Western Political Thinkers
Course Objective:
The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the Anglo-American tradition. Developing a 'just society' and a 'just state' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato and ending with Mao whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes. The course seeks to the trace that ideas and tradition and examine them critically.

Learning Outcomes:
a. The students will know the key ideas of all the political philosophers given in the course.

b. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice.

c. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.

d. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.

e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.

f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.

g. Students would learn the key ideas in Marxism and will be able to answer how Lenin and Marx interpreted some of the ideas of Marx while applying Marxism in their respective countries.

Theories of International Relations
Course Objective:
The field of international relations is made up of diverse actors, processes, and outcomes. The key objective of this course is to introduce the students to both the mainstream International Relations (IR)approaches such as realism (and its nexus with Classical Geopolitics), liberalism and constructivism and to critical approaches such as post colonialism. The term 'Geopolitics' was coined at the very end of the 19th century at the service of new forms of nationalism, colonial projects and inter- imperialist rivalry in Europe and beyond. With the complex interplay between space and power at its conceptual core, geopolitics has most often been associated with a 'realist' and state-centric approach to international relations. This course is also expected to act as a catalyst for students to think creatively and critically in search of 'global' or more 'international' international relations that is inclusive of non-Western experiences, traditions and interactions and critical of the western domination and eurocentric bias of mainstream IR and its neglect of the history, politics and contributions made by non-Western traditions of thought and theorizing.

Learning Outcomes:
a. Familiarization with the key concepts of the discipline of IR.

b. Understanding of linkages between Classical Realism and Classical Geopolitics.

c. Comprehensive understanding of the key assumptions and arguments of the mainstream IR.

d. Appreciation of what is Global IR and why non-western perspectives are needed.

e. Greater appreciation of the important role played by non-Western countries in building post-War norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism.

f. Understanding the agency of the Global South in these areas is key to countering IR's ethnocentrism and developing new concepts, theories, and methods.

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Public Administration
Course Objective:
This course seeks to familiarize the students with meaning, key concepts, and schools of thoughts in public administration. The module deals with the structure and functioning of the organization and seeks to develop understanding in students why do we study public administration and how to make the functioning of their working far more economic and efficient which are common goals of all the organizations? Further, the dynamics of the functioning of organizations lead us to think about communication, motivation, leadership and conflict management in the organization. This course will allow the students to understand and examine how different schools have responded to these questions and what are their limitations.

Learning Outcomes:
a. The students will be able to make a difference between the public administration and private administration.

b. They will be able to explain the journey of discourse in public administration in the sense that how the old public administration view was contested by the idea of new public administration and subsequently the discourse moved beyond that and started talking about New Public Management and New Public Service.

c. What is the scientific management school by Taylor and Fayol and how it was contested by the Human Relation School?

d. They will be able to explain what is the decision-making approach of Herbert Simon?

e. They will be able to explain the concepts and theories on motivation, leadership and conflict management in the organization.

Politics in India
Course Objective:
This course provides students a solid grounding in Indian politics where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and decisions in the country. As politics operates in an ecology constituted by the constitutional, socio-economic, linguistic and ethnic sub-systems, the course is designed to understand their roles in politics of the country. Students will be exposed to the ideology, structure, and social base and functioning of the political parties, which play the pivotal role in the democratic polity.

Learning Outcomes:
a. Students would be able to learn the key drivers of Indian politics. The students will be able to explain how caste, religion, language have influenced the identity politics in India.

b. They will be able to explain the ideology, social base and function of key political parties such as Indian the National Congress and the Bhartiya Janata Party.

c. They will be able to critically examine and explain the development issues in India, especially in the farm and industrial sectors.

d. They will be able to know what ails our electoral democracy and what are the key issues related to expenditure in elections and their public funding.

This course gives insights into the structures and institutions of government and working of constitutions of some selected countries like USA, UK, Switzerland, and China. These all today are placed in the category of developed countries but they represent a different set of structures and institutions of governance. While the USA represents the working of a federal government, the UK is an example of unitary government within the framework of liberal democracy. Further, Switzerland continues to experiment with ideas and elements of direct democracy though in limited ways. Insights into the Chinese constitution provide understanding about the functioning of a regime which talks about communism but how antithetical it is to the idea of democracy.

Learning Outcomes

a. Students would be able to explain how legislatures, executive and Judiciary work in these countries. And how they interact with each other in their respective political systems.

b. They will be able to explain the ways in which the executive, legislature and judiciary of one country differs from the rest of the other.