

**CENTRAL UNIVERSITY OF PUNJAB**



**Ph.D. in Politics and International Relations**

**Batch 2024**

**SCHOOL OF INTERNATIONAL STUDIES**

**Department of South and Central Asian Studies**

### MISSION OF THE DEPARTMENT

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

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

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

PEO 1	Develop the ability to understand and comprehend the existing theories and literature of various aspects of Politics and International Relations
PEO 2	Familiarise themselves with the relevant research apart from updating themselves with the developments
PEO 3	Examine and analyse the international issues, challenges and problems that affect India's strategic outreach
PEO 4	Demonstrate competence in research writing skills on the subject that will enhance their capability of working with various think tanks
PEO 5	Demonstrate consciousness and knowledge of duties and responsibilities of a citizen towards the state and society.

### PROGRAMME SPECIFIC OUTCOMES

**Students would be able to:**

PSO 1	Become familiar with the concepts and theories in Research Methodology
PSO 2	Develop capacities to research individually and in groups on different aspects of geopolitics
PSO 3	Inculcate a high level of research and critical thinking skills to formulate distinctive research questions, hypotheses, different arguments and provide new approaches to the field.
PSO 4	Develop questionnaires and field surveys apart from analysing the data collected for thesis and research papers
PSO 5	Display the capability to create a significant, original contribution to knowledge through the production of a published paper, thesis, monograph and book.
PSO 5	Execute good teaching skills

**COURSE STRUCTURE**

Sl.No.	Course Code	Name of the Course	Type of Course	L	T	P	Cr
<b>Compulsory Courses</b>							
1	PIR. 701	Research Methodology	Core	4	0	0	4
2	PIR. 702	Theories of International Relations	Core	3	0	0	3
3	PIR. 751	Research and Publication Ethics	CF	2	0	0	2
4	PIR. 752	Teaching Assistantship	CF	0	0	2	1
5	UNI. 753	Curriculum, Pedagogy and Evaluation	CF	1	0	0	1
6	PIR.700	Seminar	Skill Based	0	0	2	1
<b>Optional Courses (choose any one)</b>							
5	PIR. 703	Government and Politics of South and Central Asia	Elective	4	0	0	4

6	PIR. 704	Environmental Politics and Policy in South and Central Asia	Elective	4	0	0	4
7	PIR. 705	Comparative Perspectives of South and Central Asian Security	Elective	4	0	0	4
8	PIR. 706	Extra-Regional Powers in Central Asia	Elective	4	0	0	4
12	PIR. 710	Politics in Soviet and Post-Soviet Eurasia	Elective	4	0	0	4
13	PIR 711	The Emerging Dynamics in Indo-Pacific Region	Elective	4	0	0	4
14	PIR 712	GOVERNMENT AND POLITICS OF JAPAN	Elective	4	0	0	4
15	PIR 713	Sustainable Development Goals	Elective	4	0	0	4
<b>Total Credits of the PhD Political Science Programme</b>				<b>13</b>	<b>0</b>	<b>6</b>	<b>16</b>

**CF:** Compulsory Foundation, **C:** Core, **L:** Lecture, **T:** Tutorial, **P:** Practical Cr: Credits

\*These courses will be offered as per the facilities and expertise available in the department.

**Evaluation Criterion**

There will be an exam conducted at the end of the coursework by the Department for 100 Marks.

## Details of the Syllabus

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Title: Research Methodology**

**Course Code: PIR. 701**

**Total Hours: 60**

**Course Learning Outcomes**

At the end of the course, students will be able to:

CLO1: Identify essential concepts of political research.

CLO2: Interpret political ontology and political epistemology.

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

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

CLO5: Construct and test a theory to understand and to explain the political issues.

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
I 15 Hours	Process of Research: Meaning, Objectives, Characteristics, Significance, and Types, Research Methods and Research Methodology  Research Approaches: Positivism, Interpretivism, Critical Social Science, Feminism, Postmodernism, and Constructivism  Epistemological Issues in Social Science Research  Theory Construction and Validity in Social Science	CL01  CL02
	<b>Learning Activities:</b> Preparation of concept note on research methodology and methods, Discuss knowledge and its development in the social science domain in particular political science	

<p>II 15 Hours</p>	<p>Literature Review: Sources of Literature, Methods of Literature Review Formulating Research Problem, Research Objectives, and Research Questions Hypothesis: Characteristics, Types, Formation, and Testing Research Design: Characteristics of a Good Research Design, Types of Research Designs Data: Sources of Data, Types of Data - Primary, Secondary and Tertiary, Numeric and Non-Numeric Data Collection/Generation, Processing, and Interpretation  Sampling: Qualitative and Quantitative</p>	<p>CL03</p>
<p>III 15 Hours</p>	<p>Qualitative Methods: Concept, Types, Technique, and Applications Quantitative Methods: Concept, Type, Technique, and Applications Mixed Method: Concept, Design, Technique, and Applications</p>	<p>CL03 CL04</p>
	<p><b>Learning Activities:</b> Presentation of Literature Survey and Review, Formulate Research Problem, Research Objectives, Research Questions, and Research Hypothesis; Identify and Evaluate Major Research Designs</p>	
	<p><b>Learning Activities:</b> Brainstorming, Write-up and Presentation on Qualitative, Quantitative, and Mixed Methods</p>	

<p>IV 15 Hours</p>	<p>Technical Writing: Research Proposal, Research Report, Thesis: Citation, Notes, Reference, Bibliography, and Webliography  Common Errors in Writing Research Report: Plagiarism and Copyright Issues, Ethics in Research  Use of Internet in International Relations Research  Reference Management Software: Zotero and Mendeley</p> <hr/> <p><b>Learning Activities:</b> Write-up and Presentation of research proposal, and References</p>	<p>CL05</p>
<p><b>Transactional Modes:</b></p>	<p>Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning</p>	

**Suggested Readings:**

1. Audi, Robert. (2002). Epistemology: A Contemporary Introduction to the Theory of Knowledge. London: Routledge.
2. Creswell, John W. (2011). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Thousand Oaks: Sage Publications.
3. De Vaus, D. A. (2002). Surveys in Social Research (5<sup>th</sup> edn.). London: Routledge.
4. Galderisi, Peter. (2015). Understanding Political Science Statistics: Observations and Expectations in Political Analysis. New York and London: Routledge.
5. Kellstedt, M. Paul and Guy D. Whitten.( 2013). The Fundamentals of Political Science Research (2<sup>nd</sup> edition). Cambridge: Cambridge University Press.
6. Kuhn, Thomas. (1996). The Structure of Scientific Revolutions. Chicago: University of Chicago Press.
7. McNabb, David E. (2015). Research Methods for Political Science: Quantitative and Qualitative Methods (2<sup>nd</sup> edition). New York: Routledge.
8. Popper, Karl. (1959). The Logic of Scientific Discovery (Reprint 2012). New York: Basic Books.
9. Berg, Bruce L. (2001). Qualitative Research Methods for Social Sciences. Boston: Allyn and Bacon, 2001.
10. Bernard, H.R. (2000). Social Research Methods: Qualitative and Quantitative Approaches. Newbury Park, Cal.: Sage.

