

**Name of the Course: Western Political Thought**

**Compulsory Course**

**Duration: July-December**

Course number: **PS- 401**

Credits: **4**

Prerequisites: None

Course Instructor:

**Course Outline:**

This course deals with the classical thinkers and themes of western political philosophy. It will probe the key concerns of political thought such as the good ideal and possible regimes; citizenship and civil virtues; contract, consent and trust as the alternative bases of political obligation; the relative autonomy of politics vis-à-vis philosophy or economy; and concepts such as justice, liberty, and rights. There will be an attempt to understand thinkers and texts both from philosophical and historical perspectives. The main objective is to train students in the foundational texts and thinkers of Political Science. Recommended readings for the course include selections from the main works of the thinkers and secondary works by scholars.

1. Plato: Justice in individual and city—allegory of cave—philosopher king—wisdom and its relationship to politics.

Plato, Republic

2. Aristotle: Polis and the good life—constitutions, regimes and citizenship—tensions between wealth, virtue and freedom—politics and *phronesis* or practical wisdom.

Aristotle, Politics

3. Niccolo Machiavelli: Strategies and tactics of consolidating power - *Grandi* versus the people – autonomy of the political – civic virtues and republicanism.

Machiavelli, The Prince and Discourses

4. Thomas Hobbes: State of nature—contract—grounds of political obligation—absolute sovereign—the new science of society.

Hobbes, Leviathan

5. Johan Locke: Nature law and reason—consent and political authority—limited government and property.

Locke, Second Treatise of Government

6. Jean Jacques Rousseau: natural condition of humans—material progress, civilization and injustice— General Will—the Great Legislator and civil religion.

Rousseau, The Social Contract

7. Mary Wollstonecraft: Natural rights and inequality of women—incorporating women into the social contract—natural rights and natural duties.

Wollstonecraft, Vindication of the Rights of Women

8. John Stuart Mill: Utilitarian legacy—individuality, freedom and progress

John Mill, On Liberty

9. Karl Marx: The State and the bourgeois rule—capitalism and alienation—class consciousness and revolution.

Marx, The Communist Manifesto

## Secondary Readings

1. Beiner, Ronald. *Political Philosophy: What It Is and Why it Matters*, Cambridge University Press, New York, 2014.
2. Bluhm, W.T. *Theories of Political Systems: Classics of Ancient and Modern Political Thought*, Prentice Hall, New Delhi, 1981.
3. Gingell John, Adrian Little and Christopher Winch, eds, *Modern Political Thought: A Reader*, Routledge, London and New York, 2000.
4. Hampsher-Monk, Iain. *A History of Modern Political Thought*, Blackwell, Oxford (UK) and Cambridge (USA), 1996.
5. Hawroth, Alan. *Understanding the Political Thinkers: From Ancient to Modern Times*, Routledge, London and New York, 2004.
6. Heywood Andrew, *Political Theory: An Introduction*, Palgrave Macmillan, 2004.
7. McClelland, J.S. *A History of Western Political Thought*. Routledge, London and New York, 1998.
8. Roberts, Peri and Peter Sutch, *An Introduction to Political Thought: A Conceptual Toolkit*, Edinburgh University Press, Edinburgh, 2004.
9. Strauss, Leo and Cropsey, Joseph. *History of Political Philosophy*, Chicago, 1987.
10. Voegelin, Eric. *Order and History (vol. III): Plato and Aristotle*, University of Missouri, 1999.
11. Wiser, James. *Political Philosophy: A History of the Search for Order*. Pearson Education, Englewood-Cliffs (US), 1982.
12. Wolin, Sheldon, *Politics and Vision: Continuity and Innovation in Western Political Thought*, Princeton University Press, Princeton, 2004.

## **Programme Learning Outcomes:**

### **A. Academic Competence**

**PL1** Disciplinary knowledge and methods including familiarity with data

**PL2** Ability to connect concepts with examples

**PL3** Ability to use various e-resources academically and develop skills of academic writing and presentation

**PL4** Articulating ideas and identifying interconnections between arguments

**PL5** Dealing with contending paradigms and learning to identify their strengths and limitations

**PL6** Understanding the boundaries of the discipline and its connections with other disciplines

### **B. Personal and Behavioural Competence**

**PL7** Developing social awareness, and mutual understanding

**PL8** Developing sensitivity to diverse social backgrounds

**PL9** Appreciating different perspectives and accepting difference of opinion

### **C. Social Competence**

**PL10** Analysing political problems, their genesis and complexity

**PL11** Gender Sensitization and Gender Justice

**PL12** Developing an understanding of ecological issues

### Course Learning Outcomes:

After completion of this course successfully, the students will be able to

**CLO-1:** Show general familiarity with western political thinkers, their contemporaries, the main texts in Political Theory and relevant biographical details of the thinkers. (Cognitive level: **Remember**)

**CLO-2:** Associate terms and concepts with thinkers. (Cognitive level: **Remember**)

**CLO-3:** Understand how concepts are used in arguments. (Cognitive level: **Understand**)

**CLO-4:** Understand how a theory is composed of connections between arguments. (Cognitive level: **Understand**)

**CLO-5:** Identify the intellectual reasons leading to the difference in the perspectives of thinkers of the same period. (Cognitive level: **Analyse**)

**CLO-6:** Identify the differences in context leading to different understanding of the same concepts. (Cognitive level: **Analyse**)

**CLO-7:** Assess the strengths and limitations of the various theories. (Cognitive level: **Evaluate**)

**CLO-8:** Assess the relevance of theories. (Cognitive level: **Evaluate**)

### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|              | PL<br>O<br>1 | PL<br>O<br>2 | PL<br>O<br>3 | PL<br>O<br>4 | PL<br>O<br>5 | PL<br>O<br>6 | PL<br>O<br>7 | PL<br>O<br>8 | PL<br>O<br>9 | PL<br>O<br>10 | PL<br>O<br>11 | PL<br>O<br>12 |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO 1</b> | Y            |              | Y            |              |              |              |              |              |              |               | Y             |               |
| <b>CLO 2</b> | Y            |              | Y            |              |              |              |              |              |              |               |               |               |
| <b>CLO 3</b> |              | Y            |              | Y            |              |              |              |              |              |               |               |               |
| <b>CLO 4</b> |              |              |              | Y            |              |              |              |              |              |               |               |               |
| <b>CLO 5</b> |              |              | Y            |              | Y            | Y            | Y            |              |              |               |               |               |
| <b>CLO 6</b> |              |              |              |              | Y            | Y            | Y            | Y            | Y            | Y             | Y             |               |
| <b>CLO 7</b> | Y            | Y            | Y            |              |              |              |              | Y            |              | Y             | Y             |               |
| <b>CLO 8</b> |              | Y            |              |              |              |              |              | Y            |              | Y             | Y             |               |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

### Teaching

**Learning methods comprising of pedagogical methods such as class room lectures and students-teacher interactions, group discussions, talks by experts, seminars, assignments, etc., will be used.**

### **Assessment methods**

**Assessment methods comprising of assignments, student presentations, internal/term examination and end semester final examination.**

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Department of Political Science  
School of Social Sciences  
University of Hyderabad  
M.A. I- Semester

Course Title: **Comparative Politics**

M.A.: **Compulsory Course**

**Duration: July-December**

Course number: PS- 402

Credits: 4

Prerequisite Course / Knowledge (If any):

### **Course Objective:**

The course aims to enable students to analyse politics in a comparative perspective. It builds their understanding about why and how politics and political systems vary from country to country and why one needs to look at these variations and specificities. It equips students to understand the shaping of political behaviour and outcomes of political processes in their socio-cultural context.

### **Course Learning Outcomes (5 to 8)**

After completion of this course successfully, the students will be able to

CLO-1: Explain why comparisons in political processes and behaviour are important (Knowledge Base: Conceptual).

CLO-2: Understand the functioning of varied political systems and why political variations exist between countries (Knowledge Base: Factual).

CLO-3: Understand the emergence and survival of democracy and authoritarian regimes (Knowledge Base: Conceptual).

CLO-4: Explain the emergence of rights and social movements (Generic: Analytical/problem solving skills).

CLO-5: Identify interconnections between society and state (Generic: Analytical/problem solving skills).

CLO-6: Identify areas of research in comparative politics and frame research questions (Career and Employability - including research).

### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | Y     | Y     | Y     | Y     | Y     | Y     |       | Y     | Y     | Y      | Y      | Y      |
| CLO2 | Y     | Y     | Y     | Y     | Y     | Y     |       |       |       | Y      |        |        |
| CLO3 |       | Y     | Y     | Y     | Y     |       |       | Y     |       | Y      |        |        |
| CLO4 |       | Y     | Y     | Y     |       |       | Y     | Y     | Y     |        | Y      | Y      |
| CLO5 |       | Y     | Y     | Y     |       |       | Y     |       |       | Y      | Y      | Y      |
| CLO6 | Y     |       | Y     | Y     | Y     | Y     |       |       |       | Y      |        |        |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

#### **Teaching**

Learning methods comprise of pedagogical methods such as class room lectures and students-teacher interactions, group discussions, talks by experts, seminars and assignments etc.

#### **Assessment methods**

Summative assessment method comprises assignments, student presentations, internal/term examination and end semester final examination.

#### **Course Outline (Syllabus):**

1. Why study Comparative Politics?  
Comparative Politics as a Method and an Area of Enquiry; the rationale for studying Comparative Politics and its role in understanding politics and political behaviour; the various approaches to study Comparative Politics.
2. Understanding Democracy and Democratisation:  
Attributes and institutionalisation of Democracy; Nature and phases of democratisation; Constitutionalism; Causes of breakdown of democracy and rise of authoritarian regimes.
3. Political Culture and Varieties therein:  
The notion of political culture; political culture and democracy; varieties of political culture; political socialisation; post-material value changes; shortcomings of political culture studies.
4. Political Modernisation and Modernity: What is political modernisation; perspectives on and critique of political modernisation; notion of modernity and its attributes, its critique.
5. Civil Society: Nature, modes, perspectives, 'political society', relations with the state.
6. Welfare and Welfare Regimes: Rise of welfare states, notions of redistribution and equal opportunity, types of welfare regimes.
7. Ethnic Politics and Nationalism: Ethnicity, rise of ethnic politics, role of the state, perspectives to understand ethnic politics; Notion of nation and theories of nationalism.
8. Movements and Movement Politics: Global women's movements; Ecology and Environmental movements

## **Essential Readings**

- Bara, Judith and Mark Pennington. 2009. *Comparative Politics*. Los Angeles: Sage Publications.
- Elliot, Carolyn M. 2006. *Civil Society and Democracy: A Reader*. Oxford India Paperbacks (New Delhi).
- Eisenstadt, Shmuel. 2005. "Modernity and Modernization". *Sociopedia.isa*
- Hague, Rod Martin Harrop and John McCormick, 2016. *Comparative Government and Politics: An Introduction*.
- Haynes, Jeffrey. 2005. *Comparative Politics in a Globalizing World*. Cambridge: Polity Press.
- Huntington, Samuel (1993), *The Third Wave: Democratization in the Late Twentieth Century*. Norman: University of Oklahoma Press, pp. 3-30.
- Kamrava, Mehran. 1996. *Understanding Comparative Politics: A Framework for Analysis*. London, New York: Routledge.
- Kesselman, Mark, Joel Krieger, William A. Joseph. 2007. *Introduction to Comparative Politics*. Boston: Houghton Mifflin Company.
- Landman, Todd. 2003. *Issues and Methods in Comparative Politics: An Introduction*
- Osborn, Peter. 1992. "Modernity is a Qualitative, not a Chronological Concept", *New Left Review*, March-April.
- *Oxford Concise Dictionary of Politics*: Iain McLean and Alistair McMillan (2009).
- Stepan, Alfred and Cindy Skach. 1993. "Constitutional Frameworks and Democratic Consolidation: Parliamentarism versus Presidentialism". *World Politics* 46 (1), 1-22, October.
- Wiarda, Howard J. ed. 1985. *New Directions in Comparative Politics*.
- Zuckerman, Alan S. 2008. *Comparative Political Science* (4 vols.). Sage Publications.

## **Additional Readings**

- Anderson, Benedict. 2016. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Almond, Gabriel and Sidney Verba. 1989 (edn). *The Civic Culture: political attitudes and democracy in five nations*. California: Sage (1<sup>st</sup> publd. 1963).
- Almond, Gabriel, G. Bingham Powell Jr. et al. 2004. *Comparative Politics Today*. Delhi: Pearson Education.
- Chilcote, Ronald H. 1994. *Theories of Comparative Politics*, Westview Press, Boulder,
- *Comparative Politics: Critical Concepts in Political Science*. Vols I - VI. Howard J. Wiarda.
- Dahl, Robert. 1971. *Polyarchy: Participation and Opposition*, (New Haven: Yale University Press), pp. 1-32;
- Dahl, Robert (1998), *On Democracy*, (New Haven: Yale University Press), pp. 166-79.
- Finer, Samuel E. 1962. *The Man on Horseback: The Role of the Military in Politics*, Pall Mall Press (published in 2017 by Routledge).
- Kesselman, Mark and Joel Krieger. 2006. *Readings in Comparative Politics: Political Challenges and Changing Agendas*. Boston/New York: Houghton Mifflin Company.
- Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method," *American Political Science Review* 65 (3), pp. 682-93.
- Linz, Juan J. 1992. "The Virtues of Parliamentarism" in Arend Lijphart, ed., *Parliamentary Versus Presidential Government*, (Oxford: Oxford University Press), pp. 212-6.
- Mayer, Lawrence C. and John H. Burnett. 1977. *Politics in Industrial Societies: A Comparative Perspective*. New York, Santa Barbara et al: John Wiley and Sons.

- McCormick, John. 2009. *Comparative Politics in Transition*. Boston: Wadsworth.
- Moore, Barrington 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press, pp. 3-39.
- Nathan, Andrew. 2003. "Authoritarian Resilience", *Journal of Democracy* 14 (1), pp. 6-17.
- O'Donnell, Guillermo. 2004. "Why the Rule of Law Matters," *Journal of Democracy* 15 (4),
- Peters, B. Guy. 1998. *Comparative Politics: Theory and Methods*. London: Macmillan Press.
- Przeworski, Adam and Fernando Limongi. 1997. "Modernization: Theories and Facts," *World Politics* 49 (2), 155-83.
- Schmitter, Phillipe and Terry Lynn Karl. 1991. "What Democracy Is...and Is Not," *Journal of Democracy* 2 (3).

**Note: Additional course readings may be incorporated by the course teacher.**

University of Hyderabad  
Department of Political Science  
School of Social Sciences

**Course title: *Indian politics: Institutions and processes***

### **Core course**

Credits: 4

Semester: I

Summer semester

Course number: PS-403

Course teacher:

### **I. Introducing the course**

Teaching politics in a country has to be grounded in understanding and analysis of politics and political processes of the country concerned. This course seeks to introduce students to key institutions and processes of governance in India. Organised in five 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 regulatory and governance institutions that have emerged in India in recent decades.

### **II. Programme Learning Outcomes:**

#### **A. Academic Competence**

**PLO-1:** Disciplinary knowledge and methods including familiarity with data

**PLO-2:** Ability to connect concepts with examples

**PLO-3:** Ability to use various e-resources academically and develop skills of academic writing and presentation

**PLO-4:** Articulating ideas and identifying interconnections between arguments

**PLO-5:** Dealing with contending paradigms and learning to identify their strengths and limitations

**PLO-6:** Understanding the boundaries of the discipline and its connections with other disciplines

## B. Personal and Behavioural Competence

**PLO-7:** Developing social awareness, and mutual understanding

**PLO-8:** Developing sensitivity to diverse social backgrounds

**PLO-9:** Appreciating different perspectives and accepting difference of opinion

## C. Social Competence

**PLO-10:** Analysing political problems, their genesis and complexity

**PLO-11:** Gender Sensitization and Gender Justice

**PLO-12:** Developing an understanding of ecological issues

## III. Course Learning Outcomes:

On successful completion of this course, students shall learn the following:

**CLO-1:** Identify and map key historical inheritances and institutional legacies of India's Constitution and political processes (Cognitive level: Remember)

**CLO-2:** Understand the foundational ideas and values of India's Constitution (Cognitive level: Understand)

**CLO-3:** Analyse the historical and political contexts in which core/fundamental values of the Indian Constitutions and politics change and transform (Cognitive level:Analyse)

**CLO-4:** Understand how key institutions of governance like the legislature (parliament), executive, judiciary, civil services, election commission and regulatory institutions (the Planning Commission/NITI Aayog in India) function (Cognitive level: Understand)

**CLO-5:** Locate and contextualise in a comparative perspective how ideas, issues and interests drive, change and transform key institutions of governance (Cognitive level: Evaluate)

**CLO-6:** Understand the nature of Indian federalism (Cognitive level: Understand)

**CLO-7:** Identify and assess the critical areas of tensions in Centre-State relations in India (Cognitive level: Evaluate)

**CLO-8:** Assess the strengths and limits of Indian institutions and political processes in a comparative perspective (Cognitive level: Evaluate)

## IV. Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | Y     | Y     | Y     | Y     | N     | N     | N     | N     | N     | Y      | Y      | N      |
| CLO2 | Y     | Y     | Y     | Y     | Y     | N     | N     | Y     | Y     | Y      | Y      | N      |
| CLO3 | Y     | Y     | Y     | Y     | Y     | N     | N     | Y     | Y     | Y      | Y      | N      |
| CLO4 | N     | Y     | Y     | Y     | Y     | N     | N     | N     | N     | Y      | N      | N      |
| CLO5 | Y     | Y     | Y     | Y     | Y     | Y     | N     | N     | Y     | Y      | N      | N      |
| CLO6 | Y     | Y     | Y     | Y     | N     | Y     | Y     | Y     | Y     | Y      | N      | N      |
| CLO7 | Y     | Y     | Y     | Y     | N     | N     | N     | Y     | Y     | Y      | N      | N      |
| CLO8 | Y     | Y     | Y     | Y     | Y     | N     | N     | Y     | Y     | Y      | N      | N      |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

## **V. Attendance, pedagogy and class room participation**

Students should attend classes regularly and meet the minimum requirement of 75 percent attendance as prescribed by the University. In terms of pedagogy, the course shall involve a series of interactive lectures and group discussions on pre-assigned readings by the course instructor. Students are expected to actively engage with the themes and participate in class room discussions, including group discussions on different themes.

## **VI. Mode of evaluation**

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

## **VII. Course outline and readings**

### **Unit 1: The Constitution as a framework for democratic politics**

- Historical inheritance and institutional legacies
- Foundational principles/Core values: Fundamental Rights, Directive Principles
- Transformative or Conservative Constitution

### **Readings**

- Austin, Granville. 1966. *The Indian constitution: cornerstone of a nation*. Oxford: Clarendon Press, chapter 1-4.
- Austin, Granville. 1999. *Working a democratic constitution: the Indian experience*. New Delhi: Oxford University Press. (Selection)
- Bhatia, Gautam. 2019. *The Transformative Constitution: a radical biography in nine acts*. New Delhi: Oxford University Press. (Selection)
- De, Rohit. 2018. *A people's constitution: the everyday life of law in the Indian republic*.
- Hasan, Zoya, Eswaran Sridharan, and R. Sudarshan. 2004. *India's living constitution: ideas, practices, controversies*. Delhi: Permanent Black. (Selection)
- Bhargava, Rajeev. 2008. *Politics and ethics of the Indian constitution*. New Delhi: Oxford University Press. (Selection)
- Khosla, Madhav. 2020. *India's founding moment: the constitution of a most surprising democracy*. Cambridge, Massachusetts: Harvard University Press.
- Chaube, Shibani Kinkar. 2000. *Constituent assembly of India: springboard of revolution*. New Delhi: Manohar Publishers & Distributors. (Second Edition).

## Unit 2: Institutions of governance

- Legislature: Legislation, accountability and representation; Parliamentary Committees; Decline of legislatures?
- Executive: President: New and emerging role; Prime Minister and Council of Ministers: Collective responsibility and parliamentary accountability;
- Civil services
- Judiciary: Judicial independence and review; Judicial activism and overreach

### Readings

#### Legislature

- Hewitt, Vernon and Shirin M. Rai. 2010. "Parliament," in Niraja Gopal Jayal and Pratap Bhanu Mehta (ed.). *The Oxford companion to politics in India*. New Delhi: Oxford University Press, pp.28-42.
- Shankar, B. L., and Valerian Rodrigues. 2010. *The Indian Parliament: a democracy at work*. Oxford: Oxford University Press, chapters 1 & 3.
- Agrawal, Arun. 2005. "The Indian Parliament" in Devesh Kapur and Pratap Bhanu Mehta (ed.) *Public Institutions in India: Performance and Design*, New Delhi: Oxford University Press, 77-104.
- Verma, Rahul and Vikas Tripathi. 2013. Making Sense of the House: Explaining the Decline of the Indian Parliament amidst Democratization, *Studies in Indian Politics*, 1(2), pp.153-177.

#### Executive

- Khare, H. 2003. "Prime Minister and Parliament: Redefining accountability in the age of coalition government," in Ajay K. Mehra, and G.W. Kueck, (ed.). *The Indian Parliament: A Comparative Perspective*. New Delhi: Konark, pp.350- 368.
- Manor, James. 2005. "The Presidency," in Devesh Kapur and Pratap Bhanu Mehta (ed.). *Public institutions in India: Performance and design*. New Delhi: Oxford University Press, chapter 3.
- Austin, Granville. 1999. *Working a Democratic Constitution: A History of the Indian Experience*, New Delhi: Oxford University Press. (Selection)

#### Civil Services

- Burra, Arudra. 2010. "The Indian Civil Service and the nationalist movement: neutrality, politics and continuity". *Commonwealth & Comparative Politics*. 48 (4): 404-432.
- Saxena, N. C. 2010. "The IAS officer - predator or victim?" *Commonwealth & Comparative Politics*. 48 (4): 445-456.
- Krishna, Anirudh. 2010. "Continuity and change: the Indian administrative service 30 years ago and today". *Commonwealth & Comparative Politics*. 48 (4): 433-444.

#### Judiciary

- Mehta, Pratap Bhanu. 2007. "The rise of judicial sovereignty," *Journal of Democracy* 18 (2), pp.70-83.
- Shankar, Shylashri. 2009. *Scaling justice: India's Supreme Court, anti-terror laws, and social rights*. New Delhi: Oxford University Press.
- Gupta, Shobanlal Datta. 1979. *Justice and the Political Order in India: An Inquiry Into the Institutions and Ideologies, 1950-1972*, Calcutta: KP Bagchi

## Unit 3: Federalism

- Major features of the Indian federalism
- Tension areas and issues in Centre-State relations
- Continuity and change in Indian federalism

### **Readings**

Pehl Malte and Subtra Mitra. 2010. "Federalism", in: Mehta, Pratap B. and Niraja Gopal Jayal (eds.). *The Oxford Companion to Politics in India*. New Delhi et al.: Oxford University Press, pp.43-60.

