Syllabus for Course on: **Western Political Thought**

**M.A.: Compulsory Course**

Course number: PS-401  
Credits: 4  
Course Instructor:

**Course Outline:**

This course deals with the classical thinkers and themes of western political philosophy. We will probe the key concerns of political thought such as justice and the good ideal and possible regimes, citizenship and civil virtues, contract, consent and trust as the basis of political obligation and the relative autonomy of politics vis-à-vis philosophy or economy. We will attempt to understand thinkers and texts both from philosophical and historical perspective. The main objective is to train students in the foundational texts and thinkers of political science.

2. Plato, Republic  
3. Aristotle: Polis and the good life—constitution regimes and citizenship-tensions between wealth, virtue and freedom—politics and phronesis or practical wisdom.  
4. Aristotle, Politics  
6. Machiavelli, The Prince and Discourses  
8. Hobbes, Leviathan  
10. Locke, Second Treatise  
11. Rousseau: Unspoilt natural condition of humans—material progress, civilization and injustice—the general will—Great legislator and civil religion.  
13. Mary Wollstonecraft: Natural rights and inequality of women; incorporating women into the social contract—natural rights and natural duties.  
14. John Stuart Mill: Utilitarian legacy-individuality, freedom and progress  
15. John Mill, On Liberty  
17. Marx, The Communist Manifesto
Secondary Readings

Syllabus for Course on: **Comparative Politics**

**M.A.: Compulsory Course**  
Course number: PS- 402  
Credits: 4  
Course Instructor: **Dr. B. Chandra Sekhara Rao**

**Course Outline:**

1. Comparative Politics: As a Method and an Area of Enquiry.
2. Understanding Concepts: State, Nation and Democracy etc.
3. Approaches to Comparative Politics:
4. Elements of Comparison
   a) Constitution and Institutions  
   b) Political Culture  
   c) Political Development  
   d) Party system and Political participation  
   e) Modernization  
   f) Legitimacy  
   Identities
4. Comparative Perspectives of Third World Regimes  
   a) Parliamentary Model  
   b) Military Regime  
   c) Communist System  
1. Comparative perspective of movements  
   a) Womens Movement  
   b) Environment  
   c) Human Rights Movements  
   d) Ethnic Movements  
2. Emerging Trends in Comparative Politics.

**Selected Readings:**

Syllabus for Course on: **Indian Politics: Institutions and Processes-1**

M.A. **Compulsory Course**
Course number: PS- 403
Credits: 4
Course Instructor:

**Objective:** Teaching politics in a country has to be grounded in understanding and analysis of politics of the country concerned. Thus, this paper seeks to introduce students the key institutions and processes of governance in India. Organised in seven units, the course deals with historical legacies and foundations of Indian state and democracy with reference to the making of the Indian Constitution. It examines and locates changing patterns of centre-state relations within the broad framework of transformation of India’s polity from a centralised federation to a multilevel federal system. It will engage with the major aspects of the different organs of government, namely the legislature, executive and the judiciary. It would also examine some of the new institutions that have emerged in India in recent decades.

**Mode of evaluation:** The paper shall carry a maximum of 100 marks. Students would be required to appear in a continuing evaluation of three tests, each of which would carry 20 marks. The best two of these three tests would be counted along with the end semester examination, which shall carry 60 marks.

**Unit I: Institutional legacies and making of the Constitution:**
Historical inheritance and institutional legacies
Making of India’s Constitution: Major features of the Constitution
Foundational principles/Core values: Fundamental Rights, Directive Principles of State Policies

**Unit II: Institutions of governance:**
(a) **Legislature:** Legislation, accountability and representation; Parliamentary Committees; Decline of legislatures?
(b) **Executive:** President: New and emerging role; Prime Minister and Council of Ministers: Collective responsibility and parliamentary accountability; Growing importance of the Cabinet; Governor and Chief Ministers: Changing relationship; Civil services
(c) **The Judiciary:** Judicial independence and review; Judicial activism and overreach

**Unit III: India as a parliamentary federation**
Major features of Indian federalism: Tension areas and issues in Centre-State relations
Transformation from centralised federation to multilevel federalism

**Unit IV: Parties and party system**
National and regional parties: Social and ideological bases
Transformation of the party system: From one party dominant system to multiparty system
Coalition governments and coalition politics at the national and state level
Unit V: Regulatory and governance institutions:
Planning Commission; Finance Commission; Inter-State Council
Election Commission of India; National Human Rights Commission
Central Information Commission, Vigilance Commission; Comptroller and Auditor General; Lok Pal and Lokayukta

Readings: Unit 1

Readings: Unit II
Readings: Unit III

Readings: Unit IV

Readings: Unit V
8.
Syllabus for Course on: **International Relations I**

**M.A.: Compulsory Course**

Course number: PS 404  
Credits: 4  
Course Instructor:

**Course Outline:**

1. **History**
   1.1 Major Landmarks/Developments in International Relations: Post II World War Era.  
   1.2 Evolution of International Relations as a Field of Study

2. **Cold War**
   2.1 United States/Soviet Union Rivalry with Reference to Europe/Asia/Latin America  
   2.2 Deterrence and Détente in International Relations.  
   2.3 De-colonisation and Emergence of Developing Countries  
   2.4 Nonalignment and International Relations  
   2.5 New International Economic Order (NIEO)

3. **Globalisation**

   **Concepts**
   1.1 National Power, Capability; Understanding Geopolitics  
   1.2 Balance of Power  
   1.3 Security/Collective Security  
   1.4 State System and Non-State Actors; Society of States and System of States

**Bibliography:**

Books:

**Journals:**
Alternatives
Current History
Economic and Political Weekly
Foreign Affairs
International Organisation
International Studies
Millennium
World Focus
World Politics
Syllabus for Course on: **Indian Political Thought**

**M.A.: Compulsory Course**  
Course number: PS- 454  
Credits:4  
Course Instructor:

The purpose of this course is to introduce Indian political thought in order for the student to make sense of current trends in politics in an informed way. It looks at issues and conflicts within the political realm that have for ever been of interest in making sense of current politics, while noting the breaks and departures through which contemporary Indian politics is comprehended and negotiated.

   a. Romila Thapar, *Early India: From the Origins to AD 1300*, Allen Lane, New Delhi, 2002 (Chapters 1, 4, 5, 7, 12).

2. Key concepts and their political salience.


4. The Unorthodox trends: Heterodoxy, heresy and dissent in Jain, Buddhist, and materialist interventions: An alternative view of politics.


5. New notions of power, authority, freedom and equality: Muslim Rule and the Emergence of Sikh Kingdoms.


6. Bhakti and the Vernacularisation of Politics: Sectarian developments and the challenges to the orthodox synthesis.


8. Nationalisms and nationalist ideology: Contemporary challenges to these concepts and trends.


Syllabus for Course on: Indian Politics: Major issues and Debates

M.A.: Compulsory Course
Duration January-April
Course number: PS- 455
Credits: 4
Course Instructor:

Objectives: This paper introduces students to key issues and debates that occupied a central place in Indian politics over the past six decades since India became an independent democratic republic. Organised into six units, the course begins by examining the major perspectives that shaped and informed the Indian Politics over the years. It then examines the politics of major social identities in Indian politics, viz, caste, class, tribe and gender. How language, region, and ethnicity not only underpin the reorganisation of India’s federal polity but also how they define the contentious discourse on regionalism and secessionism would be discussed. Issues such as communalism and secularism, civil society and the state; and the politics of economic reforms would be other major themes in the course.

Mode of evaluation: The paper shall carry a maximum of 100 marks. Students would be required to appear in a continuing evaluation of three tests, each of which would carry 20 marks. The best two of these three tests would be counted along with the end semester examination, which shall carry 60 marks.

Course outline
Unit I: Major perspectives on Indian politics
Liberal, Marxist, Subaltern and Feminist: Western and Indian

Unit II: The politics of identities in India
Caste, tribe, class and gender: Domination, recognition, mobilisation and social justice

Unit III: Regionalism and secessionism
  a. Language, region, and ethnicity: Demand for separate states; salience of regional parties at the national and state level
  b. Autonomy and Secessionism: Accommodation or Integration?

