



**SYLLABI FOR UG PROGRAMME IN
POLITICAL SCIENCE (As per NEP 2020)**

MADHABDEV UNIVERSITY

(BOS Dated 26th June, 2023)

**FOURYEARUNDER-GRADUATE PROGRAMME (FYUGP) IN
MADHABDEV UNIVERSITY**

Preamble:

The knowledge and understanding of one of the most powerful forces operating on people, communities, resources, and markets today i.e., the politics, policies and governance of a country and countries around the world is valuable for all citizens. Political Science as a discipline of study today not merely deals with the structure of governments and administration and study of political theories but also covers various aspects of human life, rights, and duties of the citizens. Society cannot prosper without cooperation, adjustments and toleration. Facilitates to understand these basic norms so that people of all walks of life co-operate for the better development of the country, The discipline has a special importance in enhancing the success of democracy as it depends upon the political consciousness of its people. The study of political science makes people conscious of their rights and duties, makes them vigilant, alert, intelligent and patriotic. Studying political science helps to promote peace in a multi-national, multi-cultural, multi-lingual society like India.

INTRODUCTION:

Higher education is essential for achieving full human potential, developing an equitable and just society, and promoting national development. The introduction of the National Education Policy (NEP) in 2020 had been heralded as a major advancement in the higher education sector in India. Today education doesn't mean learning the three Rs, but it has an obligation towards building leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. India being the highest population of young people in the world, the foundation of higher education would determine the future of

our country. Further, India has in this post-pandemic future has kept higher education at the forefront of the nation-building process.

In view of this, the discipline of political science paves the way to educate its students not only to understand, assert and enjoy their rights and obligations enshrined in the constitution but also in this dynamic social political world equips the students to critically able to understand and voice their concerns on the issues of human rights, marginalized others, governance issues and many more. This discipline explores questions about power, what it is and who exercises

it. It encompasses the study of processes, policies and institutions of various political systems and helps train students in critical thinking, rigorous and methodical analysis to enable them in addressing practical political issues and challenges, while contributing to the wider society and community. The discipline also helps the students to prepare them for a wide range of careers in the public sector, private business, international relations organizations, non-profit organizations and academia.

The Bachelor of Arts in Political Science degree of Madhabdev University adapted as per the commendations of NEP 2020 will also be of either three- or four-year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The four-year undergraduate programme in Political Science will allow the student an opportunity to experience the full range of holistic and multidisciplinary education, along with the chosen Major and Minor choices of the students.

Aim of the Course:

The proposed Undergraduate course in political science is designed in the light of the new dimensions of politics in the changing world. It will impart the knowledge of diverse political ideologies, important concepts, and the latest developments in local, state, national, world politics and governments. A student with in-depth knowledge of Indian Constitution, changing dynamics of society and politics in India and International Politics are much better equipped to successfully handle various socio-political circumstances. Political Science subject is one of the most important subjects in all the competitive Exams, especially in UPSC, TNPSC, UGC and SET Exams. Hence this course has been designed to:

- provide knowledge regarding concepts, theories, issues and debates that characterize the study of contemporary
- identify probable areas of future research and enhance skills so that some of the

students can be at the forefront of research in near future;

- initiate intellectual urge among the students for understanding most pressing political issues in terms of historical, comparative, theoretical and policy-oriented perspectives.
- Equip students to successfully appear in NET, SET and other competitive examinations ;

Graduate Attributes:

Graduate attributes include both disciplinary knowledge related to the discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Political Science are:

Disciplinary Knowledge: The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Political Science. They should be able to demonstrate the attribute of understanding of the scope and growth of the discipline.

Critical Thinking: The graduates in political science are expected to evaluate critically the socio-political issues and problems related to society, community, nation, state and beyond.

Research related Skills: The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in political science. They should have the skills to conduct research by identifying the problem, formulating research design, developing relevant tools and techniques for collection of data, analysing the data by using appropriate techniques and reporting the results while at the same time keeping ethical considerations in mind.

Moral and Ethical Awareness: The students will be able to exhibit value based, moral and ethical issues that concerns the discipline.

Co-

operation and Multicultural Competence: The students should be able to work collaboratively in dealing with the political issues and challenges of contemporary time in establishing peace, equality and justice in a post-colonial, developing country like India.

PROGRAMME OUTCOMES

After completion of FYUGP in Political Science it is expected that the graduates will be able to;

1. Provide a comprehensive understanding of key political theories, concepts, ideologies and methodologies in Political Science to analyze the structures and processes of key Political systems and their administrative set up.

2. Use an interdisciplinary perspective to analyze global issue and challenges by understanding various socio-cultural and political aspects.
3. Assess and address issues related to democratic norms and values within the framework of contemporary socio political events.
4. Critically think by analyzing complex political issues, evaluating evidence and considering different perspectives.
5. Influence public policy by understanding policy development, implementation and evaluation to bring positive change in the community and beyond.
6. Use various discipline related principles to develop a sense of civic responsibility and ethical decision making.
7. Participate in important political discussions while showcasing strong articulation, effective communication and rational thinking.
8. Pursue carry in academia, think tanks, research institutes or policy analysis by enhancing analytical skills, critical thinking and deep understanding of political dynamics.
9. Engaging further studies and research for personal and professional growth and development.
10. Explore diverse political behavior, contribute to knowledge and theory, address contemporary issue, collaborate across disciplines and make a positive impact on society.

PROGRAMME SPECIFIC OUTCOMES

The following are the Programme Specific Outcomes (PSO) that graduates are expected to achieve at the end of the UG programme in Political Science:

1. Demonstrate the application of fundamental political concepts, theories, and ideologies to analyze and engage in political discourse and debates.
2. Utilize strong analytical and critical thinking skills to evaluate socio-political events within local, national, and international contexts.
3. Critically assess issues pertaining to comparative politics, political processes, and institutions across various nations, as well as global governance structures, global political economy, and ecology, influencing political and social landscapes.

4. Foster ethical responsibility and civic engagement among graduates, cultivating their role as responsible citizens through a comprehensive understanding of essential political concepts.
5. Employ an interdisciplinary approach to examine social and political phenomena, integrating perspectives from multiple fields of study.
6. Prepare for diverse career pathways including academia, civil service examinations such as UPSC and APSC, as well as competitive examinations like UGC NET-JRF, SLET, alongside careers in political consultancy, journalism, and media. Demonstrate proficiency in communication, leadership, and problem-solving skills essential for these professions.

Teaching Learning Process

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/Dissertation
- Group Discussion and debate
- Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

Teaching Learning Tools

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN

- White/Green Board

Assessment

- Home assignment
- Project Report
- Class Presentation: Oral/Poster/ Power point
- Group Discussions
- In semester examinations
- End Semester examinations
- Viva-Voce Test

SEMESTER I

Course Title	: Understanding Political Theory
Course Code	: PSCM 101
Nature of Course	: Major (Core-I)
Total Credit	: 4
Distribution of Marks	: (End Sem: 70) + (In-Sem: 30)

COURSE OBJECTIVE:

- a. To acquaint the students with the concepts, history, approaches, and different nuances of political theory.
- b. To reconcile political theory and practice through reflections on the ideas and practices related to State, Citizenship and Democracy.

Unit	Contents	L	T	Total Hours
I	Introduction to Political Theory Political Theory-Meaning, Nature, Evolution and its Significance Approaches to Political Theory- Normative, Historical and Empirical; Behaviouralism and Post Behaviouralism; Decline and Resurgence	10	2	12
II	Traditions of Political Theory Liberal Tradition: Meaning, history of liberalism, Phases of liberalism and their features- Classical -contractarianism, individual - autonomy and Utilitarianism, Modern -welfare state and distributive justice. Marxist : Basic concepts of Marxism-	10	2	12

	HistoricalMaterialism,Theory of Alienation, Class Struggle			
III	Contemporary Perspectives in PoliticalTheory Feminism: Meaning,Types- Liberal,Marxist,Radical, ThirdWorldand Eco- Feminisms Multiculturalism: Meaning and evolution,models of multiculturalism- hybridity,constitutional diversity, right to culturalmembership Postmodernism- Meaning, Development, Difference between post modernism andmodernism	10	2	12
IV	Political Theory and Practice-I Citizenship -meaning,types- activeandpassive,liberalanduniversalcitizenship, feminismandcitizenship, Marxist critique of citizenship State -Types-LiberalandMarxistState, State andCivilSociety	10	2	12
V	Political Theory and Practice-II: Democracy-Direct, Liberal, Procedural,Deliberative ; Democracy and Difference,Representati	10	2	12

	onandParticipation,DemocracyandDevelopment			
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Modes of In-Semester Assessment**: 30 Marks**

1. Two Unit Tests: 10 marks each
2. Marks from any one of the activities
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

1. Understand the nature, evolution, significance, and various traditions of Political Theory.
2. The students will also be able to reflect upon some of the important debates in Political Theory.