Arora, Balveer. et. al. 2013. "Indian federalism," in K.C. Suri (ed.) *ICSSR Research Surveys and Explorations: Political Science: Indian Democracy*, Volume 2. New Delhi: Oxford University Press.

Arora, Balveer. 2015. "Foundations and Development of Indian Federalism: Lessons Learnt and Unlearnt", *Yojana*, pp. 22-26.

Tillin, Louise. 2019. *Indian Federalism*. (OSIIC) New Delhi: Oxford University Press.

### **Unit 4: Regulatory and governance institutions**

- The politics of regulatory institutions
- Planning Commission to NITI Aayog, Finance Commission; Inter-State Council
- Election Commission of India

### **Readings**

Rudolph, Lloyd I. and Sussane I. Rudolph. 2001. "[Redoing the constitutional design from an interventionist to a regulatory state](#)," in Kohli (ed.), *The success of India's democracy*, pp.127-62.

Dubash, Navroz K. 2008. "Independent Regulatory Agencies: A Theoretical Review with Reference to Electricity and Water in India". *Economic and Political Weekly*. 43 (40): 43-54.

Mukerji, Rahul. 2004. "Managing Competition: Politics and the Building of Independent Regulatory Institutions". *India Review*. 3 (4): 278-305.

#### *Planning Commission to NITI Aayog*

Bagchi, Amaresh. 2007. "Role of planning and the Planning Commission in the new Indian economy," *Economic and Political Weekly*, 42(44), pp.92-100.

Patnaik, P. 2015. "From the Planning Commission to the NITI Aayog". *Economic and Political Weekly*, 50 (4): 10-12.

Sengupta, Mitu. 2015. "Modi Planning: What the NITI Aayog Suggests about the Aspirations and Practices of the Modi Government". *South Asia: Journal of South Asian Studies*. 38 (4): 791-806.

#### *Election Commission*

Alistair McMillan. 2012. The Election Commission of India and the Regulation and Administration of Electoral Politics, *Election Law Journal: Rules, Politics, and Policy*. 11(2): 187-201

McMillan, Allister "The Election Commission" in Jayal and Mehta (eds.), *Oxford companion to politics in India*, New Delhi: Oxford University Press. pp. 98-116.

Singh, Ujjwal Kumar and Anupama Roy. 2019. *Election Commission of India: Institutionalising democratic uncertainties*. New Delhi: Oxford University Press.

### ***Additional readings***

- Arora, Balveer and Douglas Verney (eds.), *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*, Konark Publishers, New Delhi, 1995.
- Ayyangar, Srikrishna, and Suraj Jacob. 2014. "Studying the Indian Legislature: What does Question Hour Reveal?" *Studies in Indian Politics*. 2 (1): 1-19.
- Bhattacharyya, Harihar, Kham Khan Suan Hausing, and Jhumpa Mukherjee. 2017. "Indian federalism at the crossroads: Limits of the territorial management of ethnic conflict". *India Review*. 16 (1): 149-178.
- Das, S.K. 2013. *The civil services in India*. New Delhi: OUP short introduction series
- Jenkins, Rob. 2007. "Civil Society Versus Corruption". *Journal of Democracy*. 18 (2): 55-69.
- Khilnani, Sunil, 1997. *The Idea of India*, New Delhi: Penguin
- Khosla, Madhav. 2013. *The Indian Constitution*. New Delhi: OUP short introduction series.
- Kothari, Rajni. 1970. *Politics in India*. New Delhi: Orient Longman.
- Sharma, Chanchal Kumar, and Wilfried Swenden. 2017. "Continuity and change in contemporary Indian federalism". *India Review*. 16 (1): 1-13.
- Spary, Carole. 2010. "Disrupting Rituals of Debate in the Indian Parliament". *The Journal of Legislative Studies*. 16 (3): 338-351.

Department of Political Science  
School of Social Sciences  
University of Hyderabad  
M.A. I- Semester

Course Title: **Introduction to International Relations**

M.A.: **Compulsory Course**  
**December**

Course Number: PS- 404

Prerequisite Course / Knowledge (If any): No

**Duration: July-**

**Credits: 4**

### **Course Objective:**

The course aims to familiarise students with the historical evolution of International Studies and the key concepts used in International Relations discipline as well as the major historical trajectories that international system has been dealing with since the Treaty of Westphalia of 1648. It further helps to critically look at key events and developments in International Relations since the period after Second World War, especially the Cold War and Globalisation. The course finally introduces the students to various processes, instruments and determinants of foreign policy which will enable them to understand the dynamics of foreign policy-making of nation-states.

### **Programme Learning Outcomes:**

## **A. Academic Competence**

**PL1** Disciplinary knowledge and methods including familiarity with data

**PL2** Ability to connect concepts with examples

**PL3** Ability to use various e-resources and develop skills of academic writing and presentation

**PL4** Articulating ideas and identifying interconnections between arguments

**PL5** Dealing with contending paradigms and learning to identify their strengths and limitations

**PL6** Understanding the boundaries of the discipline and its engagements with other disciplines

## **B. Personal and Behavioural Competence**

**PL7** Developing social awareness and mutual understanding

**PL8** Developing sensitivity to diverse social backgrounds

**PL9** Appreciating different perspectives and accepting difference of opinion

## **C. Social Competence**

**PL10** Analysing political problems, their genesis and complexity

**PL11** Gender Sensitization and Gender Justice

**PL12** Developing an understanding of ecological issues

## **Course Learning Outcomes (5 to 8)**

After completion of this course successfully, the students will be able to

**CLO-1:** show familiarity the history and the nature of International Relations as a discipline (Cognitive level: Remember)

**CLO-2:** understand the origin and the evolution of system of States (Cognitive level: Understand).

**CLO-3:** show familiarity with key concepts in International Relations (Cognitive level: Remember).

**CLO-4:** explain the origin and evolution of the Cold War and its key implications for global politics during that period and after. (Cognitive level: Understand).

**CLO-5:** evaluate critically the linkages between Globalisation and the nature of states, economy and society (Cognitive level: Evaluate).

**CLO-6:** analyse the dynamics of foreign policy formulation and implementation in theoretical terms and make an assessment of such knowledge in relations to understanding of foreign policies of particular states (Cognitive Level: Analyse).

### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|                  | <b>PL<br/>O<br/>1</b> | <b>PL<br/>O<br/>2</b> | <b>PL<br/>O<br/>3</b> | <b>PL<br/>O<br/>4</b> | <b>PL<br/>O<br/>5</b> | <b>PL<br/>O<br/>6</b> | <b>PL<br/>O<br/>7</b> | <b>PL<br/>O<br/>8</b> | <b>PL<br/>O<br/>9</b> | <b>PL<br/>O<br/>10</b> | <b>PL<br/>O<br/>11</b> | <b>PL<br/>O<br/>12</b> |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|
| <b>CLO<br/>1</b> | Y                     |                       |                       |                       |                       | Y                     |                       |                       | Y                     |                        |                        |                        |
| <b>CLO<br/>2</b> | Y                     | Y                     | Y                     |                       |                       | Y                     |                       |                       | Y                     | Y                      |                        |                        |

|              |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>CLO 3</b> | Y | Y | Y | Y | Y | Y |   | Y | Y | Y | Y | Y |
| <b>CLO 4</b> | Y | Y | Y | Y |   |   |   |   | Y | Y |   |   |
| <b>CLO 5</b> | Y | Y | Y | Y | Y |   | Y | Y | Y | Y | Y | Y |
| <b>CLO 6</b> | Y | Y | Y | Y | Y | Y |   |   | Y | Y |   |   |
| .....        |   |   |   |   |   |   |   |   |   |   |   |   |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### **Teaching**

Learning methods comprising of pedagogical methods such as class room lectures and students-teacher interactions, group discussions, talks by experts, seminars and assignments etc will be used.

### **Assessment methods**

There are three internal evaluations and one end-semester exam. Each of the internal evaluation is worth 20 % of the final grade. Internal evaluation is a summative assessment method comprising of assignments, student presentations, internal/term examination and end semester final examination. The best two scores of internal examination will be used to compute your final score grade. These evaluations are in addition to the final examination, which is worth 60% of final grade.

### **Course Outline (Syllabus):**

#### **History**

- a) Evolution of International Relations as a discipline
- b) Emergence of modern state system; System of states and society of states; Non-state actors; Geopolitics

#### **Concepts**

- a) National Power, Capability; Influence, Soft power
- b) Balance of Power
- c) Security/Collective Security/Human security

#### **Cold War**

- a) United States and Soviet Union: Ideological, Economic and Military Rivalry
- b) Deterrence and Détente in International Relations.

- c) De-colonisation and Emergence of Developing Countries
- d) Nonalignment and International Relations
- e) New International Economic Order (NIEO)

## **Globalisation**

- a) Impact on state
- b) Global civil society
- c) Global economy

## **Foreign Policy Making**

- a) Determinants;
- b) Instruments;
- c) Processes

## **Essential Readings**

1. Ahuja, Kanta, HuupCoppens and Herman van der Wusten (eds.) *Regime Transformation and World Realignment*, New Delhi, SAGE, 1993.
2. Bajpai, Kanti and ShukulHariss (eds.) *Interpreting World Politics*, New Delhi, SAGE, 1995.
3. Bull, Hedley and Adam Watsom, *The Expansion of the Internal Society*, Oxford, Clarendon Press, 1984.
4. Buzan, Barry, *People, States and Fear*, Sussex, Wheat Sheaf Books, 1983.
5. Calvocoressi, *World Politics*, New York, Longman, 1982.
6. Carr, EH., *The Twenty Years Crises 1919-1939*, London, Macmillan, 1981.
7. Chatterjee, Aneek, *International relations Today*, New Delhi, Pearson Education, 2010
8. EdkinsJenny, MajaZehfuss, *Global Politics*, London, Routledge, 2010
9. Giddens, Anthony, *The Third Way*, Cambridge, Polity Press, 1998.
10. Goldstein ,Joshua S ,*International Relations*, New Delhi :Pearson Education, 2004.
11. Halliday, Fred, *Making of the Second Cold War*, London, Verso, 1989.
12. Halliday, Fred, *Rethinking International Relations*, London, Macmillan, 1994
13. Harshe ,Rajen and K M Seethi ,eds, *Engaging With the World* ,Hyderabad ,Orient Blackswan, 2005
14. Malhotra V. Kuman, *International Relations*, New Delhi, Anmol, 1993.
15. Mayall, James, *Nationalism and International Society*, Cambridge, Cambridge University Press, 1990.
16. MingstKaren,,*Essentials of international Relations* ,New York :W.W. Norton & Company, 2001.
17. Mishra, K.P., (ed.) *Non-alignment – Frontiers and Dynamics*, New Delhi, Vikas, 1982.
18. Perkins, Howard, C and Norman D Palmer ,*International Relations*, Culcutta :Scientific Book Agency ,1969.
19. Rahman, M.M., *The Politics of Non-alignment*, New Delhi, Associated Publishing House, 1969.
20. Rajan M.S., *Non-alignment: India and the Future*, Mysore, University of Mysore, 1970.
21. Rajan, M.S., and ShivajGanguli, (eds.) *India and the International System*, New Delhi, Vikas, 1981.
22. Rana, A.P. *Imperatives of Non-alignment: A Conceptual Study of India's Foreign Policy Strategy in the Nehru Period*, Delhi, Macmillan, 1994.

23. Smith, Anthony, *State and Nation in the Third World*, Sussex, Wheat Sheaf Books, 1983.  
**Journals:** Alternatives, Current History, Economic and Political Weekly, Foreign Affairs, International Organisation, International Studies, Millennium, World Focus, World Politics

### **Additional Readings**

#### **M. A – II Semester**

Course: **Indian Political Thought: An Introduction**

M. A: II Semester

Course number: 454

Duration: **Jan - April**

Credits: 4

Course Instructor:

#### **Rationale:**

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.

### **Programme Learning Outcomes**

#### **A. Academic Competence**

**PLO1:** Disciplinary knowledge and methods including familiarity with data

**PLO2:** Ability to connect concepts with examples

**PLO3:** Ability to use various e-resources academically and develop skills of academic writing and presentation

**PLO4:** Articulating ideas and identifying interconnections between arguments

**PLO5:** Dealing with contending paradigms and learning to identify their strengths and limitations

**PLO6:** Understanding the boundaries of the discipline and its connections with other disciplines

#### **B. Personal and Behavioural Competence**

**PLO7:** Developing social awareness, and mutual understanding

**PLO8:** Developing sensitivity to diverse social backgrounds

**PLO9:** Appreciating different perspectives and accepting difference of opinion

#### **C. Social Competence**

**PLO10:** Analysing political problems, conflicts and tensions in all their complexities

**PLO11:** Gender Sensitization and Gender Justice

**PLO12:** Developing an understanding of ecological issues

### **Course Learning Objectives**

#### **Academic competence**

- CLO1:** Being able to remember names and periods of texts and authors  
**CLO2:** Being able to know the challenges in studying past texts and thinkers  
**CLO3:** Being able to understand the changes within Indian political thinking across time  
**CLO4:** Being able to know the contributions of modern scholarship to the study of IPT

#### **Personal-Behavioural competence**

- CLO5:** Being able to analyse the past without pre-judgements  
**CLO6:** Being able to analyse the political controversies in modern India in their connection to the history of Indian political thought  
**CLO7:** Being able to know the dialogic and disputational character of Indian political thinking

#### **Social competence**

- CLO8:** Being able to understand the richness and plurality of Indian intellectual traditions  
**CLO9:** Being able to understand the holistic character of Indian thinking

### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|              | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO 1</b> | 3     |       | 3     |       |       |       |       |       |       |        |        |        |
| <b>CLO 2</b> | 3     | 3     | 3     |       | 3     |       | 3     |       |       | 2      |        |        |
| <b>CLO 3</b> | 3     | 3     |       | 3     | 3     |       | 3     |       |       | 2      | 2      |        |
| <b>CLO 4</b> | 3     | 3     | 3     |       |       | 3     |       |       |       |        | 3      | 2      |
| <b>CLO 5</b> |       |       |       | 3     | 3     |       | 3     | 3     | 2     | 3      | 2      |        |
| <b>CLO 6</b> |       |       |       | 3     | 3     | 3     | 3     | 3     | 2     | 3      | 3      |        |
| <b>CLO 7</b> | 3     | 3     |       |       |       |       | 3     | 2     | 3     | 3      |        | 3      |
| <b>CLO 8</b> | 3     |       | 3     | 3     |       |       |       | 3     | 3     |        |        | 2      |
| <b>CL09</b>  | 3     | 2     | 2     | 3     |       | 2     |       | 3     | 3     |        |        | 3      |

## **1. Introduction to Indian Society and Polity**

### **Readings**

- Romila Thapar, *Early India: From the Origins to AD 1300*, Allen Lane, New Delhi, 2002 (Chapters 1,4,5,7,12).  
D. D. Kosambi, 'Living Prehistory in India', in *Combined Methods in Indology and Other Writings*, Oxford University Press, New Delhi, 2002.  
G.C. Pande, 'Political Order and Ideas', in *Foundations of Indian Culture: Dimensions of Ancient Indian Social History*, Volume II, Motilal Banarsidass, Delhi, 2007 imprint.  
Myron Weiner, 'Ancient Indian Political Theory and Contemporary Indian Politics', in *Orthodoxy, Heterodoxy and Dissent in India*, edited by S.N. Eisenstadt, Reuven Kahane and David Shulman, Mouton Publishers, Berlin, 1984.  
Pollock, Sheldon. "Is there an Indian Intellectual History? Introduction to "Theory and Method in Indian intellectual history." *Journal of Indian Philosophy*, Vol. 37 (January 2009):533-542.

## **2. The early beginnings: texts, trends, sources and challenges.**

### **Readings**

- Ainslie T. Embree (ed.), *Sources of Indian Tradition, Volume One: From the Beginning to 1800*, Penguin Books, New Delhi, 1988, (Part I).
- J. N. Mohanty, 'Indian Philosophy: A historical Overview –origins: Rise of Anti-Vedic, Naturalistic and Skeptical Thinking', in *Classical Indian Philosophy*, Oxford University Press, New Delhi, 2000.
- Upinder Singh, 'Cities, Kings, and Renunciants: North India, c. 600-300 BCE', in *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, Delhi, 2008.

### **3. Key concepts and their political salience.**

#### **Readings**

- William Halbfass, 'Man and Self in Traditional Indian Thought', in *Tradition and Reflection: Explorations in Indian Thought*, State University of New York Press, New York, 1991.
- Donald R. Davis, Jr., *The Spirit of Hindu Law*, Cambridge University Press, New Delhi, 2010 (Introduction and chapters 6 & 7).
- J. Duncan M. Derrett, 'The Concept of Duty in Ancient Indian Jurisprudence: The Problem of Ascertainment' in *The Concept of Duty in South Asia*, edited by Wendy Doniger O'Flaherty and J. Duncan M. Derrett, Vikas Publishing House, New Delhi, 1978.
- Paul Hacker, 'Dharma in Hinduism' in *Journal of Indian Philosophy* (2006) 34:479-496.
- Parasher-Sen, Aloka. "The Self and the other in early Indian Tradition." In *Rupa-Pratirupa: Mind Man and Mask*, edited by S.C. Malik, New Delhi: Aryan Books International.

### **4. State and the theories of Kingship: Power, Sovereignty, Justice and Citizenship**

#### **Readings**

- Jeannine Auboyer, 'The Political and Administrative Structure', in *Daily Life in Ancient India: From 200BC to 700AD*, Phoenix Press, London, 1965.
- Brajadulal Chattopadhyaya, 'Autonomous Spaces' and the Authority of the State: The Contradiction and Its Resolution in Theory and Practice in Early India', in *Studying Early India: Archaeology, Texts and Historical Issues*, Permanent Black, Delhi, 2003.
- Uma Chakravarti, 'Conceptualizing Brahmanical Patriarchy in Early India: Gender, Caste, Class and State', in *Beyond the Kings and the Brahmanas of 'Ancient' India*, Tulika Books, New Delhi, 2006.
- J.N. Mohanty, 'State, Society and Law', in *Classical Indian Philosophy*, Oxford University Press, New Delhi, 2000.
- Gen'ichi Yamazaki, 'State and Kingship in the Period of the Sixteen Mahajanapadas in Ancient North India', in *The State in India: Past and Present*, edited by Masaaki Kimuru & Akio Tanabe, Oxford University Press, New Delhi, 2006.
- Steve Muhlberger, 'Democracy in Ancient India',  
<http://faculty.nipissingu.ca/muhlberger/HISTDEM/INDIADEM.HTM>
- Ananda K. Coomaraswamy, *Spiritual Authority and Temporal Power in the Indian Theory of Government*, IGNC & Oxford University Press, Delhi, 1993.
- Richards, John F., ed. *Kingship and Authority in South Asia*. Delhi: Oxford University Press, 1998.

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

### **Readings**

- Andrew J. Nicholson, 'Affirmers (Astikas) and Deniers (Nastikas) in Indian History', in *Unifying Hinduism: Philosophy and Identity in Indian Intellectual History*, Columbia University Press, New York, 2010.
- Kancha Ilaiah, *God as Political Philosopher: Buddha's Challenge to Brahminism*, Samya, Calcutta, 2000 (Chapters 4 & 5).
- Uma Chakravarti, 'The Social Philosophy of Buddhism and the Problem of Inequality', in *Beyond the Kings and the Brahmanas of 'Ancient' India*, Tulika Books, New Delhi, 2006.
- Brijadulal Chattopadhyaya, 'Other, or the Others? Varieties of Difference in Indian Society at the turn of the first Millennium and Their Historiographical Implications', in *Studying Early India: Archaeology, Texts and Historical Issues*, Permanent Black, Delhi, 2003.
- B.R. Ambedkar, *The Buddha and His Dhamma*, edited, introduced and annotated by Aakash Singh Rathore and Ajay Verma, Oxford University Press, New Delhi, 2011 (chapters 3 & 4).
- Gail Omvedt, *Understanding Caste: From Buddha to Ambedkar and Beyond*, Orient BlackSwan, Hyderabad, 2011 (chapters 1 & 2).
- J. L. Brockington, 'Unorthodox Movements', in *The Sacred Thread*, Oxford University Press, New Delhi, 2000.

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

### **Readings**

- Yohanan Friedman. "Medieval Muslim Views of Indian Religions." *Journal of the American Oriental Society*, Vol. 95, no. 2 (1975): 214-221.
- Richard M. Eaton, 'Approaches to the Study of Conversion to Islam in India', in *Religious Movements in South Asia 600-1800*, edited by David N. Lorenzen, Oxford University Press, New Delhi, 2004.
- Muzaffar Alam, 'Shari'a, Akhlaq and Governance', in *The Languages of Political Islam in India, c. 1200-1800*, Permanent Black, Delhi, 2004.
- Kesavan Veluthat, *The Early Medieval in South India*, Oxford University Press, New Delhi, 2009 (Chapters 5, 9 & 15).
- J.S. Grewal, *The Sikhs of Punjab* (The New Cambridge History of India), Cambridge University Press, New Delhi, 1991.
- J.S. Bains, 'The Political Ideas of Guru Nanak', *The Indian Journal of Political Science*, Volume 23, No. 1/4 (January- December, 1962), pp. 309-318.
- Adam Bowles, 'Governance and Religious Conflict in the Eighteenth Century: Religion and the Discourse of Separateness in the Maratha Polity', in *South Asia: Journal of South Asian Studies*, n.s., Vol. XXXIII, no. 1, April 2010.

### **2. Bhakti and the Vernacularisation of Politics: Sectarian developments and the challenges to the orthodox synthesis.**

### **Readings**

- Tradition and Modernity in Bhakti Movements*, edited by Jayant Lele, Brill, 1981 (Introduction).

- Jayant Lele, 'The Political Appropriation of Bhakti: Hegemony and Dominance in Medieval Maharashtra', in *Hindutva: The Emergence of the Right*, Earthworm Books, New Delhi, 1995.
- Anna S. King, 'Introduction', in *The Intimate Other: Love Divine in Indic Religions*, edited by Anna S. King and John Brockington, Orient Longman, Hyderabad, 2005
- Milind Wakankar, *Subalternity and Religion: The prehistory of Dalit empowerment in South Asia*, Routledge, New Delhi, 2010 (Parts 1 & III).
- Andrew Schelling, 'Introduction', in *The Oxford Anthology of Bhakti Literature*, Oxford University Press, New Delhi, 2011.

