge.worldbank.org/bitstream/handle/10986/25880/9781464809507.pdf>.

DSE & MINOR STREAM COURSE (MS)
Gandhi in the Contemporary World (MS)

Nature of the Course: MS

Course Code: BALA POLS211

Semester: Third (III)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID

Marks 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

In a world marred with war, environmental crisis, and injustice, Gandhi's ideas are much more relevant than ever. The objective of the course is to enlighten students about the relevance of Mahatma Gandhi in the contemporary world.

Course Outcome

CO1 (Knowledge): The students will engage with the writings of Gandhi on the ideas of non-violence, satyagraha and views on development.

CO2 (Understanding): The students will have the understanding of the political legacy of Gandhi.

CO3 (Synthesis): The students can understand the relevance of Gandhian ideas in the modern-day world.

CO4 (Application): After the end of the course, the students will be equipped with analytical tools to engage with the various dimensions of Gandhian thoughts. Furthermore, the students will be able to critically engage with Gandhi's thoughts in the contemporary world.

Course Content

Unit I: Non-Violence in a Violent World: Principles and Practices

- a. Non-Violence and Satyagraha
- b. Peace and Tolerance

Unit II: Development and Modernity: Gandhian Perspective

- a. Industrialisation and Modernity
- b. Gandhi's critique of development
- c. Village development

Unit III: Social Justice: Gandhi's views

- a. Caste

- b. Women

Unit IV: Gandhian Influence on Environmental Movements

- a. Gandhi's idea of Environment
- b. Environmental Movements

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Field Visits

Text Books

1. Gandhi, M. K. Hind Swaraj. Ahmedabad: Navjeevan Trust, 1910. Available at : https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf.
2. Gandhi, M. K. "Satyagraha in South Africa." In Chapter XII & XIII, Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107.
3. Gandhi, M. K. Constructive Programme: Its Meaning and Place. Ahmedabad: Navjivan Trust, 1941.
4. Gandhi, M. K. India of my Dreams (compiled by RK. Prabhu): "The meaning of Swaraj" (no.2); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66). Available at : https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf.

Recommended Readings

1. Baviskar, A. "The Politics of the Andolan." In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, 202-228. Delhi: Oxford University Press, 1995.
2. Brown, J. "Gandhi and Human Rights: In search of True humanity." In A. Parel (Ed.), Gandhi, Freedom and Self-Rule, 93-100. New Delhi: Lexington Books, 2000.
3. Chatterjee, P. "The Moment of Maneuver." In Nationalist Thought and the Colonial World: A derivative discourse? Delhi: Zed Books, 1986.
4. Dalton, D. "Gandhi's originality." In A. Parel (Ed.), Gandhi, Freedom and Self-Rule, 63-86. New Delhi: Lexington Books, 2000.
5. Hardiman, D. "The Kheda Satyagraha." In Peasant Nationalists of Gujarat: Kheda District, 1917-1934, 86-113. Delhi: Oxford University Press, 1981.
6. Hardiman, D. "Gandhi's Global Legacy." In Gandhi in His Time and Ours, 238-283. Delhi: Oxford University Press, 2003.

7. Indian Council for Historical Research,,The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31." Indian Historical Review, 1975. Retrieved from <http://www.ichrindia.org/journal.pdf>
8. Ishii, K. "The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development." Review of Social Economy, (2001)59(3),pp. 297-312.
9. Iyer, R. ed. The Essential Writings of Mahatma Gandhi (Chapter 4). New Delhi: Oxford University Press, 1993.
10. Parekh, B. "The Critique of Modernity." In Gandhi: A Brief Insight, 63-74. Delhi: Sterling Publishing Company, 1997.
11. Younger, P. (2012). "M. K. Gandhi: A Postcolonial Voice." In Brian K. Pennington (Ed.), Teaching Religion and Violence, AAR Teaching Religious Studies Series. Oxford Academic.

INTERDISCIPLINARY COURSE (IDC)

Human Rights

Nature of Course: IDC
Course Code: BALA 203
Semester: Third (III)
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

This course aims to introduce the concept of human rights, respect or human life and dignity. It will train students on the different international institutional and legal mechanisms overlooking the preservation of human rights.

Course Outcome

CO1 (Knowledge): The students will have the ability to understand and conceptualise human rights, the different types of human rights in international politics.

CO2 (Understanding): The students will have a foundational understanding of human rights and the different safeguards at the international and regional level.

CO3 (Synthesis): The students will be familiarised with the empirical and analytical tools to understand the various international legal mechanisms and the institutions and the ways in which they prescribe measures to safeguard human rights.

CO4 (Application): The students will be trained with the knowledge of various international and regional mechanisms that promote and seek to safeguard human rights.

Course Content

Unit I: Human Rights: Historical Foundation and Conceptualisation

- a. Philosophical and Historical Foundation of Human rights
- b. Three Generations of Rights
- c. The Concept of Human Rights
- d. Rule of Law and Human Rights

Unit II: Evolution of Human Rights in the UN System

- a. UN Charter and the development of human rights Provisions of the Charter
- b. Universal Declaration of Human Rights, 1948
- c. International Covenant on Civil and Political Rights 1966 and International Covenant on Economic, Social and Cultural Rights 1966.
- d. UN System and Human Rights

Unit III: Promoting Human Rights: Actors and Institutions

- a. UN bodies and promotion of Human Rights: Actor, Institutions and Commissions for Vulnerable groups- Women, Child, Disabled and Minorities
- b. UN and Various Agencies: Intergovernmental (IGOs) and Non-Governmental Organizations (INGOs)

Unit IV: Regional Protection of Human Right: Instruments and Mechanisms

- a. European Convention on the Protection of Human Rights 1950 and institutions
- b. Latin American standards and mechanisms for protection of human rights
- c. African standards and mechanisms for protection of human rights
- d. ASEAN Declaration of Human Rights

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Aggarwal, H.O. A Concise Book on International Law and Human Rights. 2023.
2. "Human Rights: A Basic Handbook for UN Staffs." Available at: <https://www.ohchr.org/sites/default/files/Documents/Publications/HRhandbooken.pdf>.
3. Shelton, Dinah (ed.). The Oxford Handbook of International Human Rights Law. 2013.
4. Sinha, Manoj Kumar. Handbook of Legal Instruments on International Human Rights and Refugee Laws. 2014.

Recommended Readings

1. Alston, Phillip (ed.). The United Nations and Human Rights: A Critical Appraisal. Oxford: Clarendon Press, 1992.
2. Brysk, Alison (ed.). Globalization and Human Rights. Berkeley: University of California Press, 2005.
3. Donnelly, Jack. Universal Human Rights in Theory and Practice. New Delhi: Manas Publication, 2005.
4. "Human Rights and Globalization: Is the Shrinking World Expanding Rights?" by Zehra F. Kabasakal Arat. Human Rights & Human Welfare 5, no. 1 (2005). Available at: <https://digitalcommons.du.edu/hrhw/vol5/iss1/30>.
5. Kumar, Vijay. Human Rights Dimensions and Issues. New Delhi: Anmol Publications, 2003.

6. Nickel, James. Making Sense of Human Rights. 2nd ed. Oxford: Blackwell, 2007.
7. Raphdel, D.D. Political Theory and the Rights of Man. London: Macmillan, 1967.
8. Silverburg, Sanford R. International Law: Contemporary Issues and Future Developments. Oxford: OUP, Clarendon, 2007.
9. "International Covenant on Civil and Political Rights" (ICCPR) by the United Nations (1966). Available at:
<https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/ccpr.pdf>.
10. "International Covenant on Economic, Social and Cultural Rights" (ICESCR) by the United Nations (1966). Available at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>.
11. "Universal Declaration of Human Rights" (UDHR) by the United Nations. Available at: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.

SKILL ENHANCEMENT COURSE (SEC)

Ethics and Dilemmas in Politics

Nature of Course: SEC
Course Code: BALA 209
Semester: Third (III)
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

Ethics is an important component of every political decision-making. By looking at the intersection of ethics and politics, this course will help students to develop a conceptual framework to navigate the difficult terrain. This course will introduce the idea of ethics and how we look at different issues which present us with a dilemma.

Course Outcome

CO1 (Knowledge): Students will learn ethics and principles relevant to political decision-making.

CO2 (Understanding): Students will develop an understanding of the complex interplay between ethics, power, and politics.

CO3 (Synthesis): Students can engage in respectful and constructive dialogue on controversial political issues.

CO4 (Application): Students will develop an understanding of ethical dilemmas and making reasoned judgments.

Course Content

Unit I: Foundations of Political Ethics

- a. Introduction to ethics
- b. The relationship between ethics, politics, and power
- c. Gita as a Political text: Nishkama Karma

Unit II: How to do the right thing

- a. Utilitarianism and Justice
- b. Euthanasia

Unit III: Ethics, Social Justice and Equality

- a. Abortion: Women's body as a battleground

- b. Marital Rape

Unit IV: Ethics in International Relations

- a. Just War
- b. Humanitarian Intervention

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Gowda, Nagappa K. The Bhagavad Gita in the Nationalist Discourse. Oxford: Oxford University Press, 2012.
2. Lanphier, E. "Abortion and the Intersection of Ethics, Activism, and Politics." The American Journal of Bioethics 22, no. 8 (2022):,pp.72–74.
<https://doi.org/10.1080/15265161.2022.2089286>.
3. Luban, David. "Intervention and Civilization: Some Unhappy Lessons of the Kosovo War." 2002. DOI: <https://doi.org/10.7551/mitpress/3302.003.0006>.
4. Sandel, Michael J. Justice: What's The Right Thing To Do?. New York: 2007.

Recommended Readings

1. Banerjee, Sanhati, Battleground Body: Sexism and the Right to Safe Abortions in India. Available at: <https://science.thewire.in/health/safe-abortion-access-sexism/>.
2. Kumari, V. Gender Analysis of the Indian Penal Code: Rape and the Law. Available at: http://www.womenstudies.in/elib/crime_ag_women/ca_gender_analysis.pdf.
3. Mandal, Saptarshi. "The Impossibility of Marital Rape: Contestations around Marriage, Sex, Violence and the Law in Contemporary India." Australian Feminist Studies, 2014.
4. Sullivan, J. P. "The Ethics and Politics of Abortion." Philosophy of the Social Sciences 17, no. 3 (1987),pp. 413-425. Available at [:https://doi.org/10.1177/004839318701700307](https://doi.org/10.1177/004839318701700307).
5. Walzer, Michael. Just and Unjust Wars: a Moral Argument with Historical Illustrations. New York: Basic Books, 1992.

ABILITY ENHANCEMENT COURSE (AEC)

Public Opinion and Surveys

Nature of the Course: AEC
Course Code: BALA 215
Semester: Third (III)
Credits: 2

Mode of Examination: NUES
Course ID:
Marks: 100
Continuous Evaluation

Course Objective

The objective of the course is to provide analytical tools to the students to carry out surveys and public opinion surveys. The course provides a foundational idea of the various steps of surveys like data collection, data verification and data analysis.

Course Outcome

CO1 (Knowledge): The student will have the foundational knowledge of what is a survey and what are the various types of surveys.

CO2 (Understanding): The students will have the understanding to conduct and analyse surveys in different contexts.

CO3 (Synthesis): After the end of the course the students will have foundational ideas and conceptual understanding to carry out surveys in different settings.

CO3 (Application): The students will have the basic ability to critically apply the conceptual understanding of the different types of research surveys in field works.