Unit IV: Communalism and secularism
  a. The role of religion in politics; Minorities
  b. Debates on nationalism, communalism, and secularism

Unit V: Civil society and the state
  a. Social Movements; Non-governmental organisations
  b. Development and displacement
  c. Anti-Corruption movements
  d. Political reforms

Unit VI: Policy and politics in the era of economic reforms
  a. The policy and politics of economic reforms
  b. Agrarian crisis; growing disparities and inclusive growth
  c. Business and politics
Unit VII: Assessing Indian state and democracy

Readings: Unit I

Readings: Unit II

Readings: Unit III
Readings: Unit IV

Readings: Unit V

**Readings: Unit VII**


Syllabus for Course on: Public Administration

M.A.: Compulsory Course
Course number: PS-457
Credits: 4
Course Instructor: Prof. G. Sudarshanam

Objective: The subject of public administration is an inherent part of political science. Studying the fundamentals of public administration helps the students to improve their understanding of the state and its style of governance. The Course aims at discussing the basic principles and theories of public administration. Besides, this course enlightens the students on the distinction between public and private administration, trends in structural and accountability facets in the era of globalization.

Contents:

1. Introduction and basic concepts: Meaning, scope, evolution, relevance and importance of public administration

2. Paradigms of Public administration: New Public Administration, Comparative Public Administration, New Public Management, Principle Component Analysis, Development administration, e-Governance

3. Theoretical approaches:
   - Structural approach: Woodrow Wilson, Taylor, Weber, Gullic and Urwick
   - Human Relations Approach: Elton Mayo, McGregor, Argyris
   - Systems Approach: Chester Bernard
   - Decision Making: H.A. Simon
   - Ecological Approach: F.W Riggs
   - Public Choice: Machiavelli, Hobbes, Duncan Black

4. Structure of Public Administration: Forms of public organisations, public sector undertakings

5. Accountability and control: Financial Administration, role of civil society, Social audit, people’s participation

6. Globalisation, Liberalisation and Public administration: Administrative reforms, changing role of public sector in the context of liberalization, public private relations


Selected readings:

16. F.W. Riggs, (1964). Administration in Developing Countries: the theory of prismatic society,


Course outline of: Public Policy and Analysis

M.A.: II  
Core/optional: Compulsory Course  
Course number: PS-456  
Credits: 4  
Course Instructor: Dr. E. Venkatesu

Course Description
Public policy making constitutes the core of politics and government in any nation. As the governments are called upon to perform a wide array of functions, the policy making process has acquired considerable complexity. Although policy analysis finds an important place in other social science disciplines, it has evolved into a major sub-discipline in political science since the 1970s. As such it became a basic component of political science curricula all over the world.

Learning Outcomes
This course aims at familiarizing the students with the key concepts and theories of public policy. At the end of the course, students would be in a position to understand as to why certain issues emerge as policy issues for the government to act upon, how different actors play their role in shaping and influencing the policy process, how policies are implemented and what the outcomes are. The subject matter will be treated in a comparative perspective drawing upon Indian experience and in the light of different approaches and recent controversies in public policy making and analysis.

Contents

Unit 1: Public Policy: Key Concepts and Theories

Concepts
- Public Policy: Meaning, Definitions and Scope
- Rationale for the Study of Public Policy
- Evolution of Public Policy
- Policy Analysis as Art and Craft

Public Policy Theories
- Group theory
- Elite theory
- Institutional theory
- Rational theory
- Process theory
- Incremental theory

Essential Readings


g. Fischer, Frank; Miller, Gerald; and Sidney, Mara S 2006, *Handbook of public policy analysis: theory, politics and methods*, CRC Press, Boca Raton. Chapter 1 (pp 3-11) and Chapters 4 to 7 (pp 41-88).


### Unit 2: Policy Typologies and instruments

1. Distributive Policies
2. Regulatory Policies
3. Redistributive Policies
4. Substantive vs procedural policies
5. Material vs symbolic policies
6. Public vs private policies
7. Liberal vs conservative policies

### Essential Readings


5. Unit 3: Public Policy Cycle

a. *Five Stages of Public policymaking*
   - Agenda Setting
   - Policy Formulation
   - Policy Legitimation (policy approval)
   - Policy Implementation
   - Policy Evaluation

b. *Policymaking styles/levels*
- Bottom-up and top-down
- Merits and demerits of the styles

Essential Readings

4. Unit 4: Public Policy Environment and Policy Actors
   a. Context: Political, economic, social and cultural context
   b. Policy Actors: Elected Politicians, Public, Bureaucracy, Political Parties, Interest/Pressure Groups, International Actors and Regimes

Essentials Readings

4. Ervik, Rune; Kildal, Nanna; and Nilssen, Even (Eds), 2009, *The role of international organizations in social policy: ideas, actors and impact*, Edward Cheltenham. Chapter 1 (Pp 1-19) and Chapter 10 (pp 212-246).
Syllabus for Course on: Politics of Tribal Development in India

M.A.: III & IV
Core/optional: Optional
Course number: PS-
Credits: 4
Course Instructor: Dr. Ramdas Rupavath

Course Outline:
The objective of this course is to introduce the students to the collective life, struggles, movements and aspirations of the tribes of India. Tribes form an important segment of the Indian society, the population of which constitutes 8 per cent of the total Indian population. Each of the tribes has developed its own social organization, means of living and cultural identity. They did make attempts to resist the domination of the British colonizers and, in fact, the colonial administration had set up special institutions for the governance of the tribes. The post-independent India has also made special provisions for the welfare of tribes. The tribal leaders have been inducted into the policy-making institutions. The government has been consistently making efforts for the socio-economic development and integration of the tribal population with the mainstream. However, the tribal population has been facing a plethora of problems in connection with the forest policies, land alienation to non-tribes and so on, which at several points of time spurred into movements and struggles in asserting their rights and attracting the attention of the government. At times there has been even violation of human rights. The tribes have also been subjects of attraction by the Christina missionaries as well as Naxalites that has caused significant change in the lives of the tribes. Of late, globalization has also started affecting the tribes. This course basically introduces the issues concerning tribes in connection with the public policies and development.

Evaluation

The students will be evaluated through two internal tests and one classroom seminar. Each of these is evaluated for 20 marks. The best two of these will be considered for 40 marks. There will be an end semester examination for 60 marks. On the basis of the total marks obtained, final grade will be given to the student.

Unit-I

This unit discusses the basic issue of the definition of tribe, as neither social scientist nor administrators have so far able to provide with any accepted definition of tribe. Further, the population has been variously classified for different purposes. The tribal population has been distributed throughout the country unevenly with distinct physical characters, social organization and historical experiences.

Nomenclature, Classification, Population and Spatial Spread

a) Tribes in Different Parts of India: North East, Central, Western and South
Essential Readings


Suggested Readings

1. R.C. Varma: Indian Tribes through the ages, Publications Dimension, Ministry of information and Broadcasting Govt. of India, 1990.

Unit-II

This unit will examine the political institutions of the tribes during the colonial and post-colonial periods. In addition to this, it will also focuses on the changing scenario of social and economic life of the tribes.

a) Political structures, Tribal areas brought under colonialism, colonial integration methods, development administration, Colonial Ethnology, among the Tribes, Transitions-Economic and Social-cultural, Demarcation of Forests and Tribes
b) Struggles and Movements, Resistance and Revolts
c) Tribal Leadership, Tribal Consciousness and Political Formations

Essential Readings:

Suggested Readings


Unit-III

In this unit attempts is made to examine the various policies formulated historically for the welfare of tribes

a) Politics of British, Nationalistic policy towards Tribes Jawalharlal Nehru – Verrier Elwin and Christopher von, Haimendorf: debate, Demarcation of scheduled areas.

b) Politics of post – independence India: Constitutional provisions concerning Tribal safeguards, the question of reservation.

c) Tribal Development Administration.

Essential Readings

1. L.P. Vidyarthi and B.K. Rai: Approaches, planning and programmes for Tribal Development in India (chapter 12) in The Tribal Culture of India New Delhi, 1986.


