



ISLAMIC UNIVERSITY OF SCIENCE & TECHNOLOGY AWANTIPORA, KASHMIR

Center for International Relations

Contemporary Political Theory

Semester: 4th

Course Code: CIR672C

Credit: 04

Marks: 100

Course Objectives: This Course is a Second part of the two Core courses designed to train students in Contemporary Political Theory. It recognizes and acknowledges diversity of ideas given by different political scholars. It enables the student to examine the different theoretical frameworks for the functioning of state institutions and deliver justice to all citizens. This course will introduce the students to key discourses on contemporary political theory.

Unit I

- I. Contemporary Political Theory: Nature and Issues
- II. Libertarianism: Robert Nozick
- III. Democracy: Macpherson's Theory of Democracy

Unit II

- I. Liberalism and Limits of Justice: Michael Sandel
- II. Development and Freedom: Amartya Sen
- III. Plural Universalism: Bhikhu Parekh

Unit III

- I. Postmodern Feminism: Judith Butler
- II. Post-Colonialism: Edward Said and Frantz Fanon
- III. Deconstruction: Jacques Derrida



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Unit IV

IV. Nationalism: Anderson, Partha Chatterjee

V. Neo-Marxism: Gramsci and Habermas

Pedagogy and Assessment

The teaching learning process will be mostly based on class room debates and interactions. Students will be provided reading relating to key concepts in Contemporary Political Theory.

The students are expected to go through the readings in advance and then engage in relevant discussions and debates with the concerned teacher as well as other students.

The assessment will be based on a Mid-Term exam (consisting of 30 Marks), internal assessment (consisting of 20 Marks) and End Term Examination (consisting of 50 Marks). Internal assessment will be carried on the basis of participation in classroom discussions, submission of review essays and classroom attendance.

Suggested Readings

1. Sen, A. (1999). *Development and Freedom*. OUP
2. Sen, A. (2009). *The Idea of Justice*. Harvard University Press
3. Parekh, B. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Palgrave Macmillan Limited
4. Nussbaum, M. (2011). *Creating Capabilities: The Human Development Approach*. Harvard University Press
5. Foucault, M. (2012). *Discipline and Punishment: The Birth of the Prison*. Knopf Doubleday Publishing Group
6. Rabinow, P. (1984). *The Foucault Reader*. Pantheon Books
7. Spencer, P., and Howard Wollman. (2005). *Nations and Nationalism: A Reader*. Rutgers University Press
8. Nayar, P.K. (2015). *Postcolonial Studies: An Anthology*. John Wiley & Sons.
9. Geuss, R. (1981). *The Idea of a Critical Theory: Habermas and the Frankfurt School*. Cambridge University Press
Nozick, R. (2001). *Anarchy State and Utopia*, Wiley-Blackwell
10. Kymlicka, W. (2002). *Contemporary Political Philosophy*. OUP



ISLAMIC UNIVERSITY OF SCIENCE & TECHNOLOGY AWANTIPORA, KASHMIR

Center for International Relations

Governance and Public Policy in India

Semester: 4th

Course Code: CIR673C

Credits: 04

Marks: 100

Course Description: The course is intended to provide postgraduate students an overview of public policy and governance in India. The course is structured in such a way so as to cover the broad themes of issues of policymaking and implementation in India. The course also introduces the governance and major public policies in India. Finally, the course introduces the issues of planning and development with an overview of the key mechanisms put in place to ensure effective policy implementation in India.

Unit I Public Policy and Governance

- I. Public Policy: Meaning and Major Approaches
- II. Governance: A conceptual Understanding
- III. India and Good-Governance Discourse

Unit II Public Policies in India

- I. Education and Health
- II. Food Security and Employment

Unit III Planning and Development in India

- I. Decentralized Planning
- II. Strengthening the Grassroots Level: Back to Village
- III. E-Governance
- IV. NITI Aayog



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Unit IV Institutional Mechanisms, Monitoring and Evaluation

- I. Legislative, Administrative, and Judicial Control
- II. Citizens Charter and Right to Information
- III. Social Audit and Lok Pal

Pedagogy and Assessment

The teaching learning process will be mostly based on class room debates and interactions. Students will be provided relevant readings related to the prescribed themes in the syllabus. The students are expected to go through the readings in advance and then engage in relevant discussions and debates with the concerned teacher as well as other students.