### **3. Indology, Orientalism and the Politics of Colonial representation.**

#### **Readings**

- Said, W. Edward. "Representing the Colonized: Anthropology's Interlocutors." *Critical Inquiry*, Vol. XV, no, 2 (Winter 1989): 205-225.
- Hussain, Asaf. "The Ideology of Orientalism." In *Orientalism Islam, and Islamists*, edited by Asaf Hussain, Robert Olson and Jamil Qureshi, 5-21. Amana Books, 1984.
- Inden, Ronald. "Orientalist Construction of India." *Modern Asian Studies*, Vol. XX, no, 3 (1986): 401-446.
- Bagchi, Amiya Kumar. "Colonialism and the Nature of Colonial Enterprise in India." *Economic and Political Weekly*, Vol. XXII, no, 31(July 1988): PE-38-PE49.
- David N. Lorenzen, *Who Invented Hinduism?: Essays on religion in History*, Yoda Press, New Delhi, 2006. See pages 1-36 for the essay 'Who Invented Hinduism?'.
- William Gould, 'The Aryan Congress: history, youth and the 'Hindu race'', in *Hindu Nationalism and the Language of Politics in Late Colonial India*, Cambridge University Press, Delhi, 2005.
- Vasudha Dalmia, *Orienting India: European knowledge formation in the Eighteenth and Nineteenth centuries*, Three Essay Collective, New Delhi, 2003.

### **4. Nationalisms and nationalist ideology: Contemporary challenges to these concepts and trends.**

#### **Readings**

- Mantena, Karuna. "On Gandhi's Critique of the State: Sources, Contexts, and Conjunctures." *Modern Intellectual History*, Vol. IX, no, 3 (2012): 535-563.
- Bacchetta, Paola. *Gender in the Hindu Nation*. Women Unlimited, 2004.
- Aishwary Kumar. 'Ambedkar's Inheritances' in *Modern Intellectual History*, 7, 2 (2010).
- Aishwary Kumar, 'The Ellipsis of Touch', *Public Culture*, 23:2, 2011.
- Sarkar, Tanika. "Rabindranath's Gora and the Intractable Problem of Indian Patriotism." *Economic and Political Weekly*, Vol. XLIV, no.30 (July 2009): 37-45.
- Faisal Devji, 'Apologetic Modernity', in *An Intellectual History for India*, Edited by Shruti Kapila, Cambridge University Press, Delhi, 2010.
- Perry Anderson, *The Indian Ideology*, Three Essays Collective, Gurgaon, 2012.

Course title: **Indian Politics: Major issues and debates**

Core course

Credits: 4

Semester: II

Winter Semester

Course number: PS-455

Course teacher:

### **I. Introducing the course**

This course is a continuation of one of the core courses taught in the first semester of the Master's programme, namely Indian politics with a focus on the basic framework of governance. It focuses on the political process through which India has traversed as a democracy over the past seven decades after its independence. Organised into eight units, the course begins by examining the major perspectives that shaped and informed Indian politics over the years. It then examines the politics of major social identities in Indian politics, viz, caste and class. 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, politics of economic reform policies, the debates surrounding welfare and populism, and the rise of the BJP would be other major themes in the course. Although the themes listed for the lectures and discussion are not exhaustive they cover the main areas of interest in contemporary Indian politics. The last unit reviews assessment of Indian democracy in general.

### **II. Programme Learning Outcomes:**

#### **A. Academic Competence**

**PLO-1:** Disciplinary knowledge and methods including familiarity with data

**PLO-2:** Ability to connect concepts with examples

**PLO-3:** Ability to use various e-resources academically and develop skills of academic writing and presentation

**PLO-4:** Articulating ideas and identifying interconnections between arguments

**PLO-5:** Dealing with contending paradigms and learning to identify their strengths and limitations

**PLO-6:** Understanding the boundaries of the discipline and its connections with other disciplines

### **B. Personal and Behavioural Competence**

**PLO-7:** Developing social awareness, and mutual understanding

**PLO-8:** Developing sensitivity to diverse social backgrounds

**PLO-9:** Appreciating different perspectives and accepting difference of opinion

### **C. Social Competence**

**PLO-10:** Analysing political problems, their genesis and complexity

**PLO-11:** Gender Sensitization and Gender Justice

**PLO-12:** Developing an understanding of ecological issues

## **III. Course Learning Outcomes**

**CLO-1:** Identify and comprehend key issues that are central to Indian politics and the major scholarly debates surrounding them (Cognitive level: Remember)

**CLO-2:** Analyse and locate these issues in a comparative perspective and develop their own informed and well-considered views on these various issues (Cognitive level: Analyse)

**CLO-3:** Understand and evaluate the change and materiality of caste system and how it impact on India's politics and political processes (Cognitive level:Analyse and evaluate)

**CLO-4:** Understand the meaning of, and actually existing practise of secularism in India (Cognitive level: Understand)

**CLO-5:** Identify and understand the historical and political contexts of the demand for separate states in India (Cognitive level: Understand)

**CLO-6:** Situate and assess, in a comparative perspective, regionalism and secessionism in India (Cognitive level: Understand)

**CLO-7:** Identify and assess the roots of India's economic reforms (Cognitive level: Evaluate)

**CLO-8:** Assess the strengths and limits of governance, welfare, populism and clientalism in India (Cognitive level: Evaluate)

## **IV. Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|  | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|

|      |   |   |   |   |   |   |   |   |   |   |   |   |
|------|---|---|---|---|---|---|---|---|---|---|---|---|
| CLO1 | Y | N | Y | Y | Y | Y | N | N | Y | Y | N | N |
| CLO2 | Y | Y | Y | Y | Y | Y | N | N | Y | Y | N | N |
| CLO3 | N | Y | Y | Y | Y | N | Y | Y | Y | Y | N | N |
| CLO4 | N | Y | N | Y | Y | N | Y | Y | Y | Y | N | N |
| CLO5 | N |   | N | Y | Y | N | N | Y | Y | Y | N | N |
| CLO6 | N | Y | N | Y | Y | N | Y | Y | Y | Y | N | N |
| CLO7 | Y | Y | Y | Y | Y | Y | N | Y | Y | N | N | N |
| CLO8 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

#### IV. Attendance, pedagogy and class room participation

Students should attend classes regularly and meet the minimum requirement of 75 percent attendance as prescribed by the University. In terms of pedagogy, the course shall involve a series of interactive lectures and group discussions on pre-assigned readings by the course instructor. Students are expected to actively engage with the themes and participate in class room discussions, including group discussions on different themes.

#### V. Mode of evaluation

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

#### VI. Course outline and readings

##### Unit 1: Some preliminary observations on major perspectives on Indian politics

##### Readings

Chatterjee, Partha. 2010. "The state," in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds). *The Oxford companion to politics in India*. New Delhi: OUP, pp.3-14.

- Gupta, Sobhanlal Datta. 2013. "Social character of the Indian state: A survey of current trends," in Samir Das (ed.), *The Indian State*, Volume 1, Political Science: ICSSR research surveys and explorations, New Delhi: OUP, pp.53-78.
- Harriss, John 2010. "Political Change, Political Structure, and the Indian State since Independence", Paul Brass, ed. *Routledge Handbook of South Asian Politics*, London and New York: Routledge, pp.55-67.
- Mitra, Subrata K. 2008. "When area meets theory: Dominance, dissent, and democracy in India," *International Political Science Review* 29(5), pp.557–78.

## **Unit 2: The politics of identities in India**

*What changes have come in India's caste system since independence? Whether the caste hierarchies have broken down, to what extent and what are the contributory factors? Is there materiality to the caste solidarities today? How has differentiation within different castes taking place over the decades and what are its consequences to Indian polity?*

### **Readings**

- Kothari, Rajni. 2010. "Introduction" to *Caste in Indian Politics*, Hyderabad: Orient BlackSwan, Second ed. pp. 1-26.
- Sheth, D.L. 1999. "Secularisation of Caste and Making of New Middle Class," *Economic and Political Weekly*, Vol. 34, No. 34/35 (Aug. 21 - Sep. 3), pp. 2502-2510.
- Weiner, Myron. 2001. "The struggle for equality: caste in Indian politics", in Atul Kohli (ed), *The Success of India's Democracy*, New Delhi: Cambridge University Press, 193-225.
- Jaffrelot, Christophe. 2000. "The Rise of the Other Backward Classes in the Hindi Belt". *The Journal of Asian Studies*, 86-108.
- Harris, John. 2010. "Class and politics," in Jayal and Mehta (eds). *The Oxford companion to politics in India*, pp.139-54.
- Jhodka, Surinder. 2010. "Caste and politics," in Jayal and Mehta (eds). *The Oxford companion to politics in India*, pp.154-67.

## **Unit 3: Religion, communalism and secularism**

*Two meanings of secularism: separating religion from the state and treating people all religions with equal respect? Is there a third way? In what sense India is and should be a 'secular' state?*

### **Readings**

- Bhargava, Rajeev. 1998. "What is Secularism For?", in in Rajeev Bhargava (ed.), 1998. *Secularism and its critics*, Oxford University Press, New Delhi.

Chandhoke, Neera. 2010. "Secularism," in Jayal and Mehta (eds). *The Oxford companion to politics in India*, pp.333-47.

Mohapatra, Bishnu. 2010. "Minorities and Politics," in Jayal and Mehta (eds). *The Oxford companion to politics in India*, pp.219-40.

Madan, T N. 1987. "Secularism in Its Place", *The Journal of Asian Studies*, Vol. 46, No. 4 (Nov), pp. 747-759.

Nandy, Ashis, 1988. "The Politics of Secularism and the Recovery of Religious Tolerance," *Alternatives*, XIII, pp.177-194.

Mitra, Subrata Kumar. 1991. "Desecularising the State: Religion and Politics in India after Independence", *Comparative Studies in Society and History*, Vol. 33, No. 4 (Oct), pp. 755-777.

#### **Unit 4: Regionalism and secessionism**

*Language, region, and ethnicity: Demand for separate states.*

*Rise of regionalism and secessionist movements. Why has Indian state been successful in some instances and not so in others? Why have regional parties become so prominent? Do we see any decay of regional parties in recent times?*

##### **Readings**

Narain, Iqbal. 1976. "Cultural Pluralism, National Integration and Democracy in India", *Asian Survey*, 16(10), Oct., 903-17.

Baruah, Sanjib. 2010. "Regionalism and secessionism," in Jayal and Mehta (eds). *The Oxford companion to politics in India*, pp.181-92.

Chandhoke, Neera. 2006. "A state of one's own: Secessionism and federalism in India," Discussion paper no.80. London: Development Research Centre, Crisis States Programme, DESTIN, LSE, September.

Kaviraj, Sudipta. 2010. "Writing, speaking, being: Language and the historical formation of identities in India," in Asha Sarangi (ed.), *Language and politics in India*, chapter 9. New Delhi: OUP.

Tillin, Louise. 2013. *Remapping India: New states and their political origins*. London: Hurst, Introduction and chapters 1, 6, and 7.

#### **Unit 5: Policy and politics in the era of economic reforms**

*Why did India opt for economic reform policies or 'the neo-liberal policies' in during 1980s and 1990s? Is there any tension between imperatives of social justice, welfare, and economic growth? Do business interests control politics and influence policy process?*

##### **Readings**

- Kohli, Atul. 2006. "Politics of economic growth in India 1980-2005: Part I," *Economic and Political Weekly*, 41(13), April 1, pp.1251-59.
- Kohli, Atul. 2006. "Politics of economic growth in India 1980-2005: Part II," *Economic and Political Weekly*, 41(14), April 8, pp.1361-70.
- Rudolph, Lloyd I and Susanne Hoeber Rudolph. 2001. "Iconisation of Chandrababu: Sharing sovereignty in India's federal market economy," *Economic and Political Weekly* 36(18), pp.1541-52.
- Sinha, Aseema, 2010. "Business and politics," in Jayal and Mehta (eds). *The Oxford companion to politics in India*, pp.459-77.

## **Unit 6: Governance: Welfare, populism and clientelism**

*What do we mean by populism and clientelism? Why have they become the major features of politics in contemporary times? Are there ways to address the situation to make democracy work better?*

### **Readings**

- Wyatt, Andrew. 2013. "Populism and politics in contemporary Tamil Nadu", *Contemporary South Asia*, 21 (4), pp. 365-81.
- Chandra, Kanchan. 2007. "Counting heads: a theory of voter and elite behavior in patronage democracies", in Herbert Kitschelt and Steven Wilkinson, (eds.) *Patrons, Clients and Policies: Patterns of Democratic Accountability and Political Competition*, Cambridge University Press: Cambridge, 84-140.
- Elliott, Carolyn. 2016. "Clientelism and the Democratic Deficit," *Studies in Indian Politics*. 4 (1): 22-36.
- Mitra, Subrata K. 1991, "Room to Maneuver in the Middle: Local Elites, Political Action and the State in India", *World Politics* 43(3), pp. 390-413.

## **Unit 7: Party system in India: The rise and consolidation of the Bharatiya Janata Party**

*What are the structural and political factors that laid the foundation of one party dominant system? What accounts for the decline of the Congress system as a 'one party dominant' system? What led the BJP to political power? Is it the dominant party now?*

### **Readings**

- Hardgrave Jr., Robert L. and Stanley A. Kochanek. 2008. *India: Government and Politics in a Developing Nation*, Boston: Thomson Wadsworth. Chapters 6: 'The Congress System and Its Decline', 259-313, and Chapter 7: 'The Emergence of Coalition Politics and Rise of the BJP', 314-370.

- Jaffrelot, Christophe. 2013. "Refining the moderation thesis. Two religious parties and Indian democracy. The Jana Sangh and the BJP between Hindutva radicalism and coalition politics". In *Democratization*, 20 (5), pp. 876–894.
- Palshikar, Suhas. 2016. 'The BJP and Hindu Nationalism. Centrist Politics and Majoritarian Impulses', in *South Asia: Journal of South Asian Studies*, 38 (4), 719–735.
- Suri, K.C. 2019. "Social Change and the Changing Indian Voter: Consolidation of the BJP in India's 2019 Lok Sabha Election" *Studies in Indian Politics*, Volume 7, Issue 2, pp.1-13.

## **Unit 8: Assessing Indian state and democracy**

*How has democracy expanded and struck roots in India? Is it a failure or a success and how do assess whether it is a failure or a success and the extent of its failure and success? Who want democracy in India? What are the levels of support for democratic form of government? What are the prospects of India's democracy?*

### **Readings**

- Kohli, Atul. 2001. "Introduction," in Atul Kohli (ed.). *The success of India's democracy*. Cambridge/New Delhi: Cambridge University Press/Foundation.
- deSouza, Peter Ronald, Suhas Palshikar and Yogendra Yadav. 2008. "Surveying South Asia", *Journal of Democracy*, Vol. 19, No. 1, January, pp. 84-95.
- Keane, John. 2009. "Under the banyan tree" in John Keane. *The Life and Death of Democracy*. London/New York: Simon and Schuster.
- Varshney, Ashutosh. 2013. *Battles Half Won: India's Improbable Democracy*. New Delhi: Penguin, Viking. Chapter 1: Democracy, pp.3-95.
- Mitra, Subrata K. 2017. *Politics in India: Structure, Process and Policy*. London: Routledge, Chapter 1: 'Modern politics and traditional society in the making of Indian democracy', 1-28.

Department of Political Science  
School of Social Sciences  
University of Hyderabad  
M.A. II- Semester

Course Title: **Public Policy Analysis**

M.A.: **Compulsory Course**  
**June**

Course number: PS- 456

**Duration: January -**

Credits: 4

### **Course Objectives**

The aim of the course is to familiarizing the students with the key concepts and theories of public policy. At the end of the course, students are expected to understand as to why certain

issues emerge as policy issues for the government to act upon, what the theories are, how different factors and actors play their role in shaping and influencing the policy process, how policies are implemented and what are the outcomes. The subject matter will be treated in a broader perspective and in the light of different approaches in public policy making and analysis.

### Course Learning Outcomes:

By the time of completing course, the student will be able to

**CLO1.** Well versed with the literature on the evolution of Public Policy Analysis (Cognitive Level: Understand)

**CLO2.** Contribution of Scholars in advancing the discipline (Cognitive level; Analyse)

**CLO3.** Understand different perspectives in Policy analysis (Cognitive Level: Understand)

**CLO4.** To identify limitations in different perspectives (Cognitive level: Analyse)

**CLO5.** To classify Typologies of Policies (Cognitive Level: Analyse)

**CLO6.** To analyse factors in policy decision making (Cognitive Level: Analyse)

**CLO7.** To assess the role of formal and informal institutions in policy making (Cognitive Level: Understand)

**CLO8.** Assess the relevance of policy analysis (Cognitive Level: Evaluation)

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|              | PL<br>O<br>1 | PL<br>O<br>2 | PL<br>O<br>3 | PL<br>O<br>4 | PL<br>O<br>5 | PL<br>O<br>6 | PL<br>O<br>7 | PL<br>O<br>8 | PL<br>O<br>9 | PL<br>O<br>10 | PL<br>O<br>11 | PL<br>O<br>12 |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO 1</b> | Y            |              |              |              | Y            |              |              |              |              |               |               |               |
| <b>CLO 2</b> | Y            | Y            |              |              | Y            |              |              |              |              |               |               |               |
| <b>CLO 3</b> | Y            | Y            |              |              | Y            |              |              | Y            | Y            | Y             | Y             | Y             |
| <b>CLO 4</b> | Y            | Y            |              |              | Y            |              |              |              | Y            | Y             | Y             |               |
| <b>CLO 5</b> | Y            |              | Y            | Y            | Y            |              | Y            | Y            | Y            | Y             | Y             | Y             |
| <b>CLO 6</b> | Y            |              | Y            | Y            | Y            | Y            | Y            | Y            | Y            | Y             | Y             | Y             |
| <b>CLO 7</b> | Y            |              | Y            | Y            | Y            |              | Y            |              |              |               | Y             | Y             |
| <b>CLO 8</b> | Y            |              | Y            | Y            | Y            | Y            | Y            |              |              | Y             |               |               |

### Teaching Methodology

Learning methods comprising of pedagogical methods such as class room lectures and students-teacher interactions, group discussions, talks by experts, seminars and assignments etc will be used.

### Assessment methods

Summative assessment method comprising of assignments, student presentations, internal/term examination and end semester examination

## **Course Outline**

### **1. Public Policy: Meaning, Definitions and Scope**

#### **Essential Readings:**

- Anderson, James E. (2011), Public policymaking: an introduction, Houghton Mifflin Company, Boston. Chapter 1.
- Birkland, Thomas A. (2010), An introduction to the policy process: theories, concepts and models of public policymaking, 3rd ed, ME Sharpe, New York. Chapter 1.

### **2. Historical Evolution of Public Policy: Context and Contribution of Harold D. Lasswell and Yehezkel Dror**

#### **Essential Readings:**

- Fischer, Frank; Miller, Gerald; and Sidney, Mara S (2006), Handbook of public policy analysis: theory, politics and methods, CRC Press, Boca Raton. Chapters 1, 2 & 3
  - Lasswell, D Harold. (1971), A Pre-view of Policy Sciences, American Elsevier.
  - Lasswell, D Harold. "Policy Sciences", Encyclopaedia Britannica
  - Haragopal, (2018), Yehezkel Dror in Administrative Thinkers (ed) Ravindra Prasad.D, Prasad VS and Satyanarayan.P, Sterling Publishers PVT, LTD, Chapter. 18.
- ### **3. Modes of Policy Analysis: Policy as a Puzzle solving, Critical listening, Policy Advice, for Democracy and as a Critique**

#### **Essential readings:**

- Moran Michael, Rein Martin and Goodin Robert (2008), The Oxford Handbook of Public Policy, OUP, New York, Part-III Modes of Policy Analysis Chapters 5-9

### **4. Public Policy Cycle**

#### **Essential Readings:**

- Fischer, Frank; Miller, Gerald; and Sidney, Mara S (2006), Handbook of public policy analysis: theory, politics and methods, CRC Press, Boca Raton. Chapter 1&3 Ibid, Chapters 4 to 8.

### **5. Public Choice Approach**

#### **Essential Readings:**

- Dennis C. Mueller, (2003) Developments in Public Choice, <http://jstor.org/stable/24199575>

- Eugenia F. Toma, (2014), Public Choice and Public Policy: A Tribute to James Buchanan, <https://www.jstore.org/stable/23807671>
- Andy Constantin LEOVEANU, (2013), Rationalist Model in Public Decision Making, *Journal of Public Administration, Finance and Law*

## 6. Advocacy Coalition Framework

### Essential Readings:

- Fischer, Frank; Miller, Gerald; and Sidney, Mara S (2006), *Handbook of public policy analysis: theory, politics and methods*, CRC Press, Boca Raton. Chapter 1,3 & 9

## 7. Policy Network Theory

### Essential Readings:

- Compston, Hugh (2009), *Policy Networks and Policy Change: Putting Policy Network Theory to the Test*, Palgrave Macmillan, London. Chapter 1.

## 8. Other Approaches:

- A. Institutional Approach
- B. Rational Approach
- C. Incremental Approach
- D. Game Theory

### Essential Readings:

- Dye, Thomas R. (2013), *Understanding public policy*, 14th ed, Pearson, Boston. pp 17-18 and Chapters 5, 6, 10 and 15

## 9. Policy Typologies and instruments:

- Distributive Policies
- Regulatory Policies
- Redistributive Policies
- Substantive vs procedural policies
- Material vs symbolic policies
- Public vs private policies
- Liberal vs conservative policies

### Essential Readings:

- Birkland, Thomas A. (2010), *An introduction to the policy process: theories, concepts and models of public policymaking*, 3rd ed, ME Sharpe, New York. pp. 202- 228.
- Rahimi, Reza Gelami and Norozi, Mohammed Reza (2011), “A brief look on policy, typology of policy, and its related affairs”, *International Journal of Business and Social Science*, Vol.2, No.11, June, pp 173-176.
- B.Guy Peters, John C. Doughtie and M.Kathleen McCulloch (1977), “Types of Democratic Systems and Types of Public Policy: An Empirical Examination”, *Comparative politics*, Vol.9, No.3 (Apr, 1977), pp. 327-355.

## 10. Techniques of Policy Decisions

- Technology
- Cost Benefit Analysis
- Environmental Impact Assessment
- Policy Mediation

### Essential Readings:

- Fischer, Frank; Miller, Gerald; and Sidney, Mara S (2006), *Handbook of public policy analysis: theory, politics and methods*, CRC Press, Boca Raton. Part-IX Chapters 31-34.
- Peters, B. Guy, Pierre Jon, (2006), *Hand Book of Public Policy*, Sage Publications, London, Chapter.24.