Suggested Readings


2. Mishra, G.K. Tribal Development In India, conceptual and contradictions, IIPA, New Delhi, 1982.

Unit-IV

This unit will discuss the main issues concerning the tribes and their development. Further, it will examine the protection and violation and of human rights with reference to tribal population. Like any other population, the tribes are not insulated from the changes taking place due to globalization. It needs to be seen whether globalization is boon or bane for the tribes.

a) Land Alienation, Forest issues, Migration, Indebtedness, Bondage, Tribal Development, Autonomy and other Environmental questions, the status of the Tribal Women, Education of Tribals, and Missionaries Activities.
b) Human Rights issues, Tribal political formation.

c) Globalization and its impact on Tribals

**Essential Readings**


**Suggested Readings**

- Deogaonkar S.G; *Problems of Development of Tribal areas*, Leela Devi publications New Delhi, 1980.
Syllabus for Course on: Theories of Class

M.A.: III & IV  
Core/optional: Optional  
Course number: PS-  
Credits:4  
Course Instructor: Dr. Biju B . L

Course Rationale
Class theories provide a heuristic device to explain the socio-economic relations of power. Over more than a century the literature dealing with theories of class has become so diverse and plenty. This course introduces the students to the miscellany of theories of class. The thrust areas of the course are: the origin of the concept of class in social sciences, classical tradition in class theories derived from Marx and Weber, their subsequent modifications in the twentieth century, the combination and competition of class theories with alternative conceptual and empirical categories such as gender and race, and the critical engagement of post-Marxist and post-modern perceptions with class theories. In the last unit, the students are required to prepare an assignment or to present a seminar on certain academic debates on class theories in the Indian context in any topic given in parenthesis or a different issue out of their choice. Supplementary reading list will be circulated at the time of course.

Course Content

1. Classical theories
   a) Class – The origin of a concept
   b) Marx and Engels (History and class struggles. mode of production and class formation. labour and alienation. labour theory of value. ideology of class domination. the political marginalization of peasantry. ruling class. sack of potatoes and lumpen proletariat. class struggle and social transformation. abolition of classes. Asiatic mode)
   c) Max Weber (Classes and Status groups. class situation as market situation. class interest and social action. types of classes and class struggles. economic conditions and status stratification. ethnic segregation and caste. social relationship – open and closed)

2. Modification of Marx and Weber
   Ralf Dahrendorf (class conflicts. class relations as authority relation). Georg Lukacs (Class consciousness). E.P. Thompson (class as a historical phenomenon. class experience and consciousness.). Nicos Poulantzas (social classes). Anthony Giddens (class structuration and class consciousness). David Lockwood and John Goldthorpe (occupation as class) Erik Olin Wright (class structure. class boundaries and contradictory class locations)

3. Class and gender
4. Class and race
5. Class theories, post-industrialism, post-modernism and post-Marxism
6. **Class theories in Indian context: Major debates** (caste and class, the dominant class coalition model, middle class, narratives of class in subaltern studies).

**Essential Reading List**

**Unit 1 (Classical Theories)**

**Unit 2 (Modifications of Marx and Weber)**

**Unit 3 (Class and gender)**

**Unit 4 (Class and race)**

**Unit 5 (Class theories, post-industrialism, post-modernism and post-Marxism)**
Unit 6 (Class theories in Indian context: Major debates)

(Supplementary reading list will be circulated according to the students’ needs.)
Syllabus for Course on: Theories of Power and Opposition

M.A.: III & IV
Core/optional: Optional
Course number: PS-
Credits: 4
Course Instructor: Prof. Sanjay Pulshikar

1. The integrative role of power
   Parsons: social order and the normative context.

2. The negative view of power
   Robert Dahl: Behavioural focus on decision-making: Bachrach and Baratz: Observable conflict and non decision-making; Steven Lukes:
   Manipulation of wants and suppression of interests.

3. Power as exploitation
   Labour and freedom; class formation and revolutionary struggle; dealineation under socialism.

4. Control of Individual’s consciousness through ideas and culture: Marx and the Frankfurt School.
5. The non-instrumental and positive view of power: Althusser on Ideology; Foucault: Power as productive field of force; local networks and their insertion in the macro-level forms of domination; resistance generated by power
6. The Subalterns and everyday forms of resistance.

Readings:

- Adorno and Horkheimer, Dialectic of enlightenment, Verso, London, 1979
- Foucault Michel, Discipline and Punish, Allen Lane, London, 1977
- Steven Lukes, Power: A Radical View
- Lenin V.I., What is to be done?
- The State and Revolution (Progress Publication editions).
- Marx, Karl, The Economic and Philosophic Manuscripts of 1844
  Manifesto of the Communist Party, 1848.
  Wage Labour and Capital, 1949
  The Class Struggles in France, 1850
  Value, Prince and Profit, 1965.
  The civil War in France, 1971
  Critique of the Gotha Programme, 1875
  (Progress Publications editions)

Three Internal Examinations and End-Semester Examination will follow.
COURSE OUTLINE

Course Description
This Course outlines the historical processes associated with the growth of public administration as a discipline in India; and goes on to reflect on contemporary administrative perspectives and experiences. It also focuses on changes brought about by administrative reforms in the governance of India. It discusses these changes in the context of the markedly neo-liberal agenda of the modern state. The course will seek to comprehend the broad intellectual traditions in administration that has decisively shaped the contours of Indian Administrative system as we understand it today. The course will also attempt to provide the student with some practical hands-on understanding on contemporary administration and policy concerns.

Learning Outcomes
At the end of the course the students should be able:
- to discuss the theoretical approaches to the study of Indian Administration;
- to have a comprehensive overview of the major administrative developments since twentieth century;
- to be made aware of the ongoing debate on the meaning and nature of globalization; and
- to debate key contemporary issues and problems pertaining to Indian administration.

Contents
Unit-I: Foundations of Administration
- Ancient Administration and Kautilya’s Arthasastra
- Mughal and British Administration
- Change and Continuity in Indian Administration in the Post-independence

Essential Readings


Unit-II: Structures of Indian Administration: Centre, State and District
(i). **Union Government and Administration**
- Indian Parliament: Role and Functions
- Legislature, Executive and Judiciary: Structure, Functions and Processes
- Prime Minister: Office and Powers
- Prime Minister’s Office
- Cabinet Secretariat and Central Secretariat

(ii). **State Government**
- Governor: Role, Powers and Functions
- Chief Minister: Power, Role and Position
- The Council of Ministers
- Chief Secretary; State Secretariat

(iii) **District Administration**
- District Administration: Evolution, Features and Functions
- District Collector: Evolution, Appointment, Functions and Position
- Changing Role of the of the District Collector

**Essential Readings**

**Unit-III: Public Services**
- All India, Central, State and Local Services
- Union and State Public Service Commission
- Training of Civil Servants

**Essential Readings**
Unit-IV Local Governance
- Democratic Decentralization and Panchayati Raj Institutions;
- 73rd and 74th Constitutional Amendments: Its Impact on Decentralization
- State Election Commission
- State Finance Commission
- Challenges to Local and Urban Governance
- Politics of Coalition and dynamics of Bureaucracy

Essential Readings


**Unit-V: Globalization and Indian Administration (3)**

- Impact of Liberalization on Indian Administration
- Privatization and Globalization.
- Globalization and Civil Society

**Essential Readings**


**Unit- VI: Public Sector Reforms and Regulatory Authorities in India**
- Public Sector in Modern India
- Forms of Public Sector Undertakings
- Problems of Autonomy, Accountability and Control
- Emergence of Regulatory Commissions in post-liberalization
- Telecom Regulatory Authority
- Central Electricity Regulatory Authority
- Insurance Regulatory Authority

**Essential Readings**

**Unit-VII: Themes and issues in Indian Administration**
- Problems of Centre-State Relations
- ICTs & Good Governance
- Administration and Politics: Politicization
- Integrity in Administration and Civil Service Ethics
- Corruption in Administration: Role of Lok Pal and Lok Ayukta
- Administrative Reforms: Role of Second Administrative Reforms Commission (ARC)

**Essential Readings**


*****
This course will discuss contributions of Antonio Gramsci, a thinker described by Perry Anderson as one of the most original Marxist philosophers since Marx. This course will highlight on the inner structure of Gramsci’s political thought and will rely on a contextual reading as a pedagogical tool while dealing with his texts. As there are a wide variety of contexts informing his concepts listed below, lectures will focus on them as we proceed. It is interesting to note that he offers an unusual critique of Orthodox Marxism while being part of it and opens up immerse possibilities for an unorthodox Marxian political theory.

What is orthodox Marxism? :  Monism in Marxism – its advocacy of complete science, economic determinism, negative dialectics or binary opposition, party-state model of socialism; “Marxism of backward societies”? (Gramsci)

1. Philosophy, common sense and religion
2. Dialectical Logic
3. Intellectuals: traditional, organic, cosmopolitan and international
4. Hegemony: domination plus consent; the concept of passive revolution as failed hegemony
5. Factory Councils: popular moments of counter-hegemony
6. Civil society, a sphere of consent? Or socialism as new civil society
7. The state, a sphere of domination? Or contradiction between ethical and political state?
8. Fascism and its mass character - Is fascism a purely elitist phenomenon?
9. Education: Hegemony vs. counter-hegemony
10. Redefining Communist Party or new political society: dialectic of council, union and the party; party as historic bloc/national-popular; communist party as party of differences
11. Feminism, Post-Modernism, Post-Marxism and Subalternism: Looking beyond Gramsci’s political theory?

