UNIVERSITY OF DELHI

MASTER OF ARTS in POLITICAL SCIENCE

(M.A. in Political Science)

(Effective from Academic Year 2018-19)

PROGRAMME BROCHURE

Revised Syllabus as approved by Academic Council on XXXX, 2018 and Executive Council on YYYY, 2018

Department of Political Science, University of Delhi
PROGRAMME STRUCTURE:

The M.A In Political Science programme is a two-year course divided into four-semesters. A student is required to complete 72 credits for the completion of course and the award of degree.

<table>
<thead>
<tr>
<th>Part – I</th>
<th>Semester</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Semester I</td>
<td>Semester II</td>
</tr>
<tr>
<td>Part – II</td>
<td>Second Year</td>
<td>Semester III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester IV</td>
</tr>
</tbody>
</table>

Course Credit Scheme

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Courses</th>
<th>Elective Course</th>
<th>Open Elective Course</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of papers</td>
<td>Credits (L+T/P)</td>
<td>Total Credits</td>
<td>No. of papers</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>4</td>
<td>5</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>IV</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A student opting for two open elective course in semester 3 & 4 may take up 3 elective courses instead of four.

First Semester Course Details

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Number of Courses</th>
<th>Credits in each course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper (Theory)</td>
<td>Tutorial</td>
</tr>
<tr>
<td>Core Course 1</td>
<td>4 papers to be chosen from among 6 papers, one each from, 6 core sub-disciplines namely: Political theory, Indian Political Thought, Comparative Politics, Indian Politics, Public Administration and, International Relations and 3 core-interdisciplinary papers among Gender, Security, Development, Environment and Human Rights to be identified by the Department.</td>
<td>5</td>
</tr>
<tr>
<td>Core Course 2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Core Course 3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Core Course 4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Course</td>
<td>Paper (Theory)</td>
<td>Tutorial</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Core Course 1</td>
<td>4 papers to be chosen from among 6 papers, one each from 6 sub-disciplines: Political theory, Indian Political thought, Comparative Politics, Indian Politics, Public Administration, International Relations; 2 core interdisciplinary papers among Gender, Security, Development, Environment, Human Rights to be identified by the Department; and 1 paper on Research Methods.</td>
<td>5</td>
</tr>
<tr>
<td>Core Course 2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Core Course 3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Core Course 4</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Core course ‘n’</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Total credits in core course</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

### Third Semester Course Details

<table>
<thead>
<tr>
<th>Course</th>
<th>Paper (Theory)</th>
<th>Tutorial</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Course 1</td>
<td>To be chosen from 21 to 24 papers of 6 sub-disciplines: Political Theory, Indian Political Thought, Comparative Politics, Indian Politics, Public Administration and International Relations</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Elective Course 2</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Elective Course 3</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
## Fourth Semester Course Details

### Semester IV

<table>
<thead>
<tr>
<th>Elective Course 4</th>
<th>From Above OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Elective Courses 4&amp;5</td>
<td>Two courses to be chosen from the courses offered by any other Department of Delhi University</td>
</tr>
</tbody>
</table>

\[
\text{Total Credits in third semester} = 16
\]

### Notes:

1. In Semester I and II, Department will offer 18 courses of study. 9 papers will be taught in each semester from which students have to take up any 4 papers with 5 credits each, provided that each student compulsorily takes minimum one paper from each core sub-discipline spread over two semesters; and provided that each student has to choose a maximum of only one inter-disciplinary paper in each semester.
2. Students will have the option to choose ALL FOUR papers from core sub-discipline papers and not opt for any core-interdisciplinary paper.
3. The department will offer minimum two open-elective paper to very batch of MA program and these papers will be offered ONLY to MA students of other disciplines in

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**Total credits of the course = Semester I + II + III +IV = 20+20+16+16 = 72**  
Theory 1 credit = 1 hour of class per week  
Tutorial 1 credit = 1 hour of class per week
the Delhi University (on a reciprocal basis). The maximum no of seats for the open elective papers will be 50 and each paper will carry 2 credits.

IV. SEMESTER WISE DETAILS OF M.A. IN POLITICAL SCIENCE COURSE

4.1 Semester wise Details

<table>
<thead>
<tr>
<th>Semester I/II/III/IV (individually for each semester)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain</strong></td>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td>Semester I</td>
<td></td>
</tr>
<tr>
<td>Core 1</td>
<td>PS-C 101</td>
</tr>
<tr>
<td>Core 2</td>
<td>PS-C 102</td>
</tr>
<tr>
<td>Core 3</td>
<td>PS-C 103</td>
</tr>
<tr>
<td>Core 4</td>
<td>PS-C 104</td>
</tr>
<tr>
<td>Core 5</td>
<td>PS-C 105</td>
</tr>
<tr>
<td>Core 6</td>
<td>PS-C 106</td>
</tr>
<tr>
<td>Core 7</td>
<td>PS-IDC 107</td>
</tr>
<tr>
<td>Core 8</td>
<td>PS-IDC 108</td>
</tr>
<tr>
<td>Core 9</td>
<td>PS-IDC 109</td>
</tr>
<tr>
<td>Total Credits of the Semester</td>
<td></td>
</tr>
<tr>
<td>Semester II</td>
<td></td>
</tr>
<tr>
<td>Core 10</td>
<td>PS-C 201</td>
</tr>
<tr>
<td>Core 11</td>
<td>PS-C 202</td>
</tr>
<tr>
<td>Core 12</td>
<td>PS-C 203</td>
</tr>
<tr>
<td>Core 13</td>
<td>PS-C 204</td>
</tr>
<tr>
<td>Core 14</td>
<td>PS-C 205</td>
</tr>
<tr>
<td>Core 15</td>
<td>PS-C 206</td>
</tr>
<tr>
<td>Core 16</td>
<td>PS-IDC 207</td>
</tr>
<tr>
<td>Core 17</td>
<td>PS-IDC 208</td>
</tr>
<tr>
<td>Core 18</td>
<td>PS-IDC 209</td>
</tr>
<tr>
<td>Total Credit of the Semester</td>
<td></td>
</tr>
</tbody>
</table>
### Semester III and IV