## 11. Public Policy: Institutions and Actors

- Context: Political, economic, social and cultural context
- Policy Actors: Elected Politicians, Public, Bureaucracy, Political Parties, Interest /Pressure Groups, International Actors and Regimes

### Essential Readings:

- Mathur, Kuldeep. (2015), *Public Policy and Politics in India*, Oxford University Press, India.
- Considine, Mark, (2005), *Making public policy: institutions, actors, strategies*, Polity Press, UK. Chapters 3, 4, 5, 6, 7 and 8, pp 26-104.
- 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).
- Laver, Michael (Ed) (2013), *Estimating the policy position of political actors*, Routledge. Chapters 1 and 2.

### Additional Readings:

-Dunn, William N. (2004), *Introduction to public policy analysis*, 3<sup>rd</sup> ed, Prentice Hall, New York.

-Sabatier, Paul. A. (2007), *Theories of the policy process*, 2<sup>nd</sup> ed, Westview Press, Colorado. Chapter 3, pp 93-128.

-Moran, Michael; Rein, Martin; and Goodin, Robert E. (2006), *The Oxford Handbook of Public Policy*, Oxford University Press, New York.

MOOCs Videos prepared by UGC <https://swayam.gov.in/>

University of Hyderabad  
Department of Political Science  
School of Social Sciences

**MA III Semester**

Course title: **Comparative State Politics in India**

Credits: 4

Nature of the course: Optional

Course instructor: **Kham Khan Suan Hausing/KC Suri**

**I. Course overview**

The course offers an analysis of India's democratic politics through the prism of the states based on comparing politics at the state level by taking select themes for closer study. While the pervasive pluralism provides specificity to politics in Indian states there is so much common between the states. This course proposes to understand the different modes of politics at the State level in a comparative perspective and in the process tries making some sense of Indian politics and policy. It seeks to avoid the tendency either to look at every state as unique in its politics or to fit all states into one universal narrative of Indian politics.

Study of state politics during the 1960s and 70s was usually done with reference to individual states. In recent decades there has been growing inclination to study state politics in a comparative perspective. Considerable literature is already available and more has been coming out in recent years on some of the salient aspects of state politics, such as social structure, leadership, ideology, policy reforms and governance. The themes and the readings presented in the syllabus here are not exhaustive, but represent only one set of many a possible one.

At the end of the course students are expected to arrive at a more critical, qualified and nuanced understanding of Indian politics.

**II. Programme Learning Outcomes:**

**A. Academic Competence**

**PLO1:** Disciplinary knowledge and methods including familiarity with data

**PLO2:** Ability to connect concepts with examples

**PLO3:** Ability to use various e-resources academically and develop skills of academic writing and presentation

**PLO4:** Articulating ideas and identifying interconnections between arguments

**PLO5:** Dealing with contending paradigms and learning to identify their strengths and limitations

**PLO6:** Understanding the boundaries of the discipline and its connections with other disciplines

**B. Personal and Behavioural Competence**

**PLO7:** Developing social awareness, and mutual understanding

**PLO8:** Developing sensitivity to diverse social backgrounds

**PLO9:** Appreciating different perspectives and accepting difference of opinion

### C. Social Competence

**PLO10:** Analysing political problems, their genesis and complexity

**PLO11:** Gender Sensitization and Gender Justice

**PLO12:** Developing an understanding of ecological issues

### III. Course Learning Outcomes (CLO)

After completion of the course, the students will be able to

**CLO1:** Discuss the nature and varieties of comparative subnational/state studies in India

**CLO2:** Examine the methodologies used in studying subnational/state politics

**CLO3:** Explain the interrelationship between caste, class, dominance and politics

**CLO4:** Explain and evaluate the political economy of reforms in India

**CLO5:** Evaluate the patterns of political leadership across Indian states

**CLO6:** Discuss the importance of ideologies and political regimes in defining governance, welfare and developmentalism

**CLO7:** Examine and evaluate the changing contexts and politics of formation of new states in India

### IV. Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | 2     | 3     | 3     | 3     | 3     | 2     | 2     | 1     | 3     | 3      | 1      | 1      |
| <b>CLO2</b> | 3     | 3     | 2     | 3     | 3     | 3     | 2     | 2     | 2     | 3      | 1      | 1      |
| <b>CLO3</b> | 2     | 3     | 2     | 3     | 2     | 2     | 3     | 2     | 3     | 3      | 1      | 1      |
| <b>CLO4</b> | 2     | 3     | 2     | 3     | 3     | 2     | 2     | 3     | 3     | 2      | 1      | 1      |
| <b>CLO5</b> | 2     | 3     | 2     | 3     | 2     | 3     | 2     | 3     | 2     | 3      | 1      | 1      |
| <b>CLO6</b> | 2     | 3     | 2     | 3     | 3     | 2     | 3     | 3     | 2     | 3      | 1      | 1      |
| <b>CLO7</b> | 2     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 2     | 3      | 1      | 1      |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

### V. Attendance, pedagogy and class room participation

Students should attend classes regularly and meet the minimum requirement of 75 percent attendance as prescribed by the University. In terms of pedagogy, the course shall involve a series of interactive lectures and group discussions on pre-assigned readings by the course instructor. Students are expected to actively engage with the themes and participate in class room discussions, including group discussions on different themes.

### VI. Mode of evaluation

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

## **VII. Course outline and readings**

### **Unit I: Significance of the study of state politics and certain methodological issues considered**

#### **Readings**

- Hausing, Kham Khan Suan (2015): "Framing the Northeast in Indian politics: Beyond the integration framework," *Studies in Indian Politics* 3(2), pp.277-83.
- Iqbal, Narain (1976): *State Politics in India*. New Delhi: Meenakshi Prakashan, Introduction chapter.
- Jenkins, Rob (2004). "Introduction" to *Regional Reflections: Comparing Politics across India's States*, New Delhi: Oxford University Press,
- Kailash, K.K. (2011): "Varieties of comparative state politics research in India", Seminar, 2011.
- Palshikar, Suhas and Rajeshwari Deshpande (2009): "Redefining State politics in India: Shift towards comparisons." [www.lokniti.org/newsletter/theme\\_note.pdf](http://www.lokniti.org/newsletter/theme_note.pdf)
- Snyder, Richard (2001): "Scaling Down: The Subnational Comparative Method", *Studies in Comparative International Development* 36(1), pp. 93-110.
- Tillin, Louise (2013): "National and Subnational Comparative Politics: Why, What and How", *Studies in Indian Politics* 1(2), pp. 235-240.
- Weiner, Myron (ed.) (1969): *State Politics in India*, Princeton University Press, Princeton, Introduction chapter.
- Yadav, Yogendra and Suhas Palshikar (2008), "Ten Theses on state politics in India", *Seminar*.

### **Unit II: Caste, class and social structure**

#### **Readings**

- Frankel, Francine and M S A Rao (1989, 1990): *Dominance and State Power in Modern India: Decline of a Social Order*, (Volumes I and II), OUP, Delhi. Chapters by Ram Reddy on AP (1, 265-321); Lele on Maharashtra (2, 115-211); and Frankel on Bihar (1, 46-132).
- Manor, James (2010), "Introduction" to *Caste and Politics in India*, Second revised edition. New Delhi, Orient Blackswan.
- Suri, K.C. (1996) "Caste Politics and Power Structure in India: The Case of Andhra Pradesh", in Subrata Mukherjee and Sushila Ramaswamy, (eds.), *Political Science Annual*, 1996. New Delhi: Deep and Deep Publishers, 1996, pp.298-316.
- Vaugier-Chatterjee, A. (2009): "Two dominant castes: the socio-political system in Andhra Pradesh," in Christophe Jaffrelot and Sanjay Kumar (eds.): *Rise of the Plebeians? The Changing Face of Indian Legislative Assemblies*, 277-309.

### **Unit III: Economic policies and liberalization**

#### **Readings**

- Kennedy, L., Robin, K., & Zamuner, D. (2013). "Comparing State-level policy responses to economic reforms in India. A subnational political economy perspective". *Revue de la régulation. Capitalisme, institutions, pouvoirs*, (13). <https://regulation.revues.org/10247>
- Kennedy, Loraine (2004): 'Contrasting Responses to Policy Autonomy in Andhra Pradesh and Tamil Nadu', in Rob Jenkins (ed) *Regional Reflections: Comparing Politics across India's States*, New Delhi: Oxford University Press, pp. 29-65.
- Sinha, Aseema (2004): "Ideas, Interests, and Institutions in Policy Change in India: A Comparison of West Bengal and Gujarat," in Rob Jenkins (ed) *Regional Reflections: Comparing Politics across India's States*, New Delhi: Oxford University Press, pp.66-106.
- Suri, K. C. (2005): "The Dilemma of Democracy: Economic Reforms and Electoral Politics in Andhra Pradesh". Jos Mooij (ed) *The Politics of Economic Reforms in India*, Delhi: Sage, pp.130-168.

#### **Unit IV: Leadership**

##### **Readings**

- Banerjee, Mukulika (2004): "Mamata and Jayalalitha Compared: Populist Politics in West Bengal and Tamil Nadu," in Rob Jenkins (ed) *Regional Reflections: Comparing Politics across India's States*, New Delhi: Oxford University Press.
- Byres, Terence J. (1988): "Charan Singh, 1902-87", *The Journal of Peasant Studies*, 15(2), pp.139-189.
- Kumar, Ashutosh (2019). "Political leadership at state level in India: Continuity and change," *India Review*, 18(3), 264-87.
- Manor, James (1980): "Pragmatic Progressives in Regional Politics: The Case of Devaraj Urs." *Economic and Political Weekly*, 201-213.
- Rudolph, L. I., & Rudolph, S. H. (2001). Iconisation of Chandrababu: Sharing sovereignty in India's federal market economy. *Economic and Political Weekly*, 1541-1552.
- Srinivasulu, K. (2009). "YS Rajasekhara Reddy: A political appraisal". *Economic and Political Weekly*, 8-10.

#### **Unit V: Ideology and regimes**

##### **Readings**

- Harriss, John (1999): "Comparing Political Regimes across Indian States: A Preliminary Essay", *Economic and Political Weekly*, 34(48) (Nov. 27 - Dec. 3), pp. 3367- 3377.
- Heller, Patrick (2000): "Degrees of democracy: Some comparative lessons from India," *World Politics* 52(4), pp.484-519.
- Kohli, Atul (1983): "Regime types and poverty reform in India," *Pacific Affairs*, 56(4), 649-672.
- Löfgren, Hans (2016): "The Communist Party of India (Marxist) and the Left Government in West Bengal, 1977–2011: Strains of Governance and Socialist Imagination." *Studies in Indian Politics* 4(1), pp.102-115.

#### **Unit VI: Formation of new states**

##### **Readings**

- Hausing, Kham Khan Suan (2014): "Asymmetric federalism and the question of democratic justice in Northeast India." *India Review* 13(2), pp.87-111.
- Hausing, Kham Khan Suan (2018): "Telangana and the politics of State formation in India: Recognition and accommodation in a multinational federation," *Regional and Federal Studies* 28(4), pp.447-68.

- Prakash, Amit (1999): "Contested discourses: politics of ethnic identity and autonomy in the Jharkhand region of India." *Alternatives* 24(4), pp. 461-496.
- Tillin, Louise (2011): "Questioning borders: social movements, political parties and the creation of new states in India." *Pacific Affairs* 84.1 (2011): 67-87.

## **Unit VII: Governance, welfare and populism**

### ***Readings***

- Chhibber, Pradeep, Sandeep Shastri and Richard Sisson, (2004). Federal Arrangements and the Provision of Public Goods in India, *Asian Survey* 44(3) (May/June 2004), pp. 339-352.
- Elliott, Carolyn (2016): "Clientelism and the Democratic Deficit." *Studies in Indian Politics* 4 (1), pp.22-36.
- Kailash, K K and Madurika Rasaratnam (2015). "The Policy Shaping Capacity of States: Publicly Funded Health Insurance in Tamil Nadu and Kerala" in Tillin et al, *Politics of Welfare: Comparisons across Indian States*, New Delhi: Oxford University Press.
- Krishna, A. (2007): "Politics in the Middle: mediating relationships between the citizens and the state in rural North India". In Kitschelt, Herbert and Steven Wilkinson (ed). *Patrons, clients and policies: Patterns of democratic accountability and political competition*. Cambridge University Press, pp.141-158.
- Mukherji, Rahul (2016): "The Roots of Citizen Welfare in India: Reflections on Andhra Pradesh and West Bengal," Institute of South Asian Studies Paper 232. Singapore: National University of Singapore.
- Wyatt, Andrew (2013): 'Populism and politics in contemporary Tamil Nadu', *Contemporary South Asia*, 21 (4), pp. 365-81.

Department of Political Science  
School of Social Sciences  
University of Hyderabad  
**M.A.**

## **Course Title: State, Social Sector and Politics in India**

### **M.A.: Optional Course**

Course number: PS- 502

Credits: 4

Prerequisite Course / Knowledge (If any): None

### **Course Objectives:**

The course aims to enable students to understand and analyse issues that come up in the social sector and how the Indian state responds to them. The course highlights the profile of the social sector and the state level policy interventions. It looks at the needs, demands and organised efforts of people in rural and urban areas towards a more meaningful and fulfilling existence, and also analyses the politics associated with these. It focuses on 'informality' and livelihoods that the social sector is faced with. The course equips students to understand the measures taken by the Indian state, whether policy oriented, coercive or apathetic, to handle these needs and demands. The course also builds an understanding about the non-governmental initiatives and collaborations between Indian civil society and the state to take up issues of empowerment and entitlement of the vulnerable.

## **Programme Learning Outcomes (M.A. Political Science)**

### **A. Academic Competence**

**PL1** Disciplinary knowledge and methods including familiarity with data

**PL2** Ability to connect concepts with examples

**PL3** Ability to use various e-resources academically and develop skills of academic writing and presentation

**PL4** Articulating ideas and identifying interconnections between arguments

**PL5** Dealing with contending paradigms and learning to identify their strengths and limitations

**PL6** Understanding the boundaries of the discipline and its connections with other disciplines

### **B. Personal and Behavioural Competence**

**PL7** Developing social awareness, and mutual understanding

**PL8** Developing sensitivity to diverse social backgrounds

**PL9** Appreciating different perspectives and accepting difference of opinion

### **C. Social Competence**

**PL10** Analysing political problems, conflicts and tensions in all their complexities

**PL11** Gender Sensitization and Gender Justice

**PL12** Developing an understanding of ecological issues

## **Course Learning Outcomes**

After completion of this course successfully, the students will be able to

CLO-1: Identify and understand the socio-economic problems/issues that mark Indian society. (Knowledge Base: Factual and Conceptual)

CLO-2: Explain why the Indian state responds to these needs and demands in the way it does. (Knowledge Base: Factual and Conceptual)

CLO-3: Explain and demonstrate the differences between the rural and urban socio-economic contexts. (Generic: Analytical)

CLO-4: Identify and explain the debates around issues of ‘rights’, ‘empowerment’, ‘entitlements’ and ‘welfare’. (Generic: Analytical; and Professional Values: Open mindedness)

CLO-5: Identify areas of research in Indian policy studies and frame research questions. (Career and Employability- including research: Critically review literature and arguments)

### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>CLO1</b> | 3        | 3        |          |          |          |          |          | 2        |          | 3         | 3         | 1         |
| <b>CLO2</b> | 3        | 3        |          |          |          | 2        |          |          |          | 2         | 1         |           |
| <b>CLO3</b> | 3        | 3        |          | 3        |          | 2        | 2        | 3        |          | 2         | 2         | 3         |
| <b>CLO4</b> | 3        | 3        |          | 3        |          | 2        | 3        | 3        | 2        | 2         | 3         | 2         |
| <b>CLO5</b> | 2        | 2        | 3        | 3        | 2        | 3        |          |          |          |           |           |           |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write ‘3’ in the box for ‘High-level’ mapping, 2 for ‘Medium-level’ mapping, 1 for ‘Low-level’ mapping

#### **Teaching**

Learning methods comprise pedagogical methods such as classroom lectures and students-teacher interactions, group discussions, seminars and assignments etc.

#### **Assessment methods**

Assessment methods comprise assignments, student presentations, internal/term examination and end semester final examination.

#### **Course Outline (Syllabus):**

1. State and the social sector:  
State regimes and perspectives on development and welfare policies; role of the state; role of technology; economic reforms – issues of growth and redistribution.
2. Agrarian policies in India:  
Issues of small and marginal farmers; land ownership patterns and land rights; climate change and agriculture; agrarian politics and movements; State policies.
3. Urban issues:

Issues of migration, economic hardships and poverty; 'informality' and poverty; unorganized labour and its issues; urban planning and development.

4. Social welfare:

Health sector; food production and food security; women's education, work and reproductive health; child labour, education and rights –state policies and state role; debate on post-material value changes.

5. NGOs, Civil Society and Corporate Interventions:

Relations with the state; Corporate social responsibility; issues and areas of support.

### **Essential Readings**

Bhatty, K. 2014. 'Review of Elementary Education Policy in India: Has it Upheld the Constitutional Objective of Equality?' *Economic and Political Weekly*, November 1.

Castles, Francis G. and Herbert Obinger. 2007. 'Social Expenditure and the Politics of Redistribution', *Journal of European Social Policy*, 17 (3).

Chandhoke, Neera. 2014. 'Can Civil Society Reorder Priorities in India?'. *Economic and Political Weekly*, 49 (8), pp.43-8.

Corbridge, Stuart and John Harris. 2000. *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. New Delhi: Oxford University Press.

Corbridge, Stuart, John Harris and Craig Jeffrey. 2013. *India Today: Economy, Politics and Society*. Cambridge and Malden: Polity Press.

Dev, S. Mahendra. 2010. *Inclusive Growth in India: Agriculture, Poverty, and Human Development*. New Delhi: Oxford University Press.

Gothoskar, Sujata. 2013. 'The Plight of Domestic Workers: Confluence of Gender, Class and Caste Hierarchies', *Economic and Political Weekly*, 1 June.

Gupta, A. 2012. *Red Tape: Bureaucracy, Structural Violence, and Poverty in India*. Durham and London: Duke University Press.

Himanshu. 2019. 'India's Farm Crisis: Decades Old and With Deep Roots'. *The India Forum*. <https://www.theindiaforum.in/article/farm-crisis-runs-deep-higher-msps-and-cash-handouts-are-not-enough>

Jayal, Niraja Gopal. 1994. 'The Gentle Leviathan: Welfare and the Indian State'. *Social Scientist*, 22 (9), Sept-Dec, pp. 18-26.

Jenkins, Rob. 2011. 'Non-governmental Organizations' in *The Oxford Companion to Politics in India*, eds. Niraja Gopal Jayal and Pratap Bhanu Mehta, pp. 423-440. New Delhi: Oxford University Press.

Kohli, Atul. 2012. *Poverty Amid Plenty in the New India*. Cambridge: Cambridge University Press.

Kothari, Jayna. 2014. 'A Social Rights Model for Social Security: Learnings from India'. *Law and Politics in Africa, Asia and Latin America*, Vol 47 (1), Thematic Issue: Innovation in Social Security Legislation: Comparative Perspectives, pp. 5-21.

Prabhu, K. Seeta and Sandhya S. Iyer. 2019. *Human Development in an Unequal World*. New Delhi: Oxford University Press.

Rickard, Stephanie J. 2012. 'Welfare versus Subsidies: Governmental Spending Decisions in an Era of Globalization', *The Journal of Politics*, 74 (4).

Sinha, Shantha. 2013 *National Commission for the Protection of Child Rights: The First Six Years (2007-2013)*. New Delhi: NCPCR, [http://nipccd-earchive.wcd.nic.in/sites/default/files/PDF/NATIONAL%20COMMISSION%20FOR%20PROTECTION%20OF%20CHILD%20RIGHTS%20\(NCPCR\)%20THE%20FIRST%20SIX%20YEARS%20\(2007-2013\).pdf](http://nipccd-earchive.wcd.nic.in/sites/default/files/PDF/NATIONAL%20COMMISSION%20FOR%20PROTECTION%20OF%20CHILD%20RIGHTS%20(NCPCR)%20THE%20FIRST%20SIX%20YEARS%20(2007-2013).pdf)

Sen, Amartya. 2000. *Development as Freedom*. New Delhi: Oxford University Press.

Shah, Mihir. 2014. 'Civil Society and Indian Democracy: Possibilities of Social Transformation'. *Economic and Political Weekly*, 49 (8), pp. 37-42.

Sharma, Seema. 2013. 'Corporate Social Responsibility in India – The Emerging Discourse and Concerns'. *Indian Journal of Industrial Relations*, 48 (4), pp. 582-96.

SinghaRoy, Debal K. 2004. *Peasant Movements in Post-colonial India: Dynamics of Mobilization and Identity*. New Delhi: Sage.

Tendulkar, Suresh D and L R Jain. 1995. 'Economic Reforms and Poverty', *Economic and Political Weekly*, June 10.

'The State and Development Planning in India', Report on Seminar. 1989. *Economic and Political Weekly*, August, 24 (33), pp. 1877-1884.

Tillin, Louise, Rajeshwari Deshpande and K.K. Kailash. 2015. *Politics of Welfare: Comparisons across Indian States*. New Delhi: Oxford University Press.

**Note: Readings may be modified or new readings introduced by the course instructor while teaching the course.**

University of Hyderabad  
Department of Political Science,  
School of Social Sciences

**MA**

Course title: **Caste, Social Inequality and Buddhism in India**

Elective course: 3/4 semester

Credits: 4

Course instructor: K.C. Suri

**1. Context and Perspective:**

Questions of social equality and inequality are central to all nations of the world in the past as well as in the present. But in India, because of the uniqueness of its caste system, these questions acquire a special significance, meaning and urgency. A monstrous myth that had emerged long ago under *jati* and *varna* categories struck roots in the Indian mind. The unequal social statuses are attributed either to the innate qualities that nature infuses in individual beings while they are formed in mother's womb or to the effects of previous karma or to the divine will. Many classical texts of ancient and medieval India are embedded in this mythical ideology. Governments are told that it is their dharma to safeguard, promote and implement this varna-based social order.

However, alongside this myth, there have been ideas and arguments that had contested, debunked and rebutted it, although they were not fully successful in defeating and burying it the way the ancient Athenians did with the Socratic 'magnificent myth'. The ideas and teachings of the Buddha were among the foremost of the attempts to refute the doctrines and conceits of the caste system. There have been many social reformers in India's history up until India got independence from the colonial rule who strived to dispel the myth and mend or end the caste system. Finally, it has been constitutionally discarded when India became a republic. Under the pressure of democratic politics, scientific progress, and social and economic transformation the caste system has been declining over the last few decades and its ideological grip is loosening. But the idea refuses to go away and its odour still permeates the social sphere.