References:

Original Writings:

Secondary Writings:

17. Joseph P. Zanoni, “Antonio Gramsci and funds of Knowledge: Organic Ethnographers of Knowledge in Workers’ Centres”, (publication n.a.).
Syllabus for Course on: **India in World Affair**

M.A.: III & IV  
**Core/optional:** Optional  
**Course number:** PS-  
**Credits:** 4  
**Course Instructor:** Dr. S. Shaji  

1. India’s Foreign Policy: Origins and Determinants.  
2. Nonalignment: Definition; India’s role in Nonaligned Movement (NAM)  
3. India and her neighbours – Pakistan, China, Sri Lanka, Nepal and Bangladesh.  
4. India and the ‘Superpowers’ – The USA and the USSR.  
5. India and the Third World – West Asia – South East Asia – Africa.  
6. India and the Indian Ocean  
7. India’s Nuclear Policy  
8. India and Regionalism in South Asia.  
9. The end of the Cold War, Globalization and India’s Foreign Policy.

**Reading List:**

**Books:**

Michael Brecher  
*The New States of Asia: A Political Analysis* (London 1963)

S. Rose  
*Politics in Southern Asia*

Bimal Prasad  
*Origins of Indian Foreign Policy*

Wayne Wilcox  
*India, Pakistan and the rise of China* (New York 1967)

K.P. Karunakaran  
*India in World Affairs*

J. Nehru  
*India’s Foreign Policy: Selected Speeches.*

Karunakaran Gupta  
*Indian Foreign Policy (Calcutta)* 1970]

Martha Nicholaz and Philip Oldenburg  
*Bangladesh: The birth of a Nation*
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<tr>
<th>Author</th>
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<tr>
<td>Appadoral</td>
<td>Essays in Indian Politics and Foreign Policy (Delhi 1971)</td>
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<td>K.P. Mishra</td>
<td>Studies in Indian Foreign Policy(1971)</td>
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<td>J. Bandhopadyaya</td>
<td>The Making of India’s Foreign Policy (Bombay).</td>
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<td>Appa Dorai</td>
<td>Domestic Roots of Indian Foreign Policy.</td>
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<td>Harish Kapur</td>
<td>India’s Foreign Policy, 1947-1992</td>
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<td>Ramesh Thakur</td>
<td>The Politics and Economics of India’s Foreign Policy.</td>
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<td>Robert Bradnock</td>
<td>India’s Foreign Policy since 1971.</td>
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<td>Appadorai and Arora</td>
<td>India and World Affairs(1975)</td>
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<td>S.M. Burke</td>
<td>Mainsprings of Indian and Pakistani Foreign Policies.</td>
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<td>V.P. Dutt</td>
<td>India’s Foreign Policy, 1984.</td>
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<td>Heimsath and Mansingh</td>
<td>A Diplomatic History of Modern India, 1971.</td>
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<td>Werner Levi</td>
<td>Free India in Asia, 1952.</td>
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<td>Lorne Kavic</td>
<td>India’s Quest for Security, 1967.</td>
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<td>Surjit Mansing</td>
<td>India’s Search for Power, 1984.</td>
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<td>Paul Power (ed.)</td>
<td>India’s Non-Alignment Policy, 1967.</td>
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<tr>
<td>M.S. Rajan and S. Ganguli (eds.)</td>
<td>India and the International System.</td>
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<tr>
<td>N.V. Raj Kumar (ed.)</td>
<td>The Background of Foreign Policy, 1952.</td>
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Gowher Rizvi and Barry Buzan (eds.)

Alvin Rubinstein (ed)

Raju G.C. Thomas

Rajen Harshe and K.M. Seethi (eds.)


The Great Game, 1983.


Engaging with the world: Critical Reflections on India’s Foreign Policy, New Delhi, Orient Longman, 2005.
Syllabus for Course on: e-Governance

M.A.: III & IV
Core/optional: Optional
Course number: PS-
Credits: 4
Course Instructor: Prof. I. Ramabrahmam

Course Description

e-Governance is one of the frontier areas of public administration cutting across all operations of the government. As a sub-discipline, it owes its origin to the advent of globalization. It is an amalgamation of neo-liberal ideology with the tenets of New Public Management (NPM) and governance. Demand for transparency, accountability, responsiveness in administration has resulted in the advocacy of ICTs as a tool of governance. e-Governance redefines the role of government and its relationship with the citizenry, in so far as the government adopts technology and move towards an online government or paperless government (also known as digital government).

Course Objectives

The course aims at familiarizing the students with the key concepts and theories of e-governance. At the end of this course the students would be in a position to understand the models of e-governance, the National e-governance Plan and examine the application of IT in diverse spheres of administration. Further, the issues of ethics and digital divide; and resistance to technology management and ethics will be discussed.

The course will be treated in a case study method and comparative perspective drawing upon Indian experience in the light of recent development and controversies in governance.

Unit – I: Theories and Concepts of e-governance

- e-Governance: Meaning, Definitions, Scope, and significance
- Theories of e-Governance (Six perspectives and six theories)
- Models of e-Governance:
  - The general information dissemination model
  - The critical Information dissemination model
  - The advocacy model
  - The interactive model

Essential Readings


Unit– II: Legal Framework of e-governance in India

- Information Systems (Meaning, DBMS, Resource Mapping)
• IT Act – 2001 and Salient features of Act
• Citizens Access to Information – Right to Information Act
• National E-Governance Plan

**Essential Readings**


**Unit– III: Applications**

• e-Governance in Rural Development
• e-Governance in Urban Administration
• e-Governance in Economic Development
• e-democracy

**Essential Readings**


**Unit – IV: Case Studies**

• e-Literacy: Akshaya in Kerala
• Digitalization of Land Records Administration: BHoomi in Karnataka
• Property Registration: STAR in Tamil Nadu
• Automizing District Administration: The e-district project

**Essential Readings**


**Unit – V: Issues and Challenges**

• e-Readiness
• Digital Divide
• Critical Factors: Technology, People, Process, Resources, Infrastructure
• Resistance to Change
• Legal Obstacles
• Skills and Competency
• Ethics

**Essential Readings**

Project Work: Students have to undertake a field visit, and identify one e-Governance initiative taken up by either a state or central government office. They will submit a project report on the e-Governance initiative, linking it to the concepts and theories that have been taught in the classroom.
Syllabus for Course on: Public Governance

M.A.: Optional
Course: PS-
Credits: 4
Course Instructor: Dr. E. Venkatesu

Duration: July - April

Need: The concept of governance has become an important one in the contemporary discourse on democracy across the globe in response to paradigm shift from government to governance in the context of State, Market, and Civil Society. As a result, citizens, communities have been asserting the notion of governance as a viable mechanism for the participation, transparency and accountability. To make the phenomenon of governance as a vibrant one, the civil society movements have been emerging. Subsequently, for the last few decades, considerable amount of literature has been generated on the notion of governance, which needs to be put in a proper framework for the academic debates in order to enrich knowledge about the subject.

Objectives

- To familiarize the students about theoretical and empirical knowledge of public governance.
- To provide inputs for the rigorous study of the emerging issues and trends in the area

Course Contents

Unit 1 Paradigm shift from Government to Governance

(a) Neo-liberal context
(b) Debates and Propositions on Governance

❖ Readings

- David Levi-Faur (ed) (2012). The Oxford Handbook of Governance, Oxford University Press: Delhi, Chapter 1
- Patricia Kennett (ed)(2008) Governance, Globalization and Public Policy, UK, Northampton, MA,USA, Chapter 1 Introduction: governance, the state and public in a global age
2. Theories of Governance

(a) Policy Network Theory, (b) Rational Choice Theory, (c) Interpretive Theory, (d) Organization Theory, (e) Institutional Theory, (f) Systems Theory, (g) Meta governance, (h) State-society Relations, (i) Policy Instruments and Governance, and (j) Development Theory

❖ Readings
- Mark Bevir (ed) (2011). Sage Handbook of Governance, Sage Publications: Delhi, Section-1 Theories of Governance (Chapters 2 to 11)

1. Decentralized Governance

(a) Decentralisation for Deepening of Democracy
(b) Decentralisation for Economic Development
(c) Decentralisation for Conflict Resolution

❖ Readings
- Satyajit Singh and Pradeep K. Sharma (ed), Decentralization: Institutions and Politics in Rural India, Oxford University Press (2007), Chapter-1

4. Issues in Governance

(a) Participation, (b) Transparency, (c) Accountability and (d) Ethics

❖ Readings
- Right to Information: Master Key to Good Governance (June, 2006), 1st Report of 2nd ARC.
5. Capacity Building for Governance

(a) (i) Individual, (ii) Institution, (iii) Socio-economic environment and (iv) Policy support
(b) Capacity Building Framework
(c) Capacity building Process in India

❖ Readings

- National Capacity Building Framework (2004), MoPR, Govt. of India.