Course Content

Unit I: Introduction

- a. Public Opinion- Definitions, Features
- b. Public Opinion in a Democracy- Opinion Poll, Exit Poll
- c. Market and Consumerism

Unit II: Understanding Surveys and Samplings

- a. Types of Surveys
- b. Types of Sampling
- c. Representation and Surveys

Unit III: Survey Methods, Analysis

- a. Quantitative data Analysis

Unit IV: Ethical Considerations and Research

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- a. Ethics of Conducting Research and Surveys

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Field Visits
- Documentary/ Movies

Text Books:

1. Lokniti Economic and Political Weekly, Vol. XXXIX (51). Political Analysis (2013), Vol. 21(1), pp. 48-69, (first published online November 21, 2012).

Recommended Readings

1. Purohit, Dr. Ashok, Public Opinion and Survey Research, NE Books and Publishers.
2. Kalton,G. Introduction to Survey Sampling. Beverly Hills: Sage, 2022.
3. Agresti,A and B. Finlay. Statistical methods for the Social Sciences, 4th edition, Upper Saddle river, NJ: Pearson Prentice Hall, 2009.
4. Kuma, S. and P. Rai. Measuring Voting Behaviour in India, New Delhi: Sage 2013.

FOURTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC) Comparative Government and Politics (DSC)

Nature of the Course: DSC
Course Code: BALA POLS 202
Semester: Fourth (IV)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

This course will acquaint the student with the basics of comparing politics. It will help the students to develop the understanding about comparison as a method in politics, to help students develop critical understanding about different political systems and understanding them in comparative perspective. Additionally, students will be able to assess which factors can play a crucial role in a particular situation to establish a stable political system.

Course Outcome

CO1 (Knowledge): The students will have critical understanding of the different government processes.

CO2 (Understanding): The students can critically evaluate different theoretical approaches to the study of comparative politics.

CO3 (Synthesis): The students can analyse political regimes, governments, political institutions and states.

CO4 (Application): The Students can compare the similarities and the differences between the political phenomena across the countries.

Course Content

Unit I: Introduction to Comparative Politics

- a. Comparative Politics: Meaning, Nature and Scope
- b. Approaches to Comparative Politics
- c. Significance of Comparative Politics

Unit II: Capitalism, Colonialism and Development

- a. Theories of Modernisation
- b. Underdevelopment

- c. Dependency School and World Systems theory

Unit III: Political Economy and Democratisation: Comparative Analysis

- a. East Asian Economies
- b. China

Unit IV: Democracy and Development: Comparative Case Studies

- a. India and Singapore
- b. Argentina and Brazil

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books:

1. Caramani, Daniele, ed. *Comparative Politics*. Oxford: Oxford University Press, 2008.
2. Hague, Rod, and Martin Harrop. *Comparative Government and Politics: An Introduction*. 8th ed. London: Palgrave Macmillan, 2010.
3. Newton, Kenneth, and Jan W. van Deth. *Foundations of Comparative Politics: Democracies of The Modern World*. Cambridge: Cambridge University Press, 2010.

Recommended Readings

1. Cameron, David R. "Canada." In Ann L. Griffiths (ed.), *Handbook of Federal Countries*, 105-119. Montreal & Kingston: McGill-Queen's University Press, 2002.
2. Caramani, Daniele. "Party Systems." In Daniele Caramani (ed.), *Comparative Politics*, 293-347. Oxford: Oxford University Press, 2008.
3. Cole, A. "Comparative Political Parties: Systems and Organizations." In J.T. Ishiyama and M. Breuning (eds.), *21st Century Political Science: A Reference Book*, 150-158. Los Angeles: Sage, 2011.
4. Dhillon, Michael. "Government and Politics." In *Contemporary China: An Introduction*, 137-160. London, New York: Routledge, 2009.
5. Downs, W. M. "Electoral Systems in Comparative Perspectives." In J.T. Ishiyama and M. Breuning (eds.), *21st Century Political Science: A Reference Book*, 159-167. Los Angeles: Sage, 2011.
6. Evans, Jocelyn A.J. "Electoral Systems." In J. Bara and M. Pennington (eds.), *Comparative Politics*, 93-119. New Delhi: Sage, 2009.

7. Hague, Rod, and Martin Harrop. "The Political Executive." In *Comparative Government and Politics: An Introduction*, 268-290. London: Palgrave MacMillan, 2004.
8. Ishiyama, J.T. and Breuning, M. (eds.). *21st Century Political Science: A Reference Book*. Los Angeles: Sage, 2011.
9. O'Neil, Patrick. *Essentials of Comparative Politics*. 3rd ed. New York: WW. Norton & Company, Inc, 2009.
10. Palekar, S.A. *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd, 2009.
11. Poggi, Gianfranco. "The nation-state." In Daniele Caramani (ed.), *Comparative Politics*, 85-107. Oxford: Oxford University Press, 2008.
12. Webb, E. "Totalitarianism and Authoritarianism." In J.T. Ishiyama and M. Breuning (eds.), *21st Century Political Science: A Reference Book*, 249-257. Los Angeles: Sage, 2011.

DISCIPLINE SPECIFIC COURSE (DSC)

Public Administration

Nature of the Course: DSC

Course Code: BALA POLS 204

Semester Fourth (IV)

Credits: 4 (L:3 T:1)

Mode of Examination: UES

Course ID:

Marks 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The primary objective of the course is to provide a comprehensive understanding of the key concepts, theories, and principles in public administration. It seeks to provide an overview of the historical evolution of public administration and its role in modern governance.

Course Outcome

CO1 (Knowledge): This course will enable students to acquire in- depth knowledge of Public Administration and theoretical and professional aspects.

CO2 (Understanding): The students will develop the capacity for mapping out the tasks in organisation and tools, usage of the organisation.

CO3 (Synthesis): The students will be able to relate the theory and practical aspects of policy making in administration.

CO4 (Application): The students will gain an understanding of the essentials of good governance.

Course Content

Unit I: Public Administration

- a. Meaning, Nature, Scope, and Significance of Public Administration
- b. Evolution of Public Administration
- c. New Public Administration and New public management
- d. Different approaches to study public administration

Unit II: Administrative thinkers

- a. Politics-Administration Dichotomy (Woodrow Wilson)
- b. Scientific Management (F.W Taylor), Human Relations Theory (Elton Mayo & M.P Follet), Rational Decision Making, Ecological Approach.
- c. Motivation Theory: Maslow, McGregor, Riggs, Drucker.
- d. Feminist Critique of Administration

Unit III: Administrative System Models

- a. China (Food Distribution Model)
- b. Japan (Healthcare Model)
- c. United Kingdom (Education)

Unit IV: Administrative Landscapes in India

- a. Evolution of Administration in India
- b. Public distribution system
- c. Administration during Covid times
- d. Social welfare administration in India and issues

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books:

1. Avasthi, A., and Maheshwari, S. R. Public Administration. Agra: Lakshmi Narain Agarwal, 2013.
2. Bhambri, C. P. Public Administration Theory and Practice. 21st ed. Meerut: Educational Publishers, 2010.
3. Bhattacharya, Mohit. Public Administration. Calcutta: World Press, 2000.
4. Bhattacharya, Mohit. Public Administration: Issues and Perspective. New Delhi: Jawahar Publishers and Distributors, 2012.

Recommended Readings

1. Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers and Distributors, 2008.
2. Bhattacharya, Mohit, and B. Chakrabarty, eds. Public Administration: A Reader. New Delhi: Oxford University Press, 2003.
3. Bhatnagar, Subhash. Unlocking E-Government Potential: Concepts, Cases and Practical Insights. New Delhi: Sage Publications, 2009.
4. Ferreira, E. J., A. W. Erasmus, and D. Groenewald. Administrative Management. Juta Academics, 2010.
5. Hood, C. "A Public Management for All Seasons." In Classics of Public Administration, edited by J. Shafritz and A. Hyde, 5th ed., Belmont: Wadsworth, 2004.
6. Maheshwari, S. Administrative Thinkers. New Delhi: Macmillan, 2009.

7. Medury, U. *Public Administration in the Globalisation Era*. New Delhi: Orient Black Swan, 2010.
8. Mishra, B. B. *Administrative History of India*. New Delhi: Oxford University Press, 1970.
9. Raj, Srinivas B. *E-Governance Techniques: Indian and Global Experiences*. New Delhi: New Century Publications, 2008.
10. Riggs, F. *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964.
11. Taylor, F. "Scientific Management." In *Classics of Public Administration*, edited by J. Shafritz and A. Hyde, 5th ed., Belmont: Wadsworth, 2004.
12. Webb, E. "Totalitarianism and Authoritarianism." In *21st Century Political Science: A Reference Book*, edited by J. T. Ishiyama and M. Breuning. Los Angeles: Sage, 2011.

DISCIPLINE SPECIFIC COURSE (DSC)

India's Foreign Policy

Nature of Course: DSC

Course Code: BALA POLS 206

Semester: Fourth (IV)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The primary objective of the course is to introduce the dynamic nature of Indian foreign policy, its making, challenges, and its different determinants. Being a democracy, it is very important to understand how domestic politics shapes the formulation and implementation of foreign policy. It will introduce the genesis, sources, and approaches to understanding the changing dynamics of foreign policy. This course seeks to introduce India's relationships with its neighbors and other global powers. The course also introduces new policies along with India's relationship with various international and regional organizations.

Course Outcome

CO1 (Knowledge): The students will understand the evolving dynamics of the Foreign Policy of India.

CO2 (Understanding): The students will have the understanding of the change and continuity in the foreign policy of India in the globalised world.

CO3 (Synthesis): The students will have the basic knowledge to understand the different dynamics of India's bilateral and multilateral relationship with different countries and organisations.

CO4 (Application): The students will have the analytical tool to understand the different policies and tools of foreign policy.

Course Content

Unit I: Introduction to India's Foreign Policy

- a. Foundations, Determinants, Sources of India's Foreign Policy
- b. Evolution of India's Foreign Policy - Continuity and Change
- c. Institutions and Actors in Foreign Policy Making in India

Unit II: India and its Neighbours

- a. India and Its Neighbourhood: Exploring the Neighbourhood First Policy
- b. India's Himalayan Strategy- Nepal and Bhutan
- c. From Look East Policy to Act East Policy

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

Unit III: India's Rising Power Share

- a. India and USA
- b. India and Russia
- c. India and South Africa

Unit IV: Contemporary Issues and India's Foreign Policy

- a. An overview of India's defence partnership
- b. Soft Power and Track II Diplomacy and foreign policy of India
- c. Regional Organisations and India- UN, ASEAN, BRICS, BIMSTEC, SCO, OECD
- d. India's Evolving Security Policy- Indo-Pacific and Quad

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books:

1. Ganguly, Sumit, ed. India's Foreign Policy: Retrospect and Prospect. New Delhi: Oxford University Press, 2010.
2. Jaishankar, S. The India Way: Strategies for an Uncertain World. New Delhi: Harper Collins India, 2020.
3. Khanna, V. N. Foreign Policy of India. New Delhi: Vikas Publishing House, 2018.
4. Menon, Shivshankar. India and Asian Geopolitics: The Past, Present. Washington DC: Brookings Institution Press, 2021.