11. Bless, Claire, Craig Higson Smith, and Ashraf Kagee. (2006). *Fundamentals of Social Research Methods: An African Perspective* (4th ed.). Zambia: Juta & Co. Ltd.
12. Grix, Jonathan. (2010). *The Foundations of Research*. London: Palgrave Macmillan.
13. Groves, Robert M, *et al.* (2009). *Survey Methodology*. New Jersey: Wiley.
14. Harrison, Lisa and Theresa Callan. (2013). *Key Research Concepts in Politics and International Relations*. London: Sage.
15. Joseph, Gibaldi. (2009). *MLA Handbook for Writers of Research Papers*. Modern Language Association of America.
16. Kanji, Gopal K. (2006). *100 Statistical Tests* (3rd ed.). London: Sage.
17. Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. (2015). *Field Research in Political Science*. Cambridge University Press.
18. Lamont, Christopher. (2015). *Research Methods in International Relations*. London: Sage.
19. Lester, James D. and Jim D. Lester Jr. (2007). *Principles of Writing Research Papers*. New York: Longman.
20. Mahan, Margaret D. F. (2003). *Chicago Manual of Style*. Phi Learning Pvt. Ltd.
21. Maoz, Zeev. (2004). *Multiple Paths to Knowledge in International Relations: Methodology in the Study of Conflict Management and Conflict Resolution*. Lexington Books.
22. Marsh, David and Gerry Stoker (*eds.*). (2010). *Theory and Methods in Political Science*. 3rd Edition, London: Macmillan.
23. Sprinz, Detlef F. and Yael Wolinsky-Nahmias (*eds.*). (2007). *Models, Numbers, and Cases: Methods for Studying International Relations*. The University of Michigan Press.

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Title: Theories of International Relations**

**Course Code: PIR. 702**

**Total Hours: 45**

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

- At the end of the course, the students will be able to
- CLO1: Gain knowledge of Ancient India’s international politics Identify actors and processes in international politics
  - CLO2: Demonstrate extensive knowledge of literature.
  - CLO3: Identify the strengths and weaknesses of IR’s various theoretical approaches.



CLO4: Analyse contemporary and historical international events from a variety of theoretical viewpoints.

### Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	Ancient <b>and Modern</b> Indian Strategic Thoughts of: Bhishma Neeti, Kautilya, Thiruvalluvar, Banabhatta  <b>Learning Activities: Examine Kautilya's Dharam Yudh through an article review</b>	CLO 2, CLO3 and CLO4
Unit II 15 Hours	What are theories?  Levels of analysis, Making of the international system and society  concepts of Superpower versus Vishwa Gurutav and world state versus Vasudhaiva Kutumbakam  <b>Learning Activities: Review of the articles on the role and the relevance of the theories</b>	CLO 1
Unit III 8 Hours	Idealism, <b>Realism/Neo-Realism and Liberalism/Neo-Liberalism</b>  <b>Learning Activities: Review of the articles on the differences between various theories</b>	CLO 2, CLO 3 and CLO4
Unit IV 7 Hours	<b>Marxism/Neo-Marxism</b> , Social Constructivism and Critical theory  <b>Learning Activities: Examine the great debates in international relation theories</b>	CLO 2, CLO 3 and CLO4

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

1. Kanti Bajpai and Amitabh Mattoo (Eds.) *Securing India: Strategic Thought and Practice* (New Delhi: Manohar Publishing Press, 1996).
2. Baylis, J., Smith, S., & Owens, P. (2013). *The globalization of world politics: An introduction to international relations*. Oxford University Press.
3. Bakshi, G.D. (1990) *Mahabharata, a Military Analysis*, Lancer International, Delhi.
4. Dikshitar V..R .Ramchandra (1987), *War in Ancient India*, MacMillan and Co. Ltd, Delhi
5. Woods, N. (1999). Order, globalization, and inequality in world politics. In *Inequality, globalization and world politics* (pp. 8-35). Oxford University Press.
6. Dunne, T., Kurki, M., & Smith, S. (2013). *International relations theories*. Oxford University Press.
7. Dunne, Tim, Milja Kurki and Steve Smith (eds.). (2010). *International Relations Theories: Discipline and Diversity*, 2nd ed. Oxford: Oxford University Press.
8. Stengel, F. A., Dunne, T., Kurki, M., & Smith, S. (2007). *International Relations Theories. Discipline and Diversity*.
9. Baylis, J., Smith, S., & Owens, P. (2013). *The globalization of world politics: An introduction to international relations*. Oxford University Press.
10. Jackson, R., & Sørensen, G. (2016). *Introduction to international relations: theories and approaches*. Oxford University Press.
11. Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Nardin, T. et. al. (2013). *Theories of international relations*. Palgrave Macmillan.
12. Boucher, D. (1998). *Political theories of international relations* (Vol. 383). Oxford: Oxford University Press.
13. Fearon, J. D. (1998). Domestic politics, foreign policy, and theories of international relations. *Annual Review of Political Science*, 1(1), 289-313.
14. Nicholson, M. (1998). Theories of international relations. In *International Relations* (pp. 90-119). Macmillan Education UK.
15. Keohane, Robert O., and Lisa L. Martin, (1995). "The promise of institutionalist theory" *International Security* 20. (1). 39-51.
16. Keohane, Robert O. (1995). *International Institutions and State Power: Essays in International Relations Theory*. Boulder, CO: Westview Press.
17. Krasner, Stephen D., ed., (1989). *International Regimes*. Ithaca, NY: Cornell University Press, 1983.
18. Buzan, Barry, (2001). 'The English School: An Underexploited Resource in IR', *Review of International Studies*, 27. (3). 471-488.
19. Clark, Ian, (2009). 'Towards an English School Theory of Hegemony', *European Journal of International Relations* 15. (2). 203-228.

20. Wendt, Alexander, (1992). 'Anarchy is What States Make of It: The Social Construction of Power Politics', *International Organization* 46., 391-426.
21. Tickner, J. Ann, (1997). "You just don't understand: troubled engagements between feminists and IR theorists." *International Studies Quarterly* 41(4). 611-632.
22. Robert Jervis, (1982). "Security Regimes", *International Organization*, 36 (2). 357-378
23. Stephen D. Krasner, (1982). "Structural Causes and Regime Consequences: Regimes as Intervening Variables", *International Organization*, 36 (2). 185-205
24. Keohane, Robert, ed., (1986). *Neorealism and Its Critics*, NY: Columbia University Press.
25. Bull, Hedley, (1977). *The Anarchical Society*. London: Palgrave, especially pp. 3-21.
26. Buzan, Barry, (2004). *From International to World Society?* Cambridge University Press.

L	T	P	Credit
2	0	0	2

**Course Title: RESEARCH AND PUBLICATION ETHICS**

**Course Code: PIR 751**

**Total Hours: 30**

**Course Learning Outcomes**

**The student would be able to:**

CLO 1: Introduce the basic statistics used in research.

CLO 2: Understand the univariate and bivariate methods of statistical analysis in research.

CLO 3: Comprehend multivariate methods involving correlation, regression and meta-analysis and its application in research.

CLO 4: Use SPSS, MS Excel to analyse data, and interpret results obtained during analysis.

### Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 5 Hours	<p><b>Philosophy and Ethics</b></p> <p>Introduction to Philosophy : definition, nature and scope, content, branches</p> <p>Ethics : definition, moral philosophy, nature of moral judgements and reactions</p>	CLO 1
Unit 2 7 Hours	<p><b>Scientific Conduct</b></p> <p>Ethics with respect to science and research</p> <p>Intellectual honesty and research integrity</p> <p>Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)</p> <p>Redundant publications: duplicate and overlapping publications</p> <p>Selective reporting and misrepresentation of data</p>	CLO 2

<p>Unit 3</p> <p>7 Hours</p>	<p><b>Publication ethics</b>                                  Publication ethics: definition, introduction and importance</p> <p>Best practices/ standards setting initiatives and guidelines: Committee on publication Ethics (COPE). Salami Slicing</p> <p>Conflicts of interest</p> <p>Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types</p> <p>Violation of publication ethics, authorship and contributorship</p> <p>Identification of publication misconduct, complaints and appeals</p> <p>Predatory publishers and journals</p>	<p>CLO 3</p>
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<p>Unit 4</p> <p>15 Hours</p>	<p><b>Open Access Publishing</b></p> <p>Open access publications and initiatives</p> <p>SHERPA/ROMEO online resource to check publisher copyright &amp; self-archiving policies</p> <p>Software tool to identify predatory publication developed by SPPU</p> <p>Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal.</p> <p>Group Discussions: Subject specific ethical issues, FFP, authorship; conflicts of interest; complaints and appeals: examples and fraud from India and abroad</p> <p>Software tools: Use of plagiarism software like Turnitin, Urkund and other open source software tools</p>	<p>CLO 4</p>
<p><b>Transactional Modes</b></p>	<p><b>Databases and Research Metrics</b></p> <p>Databases: Indexing databases; Citation database: Web of Science, Scopus etc.</p> <p>Research Metrics: Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score; Metrics : h-index, i10 index</p>	

**Suggested Readings**

1. Best J.W. (1999). *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Bogdon, R., & Biklen, S. K. (2008). *Qualitative Research for Education: An Introduction to Theories and Practice*. New Delhi: PHI learning
3. Borg, W.R., & Gall, M.D. (1983). *Educational Research – An Introduction*. New York: Longman, Inc.

4. Chandra, S. S., & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
5. Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Publications.
6. Curtis, W., Murphy, M., N Shields, S. (2013). *Research and Education*. New York & London: Routledge
7. Gordon, P. (1996). *A Guide to Educational Research*. New York: Routledge
8. Kaul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
9. Kilpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
10. Kress, T. (2013). *Using Critical Research for Educational and Social Change*. New York & London: Routledge.
11. Lauren, B., Little, T. D., & Card, N. A. (2012). *Developmental Research Methods*. New York: The Guilford Press.
12. Martella, R. C., Nelson, J. R., Morgan, R. L., & Martella, N. E. (2013). *Understanding*
13. Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. C.A: Sage Publications.
14. Tolmie, A., McAteer, E., & Muijs, D. (2012). *Quantitative Methods in Educational and Social Research Using SPSS*. Maidenhead: Open University Press
15. Wellington, J. (2015). *Educational Research*. New Delhi: Bloomsbury Academic.
16. Weirsmas, W., & Stephen G. (2009). *Research methods in Education*. New York: Pearson Education

L	T	P	Cr
0	0	2	1

**Course Title: Teaching Assistantship**

**Course Code: PIR 752**

**Total Hours: 30**

**Learning Outcome:**

At the end of this skill development course, the scholars shall be able to

CLO 1: Familiarize themselves with the pedagogical practices of effective classroom delivery and knowledge evaluation system

CLO 2: Manage large and small classes using appropriate pedagogical techniques for different types of content

**Activities and Evaluation:**

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the class room delivery or transaction process one period per week.
- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).
- The scholars shall be involved in examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.
- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following **evaluation criteria**:
- The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialization to prepare lessons and deliver in the class room before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).
- The scholars shall be evaluated for a total of 50 marks comprising *content knowledge* (10 marks), *explanation and demonstration skills* (10 marks), *communication skills* (10 marks), *teaching techniques employed* (10 marks), and *classroom interactions* (10).
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**Course Contents:**

Unit /Hours	Contents	Mapping with CLOs
Unit 1/Hours 4	<p><b>Bases and Principles of Curriculum</b></p> <p><b>Curriculum:</b> Concept and Principles of curriculum development, Foundations of Curriculum Development.</p> <p><b>Types of Curriculum Designs-</b> Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation.</p>	CLO 1



<p><b>Unit 2</b> <b>4 Hours</b></p>	<p><b>Curriculum Development</b></p> <p><b>1.</b> <b>Process of Curriculum Development:</b> Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and learning experiences, transaction process.</p> <p><b>2.</b> <b>Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.</b></p>	<p><b>CLO 2</b></p>
<p><b>Unit 3</b> <b>10 Hours</b></p>	<p><b>Curriculum and Pedagogy</b></p> <p><b>1.</b> Conceptual understanding of Pedagogy.</p> <p><b>2.</b> Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning</p> <p><b>3.</b> Three e- techniques: Moodle, Edmodo, Google <b>classroom</b></p>	<p><b>CLO 3</b></p>

<b>Unit 4</b>  <b>10 Hours</b>	<b>Learners' Assessment</b>  Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions.  Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments.  3. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria.	<b>CLO 4</b>
<b>Transactional Modes:</b>	<b>Lecture, dialogue, peer group discussion, workshop</b>	
<b>Evaluation criteria</b>	<b>There shall be an end term evaluation of the course for 50 marks for duration of 2 hours. The course coordinator shall conduct the evaluation.</b>	

#### Suggested Readings

1. Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum Planning and Development*. Boston: Allyn & Bacon.
2. Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
3. Deng, Z. (2007). Knowing the subject matter of science curriculum, *Journal of Curriculum Studies*, 39(5), 503-535. <https://doi.org/10.1080/00220270701305362>
4. Gronlund, N. E. & Linn, R. L. (2003). *Measurement and Assessment in teaching*. Singapore: Pearson Education
5. McNeil, J. D. (1990). *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
6. Nehru, R. S. S. (2015). *Principles of Curriculum*. New Delhi: APH Publishing Corporation.
7. Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
8. Stein, J. and Graham, C. (2014). *Essentials for Blended Learning: A Standards-Based Guide*. New York, NY: Routledge.

#### Web Resources

1. [https://www.westernsydney.edu.au/data/assets/pdf\\_file/0004/467095/Fundamentals\\_of\\_Blended\\_Learning.pdf](https://www.westernsydney.edu.au/data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf)
2. <https://www.uhd.edu/academics/university-college/centers-offices/teaching-learning-excellence/Pages/Principles-of-a-Flipped-Classroom.aspx>
3. <http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-Basic-Principles-of-Dialogue-by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf>

L	T	P	C
2	0	0	2

**Course Title: Seminar**  
**Course Code: PIR. 700**

**Total Hours: 30**

**Learning Outcomes:**

CLO 1: Students will be well versed with the communication and presentation skills required at different academic and research forums.

CLO 2: Students will learn how to make presentations on the concepts and research related topics.

**Seminar Detail**

Students will be given a topic by the respective supervisor related to research topics allotted to the students to prepare a presentation.