<table>
<thead>
<tr>
<th>Elective</th>
<th>Choices</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 1</td>
<td>To be chosen from 21 to 24 papers of 6 sub-disciplines in each semester:</td>
<td>4</td>
</tr>
<tr>
<td>Elective 2</td>
<td>Political Theory, Indian Political Thought, Comparative Politics, Indian Politics, Public Administration and International Relations*</td>
<td>4</td>
</tr>
<tr>
<td>Elective 3</td>
<td>Listed Below (4.2)</td>
<td>4</td>
</tr>
<tr>
<td>Elective 4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective 5</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective 6</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective 7</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective 8</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Open Elective 1</td>
<td>Two courses out of the three offered by the Department:</td>
<td>2</td>
</tr>
<tr>
<td>Open Elective 2</td>
<td>PS-OE 01: Ethics and Governance</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PS-OE 02: Understanding the International</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS-OE 03: Political Institutions and Processes in India</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit of the Semester</td>
<td>16+16</td>
</tr>
<tr>
<td></td>
<td>Total Credit</td>
<td>72</td>
</tr>
</tbody>
</table>

* A student opting for two open elective course in semester 3 & 4 may take up 3 elective courses instead of four.

#### 4.2 List of Elective Course (wherever applicable to be mentioned area wise)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-E 01</td>
<td>Ethics and Politics</td>
</tr>
<tr>
<td>PS-E 02</td>
<td>Global Justice and the South</td>
</tr>
<tr>
<td>PS-E 03</td>
<td>Themes in Citizenship</td>
</tr>
<tr>
<td>PS-E 04</td>
<td>Theory and Practice of Democracy</td>
</tr>
<tr>
<td>PS-E 05</td>
<td>Critical Traditions in Political Theory</td>
</tr>
<tr>
<td>PS-E 06</td>
<td>Democracy and Violence: Contestation, Convergence and Discourse</td>
</tr>
<tr>
<td>PS-E 07</td>
<td>Key Ideas in Contemporary Critical Theory in India</td>
</tr>
<tr>
<td>PS-E 08</td>
<td>Ambedkar in Contemporary India</td>
</tr>
<tr>
<td>PS-E 09</td>
<td>Gandhi, Autonomy and Discourse</td>
</tr>
<tr>
<td>PS-E 10</td>
<td>Dalit-Bahujan Thought</td>
</tr>
<tr>
<td>PS-E 11</td>
<td>Contemporary Explorations in Tagore</td>
</tr>
<tr>
<td>PS-E 12</td>
<td>Discourses on Hindu Nationalism</td>
</tr>
<tr>
<td>PS-E 13</td>
<td>Culture and Politics in India</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>PS-E 14</td>
<td>Social Conservatism in India</td>
</tr>
<tr>
<td>PS-E 15</td>
<td>Social Exclusion: Theory and Practice</td>
</tr>
<tr>
<td>PS-E 16</td>
<td>Indian Strategic Thought</td>
</tr>
<tr>
<td>PS-E 17</td>
<td>Gender in International Relations</td>
</tr>
<tr>
<td>PS-E 18</td>
<td>State and Society in Pakistan</td>
</tr>
<tr>
<td>PS-E 19</td>
<td>Pakistan and the World</td>
</tr>
<tr>
<td>PS-E 20</td>
<td>The Politics of Violence in South Asia</td>
</tr>
<tr>
<td>PS-E 21</td>
<td>Security Studies</td>
</tr>
<tr>
<td>PS-E 22</td>
<td>Comparative Federalism: Theory and Practice</td>
</tr>
<tr>
<td>PS-E 23</td>
<td>The Modern State in Comparative Perspective</td>
</tr>
<tr>
<td>PS-E 24</td>
<td>Social Movement and Revolution</td>
</tr>
<tr>
<td>PS-E 25</td>
<td>The Politics of South Asia in Comparative Perspective</td>
</tr>
<tr>
<td>PS-E 26</td>
<td>Constitutionalism in Comparative Perspective</td>
</tr>
<tr>
<td>PS-E 27</td>
<td>The State in Diverse Political Traditions</td>
</tr>
<tr>
<td>PS-E 28</td>
<td>Society, State and Politics: Comparing India and Israel</td>
</tr>
<tr>
<td>PS-E 29</td>
<td>Religious Nationalism and Political Violence</td>
</tr>
<tr>
<td>PS-E 30</td>
<td>The Politics of Identity in Comparative Perspective</td>
</tr>
<tr>
<td>PS-E 31</td>
<td>Nationalism in Comparative Perspective</td>
</tr>
<tr>
<td>PS-E 32</td>
<td>Identities and Political Transformation in India</td>
</tr>
<tr>
<td>PS-E 33</td>
<td>Development Process and Politics in India</td>
</tr>
<tr>
<td>PS-E 34</td>
<td>Democracy and Human Rights in India</td>
</tr>
<tr>
<td>PS-E 35</td>
<td>Politics and Ethnic Conflicts in J&amp;K</td>
</tr>
<tr>
<td>PS-E 36</td>
<td>Law, Crime and Politics in India</td>
</tr>
<tr>
<td>PS-E 37</td>
<td>State Politics in India</td>
</tr>
<tr>
<td>PS-E 38</td>
<td>Indian Polity in State Society Interactions</td>
</tr>
<tr>
<td>PS-E 39</td>
<td>Public Policy</td>
</tr>
<tr>
<td>PS-E 40</td>
<td>Public Institutions and Governance</td>
</tr>
<tr>
<td>PS-E 41</td>
<td>Institutions, Development and Poverty</td>
</tr>
<tr>
<td>PS-E 42</td>
<td>Collaborative Governance Transforming Engagements in Public Management</td>
</tr>
<tr>
<td>PS-E 43</td>
<td>Corporate Citizenship and Governance: Theories and Practices</td>
</tr>
<tr>
<td>PS-E 44</td>
<td>The Political in Local Governance</td>
</tr>
</tbody>
</table>
### List of Open Electives