Suggested Reading List:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R., 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

- Bennett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.
- Roy, A. 'Citizenship' in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.
- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012
- Gauba, O. P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011

Course Title : **Concepts and Debates in Political Theory**
Course Code : **PSCN 101**
Nature of Course : **Minor**
Total Credits : **4**
Distribution of Marks : **(End Sem: 70)+ (In-Sem: 30)**

Course Objective:

- a. To introduce the students with certain key concepts of political theory for critical analysis
- b. To introduce the skills required to engage in debates surrounding the application of the concepts

Unit	Contents	L	T	Distribution of Marks
I	Basics of Political Theory: What is Politics? What is Political? Decline and Resurgence of Political Theory	10	2	14
II	Concepts in Political Theory-I: Liberty- Negative and Positive, Liberty and Equality, Liberty and Rights Equality- Equality of Welfare, Equality of Opportunity, Equality of Resources Justice- Distributive and Procedural, Justice as Fairness; Capabilities and Freedom	10	2	14
III	Concepts in Political Theory-II: Rights- Negative and Positive Rights; Civil, Political and Social Rights; Legal Rights; Moral Rights; Communitarians and Rights Multiculturalism and Rights	10	2	14

	Democracy: Liberal, Procedural, Elitist, Pluralist, Egalitarian, Communist, Participatory and Deliberative Democracy			
IV	Concepts in Political Theory-III: Equal and Universal Citizenship, Globalization and Citizenship, Dilemma of Liberal Citizenship-Uniformity and Generality	10	2	14
V	Concepts in Political Theory-IV: State and Civil Society – Marxist and Liberal; Challenges to State; Evolution of Civil Society, Relationship between State and Civil Society	10	2	14

Modes of In-Semester Assessment : 30 Marks

1. Two Unit Tests : :
2. Marks from any one of the activities listed below :
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand the various concepts in Political Theory, significance of the concepts etc.
- b. The students will also be able to reflect upon some of the important debates on the relationship between state and civil society.

Suggested Reading List:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R., 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.
- Bennett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80.

- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.
- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012
- Gauba, O.P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011
- McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press.
- Swift, A. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press.
- Frances EO. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18(4), pp. 835.
- Das, D (2019), *Rajnoitik Tatwabodh*, Banalata, Dibrugarh- 2019.
- Das, D (2019), *Understanding Political Theory*, Banalata, Dibrugarh.
- Das, D and Bondita Bor Borah (2019), *Rajnoitik Tatwa: Abodharna aru Bitarka*, Banalata, Dibrugarh.
- Das, D (2019) *Political Theory: Concepts and Debates*. Banalata, Dibrugarh

SEMESTER II

Course Title	: Indian Government and Politics
Course Code	: PSSM 201
Nature of Course	: Major
Total Credits	: 4
Distribution of Marks	:(End-Sem: 70)+(In-Sem: 30)

Course Objective:

- a. To acquaint the students with the constitutional design of States' structure and institutions, and their actual working
- b. To study how the Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization, and a strong union, for instance) within itself in political practice.
- c. To study mutual interactions among the state institutions and their interactions with the large extra-constitutional environment.

Unit	Contents	L	T	Distribution of Marks
I	The Constituent Assembly and the Constitution Framing of the Constitution of India- Acts of 1909, 1919, 1935 and 1947; the Preamble and the major features of the Constitution, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	10	2	14
II	Organs of the Government The Legislature: Parliament- Composition, Powers and Functions The Executive: President, Vice President, Prime Minister, Council of Ministers	10	2	14
III	Organs of the Government-I	10	2	14

	The Judiciary: Supreme Court of India and High Courts, Judicial Review Relation between Executive and Judiciary, Judicial Activism, Public Interest Litigation (PIL)			
IV	Federalism Federalism: Nature, Division of Powers, Emergency Provisions, Centre-State Relations- Conflicts and Accommodation, Fifth and Sixth Schedules of the Constitution of India	10	2	14
V	Decentralization and Local Government-Panchayati Raj, Municipalities 73 rd , 74 th Amendments and 11 th , 12 th Schedules of the Constitution of India	10	2	14

Modes of In-Semester Assessment : 30 Marks

1. Two Unit Tests :
2. Marks from any one of the following activities :
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand the constitutional design of States' structure and institutions, and their actual working overtime.

- b. Understand how the Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization, and a strong union, for instance) within itself in political practice.
- c. Understand mutual interactions among the state institutions and their interactions with the large extra-constitutional environment.

READING LIST

- G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp. 1-25.
- R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.
- D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- S. Chaube (2009), *the Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.
- A. Sibal, (2010) 'From Nitito Nyaya,' *Seminar*, Issue 615, pp 28-34.
- Abbas, H., Kumar, R. & Alam, M.A. (2011) *Indian Government and Politics* New Delhi: Pearson, 2011.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K.P. (2006) *Indian Government and Politics*. New Delhi: Sage.

- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India after Independence*. New Delhi: Penguin.
- Singh, M. P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.

- Menon, N. and Nigam, A. (2007) *Power and Contestation: India Since 1989*. London: Zed Book.
- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N. G. & Mehta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press
- Das, D (2019) , *Bhartiya Sarkar aru Rajneeti*, Banalata, Dibrugarh.
- Das, D (2019), *Indian Government and Politics*, New Market, Banalata, Dibrugarh.
- Das, D (2023), *Introduction to Indian Politics*, Banalata, Dibrugarh

Course Title : Introduction to Indian Politics
Course Code : PSCN 201
Nature of Course : Minor
Total Credits : 4
Distribution of Marks : (End-Sem: 70)+ (In-Sem: 30)

Course Objective:

- a. To acquaint the students with various issues and events of Indian Politics.
- b. To study of Indian Politics, the constitutional structure, working of Political parties etc.

Unit	Course Contents	L	T	Total hours
I	Approaches to the Study of Indian Politics: Liberal, Marxist and Gandhian	12	3	18
II	The Constitution of India: Basic Features, Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	12	3	18
III	Political Parties and Party Systems in India: Evolution, Development and Emerging Trends	12	3	17
IV	Issues in Indian Politics: Caste, Class, Gender, Communalism and Secularism	12	3	17

Modes of In-Semester Assessment : 30 Marks

1. Two Unit Tests :
2. Attendance :
- a. Marks from any one of the following activities :
- b. Group Discussion
- c. Home Assignment

- d. Fieldwork/Project
- e. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand the various approaches of Indian Politics.
- b. Understand the working of the Indian Politics, the constitutional structure, working of Political parties etc.
- c. Understand the various issues in Indian politics.

Reading List

- Kashyap C Subhash, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, NBT Publications, 2021 edition
- Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*, New Delhi.

- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage .
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India after Independence*. New Delhi: Penguin.
- Singh, M. P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007) *Power and Contestation: India since 1989*. London: Zed Book.
- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N. G. & Mehta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press

SEMESTER III

Course Title: Perspectives on International Relations and World History

Course Code : PSCM 301

Nature of Course : Major

Total Credits : 4

Distribution of Marks : (End-Sem: 70)+(In-Sem: 30)

Course Objective:

- a. To enable the students to understand different perspectives and historical backgrounds in the study of International Relations.
- b. To enlighten the students with the alternate discourses on international relations, focusing on critical theory and presence of theoretical explanations in the broader context of World Wars, Cold War and Post-Cold War World.

Unit	Course Contents	L	T	Total Hours
I	International Relations and Emergence of the International State System –Pre- Westphalia; Post- Westphalia Understanding International Relations: Level of Analysis (Domestic, Regional and Systemic)	10	2	12
II	Theoretical Perspectives Classical Realism & Neo-Realism Liberalism & Neo-liberalism	10	2	12
III	Critical Perspectives Marxist Approaches Feminist Perspectives	10	2	12

	Perspectives from the Global South Green Theory in International Relations			
IV	Overview of the Twentieth Century IR History World War I: Causes and Consequences Significance of the Bolshevik Revolution, Rise of Fascism/Nazism World War II: Causes and Consequences	10	2	12
V	Cold War and Post-Cold War Cold War: Different Phases Decolonization and the Emergence of the Third World Collapse of the USSR and the End of the Cold War Post-Cold War Developments and Emergence of Other Centers of Power	10	2	12

Modes of In-Semester Assessment**: 30 Marks**

1. Two Unit Tests : 10 marks each
2. Attendance : 5 marks
3. Marks from any one of the following activities : 5 marks
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a. Apply theoretical lens to current and ever-changing international events which will help them contribute to new-knowledge systems and the growth of the subject.
- b. develop an interdisciplinary outlook which dovetails with such objectives laid out in the new National Education Policy 2020 which will increase their employability.

Essential Readings:

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
- S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
- C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W. W. Norton and Company, pp. 1-15.
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.
- J. Baylis and S. Smith (eds), (2008) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Palgrave, pp. 1-17.

International Relations, New York: Oxford University Press, pp. 1-6.

- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, p. 33-68.
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- J. Baylis, S. Smith and P. Owens, (2008) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.
- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, p. 70-135.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.
- E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.
- S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.
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Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

- K. Mingst, (2011) *Essentials of International Relations*, New York: W. W. Norton and Company, pp. 93-178.
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- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137.
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- S. Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy*, New York: Monthly Review Press.
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- Carr, E. H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.
- Taylor, A. J. P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp. 29-65.
- Carruthers, S. L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalisation of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 76-84.
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- Baylis, J. and Smith, S. (eds.) (2008) *The Globalisation of World Politics, An Introduction to International Relations*, 4th edn. Oxford: Oxford University Press, pp. 93-101.
- Brezinski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34
- Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008)

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- Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp. 23-37.