❖ Supplementary Readings

- Books

- Articles
Syllabus for Course on: **Dalit Politics in India**

M.A.: **Optional**

Course number: 
Credits: 4  
Course Instructor: **Dr. K. Y. Ratnam**

One of the most fascinating aspect of contemporary Indian politics is that the emergence of many facets of Dalit politics. In both academic and social discourses there is growing awareness about the need to examine the role of Dalit politics in shaping the public debate about the key aspects of Indian polity and the public policy agenda.

**COURSE DESCRIPTION:**

The purpose of this course is to analyse the historical development of various forms of Dalit politics in India. This course is mainly concerned with three interrelated levels of analysis and discussion.

The evolution of Dalit politics: An intellectual history of political ideas.

The Dalit political ideology, programmes, forms of mobilisation, organizational structures, electoral participations, voting pattern.

The Dalit politics its links with mainstream political parties at national and regional level. The strategies of cooption/accommodation.

**COURSE OUTLINE:**

1. Historical Background
2. Pre Independence: colonialism and Dalits
3. Phule, Periar, Gandhi, Ambedkar
4. Post Independence Period
5. Reservations policy and democracy
6. Dalits and major political parties:
7. Left, Centre and Rightist Parties
8. Dalits and Electoral Politics:
9. Participation; voting pattern
10. Dalit Political Initiatives
11. Independent parties: RPI, BSP and other state level parties
12. Ideology, leadership and Mobilisational strategies.
13. Dalits and non-party, non-electoral movements:
14. Civil Society and politico cultural organizations;
15. sub-caste movement and Dalit women
16. Marxist - Leninist Politics
Syllabus for Course on: **Rural Development**

M.A : **Optional Course**
Course number: PS- Duration : **July - April**
Credits: 4

Course Instructor : **Prof. G. Sudarshanam**

**Course Outline:**

1. Understanding the Rural
2. Rural Development: the Concept and Approach
3. The Rural Setting-Social, Economic, Political and Cultural
4. Organisational Strategies since independence:
   (a) Community Development
   (b) Panchayati Raj
   (c) Co-operatives
   (d) Voluntary Organisations
5. Administration of anti-poverty programmes
6. Rural Bureaucracy and Development
   (a) Administrative set up at the grass roots
   (b) Administrative culture: Development and regulatory dimensions
   (c) Emerging trends in rural bureaucracy.
7. Land Reforms
8. Organising the rural poor.

**Books Recommended:**

• S. Bhatnagar – Rural Local Government in India, Light and Life, New Delhi.
• T. Mathew – Rural Development in India, Aglicole Publishing Academy, New Delhi, 1984.
• Vasant Desai, Rural Development in India, Himalaya, Mumbai, 2015
• E. Venkatesu (Ed), Democratic Decentralisation in India, Routledge India, London, 2016
• Surinder S. Jadka (Ed), Village Society, Orient Black Swan, Hyderabad, 2012

Syllabus for Course on: **Technology and Politics**

**M.A.: Optional**
Course number: 
Credits: 
Duration: **July - April**
Course Instructor: **Prof. Vasanthi Srinivasan**

**Course Outline:**

In this course, we will examine the meaning and implications of the rise of technology in general and information technology in particular. We will begin with popular writers such as Alvin Toffler and James Martin who celebrate the new ‘wave’ of technological revolution. Then we will proceed to examine the ‘meaning’ of technology as articulated by philosophers such as Martin Heidegger, Jacques Ellul and Marshall MacLuhan. With this theoretical background, we will look at the specific ramifications of technology for politics in general and democratic politics in particular. The prospects and problems opened up by notions of ‘information society’, ‘electronic governance’ and ‘digital democracy’, ‘web activism’ and so on will be explored.

Our key questions are as follows: Is technology just a set of tools and methods or is it a worldview that enables and compels us to see the world and ourselves as a resource base? Are we really on the verge of a major ‘revolution’ as claimed by Toffler or are we, in fact witnessing the ‘end’ of all revolutionary potential to the extent time and space have been altered in fundamental ways? Is the vocabulary of representative democracy, individual rights, enlightened citizenship, human values enhanced or subverted by the new communication technologies? What are the implications of technology for Indian politics?

**Topics and Readings:**

- “Waves” and “Revolutions”--- scientific revolution and industrial revolution compared to the technological revolution.
- Philosophies of technology--- Martin Heidegger and Jacques Ellul
- Technology as a social and political construction.
- Towards a ‘new’ politics? Political leadership, legislation and representation through new media
- The changing face of governance---Increased accountability and transparency.
- Postcolonial predicament---Development and displacement of indigenous knowledges and peoples

Readings:

The following are listed in the order in which we are likely to read them.

• Select articles from the journals *Technology and Culture, TechnoPolitics, Future Imperfect: The Conscience of the Digital Age and Information Technology and Politics* to be announced later.
Despite periodic reassurances, the hope that was promised and guaranteed by the twin processes of modernization and secularization has amounted to very little in the 20th and the 21st centuries. The force of ethnic, racial, religious and national identities remains as potent as ever, transcending, and often nullifying, the combined influence of factors such as reason, science and democracy. It is also ironical that despite the universal claims of the secularization and modernization thesis, the persistence of violence has remained one of the most powerful elements that casts its spell unmindful of ideologies, regimes and nationalities. The works of Hannah Arendt, Georges Sorel, Walter Benjamin, Frantz Fanon, Konrad Lorenz, Ernest Jünger, Ambedkar and Gandhi have been significant attempts in the past hundred years to conceptualize and understand violence. Though political violence may traditionally have a specific resonance, its ubiquity has increasingly been recognised. Its reach and toxicity is felt in contexts such as war, rhetoric of development and nation-building, gender violence, terrorism, genocides and religious violence. While these thinkers and texts have enriched our understanding of various textures of violence, we are also constantly assailed by the sheer inventiveness and novelty of forms of violence. The ways in which political regimes and social groups tend to refine, perfect and practice violence seem often to suggest the inadequacy and obsolete state of our conceptual and theoretical apparatuses. This course would be an attempt to take stock of the ways in which we understand violence but also the manner in which our ability to write about violence can be honed and perfected. One way of doing this is to re-evaluate the histories of violence and their efficacy. Do we really need to revisit extant accounts of violence that are already available to us? Are all the orthodoxies, self-images and myths that help in understanding violence been adequately interrogated? Another way of examining the question is to suggest alternative ways of looking at the phenomenon and propose additional tools to make sense of violence and its representation. These two sets of questions can only be answered through a thoroughgoing reappraisal of theories, historiographical practices and conceptual universes within a comparative framework.

1. Meaning and definitions of violence and non-violence: Situating political violence within the context of understandings of violence and non-violence.

2. Understanding political violence in the intellectual histories of Western and Indian political thought.
3. Theorizing political violence in contemporary Western and Indian political thought and political theory.


5. Political violence and theories of non-violence.

6. Understanding political violence through interdisciplinary perspectives.

**Suggested readings**

1. Hannah Arendt, *On Violence; Eichmann and the Holocaust*.

**Note:**

1. This course will be evaluated through three internal modes of assessment comprising an essay, a seminar and a test. This will be followed by an end-semester examination.

2. The course carries a weightage of 4 credits.
Syllabus for Course on: Democratic Decentralization and Governance

M.A.: Optional
Course number:  
Credits:  
Course Instructor: Dr. E. Venkatesu

Duration: July - April

Need: Political science, as discipline of social sciences, focuses on the study of political ideas and institutions. Democratic decentralization, as an idea is in the process of downward percolation and as an institution providing the platform for participation and collective decision making. Democratic decentralization is the development of reciprocal relationships between centre, state and local governments and between local governments and citizens. The strategic objective that democratic decentralization serves is to broaden legitimacy, transparency, and accountability within the political system. Since 1980s and 90s considerable number of countries across the globe practicing democratic decentralization and governance. The emerging practices of the democratic decentralization and governance need to be studied in depth from theoretical as well as empirical points of view.