<table>
<thead>
<tr>
<th>Open Elective 1</th>
<th>PS-OE 01</th>
<th>Ethics and Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Elective 2</td>
<td>PS-OE 02</td>
<td>Understanding the International</td>
</tr>
<tr>
<td>Open Elective 3</td>
<td>PS-OE 03</td>
<td>Political Institutions and Processes in India</td>
</tr>
</tbody>
</table>

**4.2.1 List of Elective Courses (To be Introduced in the Winter Semester 2019 [Subject to due approvals as per the university rules])**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-E 46</td>
<td>Politics of Knowledge</td>
</tr>
<tr>
<td>PS-E 47</td>
<td>Marx and Political Theory</td>
</tr>
<tr>
<td>PS-E 48</td>
<td>Politics and Psychoanalysis</td>
</tr>
<tr>
<td>PS-E 49</td>
<td>Political Theology Debates</td>
</tr>
<tr>
<td>PS-E 50</td>
<td>Black Radical Tradition</td>
</tr>
<tr>
<td>PS-E 51</td>
<td>Digital Media and the New Public</td>
</tr>
<tr>
<td>PS-E 52</td>
<td>Comparative Political Theory</td>
</tr>
<tr>
<td>PS-E 53</td>
<td>Egalitarianism Theory and Practice</td>
</tr>
<tr>
<td>PS-E 54</td>
<td>Theorizing the Politics of Diversity</td>
</tr>
<tr>
<td>PS-E 55</td>
<td>Interpreting Indian Classical Texts</td>
</tr>
<tr>
<td>PS-E 56</td>
<td>Modern Indian Political Thinkers</td>
</tr>
<tr>
<td>PS-E 57</td>
<td>Regions and Regionalism</td>
</tr>
<tr>
<td>PS-E 58</td>
<td>India in World Affairs</td>
</tr>
<tr>
<td>PS-E 59</td>
<td>Power Transition and the Dynamics of Foreign Policy in International Relations</td>
</tr>
<tr>
<td>PS-E 60</td>
<td>Conflict Analysis</td>
</tr>
<tr>
<td>PS-E 61</td>
<td>Worlding International Relations: Perspectives from the Global South</td>
</tr>
<tr>
<td>PS-E 62</td>
<td>Islam and International Relations</td>
</tr>
<tr>
<td>PS-E 63</td>
<td>International Relations of South Asia</td>
</tr>
<tr>
<td>PS-E 64</td>
<td>United States of America in the Transforming Global Order</td>
</tr>
<tr>
<td>PS-E 65</td>
<td>China's Role in Contemporary World</td>
</tr>
<tr>
<td>PS-E 66</td>
<td>Citizenship and Borders</td>
</tr>
<tr>
<td>PS-E 67</td>
<td>Comparative North American Studies</td>
</tr>
<tr>
<td>PS-E 68</td>
<td>Contemporary Debates in Indian Federalism</td>
</tr>
<tr>
<td>PS-E 69</td>
<td>Political Parties and Party system in India</td>
</tr>
</tbody>
</table>
Teaching:
The faculty of the Department shall be primarily responsible for organizing lecture work for the M.A Political Science programme. The instructions related to tutorials shall be provided by the Department. The faculty from some other Departments, constituent colleges as also external experts from the field may also associated with the lecture and tutorial work in the Department. There shall be 90 instructional days, excluding examination in a semester.

4.3 Eligibility for Admission:

| Eligibility in Entrance Category |
|---------------------|------------------|-------------------|
| **Category Id** | **Course Requirements** | **Marks Requirements** |
| 1 | All the candidates with B.A. (Hons.) /B.A. Program/B.A. Pass /B.A. Degree from the University of Delhi or any other Universities recognized as equivalent to the University of Delhi. | 50% marks in last qualifying examination or equivalent grade |
| 2 | All other graduate (Science/commerce/ Engineering etc.) from the University of Delhi or any other Universities recognized as equivalent to University of Delhi. | 60% marks in the last qualifying examination or equivalent grade |

| Eligibility in Merit Category |
|---------------------|------------------|-------------------|
| **Category Id** | **Course Requirements** | **Marks Requirements** |
| 3 | B.A (Hons.) in Political Science from University of Delhi. | 60% marks or above or equivalent grade |

4.4 Reservations/ Concessions:
The reservation policy related to admissions will be followed as per the applicable law.

Reservation of Seats for Schedule Caste (SC)/Tribe (ST) Applicants
• 22½ % of the total numbers of seats is reserved for applicants belonging to Scheduled Caste and Scheduled Tribes (15% for Scheduled Caste and 7½% for Scheduled Tribes, interchangeable, if necessary). For detailed information candidates may refer to the Bulletin of Information of the University.

Reservation of Seats for Other Backward Classes (Non-Creamy layer, Central List)
• 27% seats will be reserved for the applicants belonging to Other Backward Classes (OBC) (non-creamy layer, central list). For detailed information candidates may refer to the Bulletin of Information of the University.

Supernumerary seats
Reservation of Seats for Persons with Disabilities (PwD)
As per the provisions of Rights of Persons with Disabilities Act, 2017, not less than five percent (5%) seats are reserved for Persons with Benchmark Disabilities, where “Person with benchmark disability” means a person with not less than forty percent (40%) of a specified disability where specified disability has not been defined in measurable terms and includes a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority. It may be noted that the erstwhile Persons with Disability Act, 1995, under which reservation for Persons with Disabilities in admissions was provided earlier has now been repealed.

The PwD applicants shall be given a relaxation in the minimum eligibility in the qualifying examination and in the minimum eligibility (if any) in the admission entrance test to the extent of 5%. For detailed information candidates may refer to the Bulletin of Information of the University.