Course Title: Classical Political Philosophy

Course Code: PSCM 302

Nature of Course: Major

Total Credits: 4

Distribution of Marks: (End-Sem: 70)+ (In-Sem: 30)

Course objective:

- a. This course focuses on the Greek antiquity and familiarizes students with the manner in which the political questions were first posed.
- b. The course familiarize the students to understand the evolution of various themes of political science like justice, democracy, state, power, state of nature, rights, sovereignty and liberty etc..

Unit	Course Contents	L	T	Distribution of marks
I	Text and Interpretation– Approaches to the interpretation of text- Marxian, Totalitarian, Psychoanalytic, Feminist, Straussian, postmodernist interpretations	10	2	14
II	Ancient Political Thought: Plato- Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism; Aristotle- Citizenship, Justice, State and Revolution	10	2	14
III	Machiavelli- Virtue, Religion, Republicanism, morality and statecraft	10	2	14
IV	Hobbes: Human nature, State of Nature, Social Contract, State; atomistic individuals	10	2	14

V	Locke-LawsofNature,NaturalRights,Property	10	2	14
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ModesofIn-SemesterAssessment : 30 Marks

1. TwoUnitTests :
2. Attendance :
3. Marksfrom anyoneofthe following activities :
 - a. GroupDiscussion
 - b. HomeAssignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner’sOutcome:Oncompletionofthiscourse,astudentwillbeableto:

- a. befamiliarizedwiththemannerinwhichthepoliticalquestionswere firstposedduring theGreekantiquity
- b. understandtheevolutionofvariousthemesofpoliticalsciencelikejustice,democrac y,state,power,stateofnature,rights,sovereigntyandlibertyetc.

Reading List:

- T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.
- B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.
- J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
- Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi : Pearson Education, pp. 9-32.
- R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press.
- D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50
- J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258
- J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers
- Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53
- C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214

Course Title: Development Processes and Social Movement in Contemporary India

CourseCode : PSCN 301

NatureofCourse :Minor

TotalCredits : 4

DistributionofMarks :(End-Sem: 70)+ (In-Sem: 30)

Course objective:

- a. To acquaint the learners with the processes of development in the post independent India.
- b. To introduce the students to the conditions, contexts and forms of political contestations over development paradigms and their bearing on the retrieval of democratic voice of citizens.

Unit	CourseContents	L	T	Distributio n of marks
I	Development Process since Independence a. State and planning b. Liberalization and reforms	10	2	14
II	Industrial Development Strategy and its Impact on the Social Structure a. Mixed economy, privatization, impact on organized and unorganized labour b. Emergence of the new middle class	10	2	14
III	Agrarian Development Strategy and its Impact on the Social Structure a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers	10	2	14

IV	Social Movements-I a. Tribal, Peasant, Dalit b. Maoist challenge	10	2	14
V	Social Movements-II a. Civil rights movements, Women's movements b. Environmental and Ecological Movements	10	2	14

Modes of In-Semester Assessment

:Marks

1. Two Unit Test :
- a. Attendance :
- b. Marks Any one of the activities listed below: :
- c. Group Discussion
- d. Home Assignment
- e. Fieldwork/Project
- f. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand the influence of Globalisation on the development processes in India which have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power.
- b. Understand the variety of protest movements which has emerged to interrogate and challenge this development paradigm
- c. Understand the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

Reading List:

- Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India',

- in T.Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp.73-108.
- Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp.146-169.
 - P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.
 - P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalisation and Politics in India*. Delhi: Oxford University Press, pp.218-240.
 - P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.
 - T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', *R. R. Kale Memorial Lecture*, Pune: Gokhale Institute of Politics and Economics.
 - A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI(43-44), pp.4533-36.
 - B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.
 - F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947- 2004): The Gradual Revolution*, Delhi: Oxford University Press, pp.93-340.
 - L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.
 - S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp.47-53.
 - Das, D and Silpika Dutta, (2024), *Development Processes and Social Movement in Contemporary India*, Banalata, Dibrugarh
 - S. Chowdhury, (2007) 'Globalisation and Labour', in B. Nayar (ed.) *Globalisation and Politics in India*, Delhi: Oxford University Press, pp.516-526.

- V.Chibber,(2005)‘FromClassCompromisetoClassAccommodation:Labor’sIncorporation into the Indian Political Economy’ in R. Ray, and M.F. Katzenstein(eds.)*SocialMovementsinIndia*,Delhi:OxfordUniversityPress,pp32-60.
- A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: OxfordUniversityPress,pp.xi-xxxvi
- F.Frankel,(1971) *India’s GreenRevolution: EconomicGainsand PoliticalCosts*,PrincetonandNewJersey:PrincetonUniversityPress.
- F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives,pp.161-169.
- J. Harriss, (2006) ‘Local Power and the Agrarian Political Economy’ in Harriss, J.(ed)*PowerMatters:EssaysonInstitutions,Politics,andSocietyinIndia*,Delhi.Oxford UniversityPress,pp.29-32.
- K. Suri, (2006) ‘Political economy of Agrarian Distress’, in *Economic and PoliticalWeekly*,XLI(16)pp.1523-1529.
- P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Alliedpublishers.
- P.Appu,(1974)‘AgrarianStructureandRuralDevelopment’,in*EconomicandPoliticalWeekly*,IX(39),pp.70–75.
- P.Sainath,(2010)‘AgrarianCrisisandFarmers’,Suicide’,*OccasionalPublication22*, New Delhi:IndiaInternationalCentre(IIC).
- M. Sidhu, (2010) ‘Globalisation vis-à-vis Agrarian Crisis in India’, in R. Deshpandeand S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in IndiaSeries)*,NewDelhi:Sage,pp.149-174.
- V. Sridhar, (2006) ‘Why Do Farmers Commit Suicide? The Case Study of AndhraPradesh’,in*Economicand PoliticalWeekly*,XLI (16).
- G. Haragopal, and K. Balagopal, (1998) ‘Civil Liberties Movement and the State inIndia’, in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People’s Rights: SocialMovementsandtheStateintheThirdWorld*NewDelhi:Sage,pp.353-371.
- M.Mohanty,(2002)‘TheChangingDefinitionofRightsinIndia’,inS.Patel,J.Bagchi,

and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of AliceThornerPatel*, NewDelhi:Sage.

- G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N.Jayal(ed.)*DemocracyinIndia*,NewDelhi:OxfordIndiaPaperbacks,sixthimpression,pp.481-508.
- P.Ramana,(2011)'India'sMaoistInsurgency:Evolution,CurrentTrendsandResponses',inM.Kugelman(ed.)*India'sContemporarySecurityChallenges*,Woodrow Wilson International Centre for Scholars Asia Programme, WashingtonD.C.,pp.29-47.
- A.Ray,(1996)'CivilRightsMovementandSocialStruggleinIndia',in*EconomicandPoliticalWeekly*,XXI(28),pp.1202-1205.
- A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The OxfordCompaniontoPoliticsinIndia*,NewDelhi:OxfordUniversityPress,pp.409-422.
- N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's BiggestSecurity Threat', in M. Kugelman (ed.) *India's Contemporary Security Challenges*,Woodrow Wilson International Centre for Scholars Asia Programme, WashingtonD.C.,pp.46-68.

- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp. 193-225.
- S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.
- S. Banerjee, (1986) 'Naxalbari in Desai', in A. R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp. 566-588.
- B. Nayar, (ed.), (2007) *Globalisation and Politics in India*. Delhi: Oxford University Press.
- S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.
- G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.
- G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.
- G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.
- G. Rath, (ed.), (2006) *Tribal development in India: The Contemporary Debate*, New Delhi: Sage Publications.
- J. Harris, (2009) *Power Matters: Essay on Institutions, Politics, and Society in India*. Delhi: Oxford University Press.
- K. Suresh, (ed.), (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).
- M. Mohanty, P. Mukherji and O. Tornquist, (1998) *People's Rights: Social Movements and the State in the Third World*. New Delhi: Sage Publications.
- M. Rao, (ed.), (1978) *Social Movements in India*, Vol. 2, Delhi: Manohar.
- N. Jayal, and P. Mehta, (eds.), (2010) *The Oxford Companion to Politics in India*, Delhi: Oxford University Press.
- P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.
- R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.