The assessment will be based on a Mid-Term exam (consisting of 30 Marks), internal assessment (consisting of 20 Marks) and End-term Examination (consisting of 50 Marks). Internal assessment will be carried on the basis of participation in class room debates and discussions, submission of review essays and assignment based on an evaluation of various schemes in their respective areas.

Suggested Readings:

1. Dye, T. R. (2013). *Understanding public policy*. Pearson.
2. Fischer, F., & Miller, G. J. (Eds.). (2017). *Handbook of public policy analysis: theory, politics, and methods*. Routledge.
3. John, P. (2013). *Analyzing public policy*. Routledge.
4. Maheshwari, S. (1985). *Rural development in India: a public policy approach*. Sage Publications.
5. Maheshwari, S. R., and S. R. Maheswari. (1987) "Public policy making in India." *The Indian Journal of Political Science* 48, no. 3: 336-353.
6. Malhotra, R. (2014). *India public policy report 2014: Tackling poverty, hunger and malnutrition*. OUP Catalogue.
7. Mathur, K. (2009). *From government to governance: A Brief survey of the Indian experience*. New Delhi: National Book Trust
8. Mohit Bhattacharya (1998) "Conceptualizing good governance." *Indian Journal of Public Administration* 44.3: 289-296.
9. Nagel, S. S. (2002). *Handbook of public policy evaluation*. Sage.
10. Pierre, J., & Peters, B. G. (2006). *Handbook of public policy*. 1-528.
11. Rhodes, R. A. W. (2006). *The Oxford Handbook of Public Policy*. Oxford University Press



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12. Simeon, R. (1976). Studying public policy. *Canadian Journal of Political Science/Revue canadienne de science politique*, 9(4), 548-580.
13. Singh, B. P. (2008). The challenge of good governance in India. *Social Change*, 38(1), 84- 109.



ISLAMIC UNIVERSITY OF SCIENCE & TECHNOLOGY AWANTIPORA, KASHMIR

Center for International Relations

South Asian Region: Issues and Concerns

Semester: 4th

Course Code: CIR677E

Credits: 04

Marks: 100

Course Description: This course is designed to introduce students to South Asia in the period after independence from colonial rule. The course pays greatest attention to the region's largest country, India, but will also incorporate the experiences of Pakistan, Sri Lanka, Nepal and Bangladesh in substantial measure. The themes discussed in the course will be those that are important both to South Asia as well as to a general study of politics in developing countries. The course is organized into different themes like colonial inheritance, state formation and nation-building, democracy and authoritarianism, Human Development, and Regional cooperation in South Asia.

Learning Outcomes:

The curriculum is designed to achieve following outcomes:

1. To analyze the impact of colonialism and then trace the historical process of political change and nation-building in India, Pakistan, Bangladesh and Sri Lanka.
2. It will examine democracy and authoritarianism in south Asia and its varied democratic trajectories in the region.
3. It will examine Human Development scenario and will also analyze globalization and its impact on South Asia.
4. It delves into the historical background of regional cooperation, progress, challenges and future prospectus and will also examine India's Neighborhood First Policy.