Sports Quota:
The admission to the Sports Quota (Supernumerary) will be only on the basis of Entrance Examination and shall be finalized by the concerned Department i.e. Marks obtained in Merit/Participation Sports Certificate and Sports Trials be added to the Marks obtained in Entrance Examination of the concerned Department. The Department shall then prepare a Merit List for admission on the basis of Sports and make admissions accordingly. The intake of candidates seeking admission under sports quota would be five percent of the total intake. Candidates seeking admission under this category are advised to follow the procedure/guidelines/rules laid down in the bulletin of information of the University.

Registration /Admission of Foreign Nationals:
The foreign nationals seeking admission in the Department shall have to get themselves registered with the Foreign Students Registry (FSR) in compliance with the schedule notified by the FSR. No Foreign students will be admitted directly by the Department/Colleges. The intake of foreign nationals would be three percent of the total intake. The website link is: http://fsr.du.ac.in

4.5 Seats and Reservations:
There are 502 seats in M.A Political Science programme.

<table>
<thead>
<tr>
<th>Exam Type</th>
<th>General</th>
<th>SC</th>
<th>ST</th>
<th>OBC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance</td>
<td>127</td>
<td>37</td>
<td>19</td>
<td>68</td>
<td>251</td>
</tr>
<tr>
<td>Merit</td>
<td>127</td>
<td>37</td>
<td>19</td>
<td>68</td>
<td>251</td>
</tr>
</tbody>
</table>
4.6 Admission procedure:
Detailed guidelines for admission are available in the bulletin of information published every year by the University.

4.7 Assessment of Students’ Performance and Scheme of Examinations:
I. English shall be the medium of instruction. Students can write their individual exam papers in English or Hindi medium but not both.

II. Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the University of Delhi.

III. The system of evaluation shall be as follows:
   i. Each course (Core & Elective) will carry 100 marks, of which 25 marks shall be reserved for internal assessment as determined by the faculty members teaching the respective papers. The Open Elective course will carry 50 marks, of which 15 marks shall be reserved for internal assessment.
   ii. The remaining 75 marks in Core & Elective paper and 35 marks in Open Elective paper shall be awarded on the basis of a written examination at the end of each semester. The duration of written examination for each paper shall be three hours.

IV. For all courses irrespective of their credit weight, the evaluation pattern will be as follows:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Semester Internal Assessment</td>
<td>25</td>
</tr>
<tr>
<td>End-Semester Examination</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

V. Pass/Qualifying Percentage
   i. Minimum marks for passing the examination in each semester shall be 40% in each paper.
   ii. No student would be allowed to avail of more than 3 chances to pass any paper inclusive of the first attempt. Aggregate pass marks for Part I & Part II (combined) is 40%.

4.8. Promotion Rules
   i. No student will be detained in I or III semester on the basis of his/her performance in I or III semester examination: i.e. the student will be promoted automatically from I to II and III to IV semester.
ii. A student shall be eligible for promotion from 1st year to 2nd year of the course provided he/she has passed 50% papers of I and II semester taken together. However, he/she will have to clear the remaining paper(s) while studying in the 2nd year of the programme.

5. Open Electives:
Department will offer 03 open elective courses in Semester III and Semester IV to the students of other disciplines of Social Science faculty. The number of seats and process of allotment of courses will be decided by the Department.

6. Division Criteria:
Successful candidates will be classified on the basis of the combined results of Part-I and Part-II examination as follows:

Candidates securing 60% and an equivalent CGPA: I Division
Candidates securing between 50% to 60% and an equivalent CGPA: II Division
Candidates securing between 40% to 50% and an equivalent CGPA: III Division

7. Span Period:
No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Part I/Semester-I of the M.A (Pol. Sc.).

8. Conversion of Marks into Grades:

Grade Points:
Grade point table as per University Examination rule

CGPA Calculation:
As per University Examination rules.

SGPA Calculation:
As per University Examination rules.

Grand SGPA Calculation:
As per University Examination rules.

Conversion of Grand CGPA into Marks
As notified by competent authority the formula for conversion of Grand CGPA into marks is: Final %age of marks = CGPA based on all four semesters × 9.5

Division of Degree into Classes:
Post Graduate degree to be classified based on CGPA obtained into various classes as notified into Examination policy.
9. Attendance Requirement:

The students are required to attend tutorials, seminars etc. arranged by the Department/College from time to time.

All classes of the M.A. Programme may be held at North Campus only.

10. Guidelines for the Award of Internal Assessment Marks in MA Political Science programme

i. The scheme for Internal Assessment shall be in accordance with Ordinance VIII-E. It shall be applicable to the students admitted from the academic session 2018-19 onwards in postgraduate degree courses.

ii. Internal Assessment marks shall be shown separately in the Marks Sheet issued by the University and these marks shall be added to the annual/semester examination marks for determining the division of the student.

iii. 25% of the maximum marks in each paper in postgraduate courses shall be assigned for Internal Assessment and the remaining 75% marks for the semester University Examination; the time duration and other modalities of the semester Examination with respect to this 75% component shall remain as per existing schemes of examination for various postgraduate courses.

iv. Each student shall be assessed on the basis of written assignments/tutorials as well as on the basis of written test/project reports/term papers/seminars. There shall be 25 marks weightage for such written assignment; and project reports/presentations/term papers/seminars.

v. Examinations for courses shall be conducted only in the respective Odd and Even Semesters as per the Scheme of Examinations. Regular as well as ex-students shall be permitted to appear/reappear/improve in courses of Odd Semesters only at the end of Odd Semester and courses of Even Semesters only at the end of Even Semesters.
V: Course Wise Content Details for MA (Political Science) Programme:
Master of Arts in Political Science

Semester I

PS-C 101: Debates in Political Theory

Credits: 5
Duration: 5 hrs./week

Course Objective: This course proposes to build on a prior understanding of the nature and value of theoretical inquiry in politics. Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it. It does not claim to have any final answers to such questions and instead acknowledges disagreements. Our basic disagreements on how we must constitute our collective life are part of our evaluations that we make on a continual basis of the political and social order we inhabit. Evaluation usually entails an intense engagement with the political context within which we live, the nature of our values and political institutions, their clarification and analyses, together with weighing the necessity of just institutions and values. The activity of evaluation lays bare a wide range of arguments that are used in political discourse sharpening thereby our political judgment. It is imperative to evaluate, argue and judge and then raise for the consideration of justification our existing or appropriate political practices, decisions, policies and institutions.