**2. Objective:**

As India gets increasingly democratised and secularised and as the stranglehold of caste ideology gradually loosens, it needs to rediscover and renew the ideas and arguments that are available from the past that sought to refute the myth of the caste system. This is necessary for a harmonious social life and to nurture a secular democratic polity based on freedom, equality and dignity of all. The Buddhist texts this course proposes to discuss are more than 2500 years old. But the arguments and ideas that we find in these texts are pertinent to the issues that India encounter in its contemporary social and political life. What Buddha taught offers us an approach to dispel the myth of caste-based social divisions and recognise the importance of the principles of freedom and equality that are central to social and political life of our times.

Only a scant attention is paid to social and political thought of Buddha in the way the Indian thought has been conventionally taught in Indian universities with a focus primarily on the

Dharmaśāstras, Kautilīya Arthaśāstra, or the Mahābhārata that propound and defend the iniquitous caste system as a timeless inviolable universal order engendered by nature or ordained by the God. As a departure from such a tradition, this course will enable the students to study the roots and emergence of the caste problem from an alternative perspective, understand the intellectual and philosophical debates surrounding it and discuss its ramifications in contemporary India.

### **3. Scope:**

This course familiarises students with the debates on varna order, its advocacy and contestation in ancient India focusing primarily on the ideas and arguments of Buddha as available in his Discourses. Caste question is not central to Buddha's thought; but he deals with it as a part of his overarching doctrine of dhamma and resolves it in a way that leads to a harmonious social life. The course proposes to deal with social, political and economic conditions of the time, theories and accounts of the varna order put forth by the apologists of caste order and how Buddha refutes them, the various interpretations given to Buddhist teachings on this matter, and the application of Buddhist ideas and arguments to tackle the caste question in contemporary India.

There are many places in Buddhist canon where we find discussion on questions related to caste. But this course will read six Suttas (the earliest record of Buddha's teachings) that exclusively or almost exclusively deal with caste problem. They are the Ambaṭṭha Sutta, Aggañña Sutta, Madhura Sutta, Assalāyana Sutta, Vāseṭṭha Sutta, and Vasala Sutta. Almost all aspects of Buddhist understanding of caste, class and race are found in these six Suttas.

### **4. Programme Learning Outcomes (PLOs), Course Learning Outcomes (CLOs) and mapping of CLOs with PLOs:**

#### **4.1. Programme Learning Outcomes:**

##### **A. Academic Competence**

**PLO1:** Disciplinary knowledge and methods

**PLO2:** Ability to connect concepts with examples

**PLO3:** Ability to use various e-resources and develop skills of academic writing and presentation

**PLO4:** Articulating ideas and identifying interconnections between arguments

**PLO5:** Dealing with contending paradigms and learning to identify their strengths and limitations

**PLO6:** Understanding the boundaries of the discipline and its connections with other disciplines

##### **B. Personal and Behavioural Competence**

**PLO7:** Developing social awareness, and mutual understanding

**PLO8:** Developing sensitivity to diverse social backgrounds

**PLO9:** Appreciating different perspectives and accepting difference of opinion

##### **C. Social Competence**

**PLO10:** Analysing political problems, their genesis and complexity

**PLO11:** Gender Sensitization and Gender Justice

**PLO12:** Developing an understanding of ecological issues

## 1.2. Course Learning Outcomes:

### A. Academic Competence:

**CLO1:** Able to situate a text in its historical context and explore the meaning of the text (Understanding)

**CLO2:** Able to understand the standpoint of and interaction between different philosophical schools on the contentious issue of social inequality (Understanding)

**CLO3:** Critically discuss various scholarly interpretations on what Buddha taught on caste and social inequality (Understanding)

**CLO-4:** Appreciate how Buddha's treatment of caste question continues to be relevant to India's contemporary social and political life (Application)

### B. Personal and Behavioural Competence

**CLO5:** Develop social awareness, tolerance and treat others with dignity

**CLO6:** Appreciate the social transformation taking place in India's electoral democracy

### C. Social Competence

**CLO7:** Develop a broad understanding of the questions of caste, race and class in India

**CLO8:** Ability to approach and understand the reality as it is and as much as one can

## 4.3. Mapping of PLOs with CLOs:

The table below shows how each of the CLOs is aligned with the PLOs as laid down by the Department of Political Science. A score of 3 in a cell indicates a 'High-level' of complementarity between the two, 2 a 'Medium-level', and 1 a 'Low-level'.

|       | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO-1 | 3     | 3     | 3     | 3     | 3     | 2     | 2     | 2     | 3     | 3      | 2      | 1      |
| CLO-2 | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 2      | 1      |
| CLO-3 | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 2      | 2      | 1      |
| CLO-4 | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 2      | 1      |
| CLO-5 | 3     | 2     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 2      | 1      |
| CLO-6 | 3     | 3     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 3      | 2      | 1      |
| CLO-7 | 3     | 3     | 2     | 3     | 2     | 3     | 3     | 3     | 3     | 2      | 2      | 1      |
| CLO-8 | 2     | 2     | 2     | 3     | 3     | 3     | 3     | 3     | 3     | 2      | 2      | 1      |

## 5. Course outline

### 5.1. The context: Ideas, Belief systems and Practices concerning caste divisions and social inequality in Buddha's time

*What were the socio-cultural conditions in which Buddha taught? What are the various intellectual currents, theories and belief systems concerning the jati-varna system that Buddha encountered in his times?*

Readings in this section enable students to understand the historical and social context and the intellectual milieu in which the Buddhist discourses took place.

These readings will prepare the students to read the discourses listed in the unit that follows this.

### **Readings**

- Richard Fick, *The Social Organisation in North-East India in Buddha's Time*. Translated by Shishirkumar Maitra, Varanasi, 1972: Indological Book House.
- Ratilal N. Mehta, "The Social Structure", in *Pre-Buddhist India: A Political, Administrative, Economic, Social and Geographic Survey of Ancient India Based Mainly on the Jātaka Stories*, Bombay: 1939: Examiner Press, pp.244-265.
- Wilhelm Halbfass, "Homo Hierarchicus: The Conceptualization of the Varna System in Indian Thought", in *Tradition and Reflection: Explorations in Indian Thought*, State University of New York Press: Albany, 1991. pp.347-406.
- Bimala Churn Law, "Social Life and Economic Conditions", in *India as Described in Early Texts of Buddhism and Jainism*, Delhi, 1980: Bharatiya Publishing House, Chapter III, pp. 139-193.
- Suvira Jaiswal, "Varna Ideology and Social Change", *Social Scientist*, Vol. 19, No. 3/4 (Mar. - Apr., 1991), pp. 41-48.
- Vivekanand Jha, "Social Stratification in Ancient India", *Social Scientist*, Mar-Apr. 1991, Vol. 19, No. 3/4, pp. 19-40.
- Richard F. Gombrich, "Gotama Buddha's Problem Situation", in *Theravada Buddhism: A social history from ancient Benares to modern Colombo*, 2<sup>nd</sup> Edition, Routledge, Oxon, 2006, Chapter 2, pp.32-60.

### **5.2. Buddha's Discourses on Caste**

*What are the grounds on which Buddha deals with the questions of jati and varna to vindicate his argument that there is no high born and low born and what matters is the effort to attain moral and spiritual excellence? How does he account for the origin of castes? How does he refute the myth that people by their very innate nature are unequal and the pretensions of some to higher social status and superiority by virtue of their birth?*

Readings are the six Discourses that exclusively or almost exclusively deal with caste problem.

### **Texts to read:**

- 2.1: Ambaṭṭha Sutta (Pride Humbled), *Dīgha Nikāya* 3  
Conversation with Ambaṭṭha who is very proud of his Brahmin status and refuses to show respect to Buddha.
- 2.2: Aggañña Sutta (On Knowledge of Beginnings), *Dīgha Nikāya* 27  
Provides an account of the origins of human society and the caste-class divisions. Buddha refutes the belief that brahmins enjoy an intrinsically privileged status due to being created from the mouth of Brahma. In contrast, moral conduct, not lineage, is declared to be measure of human excellence.
- 2.3: Madhura Sutta (The Discourse at Madhura), *Majjhima Nikāya* 84  
Mahā Kaccāna examines the claim that brahmins are the highest caste (Mahā Kaccāna, not Buddha, is the chief proponent in this discourse held after the parinibbāna of Buddha).
- 2.4: Assalāyana Sutta (To Assalāyana), *Majjhima Nikāya*, 93

Assalāyana asks Buddha what he has to say concerning the claims of the brahmins to be the only superior class, the legitimate sons of Brahma. Buddha points out to him that such pretensions are baseless, and that virtue, which alone leads to purity, can be cultivated by members of any of the four classes.

#### 2.5: Vāsetṭha Sutta (To Vāsetṭha), Majjhima Nikāya, 98

Buddha resolves a dispute between two young brahmins on the qualities of a true brahmin. One maintains that it is pure descent from seven generations of ancestors with neither break nor blemish in the lineage, whereas the other contends that virtue and moral behaviour makes one a true brahmin. Buddha says it was not birth but deeds which made the true brahmin.

#### 2.6: Vasala Sutta (The Discourse on the Outcastes), Suttanipāṭa, 1.7

Buddha refutes the claims of superiority because of the reason of birth.

Parts of Soṇadaṇḍa sutta (DN4) on the qualities of a true Brahman, Lohicca Sutta (DN12) on the ethics of teaching, Kaṇṇakatthala Sutta (MN Vol 2, 90) on caste distinctions, Caṅki Sutta (MN Vol 2, 95) on truth, and Esukari Sutta (MN Vol 2, 96) on Brahmins' claim to superiority will also be read.

For English rendering of these Discourses, I will depend, for the ones in Dīghanikāya, on Maurice Walshe, *The Long Discourses of the Buddha*, (Translated from Pāli), Wisdom Publications, Boston, 1987. For the Discourses in Majjhima Nikāya, I will depend on Bhikkhu Ñāṇamoli and Bhikkhu Bodhi, *The Middle Length Discourses of the Buddha* (Translated from Pāli), Buddhist Publication Society, Kandy, 1995. Vasala Sutta is from Bhikkhu Bodhi, *The Suttanipāṭa: An Ancient Collection of Buddha's Discourses*, Wisdom Publications, Somerville, USA, 2017.

### **Readings**

The following readings will help to understand the social setting for some of these Discourses:

T.W. Rhys Davids, "Introduction" to Ambaṭṭha Sutta, Soṇadaṇḍa Sutta and Lohicca Sutta, in *Dialogues of the Buddha*, Translated from the Pāli of the Dīghanikāya, Vol I, MLBD, Delhi, 2007, pp. 96-107; 137-43; and 285-87.

Steven Collins, "The Discourse on What Is Primary (Aggañña Sutta)", *Journal of Indian Philosophy*, December 1993, Vol. 21, No. 4, pp. 301-393.

Analayo, "Assalāyana Sutta", in *Comparative Study of the Majjhima Nikāya*, Vol 2, Dharma Drum Publishing Corporation, Taipei, pp. 549-556.

Robert Chalmers, "The Madhura Sutta concerning Caste", *The Journal of the Royal Asiatic Society of Great Britain and Ireland*, (Apr. 1894), pp. 341-366.

Analayo, "Vāsetṭha Sutta", in W.G. Weeraratne, *Encyclopaedia of Buddhism*, Vol 8, Govt of Sri Lanka, 2009, pp.494-96.

### **5.3. Commentaries and interpretations of the Buddhist position on caste**

*Did Buddha reject caste system altogether? Did he teach equality of all castes or is it about the Kshatriya-Brahmin conflict over who is superior between the two? Whether the designation of a Brahman and standing of a person in society are inherited by birth, or get determined by conduct (sila) and intellect (pragna)? What does it mean to say that every individual is an autonomous agent capable of walking and striving on the path of knowledge and attaining Nibbāna? What are the*

*philosophical underpinnings of Buddhist approach to caste question that makes one to transcend the caste pride and prejudice?*

Readings are from scholars of philosophy, religion, history and Indology who have closely studied the Buddhist texts and offered different interpretations of the views that Buddha propounded in his Suttas. Understanding of the Suttas cannot be complete without reading major commentaries and writings on them.

### **Readings**

- Kashi Nath Upadhyaya, "The Problem of Caste", in *Early Buddhism and the Bhagavadgita*, Motilal Banarsidass Publishers, 1971, pp.498-513.
- P.L. Barua, "The Doctrine of Caste in Early Buddhism", *Journal of Asiatic Society of Pakistan*, 4, 1959, pp.134-156.
- J.W. de Jong, "Buddhism and the Equality of the Four Castes", in J. Duchesne-Guillemin, W. Sundermann and F. Vahman (eds), *A Green Leaf: Papers in Honour of Professor Jes P. Asmussen*, Leiden 1998. Pp.423-431.
- G.P. Malalasekera and K.N. Jayatilleke, "The Buddhist Conception of Man and the Attitude to Racism and Caste", *Buddhism and the Race Question*, UNESCO, Paris, 1958, Chapter 2, pp.32-68.
- Vincent Eltschinger, "Canonical antecedents", in *Caste and Buddhist Philosophy: Continuity of some Buddhist Arguments against the Realist Interpretations of Social Denominations*, Motilal Banarsidass Publishers, Delhi, 2012, Chapter 1, pp.1-56.
- Gabriel Ellis, "Early Buddhism and Caste", *Rocznik Orientalistyczny* (Orientalist Yearbook), LXXII (1), 2019, pp. 55-71.
- Y. Krishan, "Buddhism and Caste System", *East and West*, June 1998, Vol. 48, No. 1/2 (June 1998), pp. 41-55.
- Uma Chakravarti, "Social Stratification as Reflected in the Buddhist Texts", in her *Social Dimensions of Early Buddhism*, Munshi Manoharlal Publishers, Delhi, 1996, pp.94-121.

### **5.4. Caste question and Buddhism in India after Buddha, especially in recent times**

*What are the arguments of Buddhist scholars such as Dharmakīrti against caste-based social statuses? How do we understand the renewal of attack against caste theories in recent times by intellectuals, social reformers and publicists who took a Buddhist view of individual and social well-being, such as P. Lakshmi Narasu, Iyothee Thass, and B.R. Ambedkar? How does the Buddha's doctrine enable Indians to develop an egalitarian and secular outlook, to build a just social order, and to strengthen democracy by annihilating the caste system?*

Readings for this section are either the original writings of some of the contemporary Buddhist thinkers and social reformers who were engaged in cognitive praxis, or the writings of academic scholars who have studied and analysed their ideas.

### **Readings**

- Vincent Eltschinger, "Dharmakīrti and his successors", in *Caste and Buddhist Philosophy: Continuity of some Buddhist Arguments against the Realist Interpretations of Social Denominations*, Motilal Banarsidass Publishers, Delhi, 2012, Chapter 2, pp.57-156.
- P. Lakshmi Narasu, "Buddhism and Caste", in *The Essence of Buddhism*, Madras: 1907.
- P. Lakshmi Narasu, *A Study of Caste* (1922), Asia Educational Services, Chennai, 1988.

- B.R. Ambedkar, "Revolution and Counter-Revolution", *Dr Babasaheb Ambedkar: Writings and Speeches*, Volume 3, Compiled by Vasant Moon and Hari Narake, Dr. Ambedkar Foundation, 2014, pp.165-228.
- Gail Omvedt, *Buddhism in India: Challenging Brahmanism and Caste*, Sage, New Delhi, 2003
- Gail Omvedt, *Understanding Caste: From Buddha to Ambedkar and Beyond*, Orient Blackswan, 2011.
- G. Aloysius, *Iyothee Thassar and Emancipatory Buddhism*, Critical Quest, 2004.
- Kancha Ilaiah, "Class and Caste", in *God as Political Philosopher: Buddha's Challenge to Brahminism*, Samya Publishers, Delhi, 2001, pp.158-179.
- A. Raghuramaraju, "Buddhism in Indian Philosophy", *India International Centre Quarterly*, Winter 2013 – Spring 2014, Vol 40, No. 3&4, pp.65-85.
- Surendra Jondhale and Johannes Beltz (eds), *Reconstructing the World: B.R. Ambedkar and Buddhism in India*, OUP, New Delhi 2004.
- Pradeep Gokhale (ed), *Classical Buddhism, Neo-Buddhism and the Question of Caste*, Routledge, 2020.

## 6. Evaluation and Grading:

The course will go by the standard mode of conducting three tests for continuous assessment and one end-semester written examination being followed in the School of Social Sciences of the University.

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University of Hyderabad  
Department of Political Science  
School of Social Sciences  
M.A III- Semester

Course Title: **Democracy, Liberalism and Religion**

MA.: **Optional Course**

**Duration: August- December**

Course number:

Credits:

Total Marks:

Prerequisite Course / Knowledge (If any):

## Course Objective:

The course aims to enable students to read and interpret academic exchanges critically and develop analytical skills extracting a dialectic from them. It aims to do so by introducing them to the rich and ongoing deliberation among scholars on the subject of liberal democracy and its deficient career with regard to culture/religion in our contemporary era. It aims to develop in them the skills of thinking and writing clearly and engaging with a informed scholarly outlook with the issues facing contemporary political thinking.

### **Course Learning Outcomes (5 to 8)**

After completion of this course successfully, the students will be able to:

**CLO1:** Understand the logic and tools employed by authors to make an argument in a text and in responding to the arguments made by other scholars (Knowledge based: Cognitive).

**CLO2:** Identify the theoretical predispositions and assumptions made and contested by scholars while reading their texts (Knowledge Base: Conceptual).

**CLO3:** Develop the ability to compare and think across contexts about political societies and their skills to write clearly, effectively and analytically (Career and Employability – including research).

**CLO4:** Present one's own analysis clearly and coherently backed by knowledge and information (Generic: Communication).

**CLO5:** Reflect, Write and Contribute to the deliberative exercises integral to the political life of societies (Career and Employability – including research).

### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | 3     | 2     |       | 3     |       |       |       |       |       |        |        |        |
| <b>CLO2</b> |       | 2     |       |       | 1     | 2     |       |       |       |        |        |        |
| <b>CLO3</b> |       |       | 3     | 3     |       |       |       |       |       |        |        |        |
| <b>CLO4</b> |       |       | 3     | 3     |       |       |       |       |       |        |        |        |
| <b>CLO5</b> | 2     |       | 3     |       |       |       |       |       |       |        |        |        |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

### **Teaching**

The course is designed in a text-based lecture mode with an emphasis on regular instructor/student interaction. Classes would be designed in a 20 minute pre-recorded

video/live lectures format and one class a week will be devoted to student responses to the texts and lectures following up on discussions via text based discussion forums.

Learning methods comprise lectures, reading and writing exercises and group discussions.

### **Assessment methods**

Assessment methods comprise reading and writing assignments and student participation in the discussions in the term of the course.

### **Course Outline (Syllabus):**

1. Defining the problem:  
Introduction to liberalism (Duncan Bell)  
Democracy and the question of religion in the contemporary Western political thinking
  - a. Liberalism and subversion of democracy (Levitsky and Ziblatt)
  - b. Religion in Politics and the West's self-(mis)conceptions (Alfred Stepan)
2. Critique of Liberalism:  
The problem of recognition (Charles Taylor)  
Is the rights framework sufficient?(Iris Young)  
Religion and the fragility of liberal democracies (Mark Lilla)
3. Response from within the liberal framework:  
The Universalist Defence (Barry Brian)  
The Accommodative position (John Rawls)  
Two-level Justification of religious toleration (Jeremy Webber)
4. The Indian Context:  
Multiculturalism or Secularism: Pre-modern religious plurality vs post-colonial cross-cultural encounters (Rajeev Bhargava)  
Secular liberalism and 'thick and thin' identities (Akeel Bilgrami)  
Religion and the recognition of the limits of rule of law (R. Sudarshan)

### **Readings:**

Barry, Brian.(2001) *Culture and Equality*. Cambridge : Polity Press

Bell, Duncan. (2014) "What Is Liberalism?" *Political Theory* 42 (6): 682-715

Bhargava, Bagchi and Sudarshan(eds.). (1999) *Multiculturalism, Liberalism and Democracy*. Oxford: Oxford University Press [Select Chapters]

Bhargava, Rajeev. (ed) (1999). *Secularism and its Critics*. Oxford: Oxford University Press [Select Chapters]

Connolly, William E. (1996) "Pluralism, multiculturalism and the nation state: Rethinking the connections" *Journal of Political Ideologies* 1 (1): 53-73

Levitsky, Steven and Ziblatt Daniel. (2018). "Subverting Democracy" in *How Democracies*

Die. New York: Crown Publishing Group: 143-190

Lilla, Mark.(2007). *The Stillborn God Religion, Politics and the Modern West*. New York: Vintage [Select Chapters]

Rawls John. (1993) *Political Liberalism*.New York: Columbia University Press

Stepann, Albert. (2001). “World Religious Sytems and Democracy: Crafting the Twin Tolerations” in *Arguing Comparative Politics*. Oxford: Oxford University Press: 213-254

Taylor, Charles. (1994) ‘The Politics of Recognition’ in Gutmann Amy ed., *Multiculturalism: Examining the Politics of Difference*. Princeton, NJ: Princeton University Press

Webber, Jeremy. (2001). “A Two-Level Justification for Religious Toleration” 4:Winter.*Journal of Indian Law and Society* 25.

Young, Iris Marion. (1995) “Together in Difference: Transforming the Logic of Group Political Conflict”, in Kymlicka Will (ed.) *The Rights of Minority Cultures*. Oxford: Oxford University Press

### **Suggested Readings Apart from the Recommended Texts:**

Said, Edward. (2003). ‘Dreams and delusions’, *Al-Ahram Weekly*.

Hashemi, Nader. ‘Rethinking the Relationship between Religion, Secularism and Liberal Democracy: Reflections of the Stephan Thesis and Muslim Societies’. Unpublished paper.

Casanova, Jose.(2004). ‘Religion, European secular identities, and European integration’, *Transit*

Charim, Isolde. ‘Culture as battlefield, The Danish cartoon controversy and the changing public sphere’. Lecture ms.

Gellner, Ernest. (1996). ‘Religion and the profane’, *Internationale fur Philosophie*

Reemtsma, Jan Philipp. (2005). ‘Must we respect religiosity? On questions of faith and the pride of the secular society’, *Le Monde diplomatique*

Taylor, Charles. (2002). ‘Democratic exclusion (and its remedies?)’. *Transit*.

Rorty, Richard. (2007). ‘Democracy and philosophy’, *Kritika & Kontext*. 33

Rorty, Richard. ‘The Priority of Democracy to Philosophy’ in *Objectivity, Relativism and Truth*.