References:

1. Bajpai, Kanti, and Harsh V. Pant, (eds). India's Foreign Policy: A Reader. New Delhi: Oxford University Press, 2013.
2. Baruah, Darshana M. "India's Approach to the Indo-Pacific: Strategy, Partnerships, and Regional Influence." *Journal of Indo-Pacific Affairs* (2023).
3. Datta, Sreeradha. BIMSTEC: The Journey and The Way Ahead. New Delhi: Pentagon Press, 2021.
4. Malone, David M. Does the Elephant Dance? Contemporary Indian Foreign Policy. Oxford: Oxford University Press, 2011.
5. Mohan, C. Raja. Crossing the Rubicon: The Shaping of India's New Foreign Policy. New Delhi: Penguin Books, 2005.
6. Mohan, C. Raja. Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific. Washington DC: Carnegie Endowment for International Peace, 2012.

7. Nye, Joseph S. *Soft Power: The Means to Success in World Politics*. New York: Public Affairs, 2004.
8. Pant, Harsh V., and Julie M. Super. "India's Foreign Policy: The Modi Era." *International Affairs*, 2022.
9. Sharma, R. R. *India and Emerging Asia*. New Delhi: Sage Publications, 2005.
10. Pant, Harsh V. *India's Foreign Policy-An Overview*. New Delhi: Orient Blackswan, 2016.

DSE & MINOR STREAM COURSE (MS)

Public Policy in India

Nature of Course: MS

Course Code: BALA POLS 208

Semester: Fourth (IV)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

The primary objective of the course is to explore the field of public policy in India to understand if one policy can be uniformly implemented given the persisting inequalities

Course Outcome

CO1 (Knowledge): The study of Public Policy aspires to provide an in-depth understanding of the challenges prevailing in society and aids in identifying the solutions for them.

CO2 (Understanding): The student will have a conceptual understanding of public policy-making and implementation in India

CO3 (Synthesis): The main objective of this foundation course is to provide an opportunity to the student to learn the basics of public policy with a focus on the Indian context and its global interactions.

CO4 (Application): This study will enable students to understand substantive examination of policy issues, including policy-making and evaluation of public policy.

Course Content

Unit I: Public Policy: Theoretical Perspectives

- a. Concept of public and policy
- b. Nature, Scope and Importance of Public Policy
- c. Evolution of Public Policy and Policy Sciences: Historical Progression & Institutional Development

Unit II: Models of Public Policy Analysis

- a. Models of Policy Making-Systems model, Rational Incremental approach & Public choice Approach
- b. Policy Making in India

Unit III: Practical Approach to Policy Implementation and Evaluation

- a. Beti Bachao- Formulation, Implementation and Evaluation

- b. NREGA- Formulation, Implementation and Evaluation

Unit IV: Globalisation and Addressing Social and Environmental Issues through Public Policy

- a. Violence against Women- Implementation in India
- b. COP, Green Budget and India

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Anderson, J.E. Public Policy-Making: An Introduction. Boston: Houghton, 2006.
2. Lindblom, C.E. and E.J. Woodhouse. The Policymaking Process, 3rd ed. New Jersey: Prentice-Hall, 1993.
3. Moran, Mitchel, and Robert Goodin. The Oxford Handbook of Public Policy. Oxford University Press, New York, 2006.
4. Nachmias, David. Public Policy Evaluation: Approaches and Methods. New York: St. Martin's Press, 1979.

Recommended Readings

1. McCool, Daniel C. (ed). Public Policy Theories, Models, and Concepts: An Anthology. NJ: Prentice-Hall, 1995.
2. Bardach, Eugene. The Implementation Game: What Happens After a Bill Becomes a Law. Cambridge, MA: MIT, 1977.
3. Bergerson, Peter J., ed. Teaching Public Policy: Theory, Research and Practice. Westport, RI: Greenwood Press, 1991.
4. Bhattacharya, Mohit, and Bidyut Chakrabarty. "Introduction: Public Administration: Theory and Practice." In Public Administration: A Reader, edited by Mohit Bhattacharya and Bidyut Chakrabarty, 1-50. Delhi: Oxford University Press, 2005.
5. Brewer, Gary D., and Peter de Leon. The Foundations of Policy Analysis. Homewood, IL: The Dorsey Press, 1983.
6. Dror, Yehezkel. Public Policy Making Re-examined. Oxford: Transaction Publication, 1983.
7. Dye, Thomas R. Understanding Public Policy. Singapore: Pearson Education, 2008.
8. Henry, Nicholas. Public Administration and Public Affairs. New Delhi: Prentice Hall, 2003.

9. Hill, Michael. *The Public Policy Process*. 5th ed. Harlow, UK: Pearson Education, 2005.
10. Hyderbrand, William. "A Marxist Critique of Organization Theory." In *Frontiers in Organization & Management*, edited by William Evan, 123-150. New York: Praeger, 1980.
11. Jay M. Shafritz, ed. *International Encyclopedia of Public Policy and Administration*. Boulder, CO: Westview Press, 1998.
12. Mouzelis, Nicos P. "The Ideal Type of Bureaucracy." In *Public Administration: A Reader*, edited by Mohit Bhattacharya and Bidyut Chakrabarty, 88-100. Delhi: Oxford University Press, 2005.

DSE & MINOR STREAM COURSE (MS)
Interrogating the Past: Memory and Museumization

Nature of Course: MS

Course Code: BALA POLS 210

Semester: Fourth (IV)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation: 60

Course Objective

Memorialization serves as a vital tool for conservation and cataloguing. Museums play a pivotal role in this context as key sites for generating and disseminating memory. This course aims to understand the theoretical frameworks and concepts related to memory studies, museology, and their political dimensions to examine how national identities are constructed within museums and how certain memories are included and excluded; to explore the impact of globalisation, technology, and evolving political landscapes on museum curation practices and memory preservation; and, to understand the specific role museums have played in the Indian context.

Course Outcome

CO1 (Knowledge): Students will develop a comprehensive understanding of the theoretical frameworks and concepts related to memory studies and political museology.

CO2 (Understanding): Students will get an understanding on how museums work as a site for memory.

CO3 (Synthesis): The student will have the foundational knowledge to see the linkages between memory, museum curation and the impact of globalisation and changing political linkages

CO4 (Application): Students will be able to develop critical thinking and analytical skills in examining the intersections of memory, politics, and museology.

Course Content

Unit I: State, Memory and Museology

- a. Understanding Political Museology
- b. Collective Memory and Social Construction of the Past

Unit II: Museums, Memorials, and Political Narratives

- a. Construction of National Identities
- b. Representation of Marginalised Groups in Museum Spaces

- c. New Museology

Unit III: Globalisation, Technology, and Changing Museum Practices

- a. Changing role of Museums in times of neoliberalism
- b. Museums as places of Education or Entertainment

Unit IV: Museums in India

- a. Museums in Colonial and Post-colonial India
- b. Non-state Museumization

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Field Visits
- Minor Test

Text Books

1. Black, Graham. "Museums, Memory, and History." *Cultural and Social History* 8, no. 3 (2011), pp. 415-427.
2. Connerton, Paul. *How Societies Remember*. Cambridge: Cambridge University Press, 1989.
3. Jain, Jyotindra. "Museum and Museum-like Structures: The Politics of Exhibition and Nationalism in India." *Exhibitionist* (Spring 2011), pp. 50-55.

Recommended Readings

1. Gray, Clive. *The Politics of Museums*. United Kingdom: Palgrave Macmillan UK, 2017.
2. Halbwachs, Maurice. *The Collective Memory*. New York: Harper & Row, 1980.
3. Jain, Kajri. *Gods in the Time of Democracy*. Durham, NC: Duke University Press, 2021.
4. Luke, Timothy W. *Museum Politics: Power Plays at the Exhibition*. Minneapolis: University of Minnesota Press, 2002.
5. Malinova, Olga. "Politics of Memory and Nationalism." *Nationalities Papers* 49, no. 6 (2021), pp. 997-1007.
6. Mathur, Saloni, and Kavita Singh, eds. *No Touching, No Spitting, No Praying: The Museum in South Asia*. New York: Routledge, 2015.
7. Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire." *Representations* 26 (1989), pp. 7-24.

DSE & MINOR STREAM COURSE (MS)
Contemporary Human Rights Concerns (MS)

Nature of Course: MS

Course Code: BALA POLS 212

Semester: Fourth (IV)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The primary objective of the course is to make the student familiar with the ideas of human rights and respect for human dignity along with giving them a fundamental idea about the various human rights concerns and violations in the contemporary world. The course will also address the various challenges to the human rights situation both in the contemporary world.

Course Outcome

CO1 (Knowledge): The students will have conceptual ideas about human rights and human dignity.

CO2 (Understanding): The students will be trained on the different international institutional and legal mechanisms overlooking the preservation of human rights.

CO3 (Synthesis): The student will have the conceptual and analytical tool to analyse various situations of human rights violations and can provide measures and means to mitigate such situations.

CO4 (Application): The students will be trained to become good citizens and champions of human rights.

Course Content

Unit I: Introduction to Human Rights

- a. UDHR
- b. ECHR
- c. Conventions dealing with Rights on Women, Child, Refugees, Transgender, Disabled.
- d. Human Rights in India (Acts and Commissions)

Unit II: Migration, Refugees, Internally Displaced Population and Human Rights

- a. Understanding Migration Status of Refugees and IDPS
- b. Climate Change and Migration-IDPS

- c. Legal Safeguards for refugees and migrants
- d. Contemporary Challenges: Forced migration, Asylum seekers, Statelessness

Unit III: Human Rights Protection in Conflict Zones

- a. Legal Safeguards during armed conflict: International Humanitarian Law
- b. Addressing Issues: War crimes, Crimes against humanity, Genocide
- c. Case studies: Syrian Civil War, Rwandan Genocide

Unit IV: Safeguarding Children's Rights

- a. Examining Child Labor and Human Rights: Legislative Frameworks and Mechanisms in India
- b. Analysing Child Soldiers and Conflict-Darfur, South Sudan and Central African Republic

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books:

1. Sinha, Manoj Kumar, Handbook of Legal Instruments on International Human Rights and Refugee Laws. Delhi: LexisNexis 2014.
2. Brysk, Alison, ed. Globalization and Human Rights. Berkeley: University of California Press, 2002.
3. Aggarwal, H.O. A Concise Book on International Law and Human Rights, 2023.
4. Shelton, Dinah (ed.), The Oxford Handbook of International Human Rights Law, 2013; Available at: <https://doi.org/10.1093/law/9780199640133.001.0001>.

Recommended Readings

1. Alston, Phillip, ed. The United Nations and Human Rights: A Critical Appraisal. Oxford: Clarendon Press, 1992.
2. Arat, Kabasakal Zehra F. "Human Rights and Globalization: Is the Shrinking World Expanding Rights?" Human Rights & Human Welfare 5, no. 1 (2005): Article 30. Available at: <https://digitalcommons.du.edu/hrhw/vol5/iss1/30>
3. Donnelly, Jack. Universal Human Rights in Theory and Practices. New Delhi: Manas Publication, 2005.
4. International Covenant on Civil and Political Rights (ICCPR). United Nations, 1966. <https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/ccpr.pdf>

5. International Covenant on Economic, Social and Cultural Rights (ICESCR). United Nations, 1966. <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>
6. Kumar, Vijay. Human Rights Dimensions and Issues. New Delhi: Anmol Publications, 2003.
7. Nickel, James. Making Sense of Human Rights. 2nd ed. Oxford: Blackwell, 2007.
8. Nirmal, B. C., and Prakash Sharma. "Concept of Statehood Under International Law: Understanding in the Light of Situation in Palestine." Indian Journal of International Law, 2021.
9. Raphdel, D. D. Political Theory and the Rights of Man. London: Macmillan, 1967.
10. Riedel, Eibe, Gilles Giacca, and Christophe Golay, eds. Economic, Social, and Cultural Rights in International Law. Oxford: Oxford University Press.
11. Sanford, R. Silverburg. International Law: Contemporary Issues and Future Developments. Oxford: Clarendon, 2007.
12. Universal Declaration of Human Rights (UDHR). United Nations. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

DISCIPLINE-SPECIFIC ELECTIVE [DSE (SEMINAR/WORKSHOP)]

Workshop on Quantitative Data Analysis

Nature of Course: DSE Seminar/Workshop

Course Code: BALA 204

Semester: Fourth (IV)

Credits: 2

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective

The course provides foundational knowledge and tools to conduct quantitative data analysis.