Debates will relate to concepts:

Unit I: Introduction
   a. What is Political Theory?
   b. Disagreements and Debates in Political Theory
   c. Normative judgement in a Political Context

Unit II: Understanding Power
   a. The Faces of Power (Steven Lukes)
   b. Class, Ideology and Power (Althusser)
   c. Power and the Subject: Foucault

Unit III: Debates on freedom
   a. Ancient vs. Modern Liberty (Constant)
   b. Freedom as autonomy (Kant, Mill)
   c. Negative vs. Positive Liberty (Berlin, MacCallum)
   d. Freedom and the market (Libertarians)
   e. Republican Conception (Skinner)
   f. Freedom as Development (Sen)

Unit IV: Debates on Equality
   a. Value of Equality (Bernard Williams)
   b. Equality of Opportunity (Rawls)
   d. Luck egalitarianism and its critique (Elizabeth Anderson)
e. Equality, Priority or Sufficiency (Scheffler, Parfit, Franfurt)

**Unit V: Debates on Justice**

a. Consequentialist vs. Deontological (Utilitarians, Rawls)
b. Justice as Fairness (Rawls)
c. Communitarian and Feminist Conceptions (Walzer, Sandel, Okin)
d. Global Justice (Thomas Pogge)

**Unit VI: Debates on Rights**

a. Moral vs. Legal conceptions
b. Choice and Interest theories
c. Conflicts between rights
d. Rights as Trumps

**Unit VII: Debates on Democratic Political Community**

a. Identity and the Politics of Recognition
b. Democracy and the Challenges of Pluralism
c. Citizenship, Virtues and Democratic Education

**Suggested Readings:**

**Unit Wise Essential Readings**

**Unit I**


**Unit II**


**Unit III**


Sen, Amartya, 2000, Development as Freedom, Delhi: OUP: Introduction, Ch. 1: 3-34.

Unit IV


Unit V


Unit VI


Steiner, Hillel, 1994, An Essay on Rights, Oxford: Blackwell. (Ch. 3)


Unit VII


Additional Readings:

Ball, Terence, James Farr and Russell L Hanson, (Eds.) 1989, Political Innovation and Conceptual Change (Cambridge University Press)


Master of Arts in Political Science

Semester I

PS-C 102: Themes in Indian Political Thought

Credits: 5
 Duration: 5 hrs./week

Course Objective: The purpose of this course is to introduce students to the richness and variety of Indian Political Thought, a tradition that spans centuries if not millennia, culminating in the various present day understandings of Indian society.

Contents:

Unit I: Perspectives
 a) What is Indian in Indian Political Thought?
 b) Classical: Vedic and Shramanic
 c) Syncretic, Islamic, Reformist
 d) Contemporary Theories: Liberal, Marxist, Gandhian, Socialist, Hindutva, Dalit-Bahujan

Unit II: Theories and Practices of Knowledge
 a. Classical
 b. Indological and Orientalist

Unit III: State and Community
 a. The monarchical, colonial and postcolonial state
 b. Janapada, Sangha, Jati, Quam

Unit IV: Critical Perspectives
 a) Gender
 b) Caste
 c) Class

Unit V: ‘Rashtra’ and Nation in Indian Political Thought
 a. The Nation/Rashtra Debate
 b. Cultural and Religious Nationalism
 c. Economic Nationalism
 d. Critiques of Nationalism

Course Learning Outcome: The course will provide students a preliminary grasp over some critical issues animating Indian political thought today and acquaint them with some key debates within this tradition.
Suggested Readings:

Unit Wise Essential Readinga

Unit I


Suniti Kumar Chatterji et al. (eds.) Cultural Heritage of India, Volume 1, Ramakrishna Mission Institute of Culture, Calcutta, 1958.

Roy, Asim (ed.), Islam in History and Politics: Perspectives from South Asia, Oxford University Press, Delhi, 2006.


Unit II

Thapar, Romila, The Past Before Us: Historical Traditions in Early North India, Permanent Black, New Delhi, 2013.


Unit III


Thapar, Romila, From Lineage to State: Social Formations of the Mid-First Millennium BC in the Ganga Valley, Oxford University Press, Delhi, 1984.


**Unit IV**


Chatterjee, Partha (ed.) *State and Politics in India*, Oxford University Press, Delhi, 2005.


**Unit V**


**Additional readings:**

Habib, S. Irfan, *Indian Nationalism: Essential Writings* Delhi, Aleph Book Company, 2017


Metcalfe, Barbara, *Composite Nationalism and Islam*, Maulana Hussain Ahmad Madani.


Master of Arts in Political Science  
Semester I  
PS-C 103: Theories of International Relations  

Credits: 5
Duration: 5 hrs./week

Course Objective:

This course introduces Masters students to diverse traditions of theoretical endeavours in International Relations theory including explanatory as well as normative paradigms. The course is designed to provide a thorough background in different schools of International Relations theory and the debates between them regarding their perspectives on the nature of international politics and how it is to be conceptualized, understood and judged, bearing in mind their geo-cultural specificities.