**Transaction Mode:** PowerPoint Presentation, Group Discussion, Reading Research Papers.

**Seminar Detail**

Students will be given a topic by the respective supervisor related to research topics allotted to the students to prepare a presentation. From the 7<sup>th</sup> week, the presentations will be taken.

**Transaction Mode:** PowerPoint Presentation, Group Discussion, Research Papers.

**Evaluation Criteria for Seminar:**

1. **Continuous Assessment – 50 Marks**

Sr. No.	SECTIONS	MARKS
1	Interaction with the Supervisor	25
2	Attendance Less than 70% = nil 70-74% = 20 (75- 80% = 21, 81-85% = 22, 86-90% = 23, 91-95% = 24 above 100% = 25)	25
Total		50

**2. End Term Assessment – 50 Marks**

Sr. No.	SECTIONS	MARKS
1	Presentation	25
2	Response to Question-Answer	10
3	Contents	15
Total		50

L	T	P	C
4	0	0	4

**Course Title: Government and Politics of South and Central Asia**

**Course Code: PIR. 703**

**Total Hours: 60**

## Learning Outcomes

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

CO 01	Demonstrate comprehensive understanding of South and Central Asia's political geography and historical relationship.
CO 02	Acquire a thorough comprehension of the governmental structures and political systems of South Asia.
CO 03	Acquire a thorough comprehension of the governmental structures and political systems of Central Asia
CO 04	Capable of comprehending the socio-political challenges in the regions of South and Central Asia.

## Course Contents

Unit/ Hours	Content	Mapping with CLOs
Unit I 15 Hours	Political Geography and Links between South and Central Asia History of Relationship between Both the Regions <b>Learning Activities:</b> Evaluation of the geopolitical determinants of the region and constitutionalism	CO 1
Unit 2 15 Hours	<b>South Asia</b> Political <b>Systems: Structures and Functions</b> <b>Learning Activities:</b> Preparation and presentation of comparative report on different forms of governments	CO 2
Unit 3 15 Hours	<b>Central Asia</b> Political System, Structure and Functions <b>Learning Activities:</b> Preparation and presentation of comparative report on Political Parties and Party System	CO 3
Unit 4 15 Hours	<b>A Comparative Study of South Asia and Central Asia</b> Social Schism, Ethnic Conflicts, Terrorism. <b>Learning Activities:</b> Debate on the ground realities of democratic system	CO 4
<b>Transactional Modes</b>	Class room teaching, group discussions, flip learning, and case studies	

**Essential Readings:**

1. Ahrens, Joachim and Herman W. Hoen, eds. (2012), Institutional Reform in Central Asia: Politico-Economic Challenges, London: Routledge.

2. Allworth, E. (1967). *Central Asia: A Century of Russian Rule*. New York, Columbia UP.
3. Anderson, J. (1997). Elections and Political Development in Central Asia. *The Journal of Communist Studies and Transition Politics*, 13(4), 28-53.
4. *Asia and the Caucasus: Enduring Legacies and Emerging Challenges*, London: Routledge.
5. Baxter, C. (Ed.). (2002). *Government and Politics in South Asia*. Westview Press.
6. Brass, P. R. (Ed.). (2010). *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*. Routledge.
7. Chadda, M. (2000). *Building Democracy in South Asia: India, Nepal, Pakistan*. Lynne Rienner Publishers.
8. Cummings, Sally N. (2002), *Power and Change in Central Asia*, London, Routledge.
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30. Allworth, Edward, *ed.* (1994). *Central Asia: 130 years of Russian Dominance*, Durham.
31. Collins, K. (2002). Clans, Pacts, and Politics in Central Asia. *Journal of Democracy*, 13(3), 137-152.
32. Glenn, J. (1999). *The Soviet Legacy in Central Asia*. Macmillan.
33. Glenn, John (1999), *The Soviet Legacy in Central Asia*, London: Macmillan Press.
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**Course Title: Environmental Politics and Public Policy in South and Central Asia**

**Course Code: PIR. 704**

**Course Type: Elective**

**Total Hours: 60**

**Learning Outcomes:**

At the end of the course, students will be able to:

- CLO1: Explain the existing environmental issues and their impacts over social, economic and political life;
- CLO2: Analyse the key actors, institutions, and political processes that characterize and shape South and Central Asian environmental politics.
- CLO3: Critical analysis of the ongoing environmental politics over the region and the world in general.



Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	Understanding Environmental Politics Understanding Environmental Policy: <b>Processes</b> and Institutions	CL01
	<b>Learning Activities:</b> Preparation of concept note, Group debate and discussion	
II 15 Hours	Understanding Environmental Issues: Air Pollution and Water - Resource Scarcity and Pollution Land Degradation, Deforestation, and Biodiversity Loss Climate Change	CL02
	<b>Learning Activities:</b> Brainstorming, Group debate and discussion	
III 15 Hours	Governance of Environmental Issues: Water, Waste and Forest management Climate Change	CL02
	<b>Learning Activities:</b> Brainstorming, Group debate and discussion	

<p>IV 15 Hours</p>	<p>Environment and Security: New and Old 'Environmental Wars'.</p> <p>Environmental Justice: Dilemmas over Conservation, Poverty and Economic Growth; North-South Debate and Sustainable Development.</p> <p>The Conceptualisation of Global/Regional Environmental Regime: A Critique</p> <hr/> <p><b>Learning Activities:</b> Brainstorming, Group debate and discussion</p>	<p>CL03</p>
<p><b>Transactional Modes:</b></p>	<p>Lectures, Tutorials, Seminar, Group Discussion, Seminar, E-team teaching, E-tutoring, Dialogue, Peer Group Discussion/Debate, Mobile Teaching, Self-learning, Collaborative learning, Cooperative learning</p>	

**Suggested Readings**

1. Axelrod, R.; Vandever, Stacy D. & Downie D. *eds.* (2010). *The Global Environment: Institutions, Law and Policy* (3rd ed.). CQ Press.
2. Benton, Lisa M. and John Rennie Short. (2000). *Environmental Discourses and Practice: A Reader*. Wiley.
3. Chasek, P.; Downie, D. & Welsh Brown, J. (2010). *Global Environmental Politics (Dilemmas in World Politics)* (5th ed.). Westview Press.
4. Dryzek, John S. (2005). *The Politics of Earth: Environmental Discourses* (2<sup>nd</sup> ed.). OUP Oxford.
5. Evans, J.P. (2012). *Environmental Governance*. New York: Routledge.
6. Marsden, Simon and Elizabeth Brandon. (2015). *Transboundary Environmental Governance in Asia: Practice and Prospects with the UNECE Agreements*. Edward Elgar Publishing Limited.
7. World Commission on Environment and Development. (1987). *Our Common Future*. Oxford: Oxford University Press.