- R, Ray and M. Katzenstein, (eds.), (2005) *Social Movements in India*, Delhi: Oxford University Press.
- S. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi

Modes of In-Semester Assessment

: 30 Marks

1. Two Unit Tests :
2. Attendance :
3. Marks from any one of the following activities :
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

SEMESTER IV

Course Title: Introduction to Comparative Government and Politics

Course Code: PSCM 401

Nature of Course: CORE

Course Objective:

- i) To familiarise students with the basic concepts and approaches to the study of comparative politics.
- ii) The course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

Total marks-60

Units	Contents	L+T	Distribution of marks
Unit-I	Understanding Comparative Politics Development of comparative politics; Nature and scope; Going beyond euro centrism- Third World approaches to comparative politics	14+2	14
Unit-II	Historical Context of Modern Government-I Capitalism: Meaning and development; Globalisation: Meaning and development, Its impact on government and politics, Debates; Socialism: meaning growth, developments, impact on government and politics.	14+2	14
Unit-III	Historical Context of Modern Government-II Colonialism and decolonisation: meaning, context, forms of colonialism; anti colonialism struggles, decolonisation and its impact on government and politics	14+2	14
Unit-IV	Themes for Comparative Analysis-I Constitutional developments and political economy of Britain and the USA, role and functions of the organs of the	14+2	14

	government-A comparative perspective		
Unit-V	Themes for Comparative Analysis-II Constitutional developments and political economy of Nigeria and China	14+2	14

Modes of In-Semester Assessment	:	Marks
1. Two Unit Test	:	:
2. Marks Any one of the activities listed below:	:	Marks
a. Group Discussion		
b. Home Assignment		
c. Fieldwork/Project		
d. Viva-Voce		

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand the theoretical and practical concepts and methods that can be employed in the analysis of comparative government and analysis.
- b. Seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change

Readings:

- Kopstein, J. and M. Lichbach, (eds) (2005)*Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University press.
- Mohanty, M.((1975) ‘Comparative Political Theory and Third World Sensitivity’, in *Teaching Politics*, Nos.1 and 2,pp.22 -38
- A. Roy,(2001) ‘Comparative Method and Strategies of Comparison’ in *Punjab Journal of Politics*.Vol. xxv(2),pp 1-15
- Brown, A.(2010),*Rise and fall of communism* , London; Vintage
- Das, D and Lakhi Debnath (2023), *Perspectives of International relations and World History*
- Das, D and Santisaya Baruah (2021), *Antorastriya samparka aru Biswa itihasaor prekhapot samuh*, Banalata New Market, Dibrugarh

Course Title: Perspective on Public Administration

Course Code: PSCM 402

Nature of Course: CORE

Course Objective:

- i) Gives an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories.
- ii) The course also explores some of the recent trends including feminism and ecological conservative and how the call attempts to provide the students a comprehensive understanding on contemporary administrative developments.

Total marks-60

Units	Contents	L+T	Distribution of marks
Unit-I	Public Administration As A Discipline- Meaning, Dimensions and significance of the Discipline, Evolution of Public and Private Administration	14+2	14
Unit-II	Theoretical Perspectives-I Classical theories: scientific management (F.W. Taylor), administrative management(Gullick , Urwick and Fayol)Ideal type burocracy (Max Weber);	14+2	14

Unit-III	Theoretical Perspectives-II Contemporary theories: Ecological approach(F.W.Riggs), Innovation and entrepreneurship (Peter Drucker), Need hierarchy(Abraham Maslow)	14+2	14
Unit-IV	PUBLIC POLICY- Concept, relevance and approaches, Formulation, Implementation and Evaluation, People's Participation	14+2	14
Unit-V	MAJOR APPROACHES IN PUBLIC ADMINISTRATION- New Public Management, New Public Service Approach, Good Governance	14+2	14

Modes of In-Semester Assessment : Marks

1. Two Unit Test : :
2. Marks Any one of the activities listed below: : Marks
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a) Understand the theoretical and practical concepts and methods of Public Administration.
- b) Understand the issues relating to the working of the Administration and the Administrative Set Up.

Readings:

- Henry, Nicholas (2016) Public Administration and Public Affairs, New York:Routledge.
- Basu, Rumki (2014),Public Administration: Concepts and Theories, Sterling Publishers, New Delhi.

- Maheswari.S.(2003), Administrative Thinkers, New Delhi:Macmillan
- Singh, A.(2002), Public Administration: Roots And Wings, New Delhi: Galgotia publishing company,2002
- Das,D (2024), Public Policy in India, Banalata, New Market Dibrugarh.
- Das,D (2024), Bharatar Lokoniti, Banalata, New Market Dibrugarh.
- Das,D (2021), Lokparashanaor Prekhyapot Samuh, Banalata, New Market Dibrugarh.
- Das,D (2021), Perspectives of Public Administration, Banalata, New Market Dibrugarh.

Course Title: Global Politics

Course Code: PSCM 403

Nature of

The Course: CORE

Course Objective:

- i) Introduces students to the key debates on the meaning and nature of globalisation by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalisation discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analysing the changing nature of relationship between the state and trans- national actors and networks.
- ii) The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Total marks-60

Units	Contents	L+ T	Distribu tionof marks
Unit-I	GLOBALISATION: CONCEPTIONS AND PERSPECTIVES- a. Understanding Globalisation and its Alternative Perspectives b. Political Debates on Sovereignty and Territoriality	14+ 2	14
Unit-II	ISSUES AND INSTITUTIONS IN GLOBAL POLITICS Global Economy: Its significance and Anchors of Global Political Economy: IMF, World Bank, WTO	14+2	14

	Global Resistance (Global Social Movements-World Social Forum, Amnesty International and Green Peace)		
Unit-III	CONTEMPORARY GLOBAL ISSUES- I Proliferation of Nuclear Weapons, NPT and CTBT International Terrorism: Non State Actors and State Terrorism; Post 9/11 developments (The UN initiatives)	14+ 2	14
Unit-IV	CONTEMPORARY GLOBAL ISSUES- II Ecological Issues: Historical overview of International Environmental Agreements, Climate Change, Global Commons Debate; Migration; Human Security	14+ 2	14
Unit-V	GLOBAL SHIFTS: POWER AND GOVERNANCE- Concept of Global Governance; Role of Global Governance in contemporary International Relations, Global North East Debate	14+ 2	14

Modes of In-Semester Assessment : **Marks: 30**

1. Two Unit Test :
2. Marks Any one of the activities listed below: : Marks
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- i) Understand the different aspects of International relations.
- ii) Critically examine the present situation with the latest happenings of the world.

iii) Look the things with a critical perspective.

Readings:

- Ritzer, G (2010) Globalization: A Basic text Sussex: Wiley- Blackwell.
- Strager, M. (2009) Globalization: A very short introduction, London: Oxford University Press
- Ellwood, W.(2005), The no-nonsense guide to Globalisation, Jaipur: NI-Rawat Publication
- Heywood A.(2011), Global Politics, New York: Palgrave-McMillan

Course Title: Public Policy in India

Course Code: PSCM 404

Nature of The Course: CORE

Total Marks: 60

Course Objective:

- a. To provide a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy.
- b. to understand policy as well as understand politics as it is shaped by economic changes.
- c. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Units	Content	L+T	Distribution of marks
I	Public Policy and Analysis: Meaning and Concept, Models and Approaches	14+2	18
II	State and Public Policy in India: Nature of State and Public Policy, State-Directed Policy in India: Pre and Post Economic Reform (1991) periods	14+2	18
III	Political Economy and Public Policy in India- Interest Groups and Social Movements: Global Financial Institutions and Public Policy; Interest Groups, Peoples' Movements and Public Policy	14+2	17
IV	Policy Making Process in India: Legislative and Executive Processes; Issues and Challenges in Policy Making; Nehruvian Vision; Economic Liberalisation; Recent developments: UPA and NDA Regimes	14+2	17

Modes of In-Semester Assessment : Marks

1. Two Unit Test :
2. Marks Any one of the activities listed below:: Marks
 - e. Group Discussion
 - f. Home Assignment
 - g. Fieldwork/Project
 - h. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

3. Understand the theoretical and practical concepts and methods that can be employed in the analysis of public policy.
4. Understand the uses of the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes.
5. seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

READING LIST

- Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) *The Policy Process: A Reader* (2nd Edition). London: Prentice Hall, pp. 30-40.
- Dye, T.R. (2002) *Understanding Public Policy*. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.
- Sapru, R.K.(1996) *Public Policy : Formulation, Implementation and Evaluation*. New Delhi: Sterling Publishers, pp. 26-46.
- IGNOU. *Public Policy Analysis*. MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.
- Wildavsky, A.(2004), ' Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*. 5th Edition. Belmont: Wadsworth, pp.271-284.
- Dunleavy, P. and O'Leary, B. (1987) *Theories of the State*. London: Routledge.
- McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 53-61.
- Simmie, J. & King, R. (eds.) (1990) *The State in Action: Public Policy and Politics*. London: Printer Publication, pp.3-21 and 171-184
- Skocpol, T. et al (eds.) (1985) *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.
- Dye, T.R. (2002) *Understanding Public Policy*. 10th Edition. Delhi: Pearson, pp.11-31.
- Lukes, S. (1986) *Power*. Basil: Oxford , pp. 28-36.

Course Title : Human Rights
Course Code : PSCN 401
Nature of Course : Minor

Total Marks : 60

Course Objective:

- a. To enable the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular
- b. Assess the institutional and policy measures which have been taken in response to the demands of various movements.
- c. To understand the conceptual dimensions, international trends and the Indian experience from the contents of the course.