Course Outcome

CO1 (Knowledge): The students will have a foundational knowledge of what is data and quantitative data analysis.

CO2 (Understanding): The students will have the understanding of the different types of data and different methods to conduct quantitative analysis.

CO3 (Synthesis): The students can analyse data through different methods of quantitative analysis.

CO4 (Application): The students will have the foundational and analytical tools to understand and analyse data through using different quantitative methods of analysis.

Course Content

Unit I: Introduction

- a. Data- Quantitative and Qualitative data
- b. Quantitative data analysis
- c. Types of Quantitative data analysis- Experimental, Survey, Content Analysis.

Unit II: Data Collection

- a. Tools for Data Collection: Questionnaire, Interview, Schedule, Observation.
- b. Introduction to Statistical Tools: Sample Size, Mean, Median, Mode, Standard Deviation, Mean Deviation, Chi-square, T-Test, F-Test.

Unit III: Data Analysis

- a. Data Visualisation
- b. Analysing Quantitative Data: Testing of Hypothesis.

Unit IV: Digital Tools

- a. SPSS, NVivo, MAXQDA Pro, atlasti, Qda Miner 6

Pedagogy

- Lectures

- Workshops
- Seminars
- Project, Assignments

References

1. Kothari C. R. and Garg Gaurav. Research Methodology: Methods and Techniques. New Delhi, New Age International Publication, 2015
2. David, McNabb. Research methods for Political Science. Quantitative and Qualitative Methods, (New Delhi: Prentice Hall, 2004).
3. Lowndes, Vivien, David Marsh and Gerry Stoker ed. (2018) Theory and Methods in Political Science, London: Macmillan International.

Recommended Readings

1. Henry E. Brady, and David Collier 2008. (eds.) The Oxford Handbook of Political Methodology. Oxford: Oxford University Press.
2. Balnaves, Mark and Peter Caputi. 2001. Introduction to Quantitative Research Methods: An Investigative Approach, London: Sage.
3. Yin, Robert K. 2011. Qualitative Research from Start to Finish, New York and London: The Guilford Press, pp. 132-140.
4. Gronmo, Sigmund. Social Research Methods: Qualitative, Quantitative, and Mixed Methods Approaches. Sage. London. 2024 (Chapters;1, 2, 17, 18, 19, 20, 21, and 22)

ABILITY ENHANCEMENT COURSE (AEC)

Introducing the Art of Diplomacy

Nature of Course: AEC

Course Code: BALA POLS 208

Semester: Fourth (IV)

Credits: 2

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 60

External Evaluation: 60

Course Objective

The course seeks to introduce the basics of diplomacy as a tool and instrument through which a state conducts their affairs, safeguards its interests, and contributes to the development and execution of foreign policy.

Course Outcome

CO1 (Knowledge): The students will have the basic knowledge of diplomacy as an art and science by which a state conducts their relationship with other states and organisations.

CO2 (Understanding): The students will have the knowledge of the concept of diplomacy, how it evolved and the different forms of diplomacy to navigate the complexities of international relations.

CO3 (Synthesis): The students can understand the evolution of diplomacy from old to new and the different diplomatic means employed by different countries to safeguard their national interests.

CO4 (Application): The students can understand essential skills for maintaining effective diplomacy and will gain an understanding of how the Foreign Service operates, its structure, and the different types of diplomatic activities it undertakes.

Course Content

Unit I: Introduction to Diplomacy: Concepts, Evolution and Role of United Nations

- a. Diplomacy: Concept, Definition
- b. Evolution, Different Forms
- c. UN as a Diplomatic Forum

Unit II: Skills and Techniques in Diplomacy

- a. Negotiation
- b. Mediation
- c. Principles of Negotiation and Conflict Resolution Strategies

Unit III: Crisis Management and Diplomacy

- a. Crisis Management - Handling Diplomatic Crises
- b. Case Studies of Crisis Diplomacy (Kidnapping of Iranian Diplomats, Cuban Missile Crisis)

Unit IV: Public Diplomacy- Soft Power

- a. Concept of Soft Power
- b. Cultural Diplomacy and India

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books

1. Hamilton, Keith, and Richard Langhorne. *The Practice of Diplomacy: Its Evolution, Theory, and Administration*. New York: Routledge, 2011.
2. Jönsson, Christer, and Martin Hall. *Essence of Diplomacy*. New York: Palgrave Macmillan, 2005.
3. Kissinger, Henry. *Diplomacy*. New York: Simon & Schuster, 1994.

Recommended Readings

1. Morozov, V.M. 'Network Diplomacy and the Future of the Israel–Palestine Conflict', in Morozov, V. M., *Network Diplomacy*. Singapore: Springer Nature Singapore, 2023. Available at: https://doi.org/10.1007/978-981-19-7006-1_9.
2. Neumann, Iver B. *International Diplomacy: Theory and Practice*. New York: Palgrave Macmillan, 2012.
3. Young, John W. *The Art of Diplomacy*. London: Palgrave Macmillan, 2016.

FIFTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

Feminisms: Theories and Practice

Nature of Course: DSC

Course Code: BALA POLS 301

Semester: Fifth (V)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

This is an introductory course to familiarise the students with some of the key concepts in feminism, histories of feminism, and the feminist movement in India. This paper covers the history of feminism in the West, socialist societies, and anti-colonial struggles and focuses on a gendered analysis of Indian society, economy, and polity.

Course Outcome

CO1 (Knowledge): This course would create an awareness and understanding of the theories of feminism and trace the historical trajectory of feminist movements across the world.

CO2 (Understanding): The course aims to develop an understanding of the structures of gender inequalities.

CO3 (Synthesis): It will enable the students to analyze the current issues of feminism with which women's movements were engaged with.

CO4 (Application): This paper will help to understand the feminist issues with a perspective of contemporary Indian women's movements.

Course Content

Unit I: Introducing Feminisms: Some Key Concepts

- a. Patriarchy
- b. Sex and Gender
- c. Histories of Feminisms (18th, 19th and 20th century)

Unit II: Feminisms: Perspectives

- a. Liberal Feminism- Public/private divide
- b. Socialist Feminism- Historical defeat of the female sex
- c. Radical Feminism- Personal is Political

Unit III: Feminisms in India

- a. History of women's movement in India: issues and debates
- b. Women in Politics
- c. Violence

Unit IV: New Directions: Race, Caste and Sexuality

- a. Concept of Intersectionality
- b. Black Feminism
- c. Dalit feminism
- d. Queer

Pedagogy:

- Class lecture
- Discussions/Interactions
- Projects and Assignments
- Films/Documentaries
- Minor Exam

Text Books

1. Desai, Neera, and Usha Thakkar. *Women in Indian Society*. New Delhi: National Book Trust, 2001.
2. Forbes, Geraldine. *Women in Modern India*. Cambridge: Cambridge University Press, 1998, pp. 1-150.
3. Kimmel, Michael. *The Gendered Society*, New York: Oxford University Press, 2008.
4. Geetha, V. *Patriarchy*. Calcutta: Stree, 2007.

Recommended Readings

1. Banerjee, Nirmala. "Analysing Women's Work under Patriarchy." In *From Myths to Markets: Essays on Gender*, edited by Kumkum Sangari and Uma Chakravarty, 144-165. Delhi: Manohar, 1999.
2. Beauvoir, Simone de. *The Second Sex*. Translated by H. M. Parshley. New York: Vintage Books, 1989 [1949].
3. Butler, Judith. "Sex and Gender in Simone de Beauvoir's *Second Sex*." *Yale French Studies* 72 (1986), pp.35-49.
4. Chakravarti, Uma. "Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History." *Social Scientist* 16, no. 8 (1988),44-52.
5. Chaudhuri, Maiyatee. "Gender in the Making of the Indian Nation State." In *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*, edited by Sharmila Rege, 36-56. New Delhi: Sage, 2003.

6. Gandhi, Nandita, and Nandita Shah. *The Issues at Stake – Theory and Practice in Contemporary Women’s Movement in India*. Delhi: Zubaan, 1991.
7. Jagger, Alison. *Feminist Politics and Human Nature*. U.K.: Harvester Press, 1983.
8. Johri, Rachana Dr. and Menon, Krishna Dr. "Daily Border Crossings: Negotiations of gender, body and subjectivity in the lives of women workers in urban malls." In *Cultural Encounters, Conflicts, and Resolutions*, Vol. 1: Iss. 1, Article 4, (2014). Available at : https://engagedscholarship.csuohio.edu/cecr/vol1/iss1/4?utm_source=engagedscholarship.csuohio.edu%2Fcecr%2Fvol1%2Fiss1%2F4&utm_medium=PDF&utm_campaign=PDFCoverPages
9. MacKinnon, Katherine. "Sexuality." In *Toward a Feminist Theory of the State*. Cambridge: Harvard University Press, 1989.
10. Millet, Kate. *Sexual Politics*. Urbana and Chicago: University of Illinois Press, 1969 2000.
11. Roy, Kumkum. "Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women." In *Women and the Hindu Right*, edited by Tanika Sarkar and Urvashi Butalia, 10-28. Delhi: Kali for Women, 1995.
12. Shinde, Tarabai. "Stri-Purush Tulana." In *Women Writing in India, 600 BC to the Present*. Vol. I, edited by Susie Tharu and K. Lalita, 23-44. New York: Feminist Press, 1993.

DISCIPLINE-SPECIFIC COURSE (DSC)

Indian Politics: Institutions, Political Processes, and Development Politics

Nature of Course: DSC

Course Code: BALA POLS 303

Semester: Fifth (V)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

This course will introduce students to the complexity of Indian Politics since a nuanced analysis is necessary to comprehend the political process in India. It acquaints students with the functioning of the Indian state, its institutions, social stratification, and the discourse on development highlighting the dynamics of contemporary state-society dynamics.

Course Outcome

CO1 (Knowledge): This course will introduce the students to Indian Politics and its various issues. It will give knowledge about the Indian state, institutions, political processes, and developmental Politics.

CO2 (Understanding): It will enable the students to understand Indian Politics and different issues related to it.

CO3 (Synthesis): This course will enable students to understand how the Indian state and society interact.

CO4 (Application): This course seeks to provide students with a nuanced reflection on the impact of political processes, political institutions, and developmental Politics.