Contents:

Unit I: Introduction
   a. Evolution of the Discipline
   b. The Great Debates

Unit II: Realism: Its Variants and Complements
   a. Structural Realism
   b. Indian Tradition: Kautilya’s Realpolitik
   c. Neo-Realism and the Chinese Tradition
   d. Neo-Liberal Institutionalism
   e. The English School

Unit III: Alternative Approaches in IR
   a. Critical Theory
   b. Constructivism
   c. Post-Modernism
   d. Feminism
   e. Neo-Marxism
   f. Post Colonialism

Unit IV: Non-Western Perspectives in International Relations
   a. State
   b. Ethics in IR

Unit V: Future Directions in International Relations Theory
   a. Problematic of ‘International’
   b. The End of IR theory
Course Learning Outcome:

Towards the end of the course, the students shall have acquired a grounding in the academic debates and research literature in the field of international relations (IR), and understood how to apply key theories and concepts of IR to global and regional issues. The students would gain knowledge of significant developments in contemporary international relations, and would develop practical skills relevant to a career in international affairs, including in academia, research think-tanks, international organisations, government, media and NGOs.

Suggested Readings:

Unit Wise Readings

Unit I (a)


Unit I (b)


**Unit II (a)**


**Unit II (b)**


**Unit II (c)**


**Unit II (d)**


**Unit II (e)**


**Unit III (a)**


**Unit III (b)**


**Unit III (c)**


**Unit III (d)**


**Unit III (e)**


**Unit III (f)**


**Unit IV (a)**


**Unit IV (b)**


**Unit V (a)**


**Unit V (b)**


Additional Readings:


Kenneth N. Waltz, Man, the State and War: A Theoretical Analysis, New York, Columbia University Press.


Geeta Chowdhry and Sheila Nair (eds.), *Power, Postcolonialism and International Relations: Reading Race, Gender and Class* (London and New York: Routledge, 2004).


Master of Political Science

Semester I

PS-C 104: Comparative Political Analysis: Theories, Methods and Approaches

Credits: 5  Duration: 5 hrs./week

Course Objective:

The purpose of this course is to introduce students to the fundamental theories of comparative politics, which creates the ground for understanding the diversity of politics across the globe. The question, how to compare is at the core of the study of comparative politics. This course will focus on the different perspectives, methodologies and approaches from a variety of global traditions to make the students understand political phenomenon in different regions of the world in relation to one another. It aims at equipping the student with tools to explain and assess particular approaches and methods which assume salience from time to time with special attention to the attempts at decolonization of knowledge in the recent decades. The course will revolve around discussions of key texts, which would serve as signposts in the development of the field of comparative politics.

Contents:

Unit I: Comparative Politics: Issues, Methods and challenges of comparison

Unit II: Institutionalism: Old and New

Unit III: Political Culture

Unit IV: Political Economy

Unit V: Comparative Constitutionalism

Unit VI: Comparative Federalism

Course Learning Outcome:

After studying this course, it is expected that the student will acquire a comprehensive understanding of the field of comparative politics and the methodologies that equip them to study diverse systems and processes of politics by focusing on culture, economy, institutions and constitutionalism across countries.

Suggested Readings:

Unit Wise Essential Readings

Unit I


**Unit II**


**Unit III**


**Unit IV**


**Unit V**


Mark Tushnet, Advanced Introduction to Comparative Constitutional Law, Edward Elgar, Cheltenham, 2014 [Introduction and Conclusion]


**Unit VI**


**Additional Readings:**


Master of Arts in Political Science

Semester I

PS-C 105: Politics in India

Credits: 5
Duration: 5 hrs./week

Course Objective:

This course focuses on societal dynamics and their impact on political processes. It identifies specific themes which are significant for the study of politics in India, explores the way in which these themes have acquired salience, and how their changing forms have impacted upon the nature and course of Indian politics. It seeks in particular to understand how state and politics are informed by social processes and political mobilizations, historically and in contemporary contexts.

Contents:

Unit I: Approaches to Indian Politics
a. Historical, cultural, legal and political economy perspectives

Unit II: State in India
a. Democratic, developmental and coercive dimensions
b. The changing nature of class dominance in India
c. Politics and social mobilizations
d. Issues of equality and representation

Unit III: Religion, Region and Language
a. Communalism and secular politics
b. Region and language: issues of recognition, autonomy and secession

Unit IV: Development Process
a. Concept, strategies, policies, and critiques
b. Poverty alleviation programmes
c. Globalisation and impact on the weaker sections

Unit V: Political Parties
a. Party system and reforms

Unit VI: Elections
a. Caste, class, religion, gender and region in electoral politics
b. Election Commission and electoral reforms
Unit VII: Social Movements
a. Objectives, methods, impact and recent trends
b. Labour: organized and unorganize
c. Peasantry
d. Adivasis
e. Women

Course Learning Outcome:

Course Learning Outcome: Given the course objective, students are expected to develop a practical skill to critically read and analyse the theoretical approaches to politics and hence gain analytical leverage over historical and contemporary political events.

Suggested Readings:

Unit Wise Essential Readings

Unit I(a)

Abhay Kumar Dube (ed.), Bharat ka Bhumandalikaran, Vani, Delhi, 2005.


**Unit II(a)**


**Unit II(b)**


**Unit II (c)**


**Unit II(d)**


**Unit III(a)**


**Unit III(b)**


**Unit IV (a)**


**Unit IV (b)**


**Unit IV (c)**


Unit V(a)


Peter Ronald deSouza and E. Sridharan (eds.), *India’s Political Parties*, Sage, New Delhi, 2006.


Unit VI


**Unit VII(a)**


Raka Ray and Mary Fainsod Katzenstein (ed.), *Social Movements in India, Poverty, Power, and Politics*, OUP, New Delhi, 2006.

Ranajit Guha (ed.), *Subaltern Studies I: Writings on South Asian History and Society*, OUP, New Delhi, 1982.


**Unit VII(b)**


**Unit VII(c)**


**Unit VII(d)**


**Unit VII(e)**

**Additional Readings:**


Ranajit Guha (ed.), *Subaltern Studies I: Writings on South Asian History and Society*, OUP, New Delhi, 1982.