Unit 1

- I. South Asian Region: Conceptual Understanding
- II. British Colonialism: Features and Impact
- III. Growth of Nationalism

Unit II

- I. Nation Building Process: Ideological Debates (Secular, Religious and Cultural)
- II. Nature of Political Systems: A comparative Assessment
- III. Democracy, Praetorianism and Authoritarianism in South Asia



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Unit III

- I. Human Development Scenario in South Asia: Emerging Trends
- II. State Security and Human Security debate in South Asia
- III. Globalization and its Impact on the Region

Unit IV

- I. Regional Cooperation in South Asia: An Assessment
- II. SAARC: Successes Failures and Prospectus
- III. India's Approach towards South Asia Since 2014: Modi's Neighborhood First Policy

Pedagogy and Evaluation:

Teaching methods include readings, lectures, group discussions, exercises, and assignments. Lectures are designed such that ensure greater student participation.

The assessment will be based on a Mid-Term exam (consisting of 30 Marks), internal assessment (consisting of 20 Marks) and End term Examination (consisting of 50 Marks). Internal assessment will be carried on the basis of participation in classroom discussions/submission of review essays and classroom attendance.

Suggested Readings:

1. Anderson, Benedict (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, (Revised Edition), originally published in 1983, New York and London
2. Baucom, Ian (1992), (Ed.). "Nation and Narration" review of nation and Narration, Homi Bhabha, *Transition* 55, 144-153.
3. Baylis, John, Steve Smith and Patrica Owens, (2008). *Globalization of World Politics*, Oxford University Press.
4. Bhabha, Homi (1990), (Ed). "Introduction: Narrating the nation" in *Homo Nation and Narration*, London: Routledge. K. Bhabha
5. Chatterji Partha, (1993). *The Nations and Its Fragments: Colonial and Postcolonial Histories*, Princeton University Press
6. Chatterji, Partha (1986). *Nationalist Thought and the Colonial World: A Derivative*



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- Discourse, New Delhi: OUP
7. Davis, Richards (2007). *Picturing the Nation: Iconographies of Modern India*, New Delhi, Orient Longman
 8. Hutchison, John and Anthony D. Smith (Ed.) (1996). *Oxford reader: Ethnicity*, Oxford, OUP.
 9. Jaffrelot, Christophe (1996). *The Hindu nationalist Movement in India*, New York, Columbia University Press.
 10. Jalal, Ayesha, (2001). *Self and Sovereignty: Individual and Community in South Asian Islam Since 1850*, Routledge.
 11. Jalal, Ayesha, Sugata Bose (2005). *Modern South Asia: History, Culture and Political Economy*, Routledge.
 12. Jawaharlal Nehru (2002). *The Discovery of India*, New Delhi: OUP.
 13. Jha, Prem Shankar (1996). *Kashmir 1947: Rival Versions of History*, OUP, Delhi.
 14. Khan, Adeel (2005). *Politics of Identity: Ethnic Nationalism and State in Pakistan*, Sage Publications, New Delhi.
 15. Naipaul, V. S (1997). *India: A Wounded Civilization*, New Delhi, Penguin.
 16. Nandy, Ashis (2005). *Exile at Home*, OUP New Delhi
 17. Nussbaum, Martha C (2007). *The Clash Within: Democracy, Religious and Violence, and India's Future*, Raniket, Permanent Black.
 18. Rabindranath Tagore (1985). *The Home and the World*, New Delhi: Penguin.
 19. Robinson, Francis (2007). *Separatism among Indian Muslims: The Politics of the United*, Cambridge University Press.
 20. Talbot, Ian (2005). *Pakistan: A Modern History*, Hurst and Company, London.
 21. Varshney Ashustosh (1991). "India, Pakistan and Kashmir: Antinomies of Nationalism", Asian Survey, 31(11): pp.997-1097.
 22. Ahmar Moonis (2001), *Internal and External Dynamics of South Asian Security*, Fazeelsons, Karachi, .
 23. Bajpai, Kanti, P.R Chari, Pervaiz Iqbal Cheema, Stephen P Cohen and Sumit Ganguly, (1995) *Brasstacks and Beyond: Perception and Management of Crisis in South Asia*, Manohar, New Delhi, .
 24. Haq Mahbulul, (1999) *Reflections on Human Development*, New Delhi, Oxford University Press, .
 25. Pandey Gyandera and Yunus Samad, (2007) *Fault Line of Nationhood*, New Delhi, Roli Books, .
 26. S. Jaishankar, (2022) *The India Way : Strategies for an Uncertain World*, Harper Collins India



Center for International Relations

International Political Economy

Course Code: CIR663E

Credits: 02

Semester: 4th

Max. Marks: 50

Course Objectives: Students must understand the confluence of international politics and economics. Students will be exposed to key approaches to political economy so that they are acquainted with situations where political and economic outcomes are intertwined. Students should be able to understand the utility of various economic measurement indices, interpret various development indicators.