**Note: Readings may be modified and additional reading introduced by the course instructor while teaching the course.**

Department of Political Science  
School of Social Sciences  
University of Hyderabad  
M.A. III- Semester

Course Title: **Theories of Governance**

M.A.: **Optional Course**

**Duration: July - December**

Course number: PS- 521

Credits: 4

**Course Objectives**

The concept of governance has become an important one in the contemporary discourse on democracy across the globe. The concept is representing for paradigm shift from government to governance due to rise of the triangle of players like State, Market, and Civil Society. In this context, the notion of Governance is being perceived as hybridized, multi-jurisdictional, plural, participative etc. Subsequently, for the last few decades, considerable amount of literature has been generated on the notion of governance, which needs to be understood in a proper framework for the academic debates in order to enrich knowledge about the subject.

**Programme Learning Outcomes:**

**A. Academic Competence**

**PLO-1:** Disciplinary knowledge and methods including familiarity with data

**PLO-2:** Ability to connect concepts with examples

**PLO-3:** Ability to use various e-resources academically and develop skills of academic writing and presentation

**PLO-4:** Articulating ideas and identifying interconnections between arguments

**PLO-5:** Dealing with contending paradigms and learning to identify their strengths and limitations

**PLO-6:** Understanding the boundaries of the discipline and its connections with other disciplines

**B. Personal and Behavioural Competence**

**PLO-7:** Developing social awareness, and mutual understanding

**PLO-8:** Developing sensitivity to diverse social backgrounds

**PLO-9:** Appreciating different perspectives and accepting difference of opinion

### C. Social Competence

**PLO-10:** Analyzing political problems, their genesis and complexity

**PLO-11:** Gender Sensitization and Gender Justice

**PLO-12:** Developing an understanding of ecological issues

### Course Learning Outcomes:

By the time of completing course, the student will be able to

**CLO1.** Understand the meaning and institutional context of the rise of governance

**CLO2.** Acquire the knowledge about various forms of governance

**CLO3.** Appreciate the role of leadership in governance

**CLO4.** Explain the theories of governance

**CLO5.** Familiarize with the methods of measuring governance and

**CLO6.** Assess the capacities of the institutions of governance

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | 3     | 3     | 3     | 3     | 3     | 3     | 3     | 2     | 3     | 3      | 3      | 3      |
| <b>CLO2</b> | 3     |       | 3     | 2     | 2     | 1     | 2     | 1     | 2     | 3      | 3      |        |
| <b>CLO3</b> | 3     | 3     | 3     | 2     | 3     | 3     | 1     | 3     | 3     | 3      | 2      | 3      |
| <b>CLO4</b> | 3     | 3     | 3     | 3     | 3     | 2     | 2     |       | 3     | 3      | 3      | 3      |
| <b>CLO5</b> | 3     | 2     | 3     | 3     |       | 3     | 3     | 3     |       | 3      |        | 3      |
| <b>CLO6</b> | 3     | 2     | 3     | 1     | 1     | 2     | 3     | 2     | 2     | 3      | 3      | 2      |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-Level' mapping, 2 for "Medium Level" mapping and 1 for 'Low-Level' mapping.

### Teaching Methodology

Learning methods comprising of pedagogical methods such as class room lectures and students teacher interactions, group discussions, talks by experts, seminars and assignments will be used.

### Assessment methods

Summative assessment method comprising of three internals and end semester examination in the form of assignments, student presentations and written tests.

### Course Outline

## **Unit-1 Context of Governance-Neo-Institutionalism and their Relationship:**

- (1) The Concept of Governance and Propositions
- (2) Governance and Triangle of Institutions: State, Civil Society and Market
- (3) Relationship among/between Institutions of Governance: Public Private Partnership, Corporate Sector Social Responsibility and Rights and Entitlements.

### **❖ Readings**

- David Levi-Faur (ed) (2012). *The Oxford Handbook of Governance*, Oxford University Press: Delhi, Chapter-1
- Mark Bevir (ed) (2007) *Public Governance*, Vol.1, Sage Publications Ltd, London, Editor's introduction on what is Governance?
- Gerry Stocker (1998). *Governance as theory: Five Propositions*, Blackwell Publishers,
- Mark Bevir (ed) (2007), *Public Governance*, Vol.1, Sage Publications Ltd, London, chapter-2.

## **Unit-2 Types of Governance and Leadership:**

- (a) Decentralized, Democratic, Participatory, Multi-level Governance and New Public Management.
- (b) Role of leadership in Governance.

### **❖ Readings**

- Ed Connerley, Kent Eaton, Paul Smoke (ed) (2011), *Making of Decentralization Work Democracy, Development and Security* Viva Books, New 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
- David Osborne and Ted Gaebler (1992), *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*, Addison Wesley Publ. Co.
- Mark Bevir (ed) (2011). *Sage Handbook of Governance*, Sage Publications Ltd, London, Chapter-19.
- David Levi-Faur (ed) (2012). *The Oxford Handbook of Governance*, Oxford University Press: Delhi, Chapter-44.
- Mark Bevir (ed) (2011). *Sage Handbook of Governance*, Sage Publications Ltd, London, Chapter-30.
- Mark Bevir (ed) (2011), *Sage Handbook of Governance*, Sage Publications Ltd, London, Chapter-27.

## **Unit-3 Theories of Governance-I**

- (1) Rational Choice Theory, (2) Interpretive Theory. (3) Organization Theory, (4) Institutional Theory,

### **❖ Readings**

- Mark Bevir (ed) (2011). *Sage Handbook of Governance*, Sage Publications Ltd, London, Chapters 3-6.

#### **Unit-4 Theories of Governance-II**

(4) Systems Theory, (6) Meta governance, (7) Development Theory, and (8) Cybernetic Models of Governance

##### **❖Readings**

- Mark Bevir (ed) (2011). *Sage Handbook of Governance*, Sage Publications Ltd, London, Chapter 7, 8 and 11
- David Levi-Faur (ed) (2012). *The Oxford Handbook of Governance*, Oxford University Press: Delhi, Chapter 8

#### **Unit-5 Measuring and Capacity Building of Governance:**

(1) Indicators, methodology and organizations  
(2) Capacity Building for Governance

##### **❖Readings**

- Mark Bevir (ed) (2011). *Sage Handbook of Governance*, Sage Publications: Delhi, Chapter 11
- E. Venkatesu, (2016), *Democratic Decentralization in India Experiences, issues and challenges*, Routledge, London, Chapter-15.

##### **❖Supplementary Readings**

- Mark Bevir (2007), *Public Governance* (Four Volumes), SAGE Publications Ltd, London.
- Satyajit Singh and Pradeep K. Sharma (ed), *Decentralization: Institutions and Politics in Rural India*, Oxford University Press (2007), Chapter-1
- E-content, Video and PPTs of e-pathshala, MOOCs and UGC-NRC on Governance

University of Hyderabad  
Department of Political Science  
School of Social Sciences  
MA

Course: **Gramsci's Political Thought**

M.A. : Elective Paper (3<sup>rd</sup> or 4<sup>th</sup> Semester)

Course No: PS-525

Credits: 4

Course Instructor: Arun K Patnaik

Prerequisite Course/Knowledge: Western Political Thought

### **I. Course Overview:**

This course discusses 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 various contexts – Western capitalism, Russian socialism, Italy's passive transition in nation formation, and the nature of popular culture- informing his concepts listed below, lectures will focus on them as we proceed. Gramsci offers an unusual critique of orthodox Marxism, while being part of it, and creates new grounds for critical enquiry in the world of capitalism and its many forms of power. 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)

### **II. Programme Learning Outcomes:**

After completion of M.A successfully, students will be able to:

#### **A. Academic Competence**

**PLO1:** Demonstrate comprehensive understanding of the disciplinary knowledge and methods including familiarity with data in Political Science and allied disciplines

**PLO2:** Demonstrate the ability to connect concepts with examples in different subjects of Political Science

**PLO3:** Demonstrate the ability to use various e-resources academically and develop skills of academic writing and presentation in the fields of Political science and related fields

**PLO4:** Demonstrate a sense of inquiry and capability for asking appropriate questions; the ability to define problems, formulate and test hypotheses, analyse, interpret and draw conclusions from data; plan, execute and report the results of an experiment or investigation.

**PLO5:** Deal with contending paradigms and identify their strengths and limitations and also identify interconnections between arguments

**PLO6:** Explain the boundaries of the discipline and its connections with other disciplines

### **B. Personal and Behavioural Competence**

**PLO7:** Demonstrate the social awareness of diverse cultures, the ability to appreciate different perspectives and the need for mutual understanding, collaboration and team work

**PLO8:** Demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviour such as committing plagiarism, not adhering to intellectual property rights, and adopt truthful actions in all aspects of work.

**PLO9:** Demonstrate the ability to acquire knowledge and skills throughout life, through self-paced and self-directed learning aimed at personal development and to meet the changing trades and demands of work place.

### **C. Social Competence**

**PLO10:** Analyse political problems, their genesis and complexity in order to suggest suitable solutions

**PLO11:** Demonstrate the awareness and understanding of Gender Sensitization, Gender Justice and also social justice

**PLO12:** Demonstrate an understanding of ecological issues and models of sustainable development

### **Course Learning Outcomes (CLO):**

After completion of the course, the students will be able to

**CLO1:** Discuss national geographies of modern Europe with two histories of transition;

**CLO2:** Examine common sense as meta-narrative to evaluate all forms of politics/power;

**CLO3:** Explain dialectics as the on-going search for diversity in unity and unity in diversity;

**CLO4:** Explain ancient or modern civil society in terms of moral/intellectual, ideological/political domains;

**CLO5:** Evaluate Intellectuals in terms of Social Functions;

**CLO6:** Discuss political society as an art of possibilities and examine its actual diverse forms;

**CLO7:** Evaluate inter-connections between Individual, Nature and Social Formation.

**CLO8:** Examine diachronic methods or dual perspective of politics;

### **Mapping of Course Learning outcomes with Program Learning Outcomes**

| C/P         | PLO1 | PL<br>O2 | PL<br>O3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|-------------|------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>CLO1</b> |      |          |          | 2        |          |          |          |          |          |           |           |           |
| <b>CLO2</b> | 3    | 3        |          | 3        | 3        |          |          |          |          |           |           |           |
| <b>CLO3</b> | 3    |          |          |          |          |          |          | 2        | 3        |           |           |           |
| <b>CLO4</b> |      |          | 3        | 3        |          |          |          |          |          | 2         |           |           |
| <b>CLO5</b> |      | 2        |          |          |          |          |          | 1        |          |           |           |           |
| <b>CLO6</b> |      | 2        | 3        |          | 3        |          |          |          |          | 3         |           |           |
| <b>CLO7</b> |      | 3        |          | 3        |          |          |          |          |          |           |           | 3         |
| <b>CLO8</b> | 3    | 3        |          |          |          |          |          |          |          |           |           |           |

PS: '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

## Teaching and Learning Methods:

Learning methods will involve a text-based reading of Prison Notebooks, group discussions, audio-visual presentations, seminars and term papers. Film shows will be used to learn practical lessons.

## Assessment Methods:

As part of continuous assessment system, three mid semester tests will be held for a total of 40% of marks and the end-semester examination for 60% of marks. The first mid-test will be a written test for long/ short answer questions. The second one will be a term paper or an open book test where students will be tested in the comprehensive understanding after reading the original texts. The problem-solving ability will be tested usually by asking to show an application of concepts in concrete contexts. The third one will be a seminar presentation of 15 minutes duration, which includes questions to students after presentation. Abilities like comprehension, reflexivity and skills of dialogue or writing will be tested and reported for review by students in their search for capacity building.

## Course Syllabus:

1. Philosophy, common sense and religion
2. Dialectical Logic
3. Intellectuals and Education: traditional, organic, cosmopolitan and international
4. Hegemony and Diachronic Methods of Politics: domination plus consent; the concept of passive revolution as failed hegemony
5. Factory Councils: popular moments of counter-hegemony
6. Civil society and political societies: a sphere of consent or force? Or socialism as new civil society
7. Historic Bloc: Dialectic of council, union and the party; party as historic bloc/national-popular;
8. Feminism, Post-Modernism, Post-Marxism and Subalternity: Looking beyond Gramsci's political theory?

## References:

### Original Writings:

- A. Gramsci, *Selections from Prison Notebooks*, Lawrence and Wishart, London, 1971.  
A. Gramsci, *Further Selections from Prison Notebooks*, (edited) by Derek Boothman, Lawrence and Wishart, London, 1995.  
Joe Buttegieg, *Prison Notebooks*, Vols. 1-3, Columbia University Press, N Y, 2003-2006.

### Secondary Writings:

- Anne S Sassoon, *Gramsci's Politics*, Taylor and Francis, London, 1980.  
Buci-Glucksmann, *Gramsci and the State*, Lawrence and Wishart, London, 1977.  
Carl Boggs, *Gramsci's Marxism*, Pluto Press, London, 1980.  
Carlos Nelson Coutinho, *Gramsci's Political Thought*. Trans. Pedro Sette-Camara. Brill Academic, London, 2012. (Historical Materialism Book Series)  
Chantal Mouffe (ed.), *Gramsci and Political Theory*, Routledge, London, 1979.  
E O Wright, "Compass Points: Socialist Alternatives", *New Left Review*, 41, 2006.

- E. Morera, "Gramsci's Modernity", *Rethinking Marxism* 12:16-46. 2000.
- Esteve Morera, "Gramsci and Democracy." *Canadian Journal of Political Science* 23:23-37, 1990.
- Esteve Morera, "Antonio Gramsci: Social Theory- Hegemony, Civil Society," in Avenel Companion to Modern Social Theorists. Ed by. Pradip Basu. Memari (West Bengla): Avenel Press, 2011.
- Esteve Morera, *Gramsci, Materialism and Philosophy*, Routledge, 2014
- Frank Wilderson, "Gramsci's Black Marx", *We Write*, Vol. 2 (1), January 2005.
- G Fiori, *Gramsci: Revolutionary's Quest*, NLB, London, 1979.
- George Lukacs, "What is Orthodox Marxism?", in his *History and Class Consciousness*, Ch.1, Merlin Press, London, 1967.
- Jean-Pierre Reed, "Theorist of Subaltern Subjectivity: Antonio Gramsci, Popular Beliefs, Political Passion, and Reciprocal Learning", *Critical Sociology*, Vol. 31, No. 1, 2012.
- Joe Finnochario, *Gramsci and Dialectical Thought*, 1991.
- John Fulton, "Religion and Politics in Gramsci", *Sociological Analysis*, Vol. 48, No. 4, 1987
- Joseph Francise, *Perspectives on Gramsci Politics, culture and social theory*, Routledge, London, 2009
- Joseph Femia, *Gramsci's Political Thought: Hegemony, Consciousness and the Revolutionary Process*, Clarendon Press, London, 1981.
- Joseph Francise, "Thoughts on Gramsci's Need "To Do Something 'Für ewig'", *Rethinking Marxism*, 21:1, 2010, pp. 54 — 66.
- Joseph P. Zanon, "Antonio Gramsci and funds of Knowledge: Organic Ethnographers of Knowledge in Workers' Centres", (publication n.a.).
- Kylie Smith, "Gramsci at the margins: subjectivity and subalternity in a theory of hegemony", *International Gramsci Journal*, No. 2, April 2010.
- Michael Burawoy, "For a Sociological Marxism: The Complementary Convergence of Antonio Gramsci and Karl Polanyi", *Politics and Society*, Vol. 31 No. 2, June 2003 193-261.
- Perry Anderson, "The Antinomies of Antonio Gramsci", *New Left Review*, <http://newleftreview.net/?getpdf=NLR09801>.
- Peter Thomas, *The Gramscian Moment*, Routledge, London, 2006.
- Renate Holub, *Antonio Gramsci: Beyond Marxism and Postmodernism*, Routledge, London, 1992. (Esp, Ch 6 and Ch 7).
- Richard F D Day, *Gramsci is Dead*, Orient Blackswan, 2006.
- Roger Simon, *Gramsci's Political Thought: An Introduction*, Lawrence and Wishart, London, 1991.

University of Hyderabad  
Department of Political Science  
School of Social Sciences

Course title: **Politics of Tribal Development in India**

Credits:

4

Nature of the course: Optional

Course instructor: **Ramdas Rupavath**

## **1. Course overview**

This course is an attempt to sensitize the students to some of the contemporary debates on the theory and practice of democracy and development. These specific issues—participation, representation (or lack of these) and responsiveness—will be analyzed both theoretically and empirically. 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 Christian missionaries as well as Naxalites that has caused significant change in the lives of the tribes.

At the end of the course students are expected to arrive at a more critical, qualified and nuanced understanding of Indian politics.

## **II. Programme Learning Outcomes:**

### **A. Academic Competence**

**PLO-1:** Disciplinary knowledge and methods including familiarity with data

**PLO-2:** Ability to connect concepts with examples

**PLO-3:** Ability to use various e-resources academically and develop skills of academic writing and presentation

**PLO-4:** Articulating ideas and identifying interconnections between arguments

**PLO-5:** Dealing with contending paradigms and learning to identify their strengths and limitations

**PLO-6:** Understanding the boundaries of the discipline and its connections with other disciplines

### **B. Personal and Behavioural Competence**

**PLO-7:** Developing social awareness, and mutual understanding

**PLO-8:** Developing sensitivity to diverse social backgrounds

**PLO-9:** Appreciating different perspectives and accepting difference of opinion

### **C. Social Competence**

**PLO-10:** Analysing political problems, their genesis and complexity

**PLO-11:** Gender Sensitization and Gender Justice

**PLO-12:** Developing an understanding of ecological issues

## **III. Course Learning Outcomes (CLO)**

After completion of the course, the students will be able to

**CLO1.** Discuss the nature and varieties of comparative subnational/state studies in India

**CLO2:** Examine the methodologies used in studying subnational/state politics

**CLO3:** Explain the interrelationship between caste, class, dominance and politics

**CLO4:** Explain and evaluate the political economy of reforms in India

**CLO5:** Evaluate the patterns of political leadership across Indian states

**CLO6:** Discuss the importance of ideologies and political regimes in defining governance, welfare and developmentalism

**CLO7:** Examine and evaluate the changing contexts and politics of formation of new states in India

#### **IV. Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|                  | <b>PLO<br/>1</b> | <b>PLO<br/>2</b> | <b>PLO<br/>3</b> | <b>PLO<br/>4</b> | <b>PLO<br/>5</b> | <b>PLO<br/>6</b> | <b>PLO<br/>7</b> | <b>PLO<br/>8</b> | <b>PLO<br/>9</b> | <b>PLO<br/>10</b> | <b>PLO<br/>11</b> | <b>PLO<br/>12</b> |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|
| <b>CLO<br/>1</b> | 2                | 3                | 3                | 3                | 3                | 2                | 2                | 1                | 3                | 3                 | 1                 | 1                 |
| <b>CLO<br/>2</b> | 3                | 3                | 2                | 3                | 3                | 3                | 2                | 2                | 2                | 3                 | 1                 | 1                 |
| <b>CLO<br/>3</b> | 2                | 3                | 2                | 3                | 2                | 2                | 3                | 2                | 3                | 3                 | 1                 | 1                 |
| <b>CLO<br/>4</b> | 2                | 3                | 2                | 3                | 3                | 2                | 2                | 3                | 3                | 2                 | 1                 | 1                 |
| <b>CLO<br/>5</b> | 2                | 3                | 2                | 3                | 2                | 3                | 2                | 3                | 2                | 3                 | 1                 | 1                 |
| <b>CLO<br/>6</b> | 2                | 3                | 2                | 3                | 3                | 2                | 3                | 3                | 2                | 3                 | 1                 | 1                 |
| <b>CLO<br/>7</b> | 2                | 3                | 2                | 3                | 3                | 3                | 3                | 3                | 2                | 3                 | 1                 | 1                 |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

#### **V. Attendance, pedagogy and class room participation**

Students should attend classes regularly and meet the minimum requirement of 75 percent attendance as prescribed by the University. In terms of pedagogy, the course shall involve a series of interactive lectures and group discussions on pre-assigned readings by the course instructor. Students are expected to actively engage with the themes and participate in class room discussions, including group discussions on different themes.

## **VI. Mode of evaluation**

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

## **VII. Course outline and readings**

### **1. Tribes in India and Approaches**

Singh, K.S: *Tribal Society in India, an Anthro-Historical Perspective*, Manohar Publications, New Delhi

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

Prathama Banerjee, "Writing Adivasi: Some Historiographical Notes", *Economic and Social History Review*, 53, 1 (2016) 131-153.

Cohn, Bernard C., *An Anthropologist among the Historians and other Essays*, Oxford University Press, New Delhi, 1987.

Virginus Xara, "Tribes as Indigenous People of India," Vol. 34, Issue No. 51, 18 Dec, 1999, *Economic and Political Weekly*.

David Ludden, "Introduction", in *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia* (ed), Permanent black, New Delhi, 2002, pp1-42.

Ernesto Laclau and Chantal Mouffe, "Hegemony and Radical Democracy" in *Hegemony and Socialist Strategy, Towards a Radical Democratic Politics*, VERSO, 2001, pp149-193.

### **2. Development Theories and Colonial Legacies:**

Singh. K.S. "Transformation of Tribal Society, Integration vs Assimilation", Vol. 17, Issue No. 33, 14 Aug, 1982, Vol. 17, Issue No. 34, 21 Aug, 1982, *Economic and Political Weekly*.

Rama Chandra Guha, "Forestry in British and Post-British India: A Historical Analysis, *Economic and political Weekly*, Vol.18, No.44 (Oct.29, 1983), pp.1882-11896.

M.S.A .Rao, *Social Movements in India*, in Chapter 1 Conceptual Problems in the Study of Social Movements, Manohar, 2006.

Atul Kohli, ed., *Social Movement politics in India: Institutions interests in Chapter 10 The Success of India's Democracy*, Cambridge University Press 2001, pp242-269.

Ghanshyam Shah, ed. *Social Movements in India and the State*, Tribal Solidarity Movements in India: A Review, Sage, 2009, pp251-266

### **3. Political Institutions and Democratic Consolidation:**

Surajit Sinha, 'Tribes and Indian Civilisation: Transformation Process in Modern India,' *Man In India: A Quarterly Journal of Anthropology*, Vol 61, No-2, June 1981.

Govind Chandra Rath, "Nehru and Elwin on Tribal Development: Contrasting Perspectives" in *Tribal Development in India: The Contemporary Debate*, Sage .

Verma R.C: *Indian Tribes: through the ages*, chapter 10,11,13 Constitutional Safeguards, Publications Dimension, Ministry of information and Broadcasting Govt. of India, 1990.

*National tribal policy* (2006) Ministry of Tribal Affairs, Government of India .

Ranjit Gupta ed., in B.D. Sharma, *Planning from Below, Planning and Tribal Development*, Ankur Publication House , New Delhi, 2016.

Michal Levin, "Marxism and democratic theory," in Graeme Duncan (ed), *Democratic Theory and Practice*, Cambridge University Press, Cambridge, 1983, pp58-78.