Sudipta Kaviraj (ed.), *Politics in India*, OUP, New Delhi, 1997.


Veena Das (ed.), *The Oxford India Companion to Sociology and Social Anthropolgy*, OUP, New Delhi, 2003.
Master of Arts in Political Science

Semester I

PS-C 106: Administrative Theory

Credits: 5
Duration: 5 hrs./week

Course Objective:

This paper exposes the students to fundamental and critical understanding of structure and functioning of public organizations with help of key approaches, concepts and issues in public administration. It examines the journey of public administration both as discipline and profession. This goes to show how public administration has changed over the decades in terms of its goals, organizational structures and functional principles.

Contents:

Unit I: Understanding Public Administration as a Discipline
   a) Politics and Administration dichotomy
   b) New Public Administration
   c) New Public Management
   d) New Public Service

Unit II: Foundational Building Blocks of Administrative Theory
   a) Scientific Management: Taylor and Fayol
   b) Bureaucracy: Max Weber, Karl Marx & William Niskanen
   c) Decision-making: Herbert Simon
   d) Humanist School: Elton Mayo
   e) Ecological Approach: Riggs

Unit III: Managing Organizations
   a) Leadership: Likert, Peter Druker
   b) Motivation: Maslow
   c) Conflict-resolution: M P Follett

Unit IV: Feminist & Non-Western Perspectives
   a) Feminist Critique: Camilla Stivers, DeLysa Burnier and Devaki Jain
   b) Alternate Perspectives: Gandhi, Mao and Nyerere

Course Learning Outcome:

The students learn from this course the fundamental and key concepts in public administration and how these concepts can be used to explain the working of modern public organizations. It
gives the students better grounding in the discipline which they further can use to understand issues in public policy and governance.

**Suggested Readings:**

**Unit Wise Essential Readings**

**Unit I(a)**


E learning - https://www.youtube.com/watch?v=Qca8TKq2ZWc

**Unit I(b)**


**Unit I(c)**


E Learning - https://www.youtube.com/watch?v=_U8L1wPYWpY

**Unit I(d)**


**Unit II(a)**


E Learning - https://www.youtube.com/watch?v=8PdmNbqtlDl

**Unit II(b)**


E-Learning - https://www.youtube.com/watch?v=zp554tcdWO8

**Unit II(c)**


E-Learning - https://www.youtube.com/watch?v=eTXkZURBq7k

**Unit II(d)**


E-Learning - https://www.youtube.com/watch?v=F2k018hctZQ

**Unit II(e)**


**Unit III(a)**


E learning – https://www.youtube.com/watch?v=9olxJmMCLEs

  https://www.youtube.com/watch?v=aSD32BRIIMg

**Unit III(b)**


E-Learning - https://www.youtube.com/watch?v=O-4ithG_07Q

  https://www.youtube.com/watch?v=wx3qR3gLh60

**Unit III(c)**


*E Learning* - https://www.youtube.com/watch?v=qTgnhatFvPc

**Unit IV(a)**


**Unit IV(b)**


*E-Learning* - https://www.youtube.com/watch?v=KOUeQ4m4pgg

**Additional Readings:**


Master of Arts in Political Science

Semester I

PS-IDC 107: Gender Studies

Credits: 5                                      Duration: 5 hrs./week

Course Objective: The course would begin with understanding gender, sexuality and patriarchy. The first two themes discuss how patriarchy is institutionalized through marriage, family and other social institutions. The following sections would familiarize the students with the ramifications of gender hierarchies in various spheres of life such as politics, law, development, caste, refugee..

Contents:

Unit I: Understanding Patriarchy
Unit II Gender and Sexuality
Unit III: Theories of feminism
Unit IV: Religion, and Caste Inter-sectionalities
Unit V: Gender, Class and Development
Unit VI: Gender, Violence & Law
Unit VII: Women and Political Representation
Unit VIII: Gender and Militarism
Unit IX: Feminist Research Methodology

Course Learning Outcome: This course on gender studies will open up the structural and institutional basis of patriarchy as well as establish that gender identity and gender injustice cannot be understood in isolation, but only with reference to caste, class and religious community identities. Gender itself is not a synonym for ‘women’. It enables rather, an understanding that the identities of ‘men’ and ‘women’ are constructed historically and culturally.

Suggested Readings:

Unit Wise Essential Readings

Unit I


**Unit II**


Fausto-Sterling Anne (2002) "The five sexes: Why male and female are not enough’ Christine L Williams and Arlene Stein eds., *Sexuality and Gender*, Blackwell


**Unit III**


**Unit IV**


**Unit V**

Kabeer, Naila. 2015. “Gender, poverty and inequality: a brief history of feminist contributions in the field of international development.” *Gender & Development* 23(2): 189-205.


Rajni Palriwala and Neetha N., (2011)“The Political and Social Economy of Care in India” in Shahra Razavi and Silke Staab (eds.) *The Political and Social Economy of Care*, New York: Routledge,

**Unit VI**

Agnes, F. et. al. (2004). *Women and Law in India*. New Delhi : OUP.


Unit VII


Unit VIII


Coomaraswamy, Radhika. (1997) "Tiger Women and the Question of Women’s Emancipation." Pravada 4, no. 9, 8-10.


**Unit IX**


**Additional Readings:**


Master of Arts in Political Science  
Semester I  

PS-IDC 108: Development

Credits: 5  
Duration: 5 hrs./week

Course Objective:

This course will seek to introduce students to the political in the idea of Development. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space seek to contest and constitute it. The student will be taken through a range of literature from these disciplines, with the intent of linking each to the political question inherent to and emerging from it.