8. Agrawal, Anil. (2002). "A Southern Perspective on Curbing Global Climate Change," in S. Schneider, A. Rosencranz, and J. Niles (eds.). *Climate Change Policy: A Survey*. Island Press: Washington, DC.
9. Betsill, M. and Corell, E. eds. (2007). *NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations*. MIT Press.
10. Biermann, F., Pattberg, P. and Zelli, F. eds. (2010). *Global Climate Governance Beyond 2012: Architecture, Agency and Adaptation*. Cambridge University Press.
11. Biermann, Frank, and Philipp H. Pattberg, eds. (2012). *Global Environmental Governance Reconsidered*. MIT Press.
12. Bulkeley, H. and Newell, P. (2010). *Governing Climate Change*, Routledge.
13. Chayes, Abram and Antonia Handler Chayes. (1995). *The New Sovereignty: Compliance with International Regulatory Agreements*. Harvard University Press: Cambridge.
14. Clapp, Jennifer, and Peter Dauvergne. (2008). *Paths to a Green World the Political Economy of the Global Environment*. MIT Press.
15. Clark, William C. (1989). "Managing Planet Earth." *Scientific American* 261(3): 47-54.
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20. Hajer, Maarten A. (1995). *The Politics of Environmental Discourse: Ecological Modernization and the Policy Process*. Clarendon Press.
21. Harre, Rom, Jens Brockmeier, and Peter Muhlhauser. (1999). *Greenspeak: A Study of Environmental Discourse*. Sage Publications.
22. Keohane, Robert. (2000). "Governance in a Partially Globalized World." Presidential Address, American Political Science Association.
23. Koontz, Tomas M., Toddi A. Steelman, JoAnn Carmin, et. al. (2004). *Collaborative Environmental Management: What roles for Government – 1*. Routledge.
24. Miller, Clark A. (2004). "Climate Science and the Making of Global Political Order." in S. Jasanoff (ed.). *States of Knowledge*. London: Routledge.
25. Mitchell, Ronald B. (2011). *International Politics and the Environment*. London: SAGE.
  - a.
26. Mukherjee, Sacchidananda and Debashis Chakraborty. (2015). *Environmental Challenges and Governance: Diverse Perspectives from Asia*. Routledge.

27. Nagtzaam, Gerry. (2009). *The Making of International Environmental Treaties: Neoliberal and Constructivist Analyses of Normative Evolution*. Edward Elgar Publishing.
28. Ostrom, Elinor, (et al.) 1999. "Revisiting the Commons: Local Lessons, Global Challenges." *Science* 284.5412: 278-282.
29. Vogler, John. (2012). "Global Commons Revisited." *Global Policy* 3.1: 61-71.
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31. Winkler, Harald, and Judy Beaumont. (2010). "Fair and Effective Multilateralism in the Post-Copenhagen Climate Negotiations." *Climate Policy* 10.6: 638-654.

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**Course Title: Comparative Perspectives of South and Central Asian Security**

**Course Code: PIR. 705**

**Total Hours: 60**

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

<b>C01</b>	<b>Achieve an in-depth understanding of the concepts of strategic and strategic issues.</b>
<b>C02</b>	<b>Analyze the role and the importance of different actors in the security domain of the two regions</b>
<b>C03</b>	<b>Use different approaches and methods for understanding the contemporary security environments in the two regions</b>
<b>C04</b>	<b>Develop and display a strategic foresight for the two regions and IR in general</b>

<b>Unit/Hours</b>	<b>Content</b>	<b>Mapping with CLOs</b>

<p><b>Unit I</b> <b>15 Hours</b></p>	<p>Contending Security Theories: Realism, Neo-realism and Liberal Institutionalism</p> <p>Makinder's Heartland Theory and Mahan's Theory of Sea Power</p> <p>Arms Reduction and Disarmament and the Importance of Security in International Relations.</p> <p>Just War and Humanitarian Intervention; Right to Protect or/and Responsibility While Protecting?</p> <p><b>Learning Activity:</b> Book review of the Tragedy of Great Power Politics</p>	<p><b>CO1, CO2 and CO4</b></p>
<p><b>Unit 2</b> <b>15 Hours</b></p>	<p>New Great Game and Politics of Resource Diplomacy: Pipeline Politics</p> <p>Sino-Russo Strategic Synergy in South and Central Asia:</p> <p>India's aspirations, strategic outreach, and challenges</p> <p><b>Learning Activity:</b> Article review on pipeline politics and energy diplomacy</p>	<p><b>CO1, CO2, CO3 and CO4</b></p>
<p><b>Unit 3</b> <b>15 Hours</b></p>	<p>Evolving Factors of <b>Southern Asian Security:</b> Asia Pivot, OBOR, Russian Resurgence, and Ukrainian Conflict.</p> <p>Changing Security Architecture of South Asia: New Silk Route, Indo-Pacific and QUAD, <b>BIMSTEC.</b></p> <p><b>Learning Activity:</b> Class discussion on QUAD and AUKUS</p>	<p><b>CO2, CO3 and CO4</b></p>

<p><b>Unit 4</b> <b>15 Hours</b></p>	<p>Human Security and Sustainable Development Goals, Non-Traditional Security Issues: Water Scarcity, Climate Change and Food Security, <b>Drug Trafficking</b> and Narcoterrorism  Hybrid warfare and Cyber security <b>AI</b>  Economic Security and Illegal Migration; Energy Politics and Cyber Security  <b>Learning Activity:</b> Exercise: Presentation on any of the topics in the concerned Unit</p>	<p><b>CO2, CO3 and CO4</b></p>
<p><b>Transactional Modes:</b></p>	<p>Lectures, Group Discussion, Seminar, Peer Group Discussion</p>	

**Suggested Readings:**

1. Baylis John and Smith Steve (eds). (2011). The Globalisation of World Politics: An Introduction to International Relations. Fifth Edition, Oxford University Press, Oxford.
2. Buzan, B., & Waever, O. (2003). Regions and powers: the structure of international security (Vol. 91). Cambridge University Press.
3. Caveltly D. Myriam and Mauer Victor. (2010). The Routledge Handbook of Security Studies. London: Routledge Publishers. Print.
4. Evans Graham and Newnham Richard. (1998).The Penguin Dictionary of International Relations. New York: Penguin Group. Print.
5. Griffiths Martin. (2007). International Relations Theory for the Twenty-First Century: An introduction. London: Routledge Publishers. Print.
6. Kaldor Mary (2007). Human Security:Reflections on Globalization and Intervention.Cambridge: Polity Press. Print.
7. R.R. Sharma (ed) (2005). India and Emerging Asia. Sage Publications, California.
8. Akiner Shirin (ed). (2004). The Caspian:Politics, Energy And Security. Routledge Curzon Publishers, London.

9. Chellaney Brahma. (2011) *Water: Asia's New Battleground*. Washington; Georgetown University Press. Print
10. Clary Christopher. (2010) *Thinking About Pakistan's Nuclear Security in Peacetime, Crisis and War*. New Delhi: Institute for Defence Studies and Analyses. Print
11. Cummings N. Sally (ed). (2002) *Power and Change in Central Asia*. Routledge Publishers, London
12. Huntington P. Samuel. (1993). *The Clash of Civilizations?*. *Foreign Affairs* 72 (3), 22–49
13. Johnson Robs (2005). *A Region in Turmoil: South Asian Conflicts since 1947*. London: Reaktion Books. Print.
14. Kennedy Paul (1987). *The Rise and Fall of the Great Powers*. New York: Vintage Books Publication House, Print.
15. Lal Rollie. (2006) *Understanding China and India: Security Implications for the United States and the World*. USA: Praeger Security International. Print
16. Matthew A. Richard. (2010) *Global Environmental Change and Human Security*. Massachusetts Institute of Technology.
17. Michael Krepon (ed) (2004). *Nuclear Risk Reduction in South Asia*. Palgrave Macmillan, New York.
18. Shaffer Brenda (2009). *Energy Politics*. University of Pennsylvania Press. Print.
19. The Advisory Council on International Affairs (2005): *Energised Foreign Policy – Security of Supply as a New Key Objective*. Netherlands.
20. Wesley Michael (ed) (2007). *Energy Security in Asia*. Routledge Publishers, London.