Course Content

Unit I: Understanding Indian Politics

- a. Approaches to the study of Indian Politics
- b. Nature of Indian State
- c. Party Politics: Change and Continuity

Unit II: Key Institutions of Indian democracy

- a. Parliament
- b. Supreme Court
- c. Election Commission

Unit III: Social Stratification and Politics in India

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- a. Class and Politics: Dynamics of class domination in India
- b. Caste and Politics: Politics of Mobilisation
- c. Religion and Politics

Unit IV: Developmental Trajectory of India

- a. Political Economy of Indian State
- b. Democracy, Development and Displacement
- c. Resistance

Pedagogy:

- Lecture
- Discussions/Interactions
- Projects and Assignments
- Documentaries/ Films
- Minor exam

Text Books:

1. Brass, Paul. "Introduction." In *The Politics of India since Independence*. Cambridge: Cambridge University Press, 1994.
2. Jones, W. H. Morris. *Parliament in India*. Philadelphia, PA: University of Pennsylvania Press, 1957.
3. Sathyamurthy, T. V., ed. *Region, Religion, Caste, Gender and Culture in India*. Oxford: Oxford University Press, 1998.
4. Singh, Ujjwal Kumar and Anupama Roy. *Election Commission of India Institutionalising Democratic Uncertainties*. Delhi: Oxford University Press, 2024.

Recommended Readings

1. Baxi, Upendra. *The Supreme Court in Indian Politics*. New Delhi: Eastern Book Company, 1980.
2. Bhargava, Rajeev, ed. *Secularism and Its Critics*. New Delhi: Oxford University Press, 1998.
3. Hansen, Thomas, and Christophe Jaffrelot, eds. *The BJP and the Compulsions of Politics in India*. New Delhi: Oxford University Press, 1998.
4. Hasan, Zoya, ed. *Parties and Party Politics in India*. New Delhi: Oxford University Press, 2002.
5. Harris, John. "Comparing Political Regimes across Indian States." *Economic and Political Weekly*, Nov 27, 1999.
6. Kapur, Devesh, and Pratap B. Mehta, eds. *Public Institutions in India: Performance and Design*. New Delhi: Oxford University Press, 2007.
7. Kohli, Atul. *The State and Poverty in India: The Politics of Reform*. Cambridge: Cambridge University Press, 1987.

8. Pai, Sudha. *Dalit Assertion and the Unfinished Democratic Revolution: The Bahujan Samaj Party in Uttar Pradesh*. New Delhi: Sage, 2002.
9. Rudolph, Lloyd, and Susanne Rudolph. *In Pursuit of Lakshmi: Political Economy of the State in India*. Chicago: University of Chicago Press, 1987.
10. Singh, Ujjwal Kumar. "Artificial Intelligence and Elections in India". *Economic and Political Weekly*, Vol. 59, Issue No. 22, 01, 2024.
11. Weiner, Myron. *Party Politics in India: The Development of a Multiparty System*. New Jersey: Princeton University Press, 1957.
12. Weiner, Myron. *Sons of the Soil: Migration and Ethnic Conflict in India*. New Delhi: Oxford University Press, 1987.

DISCIPLINE SPECIFIC COURSE (DSC)

International Law and Politics

Nature of Course: DSC

Course Code: BALA POLS 305

Semester: Fifth (V)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The objective of the course is to introduce students to the basics of international law and to provide students with a diverse set of analytical tools, empowering them to perceive international politics comprehensively. The course will highlight the interplay between law and politics, aiming to comprehend the operational dynamics of international law and to explore issues and advancements that demonstrate both the potential and constraints of international law in addressing global challenges. This course will focus on current events in international politics to deepen comprehension of the power dynamics and political motivations at play.

Course Outcome

CO1 (Knowledge): The students will have knowledge of the concept of international law, the different sources and types.

CO2 (Understanding): The students have the understanding of the different actors, institutions and agencies upholding international law and the challenges they face.

CO3 (Synthesis): Students will gain analytical and conceptual knowledge of international law and politics, enabling them to better understand various issues and concerns related to violations of international law.

CO4 (Application): The student will have the analytical tool to critically understand the role of various actors and agencies in dealing with different issues and concerns of international politics.

Course Content

Unit I: International Law: Evolution, Sources, Types

- a. International Law and International Relations in Globalised World
- b. Evolution of International Law and Norms
- c. Sources of International Law - treaties, international customs, general recognized principles of law.
- d. Types of International Law- Private and Public international Law

Unit II: International Law, Institutions and Enforcement

- a. Institutions: PCIJ, ICJ, ICC, Ad hoc tribunals
- b. States as the Main Actor
- c. Non-State Actors- Amnesty International, Doctors Without Borders

Unit III: International Law: Diverse Aspects

- a. International Law and Laws of the War- Use of force by States
- b. International Law and Human Rights
- c. Law of the Seas- UNCLOS
- d. International Environmental Law

Unit IV: Issues of International Concerns

- a. Refugees, Displacement and International Law
- b. War Crimes, Genocide and International Law
- c. Artificial Intelligence governance and international Law

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics*. 8th ed. London, England: Oxford University Press, 2020.
2. Dixon, Martin. "Ch.2 'The Sources of International Law.'" In *Textbook on International Law*, Oxford, U.K.: Oxford University Press, 2013.
3. Evans, M. *International Law*. Fourth edition. Oxford: Oxford University Press, 2014.
4. United Nations International Law Commission. *Identification of Customary International Law*. 2016.

Recommended Readings

1. Boyle, Alan E., and Catherine Redgwell. *International Law and the Environment*. 4th ed. Oxford: Clarendon Press, 2021.
2. Brownlie, Ian. "The Law of Treaties." In *Principles of Public International Law*, 7th ed., 607–38. Oxford: Oxford University Press, 2008.
3. Chesterman, Simon, and Béatrice Pouligny. "Are Sanctions Meant to Work? The Politics of Creating and Implementing Sanctions Through the United Nations." *Global Governance* 9 (2003): 503–18.

4. European Commission for the Efficiency of Justice (CEPEJ). “European Ethical Charter on the Use of AI in Judicial Systems and Their Environment.” 2018.
5. ICC Statutes (Rome Statutes). <https://www.icc-cpi.int/resource-library/documents/rs-eng.pdf>.
6. Jo, Hyeran, and Beth A. Simmons. “Can the International Criminal Court Deter Atrocity? An Analysis of Violence against Civilians in Civil Wars.” In *International Organization* 70, no. 3, (2016).
7. Neff, Stephen C. “A Short History of International Law.” In *International Law*, 3rd ed., edited by Malcolm D. Evans, Oxford: Oxford University Press, 2010, pp.3-31.
8. Pollack, Mark A., and Gregory H. Shaffer, eds. *Interdisciplinary Perspectives on International Law and International Relations*. 2013.
9. Risse, Mathias. “Human Rights and Artificial Intelligence: An Urgently Needed Agenda.” In *Human Rights Quarterly* 40, no. 2 (2018),pp411–25.
10. Sharma, Prakash. “Digital Transformation for providing better protection to Refugees: Quest for Global Standards to Prevent Compromise with Core Protection Standards.” *ISIL Yearbook of International Humanitarian and Refugee Law*, 2022.
11. Shaw, Malcolm N. “International Law and Municipal Law.” In *International Law*, 5th ed., 120–74. Cambridge: Cambridge University Press, 2003.

DISCIPLINE SPECIFIC COURSE (DSC)
Modern Indian Political Thought I

Nature of Course: DSC

Course Code: BALA POLS 307

Semester: Fifth (V)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

This course aims to provide an understanding of 19th and early 20th-century Indian thinkers and their philosophies, and ideas of social reforms to understand how these ideas have shaped modern-day India.

Course Outcome

CO1 (Knowledge): The students have knowledge of the different Indian Political thinkers in early 19th century India.

CO2 (Understanding): The students have an understanding of the making of Modern India

CO3 (Synthesis): The students can integrate the varied perspectives of these thinkers to develop a unified understanding of the ideological foundations of modern India.

CO4 (Application): The students can apply the insights gained from these historical and philosophical analyses to contemporary discussions on nationalism, democracy, and social justice in India.

Course Content

Unit I: The Context, Modernity and Tradition

- a. Engagement with Modernity
- b. Invocation of tradition (With special reference to Bhudev Mukhopadhyay)

Unit II: Ideas of Social Reform

- a. Kandukuri Veeresalingam
- b. Raja Ram Roy
- c. Sir Syed Ahmad Khan
- d. Jyotiba Phule

Unit III: Thoughts on Nation and Nationalism

- a. Dadabhai Naoroji- Economic Nationalism

- b. Bal Gangadhar Tilak- Militant Nationalism and Swaraj
- c. Swami Vivekananda- Ideas of Nationalism
- d. V.D. Savarkar- Hindutva and Nationalism

Unit IV: Feminist Social Reformers

- a. Pandita Ramabai
- b. Tarabai Shinde

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Datta, P. K., and Sanjay Palshikar, eds. Indian Political Thought. ICSSR & Oxford University Press: New Delhi, 2013.
2. Kenneth Deutsch, eds, Political Thought in Modern India, Sage, New Delhi, 1986.
3. Mehta, V. R. Foundations of Indian Political Thought. Manohar: Delhi, 2013.
4. Singh, M. P., and Himanshu Roy, eds. Indian Political Thought: Themes and Thinkers. Pearson: Delhi, 2011.

Recommended Readings

1. Aurobindo. On Nationalism. Pondicherry: Sri Aurobindo Ashram, 1996.
2. Bhargava, Rajeev. "Are there alternative modernities?" Culture, Democracy, and Development in South Asia (2001): 9-26.
3. Bhatt, Chetan. Hindu Nationalism: Origins, Ideologies and Modern Myths. Oxford: Beg, 2001.
4. Chakrabarty, Bidyut, and Rajendra K. Pandey. Modern Indian Political Thought Text and Context. New Delhi: Routledge, 2024.
5. Chatterjee Partha, Nationalist Thought and the Colonial World: A Derivative Discourse, Oxford University Press, Delhi, 1986.
6. Devendra Swaroop, ed. Deen Dayal Upadhyaya's Integral Humanism. New Delhi: DRI, 1992.
7. Devy G.N. and Fred Dallmayr, eds., Between Tradition and Modernity: India's Search for Identity: A Twentieth Century Anthology, Sage, Delhi, 1996.
8. Kiggley, Dermot. "Vivekananda's Western Message from the East." In William Radice, ed., Swami Vivekananda and Modernization of Hinduism. New Delhi: Oxford University Press, 1990.

9. Lele, Jayant. "Gender Consciousness in Mid-Nineteenth Century Maharashtra." In Anne Feldhaus, ed., *Images of Women in Maharashtrian Society*. New York: The University of New York Press, 1998.
10. Nandy Ashis, *Traditions, Tyranny and Utopia*, Oxford University Press, Delhi, 1987.
11. O'Hanlon, Rosalind. *A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*. New Delhi: Oxford University Press, 2002.
12. Sen, Amiya P. "Vivekananda: Cultural Nationalism." In M. P. Singh and Himanshu Roy, eds., *Indian Political Thought: Themes and Thinkers*. Delhi: Pearson, 2011.
13. Taylor, Charles. "Two theories of modernity." *Hastings Center Report* 25, no. 2 (1995): 24-33.

DSE & MINOR STREAM COURSE (MS)

Comparative Constitutions

Nature of Course: MS

Course Code: BALA POLS 309

Semester: Fifth (V)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The primary objective of the course is to study various countries and their constitutional provisions from the vantage point of India to figure out best practices to strengthen our democracy.

Course Outcome

CO1 (Knowledge): The students can understand the fundamental principles and purposes of constitutions and analyze and compare the constitutions of various countries.

CO2 (Understanding): The students will have a critical understanding to analyse and compare different constitutions.

CO3 (Synthesis): It will help the students identify, evaluate and map the accomplishments and shortcomings of different constitutions.

CO4 (Application): Through comparative analysis, students will understand the role constitutions play in shaping political systems, protecting rights, and guiding governance and strengthening democracy.