Units	Contents	L+T	Distribution of marks
I	Meaning, nature, and scope of Human Rights; Universalism and Cultural Relativism, Generations of Human Rights	14+2	18
II	Institutional Frameworks- UDHR, ICCPR, ICESCR and Optional Protocols, CEDAW	14+2	18
III	Human Rights in Indian Context: Human Rights and the Indian Constitution Human Rights Laws and Institutions in India	14+2	17
IV	Human Rights Movements in India: Environmental movements, Dalit movement, Women's movement	14+2	17

Modes of In-Semester Assessment : Marks

1. Two Unit Test :
2. Marks Any one of the activities listed below: : Marks
 - a. Group Discussion
 - b. Home Assignment
 - c. Fieldwork/Project
 - d. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

1. understand the issues concerning the rights of citizens in general and the marginalized groups in particular
2. Assess the institutional and policy measures which have been taken in response to the demands of various movements.

Suggested ReadingList:

- Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
- Beteille ,Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*,Oxford University Press, Delhi
- Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, Delhi
- Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in theContemporary Women's Movement in India*, Kali for Women, Delhi.
- Gonsalves, Colin (2011) *Kaliyug: The decline of human rights law in the period ofGlobalisation* Human Rights Law Network, New Delhi.
- Sen, Amartya, *Development as Freedom* 1999)New Delhi, OUP.
- Donnelly, Jack and Rhoda Howard (ed.), *International Handbook of Human Rights*, Westport, Connecticut: Greenwood Press,1987.
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, New Delhi, Manas,2005.
- Gerwith, *Human Rights: Essays on Justification and Application*, University of Chicago Press, Chicago, 1982.
- Khan, Mumtaz Ali, *Human Rights and the Dalits*, Uppal Publishing House, New Delhi, 1995.
- Das, D and Jagyeshwar Borah (2023), *Human Rights*, Banalata, New Market, Dibrugarh.
- Das, D and Jagyeshwar Borah (2023), *Manab Adhikar*, Banalata, New Market, Dibrugarh.
- South Asia Human Rights Documentation Centre, *Introducing Human Rights*, Oxford, New Delhi, 2006

SEMESTER V

Course Title: Indian Political Thought –I

Course Code: PSCM 501

Nature of Course: Major (Core

I)Total Credits: 04

Distribution of Marks: 70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Assess the diverse traditions of pre-colonial Indian political thoughts.

ILO1.1: Understand the foundational principles and basic tenets of Brahmanic, Shamanic (Buddhist and Jain), and Islamic political philosophies during pre-colonial India, and analyze their impact on political thought and governance.

ILO1.2: Examine the historical evolution of Hindu-Muslim syncretism in India, analyzing the cultural, religious, and political interactions that shaped its development and impact on socio-political dynamics.

CO2: Analyze the ancient Indian political thought through an exploration of Raja dharma, the interplay between kinship and the State, Kautilya's statecraft principles, and the foundational Saptanga Theory

ILO2.1: Analyze the concept of Raja dharma, exploring its origins, the relationship between kinship and the State, and the inherent duties and responsibilities of kingship in ancient Indian political thought.

ILO2.2: Examine Kautilya's views on statecraft, with a focus on the Saptanga Theory, dissecting its elements to understand their roles and interactions within the structure and functioning of the State.

CO3: Evaluate the Manu's social laws, including the sources, dharma governing the four classes, and principles of action during adversity, elucidating their impact on ancient Indian governance and societal norms.

ILO3.1: Evaluate the sources and application of social laws as articulated by Manu, focusing on the dharma prescribed for the four classes of society and their implications for governance.

ILO3.2: Analyze Manu's rules of action during adversity, examining their ethical and practical dimensions within the context of ancient Indian societal norms and governance structures.

CO4: Appraise the theory of kingship, social class origins, sovereignty concepts, and perspectives on the state and ideal governance as articulated in Anguttara Nikaya (Digha Nikaya), within the context of ancient philosophical and political thought

ILO 4.1: Analyze the theory of kingship as presented in Anguttara Nikaya (Digha Nikaya), exploring its origins, the notion of social classes, sovereignty, and its views on the state and the ideal state.

ILO 4.2: Evaluate the perspectives on statecraft and the ideal state within Anguttara Nikaya (Digha Nikaya), examining its implications for governance and societal structure in ancient contexts.

CO5: Examine Barani's concept of an ideal polity with Abul Fazal's perspectives on monarchy, emphasizing the synthesis of political ideologies and their historical implications.

ILO 5.1: Analyze Barani's conception of an ideal polity, exploring its principles and implications within medieval Indian political thought.

ILO 5.2: Evaluate Abul Fazal's perspectives on monarchy, examining his theories and insights into the role and functioning of monarchy in historical contexts, and assess the concept of syncretism in the blending of political ideologies.

Unit	Content s	L+T	Distributio nof marks
I	Traditions of Pre colonial Indian political Thought - Emergenceof Brahmanic and Shamanic (Buddhist and Jainism Philosophies) traditions and their basic tenets ; Emergence of Islamic Traditions in India and the Development of Hindu Muslim Syncretism .	14+2	14
II	Raja dharma -Origin ,Relation between kinship and the State ,Duties of the King; Kautilya -views on statecraft, Elements ofthe State (The Saptanga Theory)	14+2	14
III	Manu : Social laws -Sources ,Dharma of the four Classes andgovernance ,Rules of Action in terms of Adversity	14+2	14

IV	Angostura (Digha Nikaya)-Theory of Kingship -Origin SocialClasses Notion of Sovereignty, Views on State and Ideal State	14+2	14
V	Barani: Ideal Polity; Abul Fazal: Monarchy ; Syncretism	14+2	14

Reading list:

- Pantham,T and K,Deutch(eds.) *Political Thought in Modern India*, New Delhi :SagePublication
- Altekar ,A(1958) *State and Government in Ancient India* 3rdedition,Delhi;MotilalBanarasidass.
- Pandey.G(1978).Sraman Tradition's :*Its History and Contribution to Indian Culture* Ahmedabad Institute of Indology
- Saberwal ,S(2008).Spirals of Contention, New Delhi: Routledge
- Das, D and B. Das (2021), *Bharotiya Rajnoitik Chintadjara-I*, Banalata New

Market,Dibrugarh

- The Mahabharata (2004).Vol.7(Book Xi and Book Xii,part II)Chicago and London:
Universityof Chicago Press.

Course Title: Contemporary Politics in Assam

Course Code: PSCM 502

Nature of Course: Major (Core

II)Total Credits: 04

Distribution of Marks: 70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Examine the composite state of Assam, its geopolitical features, colonial legacy, social heterogeneity, and the complexities surrounding the Assamese nationality question.

ILO1.1: Analyze the composite state of Assam, focusing on its geopolitical features, colonial legacy, social heterogeneity, and the factors contributing to its dismemberment.

ILO1.2: Evaluate the Assamese nationality question within the context of the composite state of Assam, examining its historical, social, and political dimensions and implications.

CO2: Evaluate the politics of regional and sub-regional dynamics in Assam.

ILO2.1: Analyze the politics of autonomy in Assam, examining the dynamics of regionalism and sub-regionalism.

ILO2.2: Evaluate the historical context and contemporary significance of demands for autonomy, separate statehood, and the implementation of the sixth schedule in Assam, exploring their political, social, and legal implications.

CO3: Analyze the intricate politics of ethnicity in Assam, including the dynamics of immigration, identity movements through language advocacy, the Assam movement, and the complexities of insurgency and secessionist movements

ILO3.1: Analyze the politics of ethnicity in Assam, focusing on the impact of immigration on identity movements, including language advocacy and the dynamics of the Assam movement.

ILO3.2: Evaluate the complexities of insurgency and secessionist movements within the context of Assam's ethnic politics, examining their historical development, socio-political implications, and regional consequences.

- Das, D and T. C Kalita (2020), *Samsasayik Asomor Rajneeti*, Banalata ,New Market Dibrugarh

CO4: Appraise the complexities and historical dimensions of inter-state border disputes among North-eastern states.

ILO4.1: Analyze inter-state border disputes involving Assam, specifically with Nagaland, Meghalaya, and Arunachal Pradesh, focusing on their historical contexts and current geopolitical significance.

ILO402: Evaluate the socio-political implications of inter-state border conflicts in Assam, examining their impact on regional stability and governance.

CO5: Assess the political complexities surrounding development-induced displacement and environmental challenges posed by large dams in contemporary development discourse.

ILO5.1: Investigate the politics surrounding development, specifically focusing on issues related to development-induced displacement.

ILO5.2: Analyze the environmental impact of large dams within the framework of developmental politics, examining their implications and controversies.