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**Course Title: Extra-Regional Powers in Central Asia**

**Course Code: PIR 706**

**Total Hours: 60**

*Course Outcomes:*

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

<b>C01</b>	Examine the role of Czarist Russia and Britain in Central Asia in the 19th century.
<b>C02</b>	Analyze the Russian and Chinese policies towards Central Asia.
<b>C03</b>	Compare and contrast the various regional organizations associated with the great powers
<b>C04</b>	Evaluate the impact of US Democracy Promotion in Central Asia
<b>C05</b>	Explain India's Approaches towards Central Asian Republics.

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
<b>I 15 Hours</b>	<b>Geo-politics of Central Asia</b> Great Game and New Great Game	<b>CO1</b>



	<b>Learning Activities:</b> Prepare a concept note on Mackinder Heartland Theory	
<b>II</b> <b>15 Hours</b>	<b>Russia and China in Central Asia</b> <b>Russia-China</b> Cooperation, Competition and Conflict Regional Cooperation: CIS, SCO – EAEU – CSTO-BRI	<b>CO2</b> <b>CO3</b>
	<b>Exercise: Analyse the major problems of Regional integration in Central Asia.</b>	
<b>III</b> <b>15 Hours</b>	<b>The United States in Central Asia</b> American Democracy Promotion and Fight against Terror US Projects-Greater Central Asia and New Silk Route. <b>Central Asia Energy: Gas and Oil Pipelines</b>	<b>CO4</b>
	<b>Learning Activities:</b> Compare and contrast the various policies of the United States in the Region.	
<b>IV</b> <b>15 Hours</b>	<b>Role of other Powers in Central Asia:</b> Turkey, Iran and India	<b>CO5</b>
	<b>Learning Activities:</b> Write a concept note on India's Approach towards Central Asia	

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

**Suggested Readings:**

1. Abdurahmonov, M. (2014), "India and SCO: Current State of Cooperation and Development Prospect", in R.K. Bhatia, A. Zafar, M. Abusseitova, L. Yerekesheva (eds.) *India and Central Asia: Exploring New Horizons for Cooperation*, Delhi: Shipra.
2. Akihiro, I (2007), "Primakov Redux? Russia and the 'Strategic Triangles' in Asia," in Iwashita Akihiri (ed.) *Eager Eyes Fixed on Eurasia*, Vol. I, Sapporo: SRC
3. Aleksandrov, D. Ippolitov, I. S Popov, D. (2014), ""Soft Power as Instrument of the U.S. Policy in Central Asia", *Russia and the Moslem World*, 2014-3 (261): 35-47.
4. Aris, S. (2011), *Eurasian Regionalism: The Shanghai Cooperation Organisation*, Hampshire & New York: Palgrave Macmillan.
5. Asopa, S.K. (2003), "Understanding Dynamics of Central Asian Security Scenario", *Contemporary Central Asia*, VI (1-2).
6. Bakshi, J. (2006), "March 24 'Revolution' in Kyrgyzstan: Causes and Consequences", *Himalayan and Central Asian Studies*, 10 (2-3): 35-51.
7. Clarke, M. (2013), "China's Strategy in 'Greater Central Asia': Is Afghanistan the Missing Link ", *Asian Affairs: An American Review*, 40(1).
8. Collins, K.S. Wohlforth, W.C. (2004), "Central Asia: Defying the 'Great Game' Expectations", in K. Santhanam and R. Dwivedi (eds.) *India and Central Asia: Advancing the Common Interest*, New Delhi: Anamaya Publishers
9. Cooley, A. (2008), "US Bases and Democratization in Central Asia", *Orbis*, 52(1): 65-90.
10. Cooley, A. (2010), "U.S. Bases and Democratizations in Central Asia", in Bhavana Dave (ed.) *Politics of Modern Central Asia: Critical Issues in Modern Politics, Vol. 4: The Changing Geopolitical Context*, London and New York: Routledge.
11. Cooley, A. (2012), *Great Game, Local Rules: The New Great Power Contest in Central Asia*, New York: Oxford University Press.
12. Digol, D (2012), "Russia's Foreign Policy in Central Asia: From Yeltsin to Medvedev," in Maria R. Friere and Roger E Kanet (eds.) *Russia and its near Neighbours*, New York: Polgrave Macmillan
13. Dittmer, L. (2012), "Political and Cultural Roots of Sino-Russian Partnership", in Robert E. Bedeski & Niklas Swanstorm (eds.) *Eurasia's Ascent in Energy and Geopolitics: Rivalry or Partnership for China, Russia and Central Asia?*, London7 New York: Routledge.
14. Frost, A. (2009), "The Collective Security Treaty Organization and Russia's Strategic Goals in Central Asia", *China and Eurasia Forum Quarterly*, 7(3).
15. Fumagalli, M. (2007), "Alignment and Realignment in Central Asia: The Rationale and Implications of Uzbekistan's Rapprochement with Russia", *International Political Science review*, 28(3): 253-271.
16. Fumagalli, M. (2010), "The United States and Central Asia", in Emilan Kavalaski (ed.) *The New Cntral asia: The Regional Impact of International actors*, Singapore: World Scientific Publishing.
17. Garnett, S. (2000), "Limited Partnership", in Sherman W. Garnett (ed.) *Reproachment or Rivalry? Russia-China Relations in a Changing Asia*, Washington D.C.: Carnegie Endowment for International peace.

18. Gershman, C. (2004), "Democracy Promotion: The Relationship of Political Parties and Civil Society", *Democratization*, 11(3): 27-35.
19. Giragosian, R. & McDermott, R.N. (2004), "U.S. Military Engagement in Central Asia: "Great Game" or "Great Gain"?", *Central Asia and the Caucasus*, 12(2).
20. Khan, S. (2009), "Stabilisation of Afghanistan: U.S. – NATO Regional Strategy and the Role of SCO", *China and Eurasia Forum Quarterly*, 7(3).
21. Khojaev, A.(2007), "China's Central Asian Policy (Based on Chinese Sources)", *Central Asia and the Caucasus*, 3 (45).
22. Klimenko, A. (2005), "Russia and China as strategic partners in Central Asia: A way to improve regional security", *Far Eastern Affairs (Moscow)*, 33 (2).

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**Course Title: Politics in Soviet and Post-Soviet Eurasia**

**Course Code: PIR 710**

**Total Hours: 60**

**Learning Outcomes:**

**Course Outcomes:**

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

C01	Critically examine the downfall of the Czarist Empire in Russia.
C02	Analyses the problems faced by Bolsheviks during socialist construction in the Soviet Union.
C03	Evaluates the political transition in Central Asian Republics.
C04	Study the ethno-national conflicts in South Caucasus after the dissolution of the USSR.