Course Content

Unit I: Constitution and Constitutionalism

- a. Constitutionalism, Constitutional Law and Different Typologies of Constitution
- b. Locke On Constitution
- c. James Madison and Constitution
- d. Ambedkar and Constitution

Unit II: Political Systems

- a. Federal vs. Unitary System
- b. Parliamentary and Presidential Form of Government
- c. Models of Federal Government: United States, Germany, and Nigeria

Unit III: Human Rights and Constitutionalism

- a. Protection of fundamental rights
- b. Judicial review and constitutional courts
- c. Case studies: Canada, South Africa, and India

Unit IV: Political Reservation for Women, and Ethnic Minorities

- a. Gender Quotas and Women's Representation - Case studies: Nordic countries, Rwanda, India
- b. Ethnic Quotas and Minority Representation-Case studies: United States, Brazil, New Zealand

Pedagogy

- Lectures
- Classroom Discussions and Interaction
- Project and Assignment
- Movies/Documentaries
- Minor exam

Text Books

1. Basu, Durga Das. Comparative Constitutional Law. Nagpur: Wadhwa and Co., 2008.
2. Burgess, Michael. Comparative Federalism: Theory and Practice. Routledge, 2006.
3. Singh, M.P., ed. Comparative Constitutional Law. 2nd ed. Lucknow: Eastern Book Co.
4. Pylee, M.V. Select Constitutions of the World. New Delhi: Universal Law Publishing Co.
5. Watts, Ronald L. Comparing Federal Systems. McGill-Queen's University Press, 1999.

Recommended Readings

1. Dahlerup, Drude. Women, Quotas and Politics. Routledge, 2006.
2. Dorsen, Norman, et al. Comparative Constitutionalism: Cases and Materials. West Academic Publishing, 2003.
3. Epp, Charles R. The Rights Revolution: Lawyers, Activists, and Supreme Courts in Comparative Perspective. University of Chicago Press, 1998.
4. Dicey, A. V. Comparative Constitutionalism. 2019.
5. Htun, Mala. "Is Gender like Ethnicity? The Political Representation of Identity Groups." In Perspectives on Politics 2, no. 3 (2004),pp 439-458.
6. Howard, A. E. Dick. "James Madison and the Constitution." In The Wilson Quarterly 9, no. 3 (1985),pp. 80–91. Available at . <http://www.jstor.org/stable/40256894>.
7. Krook, Mona Lena. Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide. Oxford University Press, 2009.

8. Lijphart, Arend. "Constitutional Design for Divided Societies." In *Journal of Democracy* 15, no. 2 (2004),pp. 96-109.
9. Sunstein, Cass R. "Madison and Constitutional Equality." In *Harvard Journal of Law and Public Policy* 9 (1986),p. 11.
10. DiVita, Nicholas L. "John Locke's Theory of Government and Fundamental Constitutional Rights: A Proposal for Understanding." In *West Virginia Law Review* 84 (1982).

DSE & MINOR STREAM COURSE (MS)

Introducing Ambedkar

Nature of Course: MS

Course Code: BALA POLS 311

Semester: Fifth (V)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The objective of the course is to engage students with the B.R. Ambedkar's views on dignity, fraternity and democracy. Besides the significant role he played in drafting India's Constitution, the course will engage with the rich social and political philosophy of B.R. Ambedkar. The course also seeks to engage closely with to understand the society of equals conceived by him.

Course Outcome

CO1 (Knowledge): The students will be introduced to B.R. Ambedkar's engagement with the ideas of fraternity, social justice, fraternity and democracy.

CO2 (Understanding): The students will have the understanding of his principles and struggles and the role he played drafting the Constitution.

CO3 (Synthesis): The students will be able to understand the significance and relevance of his thoughts and principles in contemporary times.

CO4 (Application): The students will have conceptual and analytical tools to understand to apply Ambedkar's thoughts on democracy, social justice, religion, and fraternity to critically understand the various socio-political dynamics of Indian democracy.

Course Content

Unit I: Social Philosophy

- a. Caste
- b. Untouchability

Unit II: Political Role

- a. Mahar Satyagraha
- b. Poona Pact

Unit III: Making of Indian Constitution

- a. Hindu-Code Bill
- b. Debates on Untouchability, Reservation

Unit IV: Quest for Dhamma

- a. Writings on Buddhism

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Jangam, Chinnaiah. Dalits and the Making of Modern India. Oxford University Press, 2017.
2. Keer, Dhananjay. Life and Mission of Dr. B.R. Ambedkar. Popular Prakashan, 1954.
3. Kuber, W.N. Ambedkar: A Critical Study.

Recommended Readings

1. Gore, M. The Social Context of an Ideology: Ambedkar's Political and Social Thought. Delhi: Sage Publication, 1993.
2. Jangam, Chinnaiah. Dalits and the Making of Modern India. Oxford University Press, 2017.
3. Keer, Dhananjay. Life and Mission of Dr. B.R. Ambedkar. Popular Prakashan, 1954.
4. Ministry of Social Justice and Empowerment, Government of India. Dr. Babasaheb Ambedkar Writings & Speeches. Vol. 1, 3, 7, 8, 9, and 11. Published by Dr. Ambedkar Foundation. Available at: https://www.mea.gov.in/Images/CPV/Volume17_Part_I.pdf.
5. Valerian, Rodrigues. The Essential Writings of B.R. Ambedkar. Oxford University Press, 2010.

DSE & MINOR STREAM COURSE (MS)

United Nations and Conflict Analysis (MS)

Nature of Course: MS

Course Code: BALA POLS 313

Semester: Fifth (V)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The objective of the course is to inform students of the United Nations, its structure, and its primary function of maintaining international peace and security. The course will introduce the different methods employed by the UN in settling disputes and maintaining peace and security.

Course Outcome

CO1 (Knowledge): The students will have the foundational knowledge of the United Nations and its involvement in maintaining international peace and security.

CO2 (Understanding): The students will have the knowledge of the different dynamics involved in peace and conflict management like humanitarian intervention, Responsibility to Protect (R2P), peace-making to peacebuilding.

CO3 (Synthesis): The students will have the conceptual and analytical tools to understand the different dynamics involved in conflict settlement under the UN.

CO4 (Application): The students will have the analytical tools to have a critical understanding of UN's role in maintenance of international international peace and security

Course Content

Unit I: Conflict Analysis: Theories, Tools and Methods

- a. Definitions and types
- b. Conflict and Conflict Resolutions: Theories
- c. Conflict Resolution: Methods and Tools

Unit II: UN and Maintenance of International Peace and Security

- a. The UN-History, Structure, Principles, Objectives and Principal Organs (General Assembly, Security Council and Secretariat)
- b. Mechanisms for conflict prevention
- c. Mediation and negotiation strategies

Unit III: UN Conflict Prevention and Peacekeeping: Evolution and Adaptation

- a. Evolution of Peacekeeping- From Cold War to Post Cold War
- b. Principles and guidelines of peacekeeping- Peacekeeping, Peace Enforcement and Peacebuilding- An Agenda for Peace, Brahimi Report, Women and Peacekeeping- WPS Agenda of UN

Unit IV: UN Peacebuilding Missions

- a. UN interventions in African conflicts (Rwanda, Darfur, DRC)
- b. Humanitarian Interventions and the Responsibility to Protect (R2P)- Libya and Syria, Legalities and Challenges
- c. Post-Conflict Reconstruction and Peacebuilding-Afghanistan and Sierra Leone

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics*. 8th ed. London, England: Oxford University Press, 2020.
2. Bercovitch, Jacob, and Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches*. University of Michigan Press, 2009.
3. Thakur, Ramesh. *The United Nations, Peace and Security: From Collective Security to The Responsibility to Protect*. New York: Cambridge University Press, 2017.
4. Whitworth, Sandra. *Men, Militarism and UN Peacekeeping: A Gendered Analysis*. New Delhi: Viva Books Pvt. Ltd., 2006.

Recommended Readings

1. Autesserre, S. *The Trouble with the Congo: Local Violence and the Failure of International Peacebuilding*. 2010.
2. Annan, Kofi. *Strengthening of the United Nations: An Agenda for Further Change*. Report of the Secretary General. UN Doc. A/57/387, September 9, 2002.
3. Bellamy, A. J., Williams, P., & Griffin, S. *Understanding Peacekeeping*. Polity Press, 2010.
4. Boutros-Ghali. *An Agenda for Peace*. New York: United Nations, 1992.
5. Brahimi, Lakhdar. *Report of the Panel on United Nations Peace Operations*. Brahimi Report. UN Doc. A/55/305, August 21, 2000.
6. Chesterman, S. *You, The People: The United Nations, Transitional Administration, and State-Building*. Oxford University Press, 2005.

7. Koops, Joachim Alexander et.al. The Oxford Handbook of United Nations Peacekeeping Operations. OUP, 2015.
8. Paris, R., & Sisk, T. D. The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations. Routledge, 2009.
9. Prunier, G. The Rwanda Crisis: History of a Genocide. Columbia University Press, 1995.
10. United Nations. The Blue Helmets: A Review of UN Peacekeeping. New York: UN Department of Public Information, 1990.
11. United Nations. "United Nations Peacekeeping Operations: Principles and Guidelines" (The Capstone Doctrine). 2008.
12. Vaughan Lowe, Adam Roberts, Jennifer Welsh Eds. The United Nations Security Council and War: The Evolution of Thought and Practice Since 1945. Oxford: Oxford Publication, 2008.

DISCIPLINE-SPECIFIC ELECTIVE [DSE (SEMINAR/WORKSHOP)]

Gender, Violence and International Guidelines and Toolkits

Nature of Course: DSE (Seminar/Workshop)

Course Code: BALA POLS 317

Semester: Fifth (V)

Credits: 2

Mode of Examination: NUES

Course ID:

Marks: 100

Continuous Evaluation

Course Objective

The key objective of the course is to critically understand the progress in international practices in the field of gender and violence. The objective of the course is to introduce the idea of gender and violence to the students. The course focuses on looking at sexual and gender-based violence in international armed conflict and the different international institutional and legal measures to prohibit and prosecute such violence. The course will bring different international non-governmental organizations providing different medical and legal services to the survivors of such violence.

Course Outcome

CO1 (Knowledge) The students will have a conceptual understanding of gender and violence in international politics. They have the understanding of the various forms of gender and sexual based violence during armed conflicts.

CO2 (Understanding) The students have the knowledge of the different international legal documents, instruments and institutions on SGBV in armed conflicts

CO3 (Synthesis) The students will have the understanding of different gendered violence and how they are recognised in international politics

CO4 (Application) They have the basic analytical tool to understand the success and failures in preventing such violence and the lack of accessibility for the survivors to different mental health and psychosocial services.

Course Content

Unit I: Introduction

- a. Conceptualising Gender and Violence
- b. Introducing the concepts- GBV, CRSV and SGBV
- c. Victims and Survivors

Unit II: UN Strategies for Combating Sexual Violence in Conflict

- a. Women, Peace, and Security Agenda (WPS Agenda)

- b. UN System Responding and Preventing CRSV- UN Action, OSRSG-SVC
- c. Reports, Guidelines and Toolkits
 - i. Sexual Violence against Refugees: Guidelines on Prevention and Response (UNHCR 2020)
 - ii. The Inter-Agency Standing Committee- Guidelines Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery (2015)
 - iii. United Nations Peacekeeping and Regulations Against Sexual Exploitation and Abuse (SEA)

Unit III: Humanitarian Organisations and Humanitarian Practices

- a. International Committee for Red Cross (ICRC)
- b. Doctors without Borders/ / Médecins Sans Frontières (MSF)
- c. Physicians Human Rights (PHR)
- d. Lawyers and Doctors for Human Rights (LDHR)

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Alison, Miranda. "Wartime Sexual Violence: Women's Human Rights and Questions of Masculinity." In *Review of International Studies* 33 (2007), pp75-90.
2. Baaz, Maria Eriksson, and Maria Stern (2013), *Sexual Violence as a Weapon of War? Perceptions, Prescriptions, Problems in the Congo and Beyond*, London: Zed Books
3. Bernard, Vincent and Helen Durham (2014), "Editorial: Sexual Violence in Armed Conflict: From Breaking the Silence to breaking the Cycle", *International Review of the Red Cross*, 96(894), pp. 427–434.
4. Carpenter, R. Charlie. "Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations." In *Security Dialogue* 37, no. 1 (2006), pp.83-10.