UNIT I: Theories & Approaches:

- I. Traditional Approach, Mercantilism & Economic Nationalism.
- II. Classical Liberalism & Neo-liberalism.
- III. Marxism and Neo-Marxism.

UNIT II: Institutions & Issues

- I. Evolution of International Trade System after World War II: From GATT to WTO
- II. Great Depression, Oil Crisis (1973), Energy Crisis (1979), Financial Crises (2008)
- III. Developmental Indices:
 - (PCI) Per Capita Income, Human Development Index(HDI).
 - Gross Happiness Index (GHI).



Pedagogy and Assessment

The pedagogy of the paper would rely mostly on classroom interactions. Students are required to be acquainted with the theoretical paradigm of each theme and each theoretical approach should be compared and contrasted with all other approaches. Students while learning the mathematical and statistical formulations of various development indices need to come prepared with basic calculative techniques.

The assessment will be based on a Mid-Term exam (consisting of 15 Marks), internal assessment (consisting of 10 Marks) and End Term Examination (consisting of 25 Marks). Internal assessment will be carried on the basis of participation in classroom exercises and submission of a written assignment and classroom attendance.

Suggested Readings:

1. Craig Johnson. (2008). *Arresting development, The power of knowledge for social change*, New Yor: Routledge.
2. Mark Duffield (2001). *Global governance and the new wars The merging of development and security*, Zed books.
3. Mehbub ul Haq (1995). *Reflections on human development*, Oxford university press.
4. Katie Willi (2005). *Theories and practices of development*, Routledge.
5. David N. Balaam (2013). *Introduction to International political economy*, Bradford Dillmen, Pearson education.
6. Jeffrey A. Frieden, David A. Lake (1999). *International political economy, perspectives on global power and wealth*, Routledge.



ISLAMIC UNIVERSITY OF SCIENCE & TECHNOLOGY AWANTIPORA, KASHMIR

Center for International Relations

Government and Politics in Jammu and Kashmir

Semester: 4th

Course Code: CIR669E

Credits: 04

Marks: 100

Course objectives: The basic objective of the course is to acquaint students with the background, evolution and new political trends in Jammu and Kashmir. The course will introduce the students to Jammu and Kashmir, its historical background, and geo-political significance. The course will also critically assess areas like Panchayat Raj, nature of party system, regional and sub-regional identities, and Cross-LOC trade.

Unit I: State of Jammu and Kashmir: An introduction

- I. Geo-Politics and Historical Background
- II. Evolution and Formation of the State: From State to Union Territory
- III. Pre-1947 political developments

Unit II: Post-Colonial Political Developments in the State

- I. Partition of United India and Accession of the J&K State and its Divisions
- II. Special Status: critical debates
- III. State Constitution of Erstwhile state of J&K: Ideological Underpinnings and Features
- IV. Political Economy of Land Reforms: Critical Analysis

Unit III: Democracy and Decentralization

- I. Democracy in the Union Territory of J&K: Evolution, Challenges and Prospects
- II. Panchayat Raj: Theory and Practice
- III. Party System: Changing Contours
- IV. Coalition Politics: History, Challenges and Prospects



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Unit IV: Political Economy and Autonomy Models

- II. Models of Regional and sub-Regional Autonomy: Critical Analysis
- III. Cross LOC-Trade: Problems and Potentials
- IV. State Reorganization Act 2019: An Analysis

Pedagogy and Assessment

Participatory Pedagogy will be used in class based on classroom debates and discussions. Students will be provided with relevant reading material and will be expected to go through the readings in advance. The assessment will be based on a Mid-Term exam (consisting of 30 Marks), internal assessment (consisting of 20 Marks) and End Term Examination (consisting of 50 Marks). Internal assessment will be carried on the basis of participation in classroom discussions, submission of assignments and attendance.