CO5	Examine the nature of economic transformations in Russia and Ukraine.
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Units/Hours	Contents	Mapping with Course Learning Outcome
I 15 Hours	<b>Russia under Czar and Soviet Power</b> Russian Revolution, Consolidation of Soviet power, civil war, Party, state and Constitutions Cold War and disintegration of USSR	CO1 CO2
	<b>Learning Activities:</b> Discussion on October revolution and impact on global level.	
II 15 Hours	<b>Central Asian Republics</b> Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan <b>State Building and Institution Building in Central Asia.</b> Role of Great Power	CO3
	<b>Learning Activities:</b> Presentation on Multi-vector foreign policy of Central Asian Republics.	

III 15 Hours	<b>Slavic Republics</b> Russia, Ukraine, and Belarus  Socio-economic transformation, cultural and political consolidation.	CO4
	<b>Learning Activities:</b> Brainstorming and group discussion on resurgent Russia.	
IV 15 Hours	<b>South Caucasus Republics</b> Armenia, Azerbaijan and Georgia  Nagorno-Karabakh, Abkhazia and South Ossetia  Ethno-national Conflicts	CO5
	<b>Learning Activities:</b> Presentations on De-facto republics in the south Caucasus.	

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

**Suggested Readings:**

1. McAuley, M. (1992) *Soviet Politics 1917-1991*. Oxford: Oxford University Press, 1992.
2. Bunce, V. , McFaul, M., Stoner-Weiss, K. (2010) *Democracy and Authoritarianism in Post-Communist World*, Cambridge: Cambridge University Press.
3. D'Anieri, P. (2007) *Understanding Ukrainian Politics*, Armonk: M E Sharpe
4. Kotkin, S. (2001) *Armageddon Averted: The Soviet Collapse, 1970-2000*, Oxford: Oxford University Press.
5. Sahadeo, J. and Zanca, R. (eds.) (2007) *Everyday Life in Central Asia*. Bloomington: Indiana University Press.
6. Pierce, Richard A. (1960) *Russian Central Asia, 1867-1917: A Study in Colonial Rule*. Berkeley: University of California Press.
7. Coppieters, B. (2001). *Federalism and Conflict in the Caucasus*. London: The Royal Institute of International Affairs

8. Cornell, S. E. (2001) *Small Nations and Great Powers. A Study of Ethnopolitical Conflict in the Caucasus*. Surrey, England: Curzon,
9. Croissant, M. P. (1998). *The Armenia-Azerbaijan Conflict. Causes and Implications*. Westport, Connecticut and London: Praeger
10. Michael P. Croissant and Bulent Aras,( eds.)(1999) *Oil and Geopolitics of the Caspian Sea Region*. Praeger
11. Karen Dawisha and Bruce Parrott. (1997) *Conflict, Cleavage and Change in Central Asia and the Caucasus*. Cambridge: Cambridge University Press
12. Adid Dawisha and Karen Dawisha, eds.) (1995) *The Making of Foreign Policy in Russia and the New States of Eurasia*. Armonk: M.E. Sharpe, 1995.
13. Thomas de Waal (2003). *Black Garden. Armenia and Azerbaijan Through Peace and War*. New York and London: New York University Press
14. William Ferry and Roger Kanet, (eds) (1997) *Post-Communist States in the World Community*. New York: St. Martin's Press.

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**Course Title: The Emerging Dynamics in Indo-Pacific Region**

**Course Code: PIR. 711**

Learning Outcomes:

Course Learning Outcomes:

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

CLO1: Understand the geopolitical complexities of the Indo-Pacific region, including its geographical, historical, and conceptual dimensions.

CLO2: Examine the security challenges facing the Indo-Pacific, both traditional (e.g., territorial disputes, military modernization) and non-traditional (e.g., cyber security, transnational crime).

CLO3: Explore the economic integration efforts and geo-economics dynamics in the Indo-Pacific, including trade relations, regional economic initiatives, and infrastructure development projects.

CLO4: Assess the role of regional and global governance mechanisms in addressing the geopolitical challenges of the Indo-Pacific.

## Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 15 Hours	<p><b>Geopolitical Dynamics and Major Players in the Indo-Pacific Region</b></p> <p><b>Debate of Asia-Pacific VS Indo-Pacific</b></p> <p>Geopolitical Significance and Evolving Conceptualizations of the Indo-Pacific region</p> <p>Major Powers and Their Strategies</p> <p>Regional Security Complexities and Geostrategic Considerations</p> <p><b>Learning Activities:</b> Class discussion and debate on key concepts and theories of geopolitics, exploring their application to power dynamics in the Indo-Pacific region.</p>	CLO1
Unit II 15 Hours	<p><b>Unit 2: Security Challenges and Regional Cooperation in the Indo-Pacific Region</b></p> <p>Traditional Security Threats</p> <p>Non-Traditional Security Issues</p> <p>Regional Security Architecture and Multilateral Approaches</p> <p><b>Maritime Cooperation Among Indo-Pacific Countries</b></p> <p>Cooperative Security Mechanisms: ASEAN, Quad, Track Two Dialogues</p>	CLO2

	<p><b>Learning Activities:</b> Engage in a group discussion on non-traditional security issues in the Indo-Pacific, selecting a specific issue (e.g., cybersecurity or environmental degradation) to examine its impact on regional security and identify possible cooperative approaches</p>	
<p>Unit III 15 Hours</p>	<p><b>Economic Integration, Trade Relations, and Development in the Indo-Pacific Region</b>  Economic Interdependencies and Trade Flows in the Region</p> <p>Infrastructure Development and Connectivity Initiatives: Belt and Road Initiative, AAGC</p> <p>Energy Security, Resource Competition, and Environmental Sustainability</p> <p>Economic Governance and Regional Integration Efforts: RCEP, TPP, ASEAN Economic Community</p> <p><b>Learning Activities:</b> Form study groups to analyze and compare the economic governance and regional integration efforts in the Indo-Pacific</p>	<p>CLO3</p>



Unit IV 15 Hours	<p><b>Cultural Exchanges, Soft Power in the Indo-Pacific Region</b></p> <p>Cultural Diplomacy and Soft Power Competition</p> <p>Soft Power Projection and Public Diplomacy Strategies</p> <p><b>Diaspora</b>, Memory Politics, and Historical Narratives in the Indo-Pacific region</p> <p><b>Learning Activities:</b> Group discussions and Conduct a case study analysis of any successful soft power projection and public diplomacy strategies employed by a country or organization in the Indo-Pacific.</p>	CLO4
Transactional Modes:	Lectures, Seminar, Group Discussion, Seminar, Peer Group Discussion, Mobile Teaching, Self-learning.	

### Suggested Readings

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

6. Yates, R. (2019). *Understanding ASEAN's Role in Asia-Pacific Order*. New York: Springer International Publishing.
7. Acharya, A., & Buzan, B. (Eds.). (2009). *Non-Western International Relations Theory: Perspectives On and Beyond Asia* (1st ed.). Routledge. <https://doi.org/10.4324/9780203861431>
8. Bajpai, K. P. (2021). *India versus China: why they are not friends. (No Title)*.