Unit	Contents	L+T	Distribution of marks
I	Composite state of Assam and its Dismemberment -Geo Political feature's , Colonial legacy , Social heterogeneity , Assamese Nationality Question	14+2	14
II	Politics of Autonomy in Assam ; Regionalism and sub regionalism; Demand for autonomous state demand for separate statehood ,demand for sixth schedule	14+2	14

- Das, D and T. C Kalita (2020), *Samsasayik Asomor Rajneeti*, Banalata ,New Market Dibrugarh

III	Politics of Ethnicity in Assamese : Politics of Immigration and its impact of identity movement – Language movements ,Assam movement-Insurgencyand Secessionist movements	14+2	14
IV	Inter-state border disputes (Assam -Nagaland ,AssamMeghalaya, Assam -Arunachal)	14+2	14
V	Politics of development - Development inducedDisplacement, Environment large Dams.	14+2	14

Reading list:

- Joysankar Hazarika : Geopolitics of North East India ,Gyan Publishers ,New Delhi ,1996
 - M. Hussain :The Assam Movement :Class Identity and ideology , Manak Publication ,New Delhi .1993
 - Sandhya Goswami :Language Politics in Assam ,Ajanta ,New Delhi ,1997
 - K M Deka (ed.):Nationalism and Regionalism in North East India ,Dibrugarh University
 - K .M Deka and KM Phukan :Ethnicity in ASSAM ,Dibrugarh University.2001
 - Girin Phukan :Assam’s attitude to Federalism ,Sterling Publishers ,New Delhi ,1984
 - Das, D (2021), *Contemporary Politics in Assam*, Banalata ,New Market,Dibrugarh
 - Girin Phukan &N.L. Dutta (eds.):Politics Of Identity and Nation Building in Noryh East India ,SouthAsian Publishers ,New Delhi (1997)
-
- Das, D and T. C Kalita (2020), *Samsasayik Asomor Rajneeti*, Banalata ,New Market Dibrugarh

Course Title: Political Processes and Institutions in Comparative Perspective
Course Code: PSCM 503
Nature of Course: Major (Core)
III) Total Credits: 04
Distribution of Marks: 70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyze different approaches used in the study of Comparative Politics.

ILO1.1: Understand and analyze the meaning, role, and significance of political culture in comparative political analysis.

ILO1.2: Comprehend the meaning and nature of new institutionalism and its application in comparative political studies.

CO2: Evaluate the interdependence between electoral and party system

ILO2.1: Gain an understanding of various electoral systems, their definitions, procedures, and historical contexts.

ILO2.2: Analyze the development, types, ideologies, structures, and leadership of political parties, as well as the dynamics of election and coalition politics.

CO3: Appraise the concept of and developments around the nation state

ILO3.1: Understand the concept of the nation-state and its historical evolution in Western Europe and post-colonial contexts.

ILO3.2: Analyze and engage in debates surrounding the definitions and relationships between nation and state.

CO4: Examine the processes and assessments of democratization in postcolonial, post-authoritarian, and post-communist countries in the contemporary era.

ILO4.1: Comprehend the processes of democratization in postcolonial, post-authoritarian, and post-communist countries.

ILO4.2: Assess and analyze the state of democratization in the contemporary era.

CO5: Assess comprehensive understanding of the historical context, debates around territorial division of power, and contemporary discussions on federalism.

ILO5.1: Understand the historical context and distinctions between federation and confederation, including the debates around territorial division of power.

ILO5.2: Engage with and analyze contemporary debates on federalism.

Unit	Content s	L+T	Distribution of marks
I	Approaches to studying Comparative Politics a) Political Culture: Meaning , role and significance incomparative political analysis b) New Institutionalism :meaning and nature	14+2	14
II	Electoral and Party system Definition and Procedures: Types of Election System (first past the post ,Proportional Representation ,MixedRepresentation) Historical context of emergence of the party system Political parties :Types ideology structure leadership Election and Coalition Politics	14+2	14
III	Nation Sate Understanding the concept of nation – state Historical evolution in Western Europe and postcolonial contexts -Nation and State debates	14+2	14

IV	Democratization –Process of Democratization in postcolonial ,post authoritarian and post communistcountries Democratization in contemporary era an assessment	14+2	14
V	Federalism Federalism :Historical context Federation and Confederation :debates aroundterritorial division of power Federalism :Contemporary debates	14+2	14

Reading list

- Bara, J. and Pennigton .(eds.)(2009). *Comparative Politics: Explaining Democratic System* .Sage Publication ,New Delhi
- Lichback, M. and A. Zukerman (eds.)(2009). *Comparative Political :Rationality Culture and Structure* ,Cambridge :Cambridge University Press .
- B.Axford, et al.(2005). *Politics* London : Routledge .,
- Das, D and S. Baruah (2020), *Tulanamulok Prekhapatot rajnoitik prakriya aru anusthan xamuh*
- Banalata ,New Market Dibrugarh
- P.Hall, Taylor and C.Rosemary, (=1996) 'Political Science and the Three New Institutionalism', *Political Studies* ,XLIV.pp.936-957
- P.Burnell, et .al.(eds) (2011) *Representation ,Electoral and Voting* , in *politics* ,New york: Palgrave

Course Title: Human Rights in Comparative Perspective

Course Code: PSCM 504

Nature of Course: Major (Core

IV) Total Credits: 04

Distribution of Marks: 70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Evaluate of the theory, philosophical foundations, and institutionalization of human rights, including utilitarian rights, natural rights, Asian values, and the three generations of rights.

ILO1.1: Understand the theoretical framework and philosophical foundations of human rights, including utilitarian and natural rights, and Asian values.

ILO1.2: Analyze the three generations of human rights and their institutionalization.

CO2: Examine the institutional arrangements and key international instruments for human rights, including the United Nations, the Universal Declaration of Human Rights, the ICCPR, and the ICESCR.

ILO2.1: Understand the role and functions of the United Nations and key international human rights instruments such as the Universal Declaration of Human Rights.

ILO2.2: Analyze the significance and implications of the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social, and Cultural Rights (ICESCR).

CO3: Appraise the integration and protection of rights within the national constitutions of South Africa and India.

ILO3.1: Analyze how rights are incorporated and protected in the constitutions of South Africa and India.

ILO3.2: Compare and contrast the approach to human rights in the national constitutions of South Africa and India.

CO4: Assess human rights issues related to torture, surveillance, censorship, and terrorism, with a focus on the contexts of the USA, China, and India.

ILO4.1: Analyze the issues of torture in the USA and India, and their implications for human rights.

ILO4.2: Examine the impact of surveillance and censorship in China and India, and assess the effects of terrorism on minority insecurity in the USA and India.

CO5: Analyze the structural violence through the lenses of caste and race in India, gender-based violence, and the rights of Adivasi/aboriginal communities.

ILO5.1: Analyze the impact of structural violence related to caste and race in India, and understand its implications for social justice.

ILO5.2: Evaluate gender-based violence and the rights of Adivasi/aboriginal communities, and assess their significance in addressing structural inequalities.

Unit	Contents	L+T	Distribution of marks
I	Human Rights :Theory and Institutionalization :Understanding Human Rights , Philosophical Foundations of Human Rights -Utilitarian Rights ,Natural Rights , Asian Values, Three Generations ofRights	14+2	14
II	Institutional Arrangements -United Nations ,Universal Declaration of Human Rights, InternationalCovenant on Civil and Political Rights (ICCPR), International Covenant on Economic Social and Cultural Rights (ICESCR)	14+2	14
III	Rights in National Constitution : South Africa andIndia	14+2	14
IV	Issues of Human Rights :Torture :USA and India ,Surveillance and Censorship; China and India ,Terrorism and Insecurity of <i>Minorities</i> : USA and India	14+2	14
V	Structural Violence : Caste and Race in India	14+2	14

	,Genderand Violence; Adivasi /aboriginals rights		
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Reading List

- Hoffman and P Graham(2006)Human rights .*Introduction to Political Theory* ,Delhi Pearson ,PP .436-458
- SAHRDC(2006)Introduction to human Rights ,Classification of Human Rights An overview of theFirst ,second and Third Generational Rights in *introducing Human Rights* New Delhi :Oxford University Press
- The Constitution of The Republic of South Africa,Chapter2:Bill of Rights

- The Constitution of India ,Chapter 3:Fundamental Rights
- M lip man (1979)The Protection of Universal Human Rights :The Problem of Torture
UniversalHuman Rights ,Vol.1(4)pp.25-55

Course Title: **Governance: Issues and Challenges**
Course Code: PSCN
501 Nature of Course: Minor
(Core I) Total Credits: 04
Distribution of Marks: 70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Evaluate the meaning and concepts of government and governance, differentiate between them, and analyze the role of the state in the context of globalization.

ILO1.1: Understand and articulate the key concepts and distinctions between government and governance.

ILO1.2: Assess the evolving role of the state in the era of globalization and its impact on governance.

CO2: Assess the evolving dimensions of development and the role of good governance in strengthening democracy.

ILO2.1: Analyze the changing dimensions of development and their implications for governance.

ILO2.2: Evaluate how good governance practices contribute to strengthening democratic processes.

CO3: Examine human-environment interactions, global warming, green governance, and sustainable development within the framework of environmental governance.

ILO3.1: Analyze the dynamics of human-environment interactions and their impact on global warming and environmental challenges.

ILO3.2: Evaluate the principles of green governance and sustainable development, and their effectiveness in addressing environmental issues.

CO4: Appraise the democratic decentralization and the role of people's participation in local governance.