Suggested Readings

1. Akbar M.J, (2002). "*Kashmir Behind the Vale*", Lotus Publication, NewDelhi, .
2. Anand A. S (Justice), (2004). "*The Constitution of Jammu and Kashmir: Its Development and Comments*", Universal Law Publishing Co. Pvt. Ltd, New Delhi, .
3. Bazaz, Prem Nath, (1967). "*Kashmir in Crucible*" Pamposh Publications New Delhi, .
4. Bhattacharjea, Ajit, "*Kashmir: The Wounded valley*" UBSPD Pubs, NewDelhi.
5. Birdwood, Lord, (1956). "*Two Nations and Kashmir*", Robert Hale Ltd, London, .
6. Bose, Sumantra (1997). "*The Challenge in Kashmir: Democracy, Self Determination and Just Peace*", New Delhi: Sage Publications, .
7. Bose Sumantra, (2003). "*Kashmir- Roots of Conflict, Paths to Peace*", Vistaar Publication, New Delhi, .
8. Chandhoke, Neera, (2003). "*Contested Successions: Rights, Self-determination, Democracy and Kashmir*" OUP, New Delhi. Chowdhary, Rekha, (2010). "*Identity Politics in Jammu and Kashmir*", Paperback, New Delhi.



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9. Ganguly Summit, (1997). *"The Crisis in Kashmir: Portents of War, Hopes of Peace"* WWC Pand CUP, UK, .
10. Ganguly, Sumit and Bajpai, Kanti (1994). "India and the Crisis in Kashmir." *Asian Survey*,
11. Gupta, Siser, (1966). *"Kashmir: A Study in India-Pakistan Relations"*, Asia Publishing House, New Delhi.
12. Jagmohan, (1991). *"My Frozen Turbulence in Kashmir"*, Allied Publishers, New Delhi,
13. Kaur RavinderJit, (1996). *" Political awakening in Kashmir"*, Ashish publication corporation, New Delhi.
14. Khan, Gh. Hassan, (1988). *"Government and Politics of Jammu and Kashmir"*, Srinagar, .
15. Korbel Joseph, *"Danger in Kashmir"*, Princeton University Press, USA, 1968.
16. Puri Balraj, *"Kashmir Towards Insurgency"* Orient Longman, New Delhi, 1993.
17. Rai, Mridu. *"Hindu Rulers, Muslim Subjects: Islam, Rights, and the History of Kashmir"* Princeton University Press, Permanent Black, 2004.
18. Schaffer, Howard B *"The Limits of Influence: America's Role in Kashmir"*, Brookings Institution Press, Viking Penguin, 2009.
19. Schofield, Victoria, *"Kashmir in conflict: India, Pakistan and the unending war"*, I. B. Tauris. 2010.
20. Wani Gull Mohd, *"Kashmir Politics: Problems and Prospects"*, Ashish Publishing House, New Delhi, 1993.
21. Zutshi, Chitralkha, *"Language of belonging: Islam, regional identity, and the making of Kashmir"*, Oxford University Press, Permanent Black, 2003



Political Economy of India: Theory and Practice

Semester: 4th

Course Code: CIR676E

Credits: 02

Max Marks:50

Course Description: The course is intended to introduce postgraduate students to the dynamic and complex interplay of politics and economy through this vibrant sub-field of political economy. It will be a fascinating exercise to get through the concepts and theories that underscore the literature on political economy. Besides, the course introduces students to the dynamics of India's political economy since independence. The students will get familiar with the amazing story of India's transformation from a backward and underdeveloped economy to a fastest growing economic power.