### **4. Democracy and Development:**

Amartya Sen, *Development as Freedom*, Oxford University Press, New Delhi, 2001.

Felix Padel, "In the Name of Development Sacrificing People" in his *Invasion of a Tribal Landscape* , Orient Black Swan, New Delhi, 2009 , pp 288-314.

Dan Banik, "Democracy and Starvation", in his *Starvation and India's Democracy*, Routledge, Taylor & Francis Group, London and New York, 2007. pp.12-43.

Amita Baviskar, "National Development, Poverty, and the Environment" in his *In the Belly of the River, Tribal Conflicts over Development in the Narmada Valley*, Oxford University Press, New Delhi, pp.19-47.

Report of the high level Committee on *Socio, Economic, Health and educational status of Tribal Communities in India*, Ministry of Tribal Affairs, Government of India, 2014.

Maitreyi Bordia Das, Soumya Kapoor, and Dens Nikin , *Dying to Get attention , A Closer Look at Child Mortality among ADIVASI IN India* in Dev Nathan and Virginus Xaxa (ed), *Social Exclusion and Adverse Inclusion , Development and Deprivation of Adivasis in India*, OUP, 2012, pp.113-144.

## **V. Development and Globalisation:**

Dean Howard Smith, “A paradigm of Economic Development” in his *Modern Tribal Development, Paths of Self Sufficiency and Cultural Integrity in Indian Country*, Altamira Press, New York, pp.45-60.

Bala Gopal. K, “Illegal Acquisition in Tribal Areas “ in Indra Munshi (edi) *The Adivasi Question ,Issues of Land ,Forest and Livelihood* ,Orient Black Swan ,New Delhi,2012, pp.159-168.

Ramdas Rupavath, “Tribal Education: A Perspective From Below” *South Asia Research*, Vol.36 (2):206-228, 2016.

Samata, “Mines, Minerals and People, Globalisation in the Scheduled Areas, *The Eastern Anthropologist* 56:2-4,2003.

## **Politics in Northeast India: Key Issues and Debates**

*Course instructor:* Kham Khan Suan Hausing

*Programme:* MA (Optional)

*Credit:* Four

*Semester:* III/IV semester

### **I. Introducing the course**

This paper shall introduce students to key issues and debates surrounding politics in Northeast India. The paper is organised in six units around a cluster of themes such that students can relate these issues and debates at the macro, meso and micro level. With an aim to orient the students to have a macro understanding, Unit 1 is a prolegomenon to key concepts like ethnicity, nation and the state, which significantly inform politics and political processes in Northeast India. In Unit II, students shall be introduced to the invariable ways in which Northeast India has been framed in Indian politics. Attempts shall be made to examine, from various interdisciplinary perspectives, how the Northeast has been seen as a ‘borderland’, ‘frontier’, ‘administrative unit’, and as a ‘region’ marked not only by ‘geographies of difference’ but also by ‘durable disorder’ and ‘new regionalism’ which seeks to transform and transcend differences. Unit III shall examine the limits and possibilities of contentious projects of nation and state-building not only of the Indian state but also of the various ‘tribal nations’ and how they dynamically interact with one another at the meso level. Unit IV shall examine the institutional responses of the Indian state with special reference to the cases of the Bodos, Nagas, Mizos and Khasis in particular and the hill tribes in general. Unit V shall examine the politics and discourses surrounding counter-insurgency, development, new regionalism and environmentalism in Northeast India. Attempts would be made to simultaneously ‘scale up’ and ‘scale down’ one’s understanding of the issues and debates so that the macro, meso and micro-level issues and debates are comparatively well understood. Unit VI, the last unit, shall

examine how state-society relations play out both at the meso and micro-level by paying particular attention to intra-state dynamics of conflicts and contestations.

## **II. Programme Learning Outcomes:**

### **A. Academic Competence**

**PLO-1:** Disciplinary knowledge and methods including familiarity with data

**PLO-2:** Ability to connect concepts with examples

**PLO-3:** Ability to use various e-resources academically and develop skills of academic writing and presentation

**PLO-4:** Articulating ideas and identifying interconnections between arguments

**PLO-5:** Dealing with contending paradigms and learning to identify their strengths and limitations

**PLO-6:** Understanding the boundaries of the discipline and its connections with other disciplines

### **B. Personal and Behavioural Competence**

**PLO-7:** Developing social awareness, and mutual understanding

**PLO-8:** Developing sensitivity to diverse social backgrounds

**PLO-9:** Appreciating different perspectives and accepting difference of opinion

### **C. Social Competence**

**PLO-10:** Analysing political problems, their genesis and complexity

**PLO-11:** Gender Sensitization and Gender Justice

**PLO-12:** Developing an understanding of ecological issues

## **III. Course Learning Outcomes**

**CLO-1:** Identify key concepts, issues, and debates to frame politics and political processes in Northeast India (Cognitive level: Remember)

**CLO-2:** Analyse and locate these concepts in a comparative perspective (Cognitive level: Analyse)

**CLO-3:** Identify important historical and political trajectories and change in Northeast India (Cognitive level: Understand)

**CLO-4:** Understand and assess the nature and challenges of autonomy and homeland demands in Northeast India (Cognitive level: Understand/Evaluate)

**CLO-5:** Situate and assess, in a comparative perspective, regionalism and secessionism in Northeast India (Cognitive level: Understand)

**CLO-6:** Understand, in a comparative perspective, development discourse in the region (Cognitive level: Understand)

**CLO-7:** Identify and assess genealogy and pathways of insurgency and counterinsurgency strategies in Northeast India (Cognitive level: Evaluate)

**CLO-8:** Understand the nature of state-society relations in Northeast in India and how they define/redefine Indian state and democracy (Cognitive level: Evaluate)

## **IV. Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | Y     | Y     | Y     | Y     | Y     | N     | N     | N     | Y     | Y      | N      | N      |
| CLO2 | Y     | Y     | Y     | Y     | Y     | N     | N     | N     | Y     | Y      | N      | N      |
| CLO3 |       | Y     | Y     | Y     | N     | N     | N     | N     | Y     | Y      | N      | N      |
| CLO4 |       | Y     | Y     | Y     | Y     | N     | N     | N     | N     | Y      | Y      | N      |
| CLO5 |       | Y     | Y     | Y     | Y     | N     | N     | Y     | Y     | Y      | N      | N      |
| CLO6 |       | Y     | Y     | Y     | Y     | N     | N     | Y     | Y     | N      | Y      | N      |
| CLO7 |       | Y     | Y     | Y     | Y     | N     | N     | Y     | Y     | Y      | Y      | N      |
| CLO8 |       | Y     | Y     | Y     | Y     | Y     | Y     | N     | Y     | Y      | Y      | N      |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

## V. Attendance, pedagogy and class room participation

Students should attend classes regularly and meet the minimum requirement of 75 percent attendance as prescribed by the University. In terms of pedagogy, the course shall involve a series of interactive lectures and group discussions on pre-assigned readings by the course instructor. Students are expected to actively engage with the themes and participate in class room discussions, including group discussions on different themes.

## VI. Mode of evaluation

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

## VII. Course outline and readings

### Theme I: Prolegomenon to ethnicity, nation, and state

#### Lecture and discussion 1-2

John Hutchison and Anthony D. Smith. 2000. "General introduction" in John Hutchison and Anthony D. Smith eds. *Nationalism: Critical concepts in Political Science*. Vol.1, London and New York: Routledge, pp.xxv-xlii.

Walker Connor. 1972. "Nation-building or nation-destroying?" *World Politics*, Vol.24, no.3, April, pp.319-55.

#### Lecture and discussion 3-4

Eric Hobsbawm. 2000. "Introduction: Inventing traditions" in John Hutchison and Anthony D. Smith, eds. *Nationalism: Critical concepts in Political Science*. Vol.1, London and New York: Routledge, pp.375-87.

Craig Calhoun. 2000. "Nationalism and ethnicity" in John Hutchison and Anthony D. Smith eds. *Nationalism: Critical concepts in Political Science*. Vol.1, London and New York: Routledge, pp.388-419.

## **Theme II. The question of framing the Northeast**

### *Lecture and discussion 5-6*

David Vumlallian Zou and M. Satish Kumar. 2011. "Mapping a colonial borderland: Objectifying the geo-body of Northeast India", *The Journal of Asian Studies*, Vol.70, no.1, February, pp.141-70.

Bernard S. Cohn, "Regions: Subjective and objective: Their relation to the study of modern Indian history and society," in Bernard S. Cohn, *An anthropologist among the other historians and other essays* (New Delhi: OUP paperback, 1991).

Kham Khan Suan Hausing. 2015. "Framing the Northeast in Indian politics: Beyond the integration framework", *Studies in Indian Politics*, Vol.3, no.2, December, pp.277-83.

Melanie Vandenhsken, Meenaxi Berkataki-Ruscheweyh and Bengt G. Karlsson, "Introducing Geographies of Difference: Explorations in Northeast Indian Studies" in Melanie Vandenhsken, Meenaxi Berkataki-Ruscheweyh and Bengt G. Karlsson (eds.), *Geographies of difference: Explorations in Northeast Indian studies* (London: Routledge, 2018).

### *Lecture and discussion 7-8*

Joy L.K. Pachuau. 2014. "Framing the margins: The politics of representing India's Northeast" in Joy L.K. Pachuau. *Being Mizo: Identity and belonging in Northeast India*. New Delhi: Oxford University Press, pp.32-81.

Ashild Kolas. 2015. "Framing the tribal: Ethnic violence in Northeast India" *Asian Ethnicity*, DOI: <http://www.tandfonline.com/doi/full/10.1080/14631369.2015.1062050>

Duncan McDuie-Ra. 2015. "Adjacent identities in Northeast India" *Asian Ethnicity*, DOI: 10.1080/14631369.2015.1091654

## **Theme III: The nation, homeland and the state**

### *Lecture and discussion 9-10*

Sanjay K. Roy. 2005. "Conflicting nations in North-East India," *Economic and Political Weekly*, Vol.40, no.21, 21 May, pp.2176-82.

U.A. Shimray. 2004. "Socio-political unrest in the region called North-East India," *Economic and Political Weekly*, Vol.39, no.42, 16-22 October, pp.4637-43.

### *Lecture and discussion 11-12*

Gurpreet Mahajan. 2005. "Indian exceptionalism or Indian model: Negotiating cultural diversity and minority rights in a democratic nation-state," in Will Kymlicka and Baogang He eds. *Multiculturalism in Asia*. Oxford: Oxford University Press, pp.288-313.

Maya Chadda. 2002. "Integration through internal reorganization: Containing ethnic conflict in India," *The Global Review of Ethnopolitics*, Vol.2, no.1, September, pp.44-61.

### *Lecture and discussion 13-14*

Berenice-Guyot Rechar. 2013. "Nation-building or state-making? India's North-East Frontier and the ambiguities of Nehruvian developmentalism, 1950–1959", *Contemporary South Asia*, Vol. 21, no.1, pp.22-37.

Berenice-Guyot Rechar. 2015. "Reordering a border space: Relief, rehabilitation, and nation-building in northeastern India after the 1950 Assam earthquake," *Modern Asian Studies*, Vol.49, no.4, pp.931-62.

Sanjib Baruah. 2003. "Nationalizing space: Cosmetic federalism and the politics of development in Northeast India," *Development and Change*, Vol.34, no.5, pp.915-39.

## **Theme IV: Autonomy and governance: Evidence from the States**

### *Lecture and discussion 15-16: Assam*

- Sanjib Baruah. 1999. "Theoretical considerations: The limits of 'nation-building'" in Sanjib Baruah. *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press. Chapter 1.
- Sanjib Baruah. 1999. "'We are Bodos, not Assamese': Contesting a subnational narrative" in Sanjib Baruah, *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press, chapter 8.
- Walter Fernandes. 2005. "The IMDT Act and Immigration in North Eastern India" *Economic and Political Weekly*, Vol.40, no.30, 23 July.
- Myron Weiner. 1978. *Sons of the soil: Migration and ethnic conflict in India*. Delhi: Oxford University Press, pp.75-143.

### *Lecture and discussion 17-18: Nagaland*

- Sanjib Baruah. 2003. "Confronting constructionism: Ending India's Naga war," *Journal of Peace Research*, Vol.40, no.3, pp.321-38.
- Kham Khan Suan Hausing. 2014. "Asymmetric federalism and the question of democratic justice in Northeast India" *India Review*, Vol.13, no.2, pp.87-111.

### *Lecture and discussion 19-20: Bodoland*

- Harihar Bhattacharyya, Kham Khan Suan Hausing and Jhumpa Mukherjee. 2017. Indian federalism at the crossroad: Limits of the territorial management of ethnic conflicts, *India Review*, Vol.16, no.1, pp.149-78.
- Nani Gopal Mahanta. 2013. "Politics of space and violence in Bodoland" *Economic and Political Weekly*, Vol. 48, no.23, pp.49-58.
- Jyotirindra Dasgupta. 1997. "Community, authenticity, and autonomy: Insurgence and institutional development in India's Northeast," *The Journal of Asian Studies*, Vol.56, no.2, May, pp.345-70.

### *Lecture and discussion 21-22: Autonomous Councils*

- Sanjib Baruah. 2003. "Citizens and denizens: Ethnicity, homelands and the crisis of displacement in Northeast India," *Journal of Refugee Studies*, Vol.16, no.1, pp.44-61.
- David Stuligross. 1999. "Autonomous Councils in Northeast India: Theory and practice," *Alternatives*, Vol.24, issue 4, October-December, pp.497-526.

### *Lecture and discussion 23-24: Autonomous Councils*

- Selma K. Sonntag. 1999. "Autonomous Councils in India: Contesting the liberal nation-state," *Alternatives*, Vol.24, issue 4, October-December, pp.415-34.
- Sanjay Barbora. 2005. "Autonomy in the Northeast: The frontiers of centralised politics," in Ranabir Samaddar (ed.), *The politics of autonomy: Indian experiences*. New Delhi: Sage, pp.196-215.
- Subir Bhaumik and Jayanta Bhattacharya. 2005. "Autonomy in the Northeast: The Hills of Tripura and Mizoram," in Ranabir Samaddar (ed.), *The politics of autonomy: Indian experiences*. New Delhi: Sage, pp.216-41.

### *Lecture and discussion 25-26: Tradition and modernity at odds?*

- Apurba Baruah. 2003. "Tribal traditions and crises of governance in North East India, with special reference to Meghalaya",** Working paper no.22, March. Crisis States Programme, London School of Economics. Available online at <http://www.lse.ac.uk/internationalDevelopment/research/crisisStates/download/wp/wpSeries1/WP22AB.pdf>
- Rajesh Dev. 2007. "Negotiating diversities through institutional strategies" *Eastern Quarterly*, Vol.4, no.1, April-June, pp.36-45.

## **Theme V: Development discourse, counter-insurgency and the new regionalism**

### *Lecture and discussion 27-28: Development discourse*

- Duncan McDuie-Ra and Dolly Kiko. 2016. "Tribal communities and coal in Northeast India: The politics of imposing and resisting mining bans," *Energy Policy*, Vol.99, pp.261-99.
- Kuntala Lahiri-Dutt. 2017. "Resources and the politics of sovereignty: The moral and immoral economies of coal mining in India," *South Asia: Journal of South Asian Studies*, Vol.40, no.4, pp.792-804.
- Duncan McDuie-Ra. 2008. "Between national security and ethnonationalism: The regional politics of development in Northeast India", *Journal of South Asian Development*, vol. 3, pp.185 - 210.

*Lecture and discussion 29-30: Development discourse*

- Mona Chettri. 2017. "Ethnic environmentalism in the eastern Himalaya," *Economic and Political Weekly*, Vol.52, no.46, November 18, pp.34-40
- Sanjib Baruah. 2012. "Whose river is it anyway? Political economy of hydropower in the eastern Himalayas," *Economic and Political Weekly*, Vol.47, no.29, pp.41-52.
- Ngamjahao Kipgen. 2017. The enclosure of colonization: Indigeneity, development, and the case of Mapithel dam in Northeast India," *Asian Ethnicity*, Vol.18, no.4, pp.505-21.

*Lecture and discussion 31-32: Development discourse*

- Samir Kumar Das. 2010. "India's Look East Policy: Imagining a new geography of India's northeast" *India Quarterly*, Vol.66, no.4, 343-58.
- Alokesh Barua and Santosh Kumar Das. 2008. "Perspective on growth and development in the Northeast: The Look East policy and beyond", *Journal of Applied Economic Research*, Vol.2, no.4, pp. 327-350.
- Anindya Batabyal. 2006. "Balancing China in Asia: A realist assessment of India's Look East strategy", *China Report*, Vol.42, no.2, pp.179-197.

*Lecture and discussion 33-34: Counter-insurgency and AFSPA*

- Bethany Lacina. 2007. "Does counterinsurgency theory apply in Northeast India?" *India Review*, Vol.6, no.3, pp.165-83.
- Duncan McDuie-Ra. 2009. "Fifty Year Disturbance: The Armed Forces Special Powers Act and exceptionalism in a South Asian Periphery", *Contemporary South Asia*, Vol. 17, no. 3, pp. 255 - 270.

*Lecture and discussion 35-36: Counter-insurgency and AFSPA*

- Dolly Kikon. 2009. "The predicament of justice: Fifty years of Armed Forces Special Powers Act in India" *Contemporary South Asia*, Vol. 17, no. 3, pp.271-82.
- Thangkhanlal Ngaihte. 2015. "Armed forces in India's Northeast: A necessity review" *South Asia Research*, Vol.35, no.3, pp.368-85.
- Samir Kumar Das. 2017. "Prisoners of peace," *Alternatives*, Article first published online: October 31, 2017, DOI: <https://doi.org/10.1177/0304375417736698>

*Lecture and discussion 37-38: New regionalism*

- Samir Kumar Das. 2014. "Whither regionalism in India's Northeast?" *India Review*, Vol.13, no.4, October, pp.399-416.
- Duncan McDuie-Ra. 2007. "Anti-development or identity crisis? Misreading civil society in Meghalaya, India" *Asian Ethnicity*, Vol.8, no.1, pp.43-59.

## **Theme VI: State-society relations**

*Lecture and discussion 39-40: Inter and intra-State dynamics*

- M. Sajjad Hassan. 2006. "Explaining Manipur's breakdown and Mizoram's peace: The state and identities in North East India," Working Paper no.79, Crisis States Programme, London School of Economics, February. Available online at <http://eprints.lse.ac.uk/28150/1/wp79.pdf>

H Kham Khan Suan. 2009. "Hills-valley divide as a site of conflict: Emerging dialogic space in Manipur" in Sanjib Baruah ed. *Beyond counter-insurgency: Breaking the impasse in Northeast India*. New Delhi: Oxford University Press, pp.263-89.

*Lecture and discussion 41-42: Inter and intra-State dynamics*

Yangkhom Jilangamba. 2015. "[Beyond the ethno-territorial binary: Evidencing the hill and valley peoples in Manipur](#)", *South Asia: Journal of South Asian Studies*, Vol.38, no.2, April, pp.276-89.

Kham Khan Suan Hausing. 2015. "From opposition to acquiescence: The 2015 District Council elections in Manipur", *Economic and Political Weekly*, Vol.50, nos.46&47, November 21, pp.79-83.

Ngamjahao Kipgen and Arnab Roy Chowdhary, "'Contested 'state-craft' on the frontiers of the Indian nation: 'Hills-valley divide' and geneology of Kuki ethnic nationalism in Manipur", *Studies in Ethnicity and Nationalism*, Vol.16, no.2, October 2016, pp.283-303.

**Department of Political Science  
School of Social Sciences  
University of Hyderabad  
M.A. III/IV- Semester**

**Course Title: India in World Affairs**

**M.A. Optional Course**

Course Number: PS- 574

**Duration:**

Credits: 4

Prerequisite Course / Knowledge (If any): No

**Course Objective**

The course aims to familiarise students with the historical evolution of India's foreign policy and its major determinants. It further examines the key concepts and philosophical ideas which informed its evolution from pre-independent period to the present times. Against this backdrop, the course analyses certain key concepts that Indian foreign policy adhered to such as non-alignment and its relevance, especially after the end of the Cold War. In addition, the course discusses India's international relations with major powers and various regions while examining the trajectories that these relations traversed from the past to the present. The course finally introduces the students to various themes associated with Indian foreign policy such as regionalism, nuclear politics, non-traditional security and the processes of globalisation.

**Programme Learning Outcomes**

**A. Academic Competence**

**PL1** Disciplinary knowledge and methods including familiarity with data

**PL2** Ability to connect concepts with examples

**PL3** Ability to use various e-resources and develop skills of academic writing and presentation

**PL4** Articulating ideas and identifying interconnections between arguments

**PL5** Dealing with contending paradigms and learning to identify their strengths and limitations

**PL6** Understanding the boundaries of the discipline and its engagements with other disciplines

**B. Personal and Behavioural Competence**

**PL7** Developing social awareness and mutual understanding

**PL8** Developing sensitivity to diverse social backgrounds

**PL9** Appreciating different perspectives and accepting difference of opinion

### **C. Social Competence**

**PL10** Analysing political problems, their genesis and complexity

**PL11** Gender Sensitization and Gender Justice

**PL12** Developing an understanding of ecological issues

### **Course Learning Outcomes (5 to 8)**

After completion of this course successfully, the students will be able to

CLO-1: understand the ideas and the context of the origin of India's International Relations  
(Cognitive level: Understand)

CLO-2: evaluate the role of determinants, processes and institutions related to India's foreign policy making. (Cognitive level: Remember)

CLO-3: explain the historical evolution of the idea and practise of Non-alignment in India's foreign policy (Cognitive level: Remember)

CLO-4: critically evaluate the India's engagements with various major powers and regions.  
(Cognitive level: Evaluate)

CLO-5: evaluate critically the linkages between Globalisation and India's foreign Policy  
(Cognitive level: Evaluate)

CLO-6: analyse various themes in India's foreign policy debates (Cognitive Level: Analyse)

### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | Y     | Y     | Y     |       |       | Y     |       | Y     | Y     |        |        |        |
| CLO2 | Y     | Y     | Y     |       |       | Y     |       |       | Y     | Y      |        |        |
| CLO3 | Y     | Y     | Y     | Y     | Y     | Y     |       | Y     | Y     | Y      |        | Y      |
| CLO4 | Y     | Y     | Y     | Y     | Y     |       |       |       | Y     | Y      |        |        |
| CLO5 | Y     | Y     | Y     | Y     | Y     |       | Y     | Y     | Y     | Y      | Y      | Y      |
| CLO6 | Y     | Y     | Y     | Y     | Y     | Y     |       |       | Y     | Y      |        |        |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

## **Course Outline**

1. India's role in the World
  - Foreign policy Ideas and Thinkers during the National Movement: Swami Vivekananda, Gopal Krishna Gokhale, Annie Besant, Rabindranath Tagore, Mahatma Gandhi.
  - Foreign Policy Thinkers and Practitioners: Nehru, Indira Gandhi, P.V Narasimha Rao, Narendra Modi
  - Key Determinants/Institution and processes in India's foreign policy making
2. Nonalignment: Definition
  - Evolution of policy of non-alignment - conceptual and practical
  - India and Non-aligned Movement(NAM)
  - The Changing Nature of Non-alignment after the end of Cold War
3. India and her neighbours – China, Pakistan, Sri Lanka, Nepal, Bangladesh, Myanmar and Afghanistan
  - Power Asymmetries , Regional Hegemony, Multilateralism vs. bilateralism
4. India and the 'Superpowers' – The USA and USSR/Russia – Cold War and Post-Cold War periods
  - Systemic, Domestic and Personal level factors that influenced India's positions and policies
5. India and the 'Third World' (Global South) – West Asia – South East Asia – Africa – South America
  - Systemic, Domestic and Personal level factors that influenced India's positions and policies
6. India and the Indian Ocean
  - Indian Ocean in World Politics
  - Emerging maritime power architecture in Indian Ocean and India
  - Indian Ocean and Non-traditional security issues (such as Disaster)
7. India's Nuclear Politics
  - Debates - Normative vs. Realist on India's Nuclear policy
  - Nuclear Weaponisation ; Nuclear Doctrines
8. India and Regionalism in South Asia
  - Multilateralism and Regionalism
  - Traditional and New regionalism
9. The end of the Cold War, Globalization and India's Foreign Policy
  - New issues in India's Foreign relations(Traditional and Non-traditional) - Economic Diplomacy, Terrorism, Energy, Environment, Gender Issues

## **Teaching**

Learning methods comprising of pedagogical methods such as class room lectures and students-teacher interactions, group discussions, talks by experts, seminars and assignments etc will be used.