Objectives:
❖ To familiarize the students about theoretical and empirical knowledge of democratic decentralization.
❖ To provide inputs for the rigorous study of the emerging issues and trends in the area

Course Contents:

1. Conceptual Framework:
(a) Principle of Subsidiarity. The bottom up subsidization process of functions through Citizen, Community and local government to federal and national government.
(b) Decentralization, Devolution and Deconcentration.

❖ Readings

➢ Jean-Paul Faguet (2005), Governance from Below- ‘A theory of Local Government with two empirical tests’, working paper, LSE Research Online

2. Changing debates on Democratic Decentralization
(a) During pre-colonial, colonial rule and national movement.
(b) Gandhi and Ambedkar controversy
© Congress and non-Congress parties in deeping democracy
(d) State, Civil Society and Market

❖ Readings


3. Elections for Local Bodies and Emerging Leadership
(a) Analysis of local body elections and
(b) Grassroots movement for transparent elections

❖ Readings


4. Capabilities Development for Democratic decentralization and Governance

(d) (i) Individual, (ii) Institution, (iii) Socio-economic environment and (iv) Policy support
(e) National Capacity Building Framework
(f) Programmes for capacity building: BRGF and RGSY

➢ MoPR, Govt. of India, (2004), National Capacity Building Framework for Panchayati Raj Elected representatives and Functionaries.
5. Participation, transparency, Accountability and Ethics in Governance.

a. Local Assembly for collective decision making,
b. Committees for execution
c. Right to Information and Social Audit and
d. Ethics in governance

❖ Readings:
- Planning Commission of India, (2005,) (Vision Foundation for Development Management Social Audit), Gram Sabha and Panchayati Raj (Assessment of present status recommendations for making social audit, a viable instrument for sustainable programme delivery.

(a) Strengthening and deepening of democracy-Brazil, Philippines, South Africa etc.
(b) Institution for market accessibility-China, Chile, Vietnam etc.
(c) Instrument for Conflict Resolution- Columbia, Ethiopia and Sudan etc.
(d) Mechanism for Service Delivery-Britain, USA, Norway etc.

❖ Readings:

Supplementary Readings:

Books
- Ivor Jennings (1963), Principles of Local Government Law, University of London Press ltd, London


Ministry of Panchayati Raj, Govt. of India, (2006), *The State of the Panchayats*


**Reports**

- MoPR, (2010), The First Report of NACRC on BRGF

**Articles.**

- D Bandyopadhyay, B N Yugandhar, Amitava Mukherjee, *Convergence of Programmes by Empowering SHGs and PRIs* (29th June 2002), EPW.
Objective

Political parties are important organisations in modern politics and it is almost unthinkable to imagine representative democracy without them. Parties perform many valuable functions, including among others leadership recruitment and interest aggregation and it is through them very often that crucial political decisions are taken. It follows therefore that nature and type of the party system not only have implications for government formation and functioning but also on the quality of democracy. Not surprisingly, parties and party systems is one of the most intensively researched areas in the discipline of political science. The course is structured around three dimensions of party activity, namely party in the electorate, party in government and parties as political organisations. It attempts to introduce some core issues and typologies that have been put forward to make sense of political parties and party systems. It examines issues like what are political parties and why they are important, different approaches to studying parties and party systems and key debates about the role of parties in the three spheres of elections, government and as organisations. The course does not specifically focus on India; however, it does extend some of the discussion by examining related and selected writings on India.

1) What are political parties and why do they continue to survive?

   a. Relevance of Political Parties in modern Democracies
   b. Party in the electorate, party in office and party as organization

Recommended


2) Studying and Locating Parties and Party Systems

a. Sociological and Institutional

b. Policy space, Left-Right Dimension and Cross Cutting Cleavages

3) **Party Systems**

a. Classification of Party systems
b. Party System Change


Recommended


4) **Parties and Elections**

a. Programmatic competition, Clientelism
b. Election Campaigns
c. Electoral Coalitions


Recommended


5) Party in Government

a. Office and/or Policy
b. Parties in government- Coalition government


Recommended

6) Party as Organisations

a. Party types: Cadre, Mass, Catch-all, Cartels and Beyond
b. Party Families
c. Parties and party systems in multi-level systems


Recommended

Syllabus for Course on: **Education and Politics in India**

**M.A.: Optional**

Course number:

Credits:

Course Instructor: **Dr. Ramdas Rupavath**

This course introduces the student to field of education from a political perspective. The pre and post-independent India has also made special provisions for the education. The educational experts have been inducted into the policy-making institutions. The government has been consistently making efforts for the socio-economic development and integration of the Indian population. However, the population has been facing a plethora of problems in connection with the socio, economic problems such as dropout and illiteracy among people of India. Of late, globalization has also started affecting the education. The objective of this course is to introduce the students to the field of education from a Political philosophy and policy perspectives. The course broadly discuss the major theoretical approaches that reflect the ideas of eminent thinkers both Western and Indian in particular. Themes like education in relation to state, Education and curriculum, policy and various institutions in India will able to give basic idea about education system in India. Understand the nature of education as a discipline/an area of study. Discuss the emerging dimensions of School and Higher education. Finally, at the end of the semester, students are expected to submit a project report based on an empirical study.

**Evaluation**

The students will be evaluated through two internal tests and one classroom seminar. Each of these is evaluated for 20 marks. The best two of these will be considered for 40 marks. There will be an end semester examination for 60 marks. On the basis of the total marks obtained, final grade will be given to the student.

**Unit- I: Introduction to Politics of Education**

To understand the nature of education as a discipline and examine critically the theories and basic concepts drawn from political science. But still after sixty seven years of independence, the several issues like brain drain, influence of western education, lack of value system and failure in imparting education to all the section of society are still part of discourse of education. The politics of education seeks to question the crux behind changing, shifting education policies. It also looks the reasons why it has not achieved its goal.

**Essential Readings:**


**Unit-II: Theoretical Approaches of Politics of Education**

This unit discusses the basic issue of the various philosophical approaches of the education, as neither social scientist nor administrators have so far able to provide with any accepted definition of education. Further, the population has been variously classified for different purposes. The population has been distributed throughout the country unevenly with distinct physical characters, social organization and historical experiences.

- Nationalist approaches, Western, Orientalist approaches, Feminist, Subaltern, reproduction theory, Alternative education.
- Critical analysis of different Philosophical of schools of thoughts and thoughts of great educators like Gandhi, Jawaharlal Nehru, Phule, Ambedkar, John Dewey, Paulo Friere, Verrier Elwin etc.

**Essential Readings:-**

Unit- III: Education Policy and System in India

This unit will examine the political institutions of the education during the colonial and post-colonial periods. In addition to this, it will also focuses on the changing scenario of social and economic life of the people.

- Constitution and Legislative Provisions
- Education Commission and Committees
- Institutions and Education in India
- Dynamic Relationship of Education with Political Processes.

Essential Readings:


Unit -IV: Globalisation and Changing Socio-Cultural Context of Education

In this unit attempts is made to examine the education in the era of globalization. This unit will discuss the main issues concerning the tribes and their development. Further, it will examine the protection and violation and of human rights with reference to tribal population. Like any other population, the tribes are not insulated from the changes taking place due to globalization. It needs to be seen whether globalization is boon or bane for the tribes.

- Equity and education: positive discrimination, and the policy of reservations, Indigenous modes of education, Globalization an education, Migration, culture learning and learning to labor.
- Contemporary issues and education Indian society-with reference to multi-cultural, multi lingual, gender, equity, poverty etc.Diversity of learning and curriculum sites; critical appraisal of the role of schools, parents ,peer group and community

Essential Readings

Unit V. Changing political context of Education: School Context
In this unit attempts is made to examine the observational studies of various instructional situation in the schools.

- The political System and the Educational system.
- Educational Institutions in their Social and political Environment
- Political Dimensions of University Government.
- Public and private schools debate, Tribal welfare, Social welfare, affiliated to different boards.

Essential Readings
7. Manabi Majumdar and Jos Mooij (2011), Education and Inequality in India: A Classroom View, Routledge Contemporary South Asia Series

Key Reading

Paulo Freire; Pedagogy of the Oppressed (30th Anniversary Edition)

Sabyasachi Bhattacharya (ed.) (2002), Education and the Disprivileged: Nineteenth and Twentieth Century India New Delhi, Orient Longman.