Unit I Introduction to Political Economy

- I. Why Study Political Economy?
- II. Approaches to Study Political Economy
- III. (Liberal/Mercantilist/Marxist and Human Development)

Unit II Political Economy of India (1947-1990)

- I. Mixed Economy and Planned Development
- II. Import Substitution
- III. Gradual Evolution of Liberal Momentum (1975-1990)

Unit III Political Economy of India Since 1990

- I. Liberalization Privatization and Globalization
- II. The Agrarian Distress and Wealth Disparities
- III. India's Economic Rise: NITI Aayog and Make in India

Unit IV Contemporary Issues in India's Political Economy

- I. Political Economy of:



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- Development
- Economic Reforms
- Distribution and Redistribution
- Infrastructure

Pedagogy and Assessment

The teaching learning process will be mostly based on class room debates and interactions. Students will be provided relevant original readings related to the prescribed themes in the course. The students are expected to go through the readings in advance and then engage in relevant discussions and debates with the concerned teacher as well as other students.

The assessment will be based on a Mid-Term exam (consisting of 30 Marks), internal assessment (consisting of 20 Marks) and End-term Examination (consisting of 50 Marks). Internal assessment will be carried on the basis of participation in class room debates and discussions, submission of review essays and assignments as well as presentations.

Suggested Readings

1. Alt, J. E., & Shepsle, K. A. (Eds.). (1990). Perspectives on positive political economy. Cambridge University Press.
2. Baldev Raj Nayar (2006). When Did the 'Hindu' Rate of Growth End? Economic and Political Weekly. Vol. 41, No. 19: 1885-1890
3. Basu, K., & Kanbur, R. (Eds.). (2008). Arguments for a Better World: Essays in Honor of Amartya Sen: Volume I: Ethics, Welfare, and Measurement. OUP Oxford.
4. Caporaso, J. A., & Levine, D. P. (1992). Theories of political economy. Cambridge University Press.
5. Ganguly, S., & Mukherji, R. (2011). India since 1980. Cambridge University Press.
6. Gilpin, R. (2001). Global political economy: Understanding the international economic order. Princeton university press.
7. Magnusson, L. (2015). The political economy of mercantilism. Routledge.
8. O'Brien, Robert, and Marc Williams (2020). Global political economy: Evolution and dynamics. Bloomsbury Publishing.
9. Prabhat Patnaik (2015). From the Planning Commission to the NITI Aayog. Economic and Political Weekly, Vol. 50, No. 4: 10-12
10. Stewart, C. B. (1998). Political-economy A comparative approach. Westport: Connecticut



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and London.

11. Surendra Kaushik (2014). Culture Sustains the Hindu Rate of Growth in India. Challenge, Vol. 57, No. 1: 82-108



Principles of International Environmental Law

Semester: 4th

Course Code: CIR678E

Marks: 100

Credits: 04

Course Objectives:

Environmental issues, from loss of biodiversity to depletion of ozone layer to climate change, have emerged as an integral part of international relations. Over the years the international community has adopted certain basic principles for the protection of the global environment.

This course introduces students to the basic principles of international environmental law with a specific focus on sustainable development. Towards the end the course focuses on the issues of the Global South and discusses the conceptual understanding as well evolution of the principle of Common but Differentiated Responsibilities. By exploring these principles, students will gain insight into how international law can help address pressing environmental issues.

Unit I:

- I. Overview of Contemporary Environmental Issues
- II. UN Conferences on Environment: Stockholm Conference, Rio Conference, Rio+20 M
- III. Multilateral Environmental Agreements (MEAs): Overview

Unit II:

- I. Environment and Development
- II. Sustainable Development: conceptual understanding, scope
- III. Sovereignty and transboundary environmental harm



Unit III:

- I. Principle of Preventive Action
- II. Precautionary Principle
- III. Polluter Pays Principle

Unit IV:

- I. Introduction to Common but Differentiated Responsibilities:
- II. Principle 07 of the Rio Declaration
- III. Dynamism in CBDR: contentious issues
- IV. Evolution of CBDR: From Kyoto Protocol to the Paris Agreement

Pedagogy and Assessment:

The teaching learning process will be mostly based on classroom debates and interactions. Students will be provided readings relating to key concepts in political theory. The students are expected to go through the readings in advance and then engage in relevant discussions and debates in the classroom.