### **Assessment methods**

There are three internal evaluations and one end-semester exam. Each of the internal evaluation is worth 20% of the final grade. Internal evaluation is a summative assessment method comprising of assignments (book reviews, term papers and so on), student presentations, internal/term examination and the end semester final examination.

**The best two scores of internal examination (40%) will be used to compute your final score grade. These evaluations are in addition to the final examination, which is worth 60% of final grade.**

### **Reading List (Basic Texts)**

#### **Books:**

- Appadorai, A. (1971). *Essays in Indian Politics and Foreign Policy*. Delhi: Vikas Publications
- Appadorai, A. (1981). *The Domestic Roots of India's Foreign Policy, 1947-1972*. New York: Oxford University Press.
- Arora, V.K. & Appadorai, A. (1975). *India and World Affairs*. New Delhi: Sterling Publishers.
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### **Additional Readings (select chapters and sections may be suggested)**

- Abraham, I. (2014). *How India Became Territorial: Foreign Policy, Diaspora, Geopolitics*. Stanford and California: Stanford University Press.
- Acharya, A. (2008). *China and India: Politics of Incremental Engagement*. New Delhi: Har-Anand.
- Aggarwal, R. (2004). *Beyond Lines of Control: Performance and Politics on the Disputed Borders of Ladakh, India*. Durham, NC: Duke University Press.
- Bajpai, K.P. & Mattoo, A. (Eds.). (2000). *The Peacock and the Dragon: India-China Relations in the 21st Century*. New Delhi: Har-Anand Publications.
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- Bardhan, P. (2010). *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India*. Princeton and Oxford: Princeton University Press.
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- Bhandare, N. (ed.). (2007). *India: The Next Global Superpower?* New Delhi: Roli Books.

- Bose, S. (2006). *A Hundred Horizons: The Indian Ocean in the Age of Global Empire*. Cambridge, MA: Harvard University Press.
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- Malik, J. M. (2012). *India and China: Great Power Rivals*, New Delhi: Viva Books.
- Malone, D.M. & Srinath, R, Raja Mohan, C. (2015). *Oxford hand Book of Indian Foreign Policy*. New Delhi: Oxford university Press.
- Malone, D.M. (2011). *Does the Elephant Dance?: Contemporary Indian Foreign Policy*. Oxford and New York: Oxford University Press.
- Muni, S.D. (2009). *India's Foreign Policy: The Democracy Dimension*. New Delhi: Cambridge University Press.
- Nilekani, N. (2008). *Imagining India: Ideas for the New Century*. New Delhi: Allen Lane Penguin.
- Noorani, A.G.A.M. (2011). *India–China Boundary Problem, 1846–1947: History and Diplomacy*. Delhi: Oxford University Press.
- Oberoi, P.A. (2006). *Exile and Belonging: Refugees and State Policy in South Asia*. Delhi: Oxford University Press.
- Panagariya, A. (2008). *India: The Emerging Giant*. New Delhi: Oxford University Press.
- Pant, H. V. (2011). *The US–India Nuclear Pact: Policy, Process and Great Power Politics*. Oxford: Oxford University Press.
- Pant, H.V. & Joshi, Y. (2016). *The US Pivot and Indian Foreign Policy: Asia's Evolving Balance of Power*. Basingstoke: Palgrave Macmillan.
- Pant, H.V. (2009). *Indian Foreign Policy in a Changing World*. New Delhi and London: Routledge.
- Pant, H.V. (ed.) (2012). *The Rise of China: Implications for India*. New Delhi: Cambridge University Press.
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Perkovich, G. (2000). *India's Nuclear Bomb: The Impact on Global Proliferation*. New Delhi: Oxford University Press.

Post, J.M. (2015). *Narcissism and Politics: Dreams of Glory*. New York: Cambridge University Press.

Raghavan, S. (2010). *War and Peace in Modern India*. London: Palgrave Macmillan.

Raghavan, V.R. & Fischer, K. (2005). *Security Dimensions of India and Southeast Asia*. New Delhi: Tata McGraw Hill.

Raghavan, V.R. & Prabhakar, W.L.S. (Eds.). (2008). *Maritime Security in the Indian Ocean Region: Critical Issues in Debate*. New Delhi: Tata McGraw-Hill.

Raja Mohan, C. (2006). *Impossible Allies: Nuclear India, United States and the Global Order*. New Delhi: India Research Press.

Raja Mohan, C. (2003). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. Delhi: Viking.

Rasgotra, M. (Ed.). (2007). *The New Asian Power Dynamics*. New Delhi: Sage Publications.

Santos-Paulino, A.U. & Wan, G. (Eds.). (2010). *The Rise of China and India: Impacts, Prospects and Implications*. Basingstoke: Palgrave Macmillan.

Sikri, R. (2009). *Challenge and Strategy: Rethinking India's Foreign Policy*. New Delhi and London: Sage.

Sinha, A. & Mohta, M. (2007). *Indian Foreign Policy: Challenges and Opportunities*. New Delhi: Academic Foundation.

Department of Political Science  
School of Social Sciences  
University of Hyderabad  
M.A. III/IV- Semester

Course Title: **INTERNATIONAL POLITICAL ECONOMY (IPE)**

M.A. Optional Course  
Course Number: PS- 574

Credits: 4

Prerequisite Course / Knowledge (If any): No

### **Course Objective**

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.

### Programme Learning Outcomes

#### **A. Academic Competence**

PL1 Disciplinary knowledge and methods including familiarity with data

PL2 Ability to connect concepts with examples

PL3 Ability to use various e-resources and develop skills of academic writing and presentation

PL4 Articulating ideas and identifying interconnections between arguments

PL5 Dealing with contending paradigms and learning to identify their strengths and limitations

PL6 Understanding the boundaries of the discipline and its engagements with other disciplines

#### **B. Personal and Behavioral Competence**

PL7 Developing social awareness and mutual understanding

PL8 Developing sensitivity to diverse social backgrounds

PL9 Appreciating different perspectives and accepting difference of opinion

#### **C. Social Competence**

PL10 Analysing political problems, their genesis and complexity

PL11 Gender Sensitization and Gender Justice

PL12 Developing an understanding of ecological issues

### Course Learning Outcomes (5 to 8)

After completion of this course successfully, the students will be able to

CLO-1: understand the economic aspects and processes of globalization  
(Cognitive level: Understand)

CLO-2: evaluate the dynamic and interactive relationship between the state and the market  
(Cognitive level: Remember)

CLO-3: explain the principle ideologies like Liberalism, Realism and Marxism that help us to understand this phenomenon  
(Cognitive level: Remember)

CLO-4: critically evaluate the complex process of economic development  
(Cognitive level: Evaluate)

CLO-5: examine the significance and implications of Intellectual Property Rights  
(Cognitive level: Evaluate)

CLO-6: analyse the impact of globalization on state, market and the rise and importance of economic actors  
(Cognitive Level: Analyse)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | Y     | Y     | Y     |       |       | Y     |       | Y     | Y     |        |        |        |
| CLO2 | Y     | Y     | Y     |       |       | Y     |       |       | Y     | Y      |        |        |
| CLO3 | Y     | Y     | Y     | Y     | Y     | Y     |       | Y     | Y     | Y      |        | Y      |
| CLO4 | Y     | Y     | Y     | Y     | Y     |       |       |       | Y     | Y      |        |        |
| CLO5 | Y     | Y     | Y     | Y     | Y     |       | Y     | Y     | Y     | Y      | Y      | Y      |
| CLO6 | Y     | Y     | Y     | Y     | Y     | Y     |       |       | Y     | Y      |        |        |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

### Course Outline

Nature of International Political Economy

Importance and Consequences of Market

Three Perspectives on IPE

Liberal

Nationalist

Marxist

Contemporary Theories of IPE

Theory of Dual Economy

Theory of the Modern World System

Theory of Hegemonic Stability

International Money

The Bretton Woods (1944-1976)

The Non-System of Flexible Rates

International Trade

Liberal and Nationalist Theories of International Trade

Free Trade vs Protectionism

The GATT

Multi-National Corporations

Nature and Role of MNCs

International Finance

Three Eras of International Finance

The Debt Problem in the 1980s

. Dependency and Economic Development

Liberal and Marxist Perspectives on Economic Development

Underdevelopment – Uneven Growth - LDC Strategies

Globalization and IPE

State – Market – Transnational Civil Society

Rise of Economic Regionalism and Economic Actors

WTO

## **Teaching**

Teaching methods comprising of pedagogical methods such as class room lectures and students-teacher interactions, group discussions, talks by experts, seminars and assignments will be used.

## **Assessment methods**

There are three internal evaluations and one end-semester exam. Each of the internal evaluation is worth 20% of the final grade. Internal evaluation is a summative assessment method comprising of assignments (book reviews, term papers and so on), student presentations, internal/term examination and the end semester final examination.

The best two scores of internal examination (40%) will be used to compute your final score grade. These evaluations are in addition to the final examination, which is worth 60% of final grade.

## **Reading List (Basic Texts)**

### **Books**

Buzan, Barry, *People, States and Fear*, Sussex, Wheatsheaf Books, 1983.

Carr, E.H. *The Twenty Years' Crisis, 1919-1939*, London, Macmillan, 1984.

Cox, Robert, *Production, Power and World Order*, Newport, Columbia University Press, 1987.

Gill, Stephen, *American Hegemony and the Trilateral Commission*, Cambridge, Cambridge University Press, 1990.

Gilpin, Robert, *The Political Economy of International Relations*, Princeton, Princeton University Press, 1987.

Harshe, Rajen, *Twentieth Century Imperialism: Shifting Contours and Changing Conceptions*, New Delhi, Sage, 1997.

Kennedy, Paul, *The Rise and Fall of Great Powers*, New York, Random House, 1987.

Keohane, Robert O. *After Hegemony, Cooperation and Discord in the World Political Economy*, Princeton, Princeton University Press, 1984.

Ohmae, Kenichi, *The End of the Nation State: The Rise of Regional Economies*, London, Harper Collins, 1995.

Palmer, Norman D. *The New Regionalism in Asia and the Pacific*, Lexington, Heath and Company, 1991.

Strange, Susan *Casino Capitalism*, Oxford, Blackwell, 1986.

Strange, Susan, *States and Markets: An Introduction to International Political Economy*, London, Pinter Publishers, 1988.

**Journals**

Alternatives  
Current History  
Economic and Political Weekly  
Foreign Affairs  
International Affairs  
International Organization  
International Studies  
Millennium  
World Politics

UNIVERSITY OF HYDERABAD  
DEPARTMENT OF POLITICAL SCIENCE  
SCHOOL OF SOCIAL SCIENCES

**Course title: DALIT POLITICS IN INDIA**

*Course Instructor:* K Y Ratnam

*Program:* MA (Optional)

*Credit:* 4

*Semester:* III / IV

**I. Introducing the Course:**

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.

The purpose of this course is to analyze 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, programs, forms of mobilization, organizational structures, and electoral participations, voting pattern.
- The Dalit politics its links with mainstream political parties at national and regional level. The strategies of co-option/accommodation.

**II. Course Learning Outcomes:**

**CLO-1:** Familiarity with Indian political thinkers, major texts by them, their biographical Details and the social and political struggles. (Cognitive Level: Remember)

**CLO-2:** Alternative terms/concepts, debates on the political ideas of these intellectuals. (Cognitive Level: Understand)

**CLO-3:** Important historical and political trajectories in Dalit politics (Cognitive Level: Analytical/Understand)

**CLO-4:** Development of an alternative political ideologies, programs and autonomous

political mobilization (Cognitive Level: Analytical/Understand)

**CLO-5:** Post- independent State; the problem of affirmative action and democratization  
(Cognitive Level: Analytical)

**CLO-6:** Understand the organizational structure, participation and voting pattern (Cognitive Level: Evaluative)

**CLO-7:** Understand the role of state and political parties in relation to Dalit politics (Cognitive Level: Evaluative)

**CLO-8:** Issues and themes of politics of immediacy; Dalit women; violence (Cognitive Level: Analytical/ Evaluative)

### III. Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program specific Outcomes (PSOs)

|                   | PL<br>O<br>1 | PL<br>O<br>2 | PL<br>O<br>3 | PL<br>O<br>4 | PL<br>O<br>5 | PL<br>O<br>6 | PL<br>O<br>7 | PL<br>O<br>8 | PL<br>O<br>9 | PL<br>O<br>10 | PL<br>O<br>11 | PL<br>O<br>12 |
|-------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CL<br/>O 1</b> | Y            | Y            | Y            | Y            | Y            |              |              | Y            | Y            | Y             |               |               |
| <b>CL<br/>O 2</b> | Y            | Y            | Y            | Y            | Y            |              |              |              |              | Y             |               |               |
| <b>CL<br/>O 3</b> |              | Y            | Y            | Y            | Y            |              |              |              | Y            |               |               |               |
| <b>CL<br/>O 4</b> |              | Y            | Y            | Y            | Y            |              |              | Y            |              |               |               |               |
| <b>CL<br/>O 5</b> |              | Y            | Y            | Y            |              | Y            |              |              | Y            | Y             |               |               |
| <b>CL<br/>O 6</b> |              | Y            | Y            | Y            | Y            | Y            | Y            |              |              | Y             | Y             |               |
| <b>CL<br/>O 7</b> |              | Y            | Y            | Y            | Y            |              | Y            |              | Y            | Y             | Y             |               |
| <b>CL<br/>O 8</b> |              | Y            | Y            | Y            | Y            |              | Y            |              | Y            | Y             | Y             |               |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

### V. Attendance, pedagogy and class room participation

Students should attend classes regularly and meet the minimum requirement of 75 percent attendance as prescribed by the University. In terms of pedagogy, the course shall involve a series of interactive lectures and group discussions on pre-assigned readings by the course instructor. Students are expected to actively engage with the themes and participate in class room discussions, including group discussions on different themes.

## **VI. Mode of evaluation**

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

## **IV. Course Outlines and Readings:**

### **Unit-I Political Ideas of Mahatma Jotirao Phule; Periyar E.V.Ramasamy; M. K. Gandhi; B. R. Ambedkar.**

#### ***Readings:***

Ambedkar, B.R (1989) *Dr. Babasaheb Ambedkar: Writing and Speeches*. Bombay: Education Department, Government of Maharashtra. Vols. 1 to 21. (Specifically: Vols, 1, 3, 5, 9.)

Gandhi, M.K. (1995) *An Autobiography or the story of my Experiments with Truth*, Ahmedabad: Navajivan.

Periyar, E.V.R *Collected Works*, (1981) Compiled by K.Veeramani, Chennai: The Periyar Self-Respect Propaganda Institution.

Mahatma Jotirao Phule *Collected Works*, (1991) Bombay: Education Department, Government of Maharashtra.

### **Unit-II Colonialism and Alternative Political Mobilization: Independent Labor Party; Scheduled Caste Federation of India.**

#### ***Readings:***

Kuber, W.N (1979) *Dr. Ambedkar: Critical Study*. New Delhi: People's Publishing House.

Keer, Dhananjay (1991) *Dr. Ambedkar: Life and Mission*, 3<sup>rd</sup> edition, Bombay: Popular Prakashan.

### **Unit-III Dalits and Post-Independence State: Reservation Policy; Democratic Process; Political Mobilization and Political Accommodation: Left, Radical Left (M-L Maoist), Centre and Right Parties.**

#### ***Readings***

Ambedkar, B. R. (1946) *What Congress and Gandhi have done to the Untouchables*, in *Dr. Babasaheb Ambedkar Writings and Speeches*, (1990) Vol.9, Bombay: Government of Maharashtra.

Baxi, Upendra (1990) *Political Justice, Legislative Reservation for the Scheduled Caste and Social change*, Madras: University of Madras.

Bayly, Susan (1999) *Caste, Society and Politics in India from the eighteenth century to the Modern Age*, Cambridge: Cambridge University Press.

Mahar, J.M. (1972) ed, *The Untouchables in Contemporary India*, Tucson: University of Arizona.

Galanter, Mark (1984) *Competing Equalities*. Delhi: Oxford University Press.

**Unit-IV Dalit Party Politics: Republican Party of India; Bahujan Samaj Party: Leadership; Mobilization Strategies; Political Participation and Voting Behavior.**

**Readings**

Pai, Sudha (2002) *Dalit Assertion and the Unfinished Democratic revolution: The Bahujan Party in Uttar Pradesh*, New Delhi: Sage Publications.

Jaffrelot, C (2003) *India's Silent Revolution: The Rise of the Low Castes in North Indian Politics*, New Delhi: Permanent Black.

Gupta, S.K (1985) *The Scheduled Castes in Modern Indian Politics*. Delhi: Munshiram Manohar Lal Publishers.

Gopal, Guru (2005) ed. *Atrophy in Dalit Politics*, Mumbai: Vkas Adhyayan Kendra.

----- (1994) *Ambedkar's Concept of political power and the question of Dalit Emancipation*, (Monograph) Dept of Political Science, Pune University, Pune.

**Unit-V Dalit Politics of Immediacy: Categorization of Reservations; Sub-caste movements; Gender; Civil Society; Socio-Cultural organizations.**

**Readings**

Shah, Ghanshyam (2001) ed. *Dalit Identity and Politics*, New Delhi: Sage publications.

----- (2002) *Dalits and the State*, New Delhi: Concept Publishing Company.

Michael, S.M (1999) ed. *Dalits in Modern India: Vision and Values*, New Delhi: Vistaar Publications.

Omvedt, Gail (1994) *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications.

## BIBLIOGRAPHY

Aloysius, G (1997) *Nationalism without a Nation in India*, Delhi: Oxford University Press.

Benjamin, Joseph (1987) "Political participation and Sharing in Power by the Scheduled Castes in Bihar", *Political Science Review*, 26(1-4) January-December.

Chandra, K. (2000) "The Transformation of Ethnic Politics in India: The Decline of the Congress and the Rise of the Bahujan Samaj Party in Hoshiapur", *Journal of Asian Studies*, 59 (1), pp.39-61.

Deshpande, G.P. (2002) *Selected Writings of Jyotirao Phooley*, New Delhi: LeftWord.

Geeta, V.& Rajadurai (1998) *Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar*. Culcatta: Samya.

Gokhale, J, (1993) *From Concessions to Confrontation: The Politics of an Indian Untouchable Community*, Bombay: Popular Prakashan.

Gore, M.S (1993) *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publishers.

Ialiah, K (1994) "BSP and Caste as Ideology", *Economic and Political Weekly*, 29 (12) March.

----- (1996) *Why I Am Not a Hindu? A Sudra Critique of Hindutva Culture, Ideology and Political Economy*. Culcutta: Samya.

Joshi, B (1986) ed. *Untouchable! Voice of the Dalit Liberation Movement*, New Delhi: Selectbooks Service Syndicate.

Keer, Dhananjay (1991) *Dr. Ambedkar: Life and Mission*, 3<sup>rd</sup> edition, Bombay: Popular Prakashan.

----- (1964) *Mahatma Jyothirao Phooley: Father of Our Social Revolution*. Bombay: Popular Prakashan.

Kothari, R (1994) "Rise of the Dalits and the renewed debate on Caste", *Economic and Political Weekly*, 29 (26), June.

----- (1991) *Caste in Indian Politics*, Hyderabad: Orient Longman.

Kshirsagar, R.K (1994) *Dalit Movement in India and Its Leaders 1857-1956*, New Delhi: MD Publications.

Lal, A.K (1994) "Limited participation in an open system: A study of Scheduled Castes in Politics", *Mainstream*, 32 (19), March.

Mani, B.R (2005) *Debrahmanising History: Dominance and Resistance in Indian Society*, Delhi: Manohar Publishers.

Misra,A (1995) “Uttar Pradesh: Limits of OBC-Dalit politics”, *Economic and Political Weekly*, 30 (23) June.

Mendolsohn, O & Vicziany, M (1991) *The Untouchables: Subordination, Poverty and the State in Modern India*, Cambridge: Cambridge University Press.

Parekh, B (1989) *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

Pushpendra, (1999) “ Dalit Assertion through Electoral Politics”, *Economic and Political Weekly*, 34 (36) September.

Patil, Sharad (1989) “Mobilizing Scheduled Castes and Scheduled Tribes”, *Economic and Political Weekly*, 24(35-36) September.

O' Hanlon, R (1985) *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low-Caste Social Protest in Nineteenth Century Western India*. Cambridge University Press.

Rodrigues, Valerian (2002) *The Essential Writings of B.R. Ambedkar*, New Delhi: Oxford University Press.

Seminar (1998) *Dalit* No.471. November.

Srinivasulu, K. (1994) “Andhra Pradesh: BSP and Caste Politics”, *Economic and Political Weekly*, 29 (40) October.

Yadav,K.C (2000) ed. *From Periphery to Centre Stage: Ambedkar, Ambedkarism and Dalit Future*, Delhi: Manohar Publishers.

Zelliot, Eleanor (1996) *From Untouchable to Dalit: Essays on the Ambedkar Movement*, Delhi: Manohar Publishers.