**PIR. 712: JAPAN AND INTERNATIONAL RELATIONS**

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<b>CO1.</b>	To provide a brief historical account of post-war Japanese politics, and Japanese culture and society
<b>CO2</b>	To provide an overview of political structure, constitution, and policy in contemporary Japan.
<b>CO3</b>	The course aims to give students a comprehensive understanding of the structures of Japanese government and political Institutions from different viewpoints.

<b>CO4</b>	It aims to provide an understanding of Japanese electoral politics, party system, decision-making structures and processes, foreign affairs and political economy
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<b>Content</b>	<b>Mapping with CLOs</b>
<p><b>Introduction to Government and Politics of Japan</b></p> <p>The Meiji Restoration and Constitutional Development during Meiji Period, Imperialistic Expansion, American Occupation, Post-war Reconstruction and the <b>1947 constitution</b></p> <p><b>Learning Activity:</b> Book reviews, Movie screening on Japanese history and class discussion</p>	<b>CO1</b>
<p><b>Institutional Functioning in Japan</b></p> <p>Prime Minister, Structure and composition of Japanese Parliament and <b>legislation in Japan</b> and Judiciary:</p>	<b>CO2 &amp; CO3</b>

<p><b>Elections, Parties and Party System in Japan</b></p> <p>Parties and party system in Japan, Liberal Democratic party in Japanese Politics Komeito, Democratic Party of Japan and Constitutional Democratic Party and Elections for two house of Diet</p> <p><b>Learning Activity:</b> Class discussion on parties and party politics and elections</p>	<p><b>CO3 and CO4</b></p>
<p><b>Strategies of Development in Post-War Japan</b></p> <p>Post-war economic miracle: economic and social transformations, Bubble economy, Japan's lost decades: economic stagnation and social insecurity.</p> <p><b>Learning Activity:</b> Exercise: Presentation on any of the topics in the concerned Unit.</p>	<p><b>CO3 and CO4</b></p>
<p>Lectures, Group Discussion, Seminar, Peer Group Discussion.</p>	

**Suggested Readings:**

Alisa Gaunder (2023) 'Japanese Politics and Government' Published by Routledge.

Harukata Takenaka. 2019. "Expansion of the Prime Minister's Power in the Japanese Parliamentary System: Transformation of Japanese Politics and Institutional Reforms." Asian Survey 59 (5): 844-869.

William K. Tabb, The Postwar Japanese System: Cultural Economy and Economic Transformation (New York: Oxford University Press, 1995)

Gerald L. Curtis, ed., *Japan's Foreign Policy After the Cold War: Coping with Change* (Armonk, NY: M.E. Sharpe, 1993).

Lauren McKee (2023) *Japanese Government and Politics*, published by Columbia University press.

Ronald Hrebnar, *Japan's New Party System* (Boulder: Westview Press, 2000).

Anne E. Imamura, ed., *Re-Imaging Japanese Women* (Berkeley: University of California Press, 1996).

Michael Weiner, ed., *Japan's Minorities: The Illusion of Homogeneity* (New York: Routledge, 1997).

Ellis S. Krauss and Robert Pekkanen. 2011. *The Rise and Fall of Japan's LDP: Political Party Organizations as Historical Institutions*. Ithaca, N.Y.: Cornell University Press,

Takeo Hoshi and Takatoshi Ito. *The Japanese Economy*. MIT Press.

Steven R. Reed, *Making Common Sense of Japan* (Pittsburgh PA: University of Pittsburgh Press, 1993).

Ikkō Shimizu, *The Dark Side of Japanese Business: Three "Industry Novels"* (Armonk, NY: M.E. Sharpe, 1996).

Steve Reed and Yukio Maeda. 2021. "The LDP under Abe." In Takeo Hoshi and Phillip Y. Lipsy eds. *The Political Economy of the Abe Government and Abenomics Reforms*. Cambridge University Press.

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**Course Title: Sustainable Development Goals (SDGs)**

**Course Code: PIR. 713**

**Commented [1]:** New paper added

Learning Outcomes:

Course Learning Outcomes:

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

CLO1: Understand the evolution of the SDGs, including its conceptual dimensions.

CLO2: Examine the various aspects of socio-economic development under the purview of SDGs.

CLO3: Explore the environmental sustainability efforts including water and sanitation management; access to clean energy; sustainable consumption and production; climate action; biodiversity conservation

CLO4: Assess the role of governing institutions in addressing the challenges of implementation of SDGs across the Globe. It will also highlight India's stand SDGs with particular focus on health and education

### Course Contents

Unit/Hours	Content	Mapping with CLOs
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Unit I 15 Hours	<p><b>SDGs: Meaning, Concept, Evolution</b></p> <p><b>Learning Activities:</b> Class discussion and debate on key concepts of SDGs, exploring their application to International Relations.</p>	CLO1
Unit II 15 Hours	<p><b>Social and Economic Development</b></p> <ul style="list-style-type: none"> <li>○ Poverty reduction strategies</li> <li>○ Food security and nutrition</li> <li>○ Gender equality</li> <li>○ Quality education</li> <li>○ Reducing inequalities</li> </ul> <p><b>Learning Activities:</b> Engage in a group discussion on socio-economic aspects of SDGs, selecting a specific issue (e.g., poverty, food security, gender equality etc) to examine its impact.</p>	CLO2
Unit III 15 Hours	<p><b>Environmental Sustainability</b></p> <ul style="list-style-type: none"> <li>○ Water and sanitation management</li> <li>○ Access to clean energy</li> <li>○ Sustainable consumption and production</li> <li>○ Climate action</li> <li>○ Biodiversity conservation</li> </ul> <p><b>Learning Activities:</b> Form study groups to explore key concepts such as water and sanitation management, access to clean energy, sustainable consumption and production, climate action, and</p>	CLO3

	biodiversity conservation, fostering an understanding of environmental sustainability principles and solutions.	
Unit IV 15 Hours	<p><b>Unit 4: Governance and Institutions</b></p> <ul style="list-style-type: none"> <li>○ Economic growth and decent work</li> <li>○ Infrastructure development</li> <li>○ Sustainable cities and human settlements</li> <li>○ <b>Democratic</b> societies and effective institutions</li> </ul> <p><b>Global Partnerships</b></p> <ul style="list-style-type: none"> <li>○ Strengthening means of implementation</li> <li>○ Revitalizing global partnerships for sustainable development</li> <li>○ India and SDGs: Health and Education</li> </ul> <p><b>Learning Activities:</b> Students will engage in workshops, simulations, and forums to explore economic growth, infrastructure, sustainable cities, peace, effective institutions, global partnerships, and India's role in health and education for sustainable development.</p>	CLO4



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

1. Bajpai, Kanti and Mallavarapu, Siddharth. (2019). *India, the West, and International Order*. Orient BlackSwan.
2. Acharya, Amitav and Buzan, Barry. (2009). *Non-Western International Relations Theory: Perspectives On and Beyond Asia*. Routledge.
3. Acharya, A., & Buzan, B. (2007). Preface: Why is there no non-Western IR theory: reflections on and from Asia. *International Relations of the Asia-Pacific*, 7(3), 285-286.