Recommended Readings

1. Anholt, Rosanne Marrit. "Understanding Sexual Violence in Armed Conflict: Cutting ourselves with Ocean's Razor." In *Journal of International Humanitarian Action* 1, no. 6 (2016), pp. 1-10.

2. Brahimi Report. "Report of the Panel on United Nations Peace Operations." United Nations General Assembly/Security Council, Doc No- A/55/305S/2000/809, August 21, 2000.
3. Inter-Agency Standing Committee (IASC). Guidelines Integrating Gender-Based Violence Interventions in Humanitarian Action Reducing Risk, Promoting Resilience and Aiding Recovery. 2015.
4. Inter-Agency Standing Committee (IASC). "Guidelines Gender-Based Violence Interventions in Humanitarian Assistance Focusing on Prevention of and Response to Sexual Violence in Emergencies." September 2005.
5. International Committee of the Red Cross (ICRC) Live Discussion. "Sexual Violence & Conflict: Surviving Violence." Held on December 3, 2021, International Committee of the Red Cross.
6. International Committee of the Red Cross (ICRC) Report. "'That never happens here': Sexual and gender-based violence against men, boys and/including LGBTIQ+ people in humanitarian settings." Geneva, International Committee of the Red Cross, 2022.
7. International Committee of the Red Cross (ICRC). "ICRC: International Day for the Elimination of Sexual Violence 2021." June 19, 2021. Available at: 2021. URL: <https://www.icrc.org/en/document/international-elimination-sexualviolence-2021>
8. International Committee of the Red Cross (ICRC). "For Survivors of Sexual Violence: How to Find Help." June 19, 2021. Available at: URL: <https://www.icrc.org/en/document/survivors-sexual-violence-how-find-help>
9. International Committee of the Red Cross (ICRC). "Strategy on Sexual Violence 2018-2022." 2018.

SIXTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)

State Politics in India

Nature of Course: DSC

Course Code: BALA POLS 302

Semester: Sixth (VI)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The federal structure of Indian politics is reflected in each state in a different and multifaceted nature. It has undergone significant transformation over the decades since the formation of states in terms of social structure, their power relations, electoral participation on the one hand and political governance and economic development on the other. This course attempts to examine the commonalities, diversities, and perspectives to study state politics in India. It also seeks to examine the changing role of tribe, caste, class and community and their impact on state politics.

Course Outcome

CO1 (Knowledge): Students will know about why there is a difference in Politics of different states

CO2 (Understanding): Students would be able to understand the variations in State Politics

CO3 (Synthesis): The students will have basic conceptual and analytical understanding to understand the different dynamics of state politics in India

CO4: (Application): The students can map the patterns and variations in state politics in Indian democracy.

Course Content

Unit I: History and Approaches to Study of State Politics

- a. Approaches to understand State Politics
- b. Reorganisation of States

Unit II: Issues in State Politics

- a. Question of Caste- UP
- b. Autonomy- Gorkhaland
- c. Language Politics - Assam

Unit III: Political Parties and Electoral Politics in States of India

- a. Shiv Sena in Maharashtra
- b. AIADMK and DMK in Tamil Nadu
- c. Mizo National Front

Unit IV: Development and State Politics

- a. Understanding Development
- b. Agrarian Reforms: Green Revolution, Punjab
- c. Regional Developmental Imbalance: Case study of Tribals in Jharkhand
- d. Welfare Model of Development: Kerala

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Paul Wallace (ed.) Region and Nation in India. OUP 1985.
2. Kohli, Atul. Democracy and Discontent: India's Growing Crisis of Governability New Delhi: Oxford University Press, 1991.
3. Lloyd and Susanne Rudolph " Transformation of the Congress Party: Why 1980s was not a Restoration" In Economic and Political Weekly (May, 1981) ,pp. 811-820.
4. Myron Weiner (ed.) State Politics in India, Princeton University, 1968.
5. Myron Weiner and John Osgood Field (eds.), Electoral Politics in the Indian States, Vols. I– IV, New Delhi, Manohar, 1974.

Recommended Readings

1. Asha Sarangi (ed) Language and Politics in India. New Delhi: Oxford University Press, 2009.
2. Bidyut Chakrabarty. Forging Power: Coalition Politics in India. New Delhi: Oxford University Press, 2006.
3. Brass Paul R Language Religion and Politics in North India. CUP, 1974.
4. Christophe Jaffrelot. India's Silent Revolution: The Rise of the Low Castes in North Indian Politics. Permanent Black, New Delhi, 2003.
5. Frankel, Francine R. et al. Transforming India: Social and Political Dynamics of Democracy. New Delhi: Oxford University Press, 2000.
6. Hazarika, Sanjoy. Strangers No More: New Narratives from India's Northeast. 2018.
7. Iqbal Narain (ed.) State Politics in India. Meerut, Meenakshi Prakashan, 1965.

8. Jenkins, Rob. Democratic Politics and Economic Reform in India. Cambridge: Cambridge University Press, 1999.
9. Nag, Sajal. India and Northeast India: Mind, Politics and Process of Integration (1946-1950), New Delhi: Regency Publication, 2002.
10. Pai, Sudha (ed.) Handbook of Politics in Indian States: Region, Parties, and Economic Reforms. New Delhi: Oxford University Press, 2013.
11. Ramashray Roy & Paul Wallace (eds.) Diversity and Dominance in Indian Politics. 2 Vols, 1990, 1992.
12. Yadav, Yogendra. "Understanding the Second Democratic Upsurge: Trends of Bahujan Participation in Electoral Politics in the 1990s." In Francine R Frankel et al, Transforming India: Social and Political Dynamics of Democracy. New Delhi: Oxford University Press, 2000.

DISCIPLINE SPECIFIC COURSE (DSC)

Western Political Thought

Nature of Course: DSC

Course Code: BALA POLS 304

Semester: Sixth (VI)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The objective of the course is to introduce ideas of state and statecraft, normative and ethical ideas like justice, rights, and gender of some of the major Western political thinkers.

Course Outcome

CO1 (Knowledge): The students will be introduced to the ideas and philosophy of some of the key western philosophers on state and statecraft, and ethical concerns of rights and justice.

CO2 (Understanding): The students will have a foundational knowledge of the fundamental contours of the classical, western political philosophy and the shift from medieval to modern.

CO3 (Synthesis): The students will have the conceptual knowledge to engage with the different ethical and normative concerns of politics.

CO4: (Application): The students will have the analytical tool to understand the different political philosophies and how this can be applied in the contemporary concerns of justice, freedom, rights and the like.

Course Content

Unit I: Ancient Greek Political Thought

- a. Idea of Justice-Socrates and Plato
- b. Democracy and Citizenship: Aristotle

Unit II: Medieval And Early Modern Thought

- a. St. Augustine – ‘City of God.’
- b. St. Thomas Aquinas- Theory of Law
- c. Niccolo Machiavelli – ‘Prince’

UNIT III: Social Contractualists

- a. Thomas Hobbes
- b. John Locke

- c. Jean Jacques Rousseau

Unit IV: Liberal, Marxist and Feminist Thought

- a. Mary Wollstonecraft and JS Mill
- b. Karl Marx
- c. Simon De Beauvoir

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books

1. Nelson, Brian R. *Western political thought: From Socrates to the age of ideology*. Waveland Press, 2015.
2. Roberts, Peri, & Peter Sutch. *An Introduction to Political Thought*. Edinburgh University Press, 2012.
3. Singh, Sukhbir. *History of Political Thought Vol. I*. Rastogi Publications, 1980.
4. Jha, Shefali. *Western Political Thought from the Ancient Greeks to Modern Times*. Chennai: Pearson India Education Services Pvt. Ltd, 2020.
5. Mukherjee, Subrata and Sushila Ramaswamy, *A History of Political Thought Plato to Marx*. Delhi: PHI Learning Pvt. Ltd., 2018.

Recommended Readings

1. Card, Claudia (ed). *The Cambridge Companion to Simone de Beauvoir*. 2003.
2. Ebenstein, William. *Great Political Thinkers*. University of California, 1967.
3. Foster & Jones. *Masters of Political Thought*. Houghton Mifflin, 1949.
4. Hacker, Andrew. *Political Theory: Philosophy, Ideology, Science*. MacMillan, 1969.
5. Ramaswamy Sushila, Mukherjee Subrata. *Western Political Thought- Plato to Marx*. Prentice Hall India Learning Private Limited, 2011.
6. Simon De Beauvoir. *The Second Sex*. 1949.
7. Smith G.W. *John Stuart Mill's Social and Political Thought: Critical Assessments*. London; Routledge, 1998.
8. Stephen, Leslie. *The English Utilitarians*. Vols. I–III. New York: Augustus Kelley, 1968 (1900).
9. Sturgeon, N. "Mill's Hedonism." *Boston University Law Review*. 90 (2010): 1705–29.
10. Sumner, W. *Welfare, Happiness, & Ethics*. New York: Oxford University Press, 1996.
11. Taylor, Barbara. *Mary Wollstonecraft and the Feminist Imagination*. 2003.
12. Ten, C.L. *Mill on Liberty*. Oxford: Clarendon Press, 1980.
13. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. 1792.

DISCIPLINE SPECIFIC COURSE (DSC)
Modern Indian Political Thought II

Nature of Course: DSC

Course Code: BALA POLS 306

Semester: Sixth (VI)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The primary of the course is to introduce students to the different social and political thinkers and leaders of 20th-century India whose ideas and works have helped shape the democracy of India.

Course Outcome

CO1 (Knowledge): The students have knowledge of the different Indian Political thinkers of late 19th and 20th century India.

CO2 (Understanding): The students have an understanding of how their works and ideas have shaped the ideals of Indian democracy.

CO3 (Synthesis): The students can integrate the varied perspectives of these thinkers to develop a unified understanding of the ideological foundations of modern India.

CO4 (Application): Apply the insights gained from these historical and philosophical analyses to contemporary discussions on nationalism, democracy, and social justice in India.