Rupavath Ramdas (2015), Report on Education Status of the Scheduled Tribes: Achievement and Challenges, ICSSR sponsored National Survey on 'Educational Status of Scheduled Castes and Scheduled Tribes: Attainment and Challenges'
Course Objectives: the course looks at the colonial underpinnings of the major concepts and practices of International Relations (IR) namely that of the ‘nation’, ‘international law’, ‘sovereignty’, the dichotomy between domestic/global or ‘inside/outside’, ‘liberal cosmopolitanism’, ‘political economy,’ and ‘development’. The emergence of a nation-state system, which gave birth to the ‘inter-national’ and its attendant institutions and practices (marked symbolically by the Treaty of Westphalia), was integrally linked to the violence of European expansionism. And yet these signs have been consistently erased historically both in the practices of IR and in the discipline, which has been a reflection of the former. This has allowed the dominant discourses of IR to speak in terms of the ‘universal’ or ‘global’ while the non-West can express itself only in terms of the ‘local’ or ‘provincial’. The main objective of this course is to genealogically trace the links between IR and colonialism. It will focus on the relationship between the rise of western scientific reason, colonialism and the emergence of nation-states -all processes associated with ‘modernity’ that have emerged through a denial of the plural world-views of the non-West (and internal plurality within the West). And this denial of ‘difference’ was the basis for the violence that accompanied colonialism. However, rather than viewing these as a set of events that unfolded in the historical past, the course points to the ongoing intersections between colonial world-views and contemporary practices and discourses of IR. Each of the readings given below attempt to unpack the colonial lineages of IR, by highlighting its provincial origins as well as recovering ‘silences’ or alternative visions and voices that were drowned out in the making of the ‘inter-national’.

Specific page numbers and chapters of the readings will be assigned on the first day of class. Students are expected to actively participate in class discussions and complete all required readings on time. Student evaluation: there will be three internal assessments and a final exam.

Internal Assessment#1: A 15 minute in class presentation on a journal article (the list of articles will be provided on the first day of class. The student will have to choose one from the given list). These will go on throughout the semester; each student has to present once-20 marks
Internal Assessment#2: A ten-fifteen page research paper on one of the themes listed in the course syllabus-20 marks
Internal Assessment#3: A two-page critical response paper to be handed in every week for one of the required readings per week-20 marks
(Two out of three assessments will be chosen or best of two)

Final Exam: will cover the whole portion of the course-60 marks

Course Design:

Week I
Readings:

**Introducing the Debate on IR and Colonial Modernity**

**Essential:** Sanjay Seth. “Postcolonial Theory and the Critique of International Relations.” *Millennium.* 40:1 (Sept 2011), pp.167-83


**Week II**

**Exploring ‘The Denial of Difference’ in IR**

**Essential:** Naeem Inayatullah and David Blaney. *International Relations and the Problem of Difference.* London: Routledge, 2004 (selections, to be announced).


**Week III**

**The violence of ‘Silencing the Other’**

**Essential:**


**Recommended:**


**Week IV**

**The Psychological Violence of Colonialism**


Week V

**Nation-State and Sovereignty**


Week VI

**Nationalism**


Rabindranath Tagore. *Gora.*

Week VII

**International Law**

Weekly Reflections

**Recommended:**

**Week VIII**

**Liberalism (Notions of Private Property, Individualism)**

**Essential:** Sankar Muthu (ed.) *Empire and Modern Political Thought.* Cambridge: Cambridge University Press, 2012 (selections, TBA).


**Week IX**

**Security**


**Week X**

**Political Economy**


**Week XI**

Research Paper due (no readings)

**Week XII**

**III. Where do we go from here? Are Alternative Global Imaginings and Practices Possible?**

**Essential:** Arlene Tickner, David Blaney and Ole Waever (eds.) *Thinking International Relations Differently*. London: Routledge, 2012 (selections, TBA).

Syllabus for Course on: **Elections and Voting Behaviour**

**M.A.: Optional**  
Duration: **July - April**

Course number:  
Credits: 4  
Course Instructor: **Prof. K. C. Suri**

**Course rationale and objective:**

Studies on elections and voting behaviour constitute a major area of political science teaching and research all over the world. The course acquires importance in view of the growing interest among students of Indian politics about the ways in which Indian citizens exercise their vote, contributing to the success of India’s democracy. The course will relate these various theories of voting behaviour to the Indian context by reviewing some major writings on India. It discusses the extent to which India conforms to these theories developed in the context of the industrialized western nations and what we learn about voting behaviour from India’s experience with electoral democracy over the past few decades.

This course aims to familiarize the students at the Masters level with the different theories and models of voting and controversies that surround them. Discussions on the theme will be based on the reports of empirical research over the past few decades. The course seeks to answer questions like: Why do citizens vote or not to vote? Why do they vote as they do? What are the long-term and short-term factors that influence voting decisions? How do parties and candidates seeking elected public offices attempt to mobilize support?

Thus, the course seeks to focus on the factors that explain voting decisions (such as social and economic background of the voter, perceptions of the political phenomena, individual’s social and political values, issue orientation, levels of political awareness, motivation and participation, opinions and attitudes about public institutions, public policy, government performance and political leadership) and their interrelationship. While the course does not deal with electoral studies or political parties in general, it has interconnections with these fields of study, as well as with other social science disciplines such as sociology.

**Course outline:**

1. **Evolution of studies on elections and voting**


2. Social structural theories:

Social and political cleavages such as class, caste and religion

Party identification

Evans, Chapter 3.
- Pai, Sudha and Jagpal Singh, 1997, “Politicisation of Dalits and Most Backward Castes, Study of Social Conflict and Political Preferences in Four Villages of Meerut District”, Economic and Political Weekly, XXXII (23), June 7, 1356-1361

3. Rational choice theories:

Paradoxes of voting and non-voting

Ideology and electoral choice

Evans, Chapter 4
- Palshikar, Suhas and Sanjay Kumar, 2004, “Participatory Norm: How Broad Based Is It?”, Economic and Political Weekly, XXXIX (51), December 18, 5412-5417
- Kumar, Sanjay, 2009, “Patterns of Political Participation: Trends and Perspectives”, Economic and Political Weekly, XLIV (39), September 26, 47-51
4. Proximity and directional theories:

Issues and space

Evans, Chapter 5.


5. Voting and the economy:

The vote/popularity function

Aggregate models

Perceptions: Prospective versus retrospective voting; ‘Sociotropic’ versus ‘pocketbook’ explanations

Evans, Chapter 6


6. Some other aspects of voting behaviour

(i) Strategic / Tactical voting


(ii) Candidate impact


(iii) **Voter Sophistication**


(iv) **Media effect**


(v) **Clientilism and money**


**Three Internal Examinations and End-Semester Examination will follow.**
Syllabus for Course on: **Women’s Movements in Modern India**

**M.A.: Optional**

Course number: [Unsure]  
Credits: 4  
Course Instructor: **Prof. Manjari Katju**

The course attempts to chart out the trajectories of women’s movements in modern India. Beginning with the colonial encounter and the 19th century reformist efforts at improving the social condition of women in India, efforts at women’s empowerment and emancipation have come to acquire a distinct presence today to be classified as movements. The course while looking at women’s rights’ activism chronologically, also attempts to deal with it thematically (with select case studies), to get a better idea of the varied paths that the women’s movements traversed.

1. **Women, Colonialism and the Socio-Religious Reform Movement**
   i) Colonialism and the impact of liberal ideas of individual liberty and equal rights.
   ii) The role of the emerging middle-class intelligentsia in taking up the question of women’s emancipation.
   iii) Specific notions of womanhood as put forth in campaigns against sati, child marriage and for widow remarriage and women’s education.

2. **Women and the Indian National Movement**
   i) Gandhi: Position on the women’s question.
   ii) Formation of the All-India Women’s Conference 1926 and women’s organisation and activism as part of the Indian National Congress.
   iii) Women and the Telangana Peasants’ Armed Struggle.
   iv) Partition and Victimhood.

3. **Women’s Movements in Independent India - I**
   i) Women and the Modernising State.
   ii) Socio-Political Empowerment: Land rights, equal wages, gender sensitive work conditions; emphasis on organisation, economic empowerment and legal support.
iii) Autonomous women’s initiatives: Issues of violence (foeticide/infanticide, dowry deaths, custodial rapes, sati, caste violence); personal laws versus legal empowerment; reproductive rights; education.

iv) Ascent of Ecofeminism stressing the natural affinity of women and ecology.