ILO4.1: Understand the principles and practices of democratic decentralization in local governance.

ILO4.2: Assess the effectiveness of people's participation in enhancing local governance and democratic processes.

CO5: Evaluate the role of e-governance in promoting good governance, including its advantages,

disadvantages, and its relation to citizens' charters and the right to information.

ILO5.1: Analyze the advantages and disadvantages of electronic governance in enhancing good governance practices.

ILO5.2: Understand the impact of citizens' charters and the right to information on e-governance and public accountability.

Unit	Contents	L+T	Distributio nof marks
I	Government and Governance -Meaning and Concepts ,Difference between Government and Governance ; Role of Statein the era of Globalisation	14+2	14
II	Governance and Development- Changing Dimensions of Development, Strengthening Democracy through Good Governance	14+2	14
III	Environmental Governance –Human-Environment Interaction ,Global warming, Green Governance, Sustainable Development	14+2	14
IV	Local Governance- Democratic Decentralisation , People’ sParticipation in governance	14+2	14
V	Good Governance through E-Governance: ElectronicGovernance: Advantages and Disadvantages, Citizens Charter & Right to Information	14+2	14

Readings :

- B Chakraborty and M. Bhattacharya ,(eds)*The Governance Discourse* .New Delhi: Oxford University Press,1998
- Surrender Munshi and Biju Paul Abraham(eds.),*Good Governance ,Democratic Societies and Globalization*,Sage Publishers .
- United Nations Development Programme, *Reconceptualising Governance* ,New York,1997
- Carlos Santiso, Good Governance And Aid Effectiveness :*The World Bank and Conditionality* ,Johns Hopkins University ,*The Georgetown Public Policy Review* . Volume VII, No. 1.,2001
- *Vasudha Chotrau and Grey Stoker* ,Governance Theory: A crossdisciplinary Approach ,Palgrave Macmillan,2008

- J.Rosenau, Governance Oder and Change in World Politics in J Roseneau and E Czempiel (eds.)*Governance without Government :Order and Change in World Politics* Cambridge Publishing Press(1992)
- Das. D, (2008), *Governance :Issues and challenges*, Banalata, New Market, Dibrugarh
- B.Nayar (ed.),*Globalization and politics* in India .Delhi: Oxford University Press

Semester VI

Course Title:	Indian Political Thought-II
Course Code:	PSCM 601
Nature of Course:	Major (Core I)
Total Credits:	04
Distribution of Marks:	70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Assess the evolution and key trends in modern Indian political thought.

ILO1.1: Analyze the foundational ideas and influences shaping modern Indian political theory

ILO1.2: Evaluate the impact of historical events on contemporary political thought in India.

CO2: Examine the contributions of reformist thinkers to political and social reforms in colonial India.

ILO2.1: Assess Rammohan Roy's advocacy for civil liberties and freedom of the press

ILO2.2: Explore Pandita Ramabai's efforts in advancing women's education and gender equality.

CO3: Analyze the diverse perspectives on nationalism and political philosophy from key Indian leaders

ILO3.1: Discuss Gandhi's concept of Swaraj and its implications for Indian self-rule.

ILO3.2: Evaluate Nehru's vision of secularism and Tagore's critique of nationalism

CO4: Appraise the theories of social change proposed by prominent Indian thinkers and their impact on societal reform.

ILO4.1: Analyze Ambedkar's approach to social justice and its effect on caste reform

ILO4.2: Compare Lohia's secularism with MN Roy's radical humanism and their implications for social policy.

CO5: Evaluate the concepts of cultural nationalism through the perspectives of key Indian thinkers

ILO5.1: Examine Iqbal's concept of community and its influence on cultural nationalism.

- Hay,S (ed.)(1991) *Sources of IndianTradition* ,Vol.2 Second Edition .New Delhi

ILO5.2: Analyze Savarkar's Hindutva ideology and its implications for cultural and national identity

Unit	Contents	L+T	Distribution of marks
I	Introduction to Modern Indian Political Thought: Trends and Genesis	14+2	14
II	Reformist Political Thought: Rammohan Roy-Rights - Freedom of Press, Civil liberties ,Gender, Pandita Ramabai :Gender -Women 's education ,Sarada Sadan	14+2	14
III	Nationalist Political Thought : Gandhi :Swaraj; Nehru: Secularism ; Tagore :Critique of Nationalism	14+2	14
IV	Thoughts for Social Change : Ambedkar :Social Justice ;Lohia :Secularism , MN Roy -Radical Humanism	14+2	14
V	Thoughts of Cultural Nationalism: Iqbal :Community ; Savarkar :Hindutva	14+2	14

Reading list

- V. Mehta and T. Pantham (eds.) (2006) 'A Thematic Introduction to Political Ideas in Modern India : Thematic Explorations , History of Science , Philosophy and Culture in Modern Indian Civilization vol .1.10 part:7. New Delhi :sage Publications
- Hay, S (ed.) (1991) Sources of Indian Tradition , Vol.2 Second Edition .New Delhi

- Dalton ,(1982)*Indian Idea of Freedom :Political Thought of Swami Vivekananda ,Aurobindo Ghosh,Rabindranath Tagore and Mahatma Gandhi* ,Academic Press ;Gurgaon

- Hay,S (ed.)(1991) *Sources of IndianTradition* ,Vol.2 Second Edition .New Delhi

- Kapila,Shruti(ed)(2010).*An intellectualHistoryforIndia* ,New Delhi :Cambridge UniversityPress .

Course Title:	Modern Classical Philosophy
Course Code:	PSCM 602
Nature of Course:	Major (Core I)
Total Credits:	04
Distribution of Marks:	70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Assess the interplay between modernity and various intellectual movements and critiques

ILO1.1: Compare the concepts of modernity, Renaissance, and Enlightenment and their impact on liberalism

ILO1.2: Evaluate Gandhi's critique of modern civilization and its relevance to contemporary discussions on modernity versus postmodernism.

CO2: Analyze the contributions of Romantic thinkers to concepts of democracy and gender equality.

ILO2.1: Analyze Rousseau's ideas on the social contract, general will, and direct democracy.

ILO2.2: Examine Mary Wollstonecraft's arguments for women's rights within the framework of liberal feminism.

CO3: Evaluate John Stuart Mill's contributions to liberal socialism and their implications for liberty and social justice

ILO3.1: Discuss Mill's principles of liberty, suffrage, and the rights of minorities.

ILO3.2: Analyze Mill's utility principle and its application to issues of gender subjugation and social reform.

CO4: Examine radical theories of Karl Marx and Gramsci, focusing on concepts of alienation and hegemony.

ILO4.1: Analyze Marx's theory of alienation and its distinction from other materialist perspectives

ILO4.2: Evaluate Gramsci's concept of hegemony and its impact on understanding social power structures.

CO5: Appraise radical perspectives on morality, gender roles, and media control through the works of Kollontai and Chomsky.

ILO5.1: Discuss Kollontai's views on morality, the socialization of housework, and her disagreements with Lenin.

ILO5.2: Analyze Chomsky's concept of 'Manufacturing Consent' and its critique of media and political influence

Unit	Contents	L+T	Distribution of marks
I	Modernity and its discourses -Concept of modernity, Renaissance, Enlightenment; Modernity and liberalism , Modernity versus postmodernism , Gandhi's Critique to modern civilization	14+2	14
II	Romantics - Jean Jacques Rousseau -Social Contract ,GeneralWill, Local or direct democracy ,self government origin of inequality; Mary Wollstonecraft-Women and Liberal Feminism	14+2	14
III	Liberal Socialist -John Stuart Mill-Liberty, suffrage and subjugation of woman, right of minorities, Utility principle	14+2	14
IV	Radicals –I: Karl Marx -Alienation ,difference with other kinds of materialism ; Gramsci - Hegemony	14+2	14
V	Radicals-II: Alexandra Kollontai -views on Morality; socialization of house work; disagreement with Lenin ,NoamChomsky – Manufacturing Consent	14+2	14

Reading list:

- Review: I.Kant.(1784) What is Enlightenment ?
available at
<http://theliterarylink.com/kant.html>, accessed
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- Hall,S.and Bram Gieben (1992).*FormationofModernity* UK:Polity Press
- Nelson.(1996).*WesternPoliticalThought: FromSocratestotheAgeofIdeology* New York:
PearsonLongman
- Johnson ,C(ed.)(2002).*TheCambridgeCompaniontoMaryWollstonecraft*Cambridge
:CambridgeUniversity Press

Course Title:	Gandhi and the Contemporary World
Course Code:	PSCM 603
Nature of Course:	Major (Core III)
Total Credits:	04
Distribution of Marks:	70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyze Gandhi's critique of modern civilization and development, focusing on alternative modernity and social movements

ILO1.1: Examine Gandhi's conception of modern civilization and his proposals for alternative modernity.

ILO1.2: Evaluate Gandhi's critique of development through the lens of the Narmada Bachao Andolan.

CO2: Evaluate the core principles of Gandhian thought, including Satyagraha, trusteeship, and his critique of caste and state

ILO2.1: Analyze the theories of Satyagraha and Ahimsa as central to Gandhian philosophy.