Course Content

Unit I: Ideas on Indian State

- a. Mahatma Gandhi- Swaraj
- b. Jawaharlal Nehru- Socialism, Secularism
- c. Deen Dayal Upadhyaya- Integral Humanism

Unit II: Social Justice

- a. Ambedkar- Caste and Religion
- b. Ram Manohar Lohia- Ideas on Socialism
- c. EV Ramaswami- Self Respect Movement

Unit III: Indian Adaptations of Marxist and Socialist Ideals

- a. MN Roy- Radical Humanism
- b. E.M.S. Namboodiripad-Application of Marxism to Indian conditions

- c. Jayaprakash Narayan- Total Revolution

Unit IV: Contribution of Women Philosophers

- a. Savitribai Phule
b. Begum Rokeya
c. Kamaladevi Chattopadhyay

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Guha, Ramchandra Makers of Modern India. Penguin: Delhi,2010.
2. Singh, M. P. and Himanshu Roy eds. Indian Political Thought: Themes and Thinkers, Pearson: Delhi,2011.
3. Datta, P. K. and Sanjay Palshikar eds. Indian Political Thought. ICSSR & Oxford University Press: New Delhi,2013
4. Mehta, V. R. Foundations of Indian Political Thought. Manohar: Delhi,2013

Recommended Readings

1. Deen Dayal Upadhyay. Political Diary. New Delhi: Suruchi Prakashan, 1968.
2. Deendayal Upadhyaya. Integral Humanism. Delhi: Bharatiya Jan Sangh, 1964.
3. Ellen Carol DuBois, Vinay Lal ed. A Passionate Life: Writings by and of Kamaldevi Chhottopadhyay. Zubaan, 2017.
4. Hansa Mehta. Indian Women. Butala and Company, 1981.
5. Rokeya Sakhawat Hossain. The Essential Rokeya: Selected Works of Rokeya Sakhawat Hossain (1880-1932): 13 (Women and Gender: The Middle East and the Islamic World). Translated by Mohammad Quayum. Originally published in English in Madras: The Indian Ladies' Magazine, 1905. Reprinted in "Sultana's dream; and Padmarag: two feminist utopias by Rokeya Sakhawat Hossain.

DSE & MINOR STREAM COURSE (MS)

International Organisations

Nature of Course: MS

Course Code: BALA POLS 308

Semester: Sixth (VI)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The aim of this course is to equip students with a thorough grasp of the functions and significance of international organizations (IO) in the contemporary world. The emphasis lies in exploring the underlying philosophy, principles, and the array of issues that these organizations endeavor to address. Furthermore, it will focus on the problems of cooperation in the international system and how international institutions are used, with varying degrees of success, to overcome these problems.

Course Outcome

CO1 (Knowledge): The students will be equipped with foundational ideas about the different international organisations and their workings in global politics.

CO2 (Understanding): The objective of this course is for students to cultivate both theoretical and practical comprehension of international organisations (IOs) and the global challenges they strive to tackle.

CO3 (Synthesis): The students will have the foundational workings of international organisations and their relevance.

CO4 (Application) The students can articulate prominent theories within political science elucidating the existence of IOs, controversies surrounding them in the realm of international relations theory, their perceived efficacy in addressing global issues, and the primary obstacles impeding IOs from fulfilling their goals.

Course Content

Unit I: International Organisations: Concept, Types and Historical Legacies

- a. Conceptualising International Organisations (IOs).
- b. Typologies of International Organisations
- c. History of International Organisations: From League of Nations to United Nations

Unit II: Key International Organizations and Their Roles

- a. Peace and Security: The United Nations

- b. Collective Defence: NATO
- c. Economic IOs: WTO, IMF, World Bank
- d. Human Rights regimes: UNHRC, ECHR, IACHR, ICC

Unit III: Regional IGOs

- a. EU
- b. Organisation of American States
- c. AU
- d. ASEAN
- e. The League of Arab States

Unit IV: Future of IOs and Global Shifts

- a. Challenges to the multilateral international institutional order
- b. Institutional change
- c. Accommodating rising powers

Pedagogy

- Lectures
- Classroom Discussions/Interaction
- Project and Assignment
- Documentary/ Films
- Minor exam

Text Books

1. Archer, Clive. International Organizations. Fourth Edition, Routledge, 2014.
2. Barkin, J. Samuel. International Organisations: Theories and Institutions. Second Edition, Palgrave Macmillan, 2013.
3. Baylis, John, et. al. The Globalization of World Politics: An Introduction to International Relations. 8th Edition, Oxford University Press, 2020.
4. Davies, Michael, and Richard Woodward. International Organizations: A Companion. Edward Elgar, 2014.

Recommended Readings

1. Bennett, A. LeRoy and James K. Oliver. International Organizations: Principles and Issues. 7th Edition; Prentice Hall; 2002.
2. Buzan, Barry, and George Lawson. The Global Transformation: History, Modernity and the Making of International Relations. Cambridge Studies in International Relations: 135, Cambridge University Press, 2015.
3. Cogan, Jacob Katz, Ian Hurd, and Ian Johnstone (eds.). The Oxford Handbook of International Organizations. 2017.

4. Frederking, Brian, and Paul F. Diehl. *The Politics of Global Governance: International Organizations in an Interdependent World*. Fifth Edition, Lynne Rienner, 2015.
5. Gutner, Tamar. *International Organizations in World Politics*. Sage Publications, 2017.
6. Hurd, Ian. *International Organisations: Politics, Law, Practice*. 4th edition, Cambridge University Press, 2021.
7. Karns, P. Margaret, and Karen A. Mingst. *International Organizations: The Politics and Processes of Global Governance*. Lynne Rienner Publishers, 2010.
8. Rittberger, Volker, Bernard Zangl, Andreas Kruck, and Hylke Dijkstra. *International Organization*. 3rd edition, Palgrave, 2019.
9. Weiss, Thomas G., and Rorden Wilkinson. *International Organizations and Global Governance*. Routledge, 2013.
10. Ziring, Lawrence; Robert E. Riggs; and Jack C. Plano. *The United Nations, International Organization and World Politics*. 4th Edition, Thomson, Wadsworth, 2005.

DSE & MINOR STREAM COURSE (MS)
Political Processes and Institutions in Comparative Perspective

Nature of Course: MS

Course Code: BALA POLS 310

Semester: Sixth (VI)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

The objective of the course is to provide analytical and conceptual tools to compare different political processes and political institutions in different countries.

Course Outcome

CO1 (Knowledge): The students will have the knowledge of the different approaches and methods to compare different political processes and institutions.

CO2 (Understanding): The students will have the understanding of the typologies of constitutions and different forms of governments.

CO3 (Synthesis): The students will have the analytical tool to compare the working and trajectories in different countries.

CO4 (Application): The students will have the conceptual and analytical tool to apply comparative methods to compare different political processes, political institutions and workings of various democratic processes.

Course Content

Unit I: Understanding Comparative Politics

1. Approaches
2. Significance

Unit II: Constitutions: Forms and Typologies

1. Written and Unwritten -USA and UK
2. Rigid and Flexible - US and New Zealand
3. Federal and Unitary- Germany and France
4. Parliamentary vs. Presidential- India and Brazil

Unit III: Comparative Analysis of Monarchies and Republics

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

1. Monarchy- Absolute monarchy (Brunei, Saudi Arabia), Constitutional monarchy (Sweden and Japan).
2. Republic- Presidential Republic (Brazil), Semi Presidential Republic (Russia, Portugal) and Parliamentary Republic (Ireland).

Unit IV: Democratic Trajectories: A Comparative Analysis

1. Singapore and Hong Kong
2. India and Pakistan

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books

1. Caramani, Daniele. Comparative Politics. 2023.
2. Johari, J.C. Comparative Politics. 2020.
3. Mukherjee, Subrata, and Sushila Ramaswamy. Theoretical Foundations of Comparative Politics. 2024.
4. O'Neil, P. Essentials of Comparative Politics. Third Edition. New York: WW. Norton & Company, Inc., 2009.

Recommended Readings

1. Almond, Gabriel A. and G. B. Powell, Jr. Comparative Politics: A Developmental Approach. New Delhi, Oxford and IBH Publishing Co., 1978.
2. Almond, Gabriel A. and G. B. Powell Jr. Comparative Politics: System, Process and Policy. Boston: Little Brown and Co., 1978.
3. Caramani, D. "Party Systems." In Comparative Politics, edited by D. Caramani, 2008.
4. Hague, R. and Harrop, M. Comparative Government and Politics: An Introduction. London: Palgrave MacMillan, 2004.
5. Hague, R. and Harrop, M. "The Political Executive." In Comparative Government and Politics: An Introduction. London: Palgrave MacMillan, 2004.

DSE & MINOR STREAM COURSE (MS)

Contemporary Indian Foreign Policy

Nature of Course: MS

Course Code: BALA POLS 312

Semester: Sixth (VI)

Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Internal Evaluation: 40

External Evaluation:60

Course Objective

This course aims to engage with India's foreign policy, particularly the contemporary trends, and policies concerning its neighbors and other global powers. The course aims to provide analytical tools to the students to understand the different diplomatic tools that India employs in conducting its foreign policies in bilateral and multilateral forums.

Course Outcome

CO1 (Knowledge): The students will have a conceptual idea of India as a democracy engaged with various countries in international politics.

CO2 (Understanding): The students will have an understanding of the various push and pull factors determining the foreign policy of India.

CO3 (Synthesis): The students will have a foundational and analytical understanding of India's bilateral and multilateral engagements in global politics and the different tools for conducting foreign policy in the context of India.

CO4 (Application): The students will have the analytical tools to understand different policies and tools India employs in its conduct of foreign policy in the contemporary world.

Course Content

Unit I: India and Asia

- a. India's Foreign Policy- Continuity and Changes, Key Determinants.
- b. The China Factor and India's Neighbourhood Policy- Neighbourhood First, Act East
- c. India and Pakistan
- d. India and Japan

Unit III: India and Middle East

- a. India and the Arab World
- b. India and the Non- Arab World
- c. India and Israel
- d. India and OECD

Unit III: India's Global Engagements and Strategic Relationships

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. Applicable from the Academic Session 2023-24 onwards.

- a. India-Africa Engagement
- b. Russia, US, and India- the changing dynamics
- c. India, UN, and Global South
- d. India and the Indo-Pacific and QUAD

Unit IV: Tools of Foreign Policy

- a. India's Multilateral Diplomacy
- b. India's Soft Power- Cultural Diplomacy
- c. India's Defence and Security Partnership

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books

1. Ganguly, Sumit (ed). India's Foreign Policy: Retrospect and Prospect. New Delhi: Oxford University Press, 2010.
2. Jaishankar, S. The India Way: Strategies for an Uncertain World. Harper Collins India, 2020.
3. Khanna, V.N. Foreign Policy of India. New Delhi: Vikas Publishing House, 2018.
4. Menon, Shivshankar. India and Asian Geopolitics: The Past, Present. Brookings Institution Press, Washington DC, 2021.
5. Pant, Harsh V. India's Foreign Policy: An Overview. Delhi: Orient Blackswan, 2016.

Recommended Readings

1. Malone, David M. "Does the Elephant Dance? Contemporary Indian Foreign Policy," Chapter 1. 2011.
2. Mohan, C. Raja. Crossing the Rubicon: The Shaping of India's New Foreign Policy. New Delhi: Penguin Books. 2005.
3. Nye, Joseph. Soft Power: The Means to Success in World Politics.
4. Mohan, C. Raja. Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific.
5. Bajpai, Kanti, and Harsh V. Pant, eds. India's Foreign Policy: A Reader.
6. Sharma, R. R. India and Emerging Asia. New Delhi: Sage. 2005.
7. Pant, Harsh V., and Julie M. Super. "India's Foreign Policy: The Modi Era." International Affairs. 2022.
8. Baruah, Darshana M. "India's Approach to the Indo-Pacific: Strategy, Partnerships, and Regional Influence." Journal of Indo-Pacific Affairs. 2023.
9. Datta, Sreeradha. BIMSTEC: The Journey and The Way Ahead. Delhi: Pentagon Press. 2021.
10. Official Websites of MEA, ASEAN, BRICS, EU and AU, BIMSTEC, SCO