Assessment will be based on a continuous assessment process consisting of a Midterm exam (consisting of 30 Marks), internal assessment (consisting of 20 Marks) and an End Term Examination (consisting of 50 Marks). Internal assessment will be based on components like presentations, viva, group discussions etc.



Suggested Readings:

1. Bharat H Desai (ed.) (2022). *Envisioning our Environmental Future: Stockholm+50 and Beyond*, IOS Press.
2. Bharat H Desai (2013). Environment and Development: Making Sense of the Predicament of the Developing Countries, *World Focus*, Issue 401, 1-8.
3. French, Duncan (2000). Developing States and International Environmental Law: The Importance of Differentiated Responsibilities. *The International and Comparative Law Quarterly*, 49 (01), 35-60.
4. Handl (2012). *Declaration Of The United Nations Conference On The Human Environment (Stockholm Declaration), 1972 And The Rio Declaration On Environment And Development, 1992*; available at http://legal.un.org/avl/pdf/ha/dunche/dunche_e.pdf
5. Honkonen, Tuula (2009). *The Common but Differentiated Responsibility Principle in Multilateral Environmental Agreements*. The Hague: Kluwer Law International.
6. IPCC (1990), Intergovernmental Panel on Climate Change, *Policymaker Summary of Working Group I (Scientific Assessment of Climate Change)*; available at https://www.ipcc.ch/site/assets/uploads/2018/05/ipcc_90_92_assessments_far_wg_I_spm.pdf
7. Kaswan, Alice (2013). Seven Principles for Equitable Adaptation. *Sustainable Development Law & Policy*, 13(01), 41-69.
8. Pauwelyn, Joost (2013). The End of Differential Treatment for Developing Countries? Lessons from the Trade and Climate Change Regimes. *Review of European Community and International Environmental Law*, 22(01), 29-41.
9. Rajamani, Lavanya (2016). Ambition and Differentiation in the 2015 Paris Agreement: Interpretative Possibilities and Underlying Politics. *International and Comparative Law Quarterly*. 65(02), 493-514.
10. Rajamani, Lavanya (2006). The Nature, Promise and Limits of Differential Treatment in the Climate Change Regime. *Yearbook of International Environmental Law*, 16, Issue 01, pp. 81- 118.
11. Rajamani, L., & Peel, J. (Eds.) (2021), *The Oxford Handbook of International Environmental Law*, Oxford University Press.
12. Sands, P (2003). *Principles of International Environmental Law*, Cambridge University Press.
13. Singh, D., Sant, G., & Sreenivas, A. (2009). Climate Change: Separating the Wheat from the Chaff. *Economic and Political Weekly*, 44(05), 19-22.



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14. Thakur, S. (2021). From Kyoto to Paris and Beyond: The Emerging Politics of Climate Change. *India Quarterly*, 77(03), 366-383.
15. United Nations Climate Change, *Warsaw International Mechanism for Loss and Damage associated with Climate Change Impacts (WIM)*, available at [https://unfccc.int/topics/adaptation- and-resilience/workstreams/loss-and-damage/warsaw-international-mechanism](https://unfccc.int/topics/adaptation-and-resilience/workstreams/loss-and-damage/warsaw-international-mechanism)
16. UN Department of Economic and Social Affairs, *Background note on the USD 100 billion goal in the context of UNFCCC process, in relation to advancing on SDG indicator 13.a.1.* available at https://unstats.un.org/sdgs/tierIII-indicators/files/13.a.1_Backg



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