ILO2.2: Assess Gandhi's concept of trusteeship and his critique of the caste system and vision of the state.

CO3: Examine the practical applications of Gandhian principles through key historical movements.

ILO3.1: Examine the implementation and impact of Satyagraha in the Kheda and Temple Entry movements.

ILO3.2: Evaluate the significance of the Dandi March and the Bhoodan Movement in advancing Gandhian thought.

CO4: Assess the enduring impact of Gandhi's legacy on contemporary social and political movements.

ILO4.1: Analyze Gandhi's influence on the Anti-Racism and Pacifist Movements, including the Anti-Apartheid Movement and disarmament initiatives.

ILO4.2: Evaluate Gandhi's impact on women's movements through the Chipko and Anti-Liquor Movements.

CO5: Appraise Gandhi's political philosophy through his concepts of Swaraj and Swadeshi.

ILO5.1: Analyze Gandhi's idea of Swaraj and its implications for Indian self-governance.

ILO5.2: Examine the concept of Swadeshi and its role in promoting economic self-reliance and independence.

Unit	Contents	L+T	Distributio n of marks
I	Gandhi on Modern Civilization and Ethics of Development: a) Conception of Modern Civilization and Alternative Modernity. b) Critique of Development :Narmada Bachao Andolan	14+2	14
II	Gandhian thought in Theory -Theories of Satyagraha and Ahimsa -Trusteeship -Critique of Caste -Vision of State	14+2	14
III	Gandhian thought in practice Satyagraha in Action - Kheda Satyagraha; Temple Entry Satyagraha ; Dandi March ; Bhoodan Movement	14+2	14
IV	Gandhi's Legacy a)Tolerance :Anti -Racism Movement (Anti Apartheid andMartin Luther King) b)The pacifist Movement -Disarmament Movement Peace, Bridges International 1981(PBI); peace &ecology movement(Green peace Movement) c) Women's Movement- Chipko Movement , Anti-liquourMovement.	14+2	14

V	Gandhi and the idea of politicsa)Swaraj b)Swadeshi	14+2	14
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Reading list:

- Parekh ,B (1997).*Gandhi: A brief Insight ,Delhi: Sterling Publishing Company .*
- Ishii, K.(2001).The socio Economic Thoughts of Mahatma Gandhi: As an Origin of AlternativeDevelopment, *Review of SocialEconomy*.Vol.59(3)PP.297-312.

- Hardiman , D.(2003).*Gandhi his time and ours*. Delhi: Oxford University Press
- Baviskar,A.(1995)*In the Belly of the River :Tribal Conflict Over Development in The Narmada Valley*
,Delhi: Oxford University Press.

Course Title:	Feminism: Theory and Practice
Course Code:	PSCM 604
Nature of Course:	Major (Core IV)
Total Credits:	04
Distribution of Marks:	70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Appraise the key feminist concepts and their implications for understanding gender dynamics and societal structures

ILO1.1: Analyze the distinctions between sex and gender, and the impact of patriarchy and gender socialization.

ILO1.2: Evaluate the debates between biologism and social constructivism in explaining the sexual division of labor and the private-public dichotomy.

CO2: Assess various feminist approaches and their contributions to understanding and addressing gender inequalities.

ILO2.1: Compare and contrast Liberal, Socialist, Marxist, Radical, Eco-Feminism, and Third World Feminism.

ILO2.2: Evaluate the impact of each feminist approach on strategies for gender equality and social change

CO3: Evaluate the origins and key developments of feminist movements in the Western context

ILO3.1: Analyze the significance of the Seneca Falls Convention and the Black Feminist Movement in shaping feminist agendas.

ILO3.2: Evaluate the impact of the Suffragist Movement and the French Revolution's Declaration of the Rights of Women on gender equality in the USA, Britain, and France.

CO4: Examine the development and impact of feminist movements in Eastern contexts, including China and India

- Jagger, Alison(1983),*Feminist Politics And Human Nature*,UK;Harvester

ILO4.1: Analyze the role of feminism in the Communist Revolution in China and the contributions of Rosa Luxemburg and Alexandra Kollontai.

ILO4.2: Evaluate feminist issues and women's participation in anti-colonial and national liberation movements in India.

CO5: Analyze contemporary feminist issues in India and their impact on gender relations and legal frameworks

ILO5.1: Examine the challenges of domestic violence, rape, dowry, and sexual harassment in the Indian context.

ILO5.2: Evaluate the implications of customary versus constitutional law on gender rights, including the right to property.

Unit	Contents	L+T	Distribution of marks
I	Concepts in Feminism – sex /gender distinction ,patriarchy ,gender socialisation ,sexual Division of Labour, Private-publicDichotomy ,Biologism versus social Constructivism	14+2	14
II	Approaches to the study of Feminism Liberal Feminism, Socialist Feminism, Marxist Feminism, Radical feminism, Eco-Feminism and Third World Feminism	14+2	14
III	Genesis of Feminist Movements in the West : Seneca Falls Convention; Black Feminist Movement ,SuffragistMovement in USA, Britain and France ; the French Revolution and the Declaration of the Rights of Women and Female Citizen	14+2	14

IV	Genesis of Feminist Movement in the East : Feminism and the Communist Revolution in China -Issues and Debates Movement for Women's Emancipation -Rosa Luxemburg .,Alexandra Kollontai Feminist issues and Women's participation in anti -colonial and national liberation movement inIndia	14+2	14
V	The Indian Experience Contemporary issues in Feminism: Domestic violence ,Rape, Dowry, Sexual Harassment at Workplace ,Right to Property andCustomary versus Constitutional law ;Gender Relations In India	14+2	14

Reading list:

- Gotham.(2002).*Gender*,Calcutta:Stree.
- Goethe,V(2007),*Patriarchy* .,Calcutta ;Stree.

- Jagger, Alison(1983),*Feminist Politics And Human Nature*,UK;Harvester

- Lerner, Gerda (1986). *The Creation of Patriarchy* York: Oxford University Press
- Rowbotham, Sheila (1993). *Women in Movements*. New York : Routledge
- Jayawardene, Kumari (1998). *Women in Modern India*, Cambridge : Cambridge University Press.
- Einstein, Zillah (1979). *Capitalist Patriarchy and the Case for Socialist Feminism*, New York: Monthly Review Press .

Course Title:	Understanding Globalisation
Course Code:	PSCN 601
Nature of Course:	Minor (Core I)
Total Credits:	04
Distribution of Marks:	70 (End Sem) + 30 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Assess the impacts of globalization on sovereignty and territoriality through various perspectives.

ILO1.1: Explain the concept of globalization and its implications for national sovereignty.

ILO1.2: Analyze alternative perspectives on the relationship between globalization and territoriality.

CO2: Analyze the multifaceted dimensions of globalization, including economic, political, technological, and cultural aspects.

ILO2.1: Identify and describe the economic and political dimensions of globalization.

ILO2.2: Evaluate the technological and cultural impacts of globalization on societies.

CO3: Evaluate the roles and influences of major contemporary world actors.

ILO3.1: Analyze the functions and impact of the United Nations in global governance.

ILO3.2: Evaluate the roles of the World Trade Organization (WTO) and the Group of 77 (G77) in international economic relations.

CO4: Examine the critical global environmental issues, including global warming, biodiversity loss, and resource scarcities.

ILO4.1: Explain the causes and consequences of global warming.

ILO4.2: Assess the impact of biodiversity loss and resource scarcities on the environment.

CO5: Appraise contemporary issues such as poverty, development, inequality, global terrorism, and migration.

ILO5.1: Evaluate the causes and impacts of poverty and inequality on global development.

ILO5.2: Discuss the factors driving international terrorism and migration.

Unit	Contents	L+T	Distribution of marks
I	GLOBLAZATION –Concepts , Alternative perspectives:sovereignty and Territoriality	14+2	14
II	Dimensions of Globalisation :Economic , Political, Technological And Cultural	14+2	14
III	Contemporary World Actors a)United Nations b)World Trade Organization (WTO) c)Group of 77 countries (G77)	14+2	14
IV	Global Environmental Issues : Global Warming ,Bio diversity ,Resource Scarcities	14+2	14
V	Contemporary Issues -Poverty and Development ; Inequality,International/Global Terrorism , Migration .	14+2	14

Reading list

- Lechner ,F.J.and Boli ,J.(eds) (2004) ,*The Globalization Reader* .2nd Edition .Oxford :Blackwell .
- Held ,D.,Mc Grew ,A.et al .(eds .) (1999).*Global Transformations Reader . Politics ,Economics and Culture* ,Stanford :Stanford University Press ,pp.1-50
- Viotti, P.R.and Kauppi ,M.V.(2007).*International Relations and World Politics -Security ,Economy ,Identity* .Third Edition .Delhi :Pearson Education,pp.430-450.
- Baylis, J.and Smith ,S .(eds.)(2011)*The Globalization of World Politics :An Introduction toInternational Relations* . Fourth Edition .Oxford :Oxford University Press
- Taylor ,P.and Grom ,A .J.R (eds) (2000) *The United Nations at the Millennium* London :Continuum .pp1-20