4. Women’s Movements in Independent India - II

i) Furthering political empowerment: Women and local self-governments; reservations.

ii) Local movements and assertions: Anti-arrack movement in Andhra and Chipko Movement in Kumauon.

iii) Sharpening of ideological divide and multiple identities within the women’s movements – questions of class, caste and community.

iv) Phase of women studies and research 1970s-80s and areas for further enquiry.

Three Internal Examinations and End-Semester Examination will follow.

Selected Readings

- Stree Shakti Sangathan. 1989. ‘We were making history...’ Life Stories of Women in the Telangana People’s Struggle. New Delhi: Kali.


• Articles on Anti-Arrack movement (1995-97) in *Frontline*.


• Articles in *Manushi* on different issues.


• F. Engels. *The Origin of the Family, Private Property and the State*


• Nivedita Menon. 2001. *Gender and Politics in India.* New Delhi: OUP.

Syllabus for Course on: **International Political Economy (IPE)**

**M.A.: Optional**

Course number:  
Duration: **July - April**

Credits: 4

Course Instructor: **Prof. Prithviram Mudiam**

This course seeks to familiarize students with International Political Economy (IPE), a new and emerging area in international relations. This area, of late, has acquired a new salience in the context of globalization, a phenomenon largely driven by economic forces and motives but with serious political implications, both for individuals and states.

IPE represents an attempt by scholars, who having recognized the importance of the intricate and dynamic relationship between the political (state) and the economic (market), tried to study these two most important forces of our times in an interactive and integrated mode. The primary focus of IPE, therefore, is the complex and often contentious relationship that exists between state, society and market.

This relationship is sought to be studied from three most important and influential ideological perspectives that engaged human intellectual attention in the post-industrial societies over the last few hundred years, namely, liberal, nationalist and Marxist. These three perspectives are employed to examine and explain some of the most critical issues in IPE like international money and finance, international trade, the nature and role of MNCs and the relationship between dependency and development.

**I. Nature of International Political Economy**

- Importance and Consequences of Market

**II. Three Perspectives on IPE**

- Liberal

- Nationalist

- Marxist

**III. Contemporary Theories of IPE**

- Theory of Dual Economy

- Theory of the Modern World System

- Theory of Hegemonic Stability

**IV. International Money**

- The Bretton Woods (1944-1976)
The Non-System of Flexible Rates

V. International Trade
   Liberal and Nationalist Theories of International Trade

   Free Trade vs Protectionism

   The GATT

VI. Multi-National Corporations
   Nature and Role of MNCs

VII. International Finance
   Three Eras of International Finance

   The Debt Problem in the 1980s

VIII. Dependency and Economic Development

   Liberal and Marxist Perspectives on Economic Development

   Underdevelopment – Uneven Growth - LDC Strategies

IX. Globalization and IPE
   State – Market – Transnational Civil Society

   Rise of Economic Regionalism and Economic Actors

   WTO

BIBLIOGRAPHY

Books


**Journals**

Alternatives

Current History

Economic and Political Weekly

Foreign Affairs

International Affairs

International Organization

International Studies

Millennium

World Politics
This course attempts to examine the interplay of religion and politics in 20\textsuperscript{th} century India by focusing on certain indicative intellectual positions, political movements and parties inspired by religious belief systems. Religious beliefs and cultural practices have often informed political and other public activism. In the colonial period, it was variously in opposition to and collaboration with the British Indian State and its policies. After 1947 it has generally been in opposition to the modernising State which has self-consciously furthered secularism and liberal parliamentary ideas. In fact, politics inspired by religion has not always remained on the fringes of mainstream politics. Independent India, in many instances, saw this politics occupy the centre stage through popular mobilisations and expansion of social base. This phenomenon seems to have strengthened in the 1990s.

The course also goes into the recent debates on questions of secularism and nationalism – debates, which were generated by religion-based violence and politics in the last two decades.

The following is the course outline:

1. **Indicative Intellectual Positions:**
   c. M.K. Gandhi and Rabidranath Tagore: Distance and dissent from revivalist notions of nationalism; critique of nationalism.

2. ** Political Movements and Parties:**
   a. Khilafat and Akali movements: Religious issues as political weapons in the anti-colonial struggle. Akali movement later finds expression as a political party.
   b. Muslim League and Hindu Mahasabha: Religion as party ideology and driving force.
   c. Bharatiya Janata Party and its Associate Organisations: Hindu nationalist politics in independent India.
3. **Recent Debates**: Rethinking in the 1980s and 1990s as challenge to and defence of the notions of:

a. Secularism.

b. Nationalism.

Readings for Indicative Intellectual Positions


10. -Nizami, K.A. *Sayyid Ahmad Khan*.


**Readings for Political Movements and Parties**


**Readings for Recent Debates on Secularism and Nationalism**


Syllabus for Course on: **Regional Politics in India**

**M.A.: Optional**

Course number:  
Credits: 4  
Course Instructor: **Dr. Kham Khan Suan Hausing**

**Course rationale:** India is a state-nation composed of several distinct regions, each with a developed language, culture, history and psychological make up. The idea of India is still evolving. In a country where several regions are larger than most nations of the world, a study of regional politics with their specificities and common aspects in a comparative perspective would enrich our understanding of politics in general and Indian politics in particular.

Politics at the level of India’s different regions and within regions have been an important area of interest for political scientists, especially for those interested in understanding India’s political process. As India faces the challenges of maintaining unity in diversity and diversity in unity, of achieving all round development under a federal framework and of fostering political participation of people of different regions the question of regional politics assumes importance. One important dimension of politics of India since Independence was the demands of the regions for autonomy, separate statehood and secession on the basis of different religious and ethnic/national identities, grievances relating to development and deprivation, and encroaching powers of the Union government.

All India stories often hide the enormous variation within the country. They do tell us why some states perform better than others or why states implement the same policies differently? Looking below the national level is therefore a useful tool to capture variations within state-nations especially since most of the policies and programmes are worked at the state level. Subnational comparisons allows us to overcome the twin challenges false “exceptionalism” and “universalism”.

This course aims to explore the multiple dimensions of regional politics in India in a comparative perspective. At the end of the semester the students would be able to make some sense of the varieties of regionalism, the complex issues involved in this process and the ways in which they work out in the political arena and also understand the significance of subnational comparisons.
1. Preliminaries: Diversity, democracy, development, and regionalism in India: Some general considerations on ‘nation’ ‘nation-building’ and ‘region’ in India.

Readings


2. Bases and varieties of regionalism:

Bases: Language, religion, tribe, sons of the soil, culture and domination; Regional disparities.

Varieties: Greater autonomy for the States (in the institutional framework of Centre-State relations); Autonomy for sub regions within a State; Separate statehood, and Secession.

Inter-state disputes: Territory and river waters

Constitutional innovations: States with special status, Regional/Territorial councils, North-East councils, etc.

Readings


Tillin, Louise, Remapping India (London: Hurst and company, 2013).


3. Why States and Regions and How?

a. Why should we look at the states?


b. Subnational Comparison

Hausing, Kham Khan Suan, “Framing the Northeast in Indian Politics: Beyond the Integration Framework”, Studies in Indian Politics, Vol.3, no.2, 277-83.


**Supplementary Readings**


**c. Subnational Comparisons in India**


**Supplementary Reading**

4: Politics of Welfare and Development

a. Themes-I

Health, Public Distribution System, Domestic Workers, Human Development


b. Themes-II

Land Acquisotion, Populism, Economic Reforms


Supplementary Readings


Wyatt, Andrew, “Populism and politics in contemporary Tamil Nadu”, *Contemporary South Asia*, Vol.21, no.4, 2013, pp.365-81.

**General readings**


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UNIVERSITY OF HYDERABAD
DEPARTMENT OF POLITICAL SCIENCE
MA II SEMESTER

Theories of International Relations (SP-454)

1. Idealism/Liberal Internationalism
2. Realism; Neo-Realism
3. Theories of Geopolitics
4. Marxism; Neo-Marxism- Critical and Dependency Theories
5. Functionalism/Neo-Functionalism
6. Systems Theory
7. Feminism and International Relations
8. Post-Modernist approach to International Relations
9. Environment and International Relations
10. Globalization and International Relations Theory

Bibliography
1. Bandhupaddayya, Jayantanu, North over South: Non-western Perspectives of International Relations, New Delhi, South Asian publishers, 1984.