Contents:

Unit I: Philosophy: the Enlightenment, growth of the natural sciences and their significance for the idea of progress to Development

Unit II: History: of the modern notion of Development: trade, imperialism, wars, liberalism, colonialism, democracy

Unit III: Economics: the centrality of the economic in Development: capital, the market, money, banking, international trade and finance capital

Unit IV: Sociology: Development and social change: the location and evolution of class, caste, gender

Unit V: The politics of knowledge in Development: theory versus practice, expert versus lay and politics of statistics

Unit VI: The Critiques of Development: human development, sustainable development, alternative capitalisms, the Anthropocene

Course Learning Outcomes:

This course will enable students of political science to see that Development is not only not a primarily economic issue, but also needs to be understood comprehensively. The variety of the literature will also bring home to them the amount of work being done across the world and sensitise them to the issues through that.

Suggested Readings:

Unit Wise Essential Readings
Unit I


Unit II


Unit III


Unit IV

Milanovic, B. *Global Inequality: A New Approach for the Age of Globalization*


Munshi, K. Community Networks and the Process of Development *Journal of Economic Perspectives* Volume 28, Number 4, Fall 2014, pp. 49–76.

DOI: 10.1080/13552074.2015.1062300

**Unit V**


**Unit VI**


Kothari, A. & K.J. Joy (ed.) *Alternative Futures; India Unshackled* New Delhi, Authors Upfront, 2017.


Chakrabarty, D. Anthropocene Time *History and Theory* 57, no. 1 (March 2018), 5-32.


**Additional Readings:**

Shambu Prasad C. 1999. Suicide Deaths and Quality of Indian Cotton: Perspectives from History of Technology and Khadi Movement’ *Economic and Political Weekly* January 30, Jan. 30 - Feb. 5. PE 12-21


Alvares, C. A. *Decolonizing History: Technology and Culture in India, China and the West, 1492 to the Present Day* Other India Press, Goa, 1993


Film: Wall E
Master of Arts in Political Science  
Semester I

PS-IDC 109: Security: An Interdisciplinary Discourse

Credits: 5  
Duration: 5 hrs./week

Course Objective:

This course introduces to the students, a broad interdisciplinary perspective on the conceptual and operational dimensions of security. After framing the concept of security from a diverse interdisciplinary perspective, it discusses the major theories of security such as the sociological and economic theories. It then examines the key referent objects of security that range from the State to the individual and finally ends with a discussion of various perils such as terrorism, migration, nuclear risks and disease that act as serious challenges to the various levels of security in the contemporary world.

Contents:

Unit I: Security – An Introduction
   a) Conceptualizing Security
   b) Approaches to the study of security

Unit II: Theorizing Multiple Conceptions of Security
   a) Sociological Theories of Security
   b) Economic Theories of Security

Unit III: Whose Security?
   a) State
   b) Region
   c) Individual
   d) Community
   e) Environment

Unit IV: Contemporary Security Concerns
   a) Extremism and Terrorism
   b) Globalization and Migration
   c) Nuclear and Chemical Warfare
   d) Environment and Disease
   e) Cyber and Media Threats

Course Learning Outcomes:

At the end of this course, the students are expected to have a broad understanding of the various aspects of security that have a direct or indirect bearing on the day to day lives of all the people living in the present day world. They should become aware of the threats posed by various human and nonhuman sources to the security of the community and State. The course also
expects the students to reach a position so that they could make some contribution toward building sensitivity in the society regarding different kinds of dangers to our security.

Suggested Readings:

**Unit Wise Readings**

**Unit I (a)**


**Unit II (b)**


**Unit II (a)**


Unit II (b)


Unit III (a)


Unit III (b)


Unit III (c)


Unit III (d)


Unit III (e)


Unit IV (a)


Unit IV(b)


**Unit IV (c)**


**Unit IV(d)**


**Unit IV (e)**


**Additional Readings:**


Master of Arts in Political Science

Semester II

PS-C 201: Key Texts in Political Philosophy

Credits: 5

Duration: 5 hrs./week

Course Objective: The objective of this course is to introduce students to select classical texts in Western Political Philosophy through two methods (i) an intensive reading of selected parts of the text, and (ii) by making them familiar with different interpretations of the texts. The idea is to instil in students an interest in reading original works, in the desire to closely follow the debates around the work, and become aware of the different ways in which a text can be read.

A detailed study of any four texts from the given list will be offered in an academic session.

Contents:

Unit I: Introduction
   a) Why study the History of Ideas?
   b) Theories of Interpretation
   c) Meaning and Context
   d) The Importance of Language

Texts

Unit II: Plato: *The Republic*

Unit III: Aristotle: *The Politics*

Unit IV: Machiavelli: *The Prince*

Unit V: Hobbes: *Leviathan*

Unit VI: Locke: *The Second Treatise of Government*

Unit VII: Rousseau: *Social Contract*

Unit VIII: Kant: *The Metaphysics of Morals* (Metaphysical First Principles of the Doctrine of Right except §22-41) and *Toward Perpetual Peace*

Unit IX: Mary Wollstonecraft: *A Vindication of the Rights of Woman*

Unit X: Hegel: *Philosophy of Right*

Unit XI: Marx (& Engels): (excerpts from *Capital*, *Preface to A Contribution to the Critique of Political Economy*, *Economic and Philosophic Manuscripts of 1844*, *Theses on Feuerbach*, *The German Ideology*, *Critique of the Gotha Programme*)
Unit XII: Mill: Utilitarianism

Unit XIII: Simone de Beauvoir: The Second Sex

Unit XIV: Nietzsche: On the Genealogy of Morals

Unit XV: Rawls: A Theory of Justice

Unit XVI: Habermas: Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy

Suggested Readings:

Unit Wise Essential Readings

Unit I
Ball, Terence, ‘History and the Interpretation of Texts,’ in Gerald F Gaus and Chandran Kukathas (eds.), Handbook of Political Theory (Sage, 2004)

Skinner, Quentin, ‘Meaning and understanding in the history of ideas’ History and Theory, 1969, 8: 3–53.


Strauss, Leo, What is Political Philosophy? (Glencoe, IL: Free Press, 1959)

Unit II

Unit III

Unit IV

Unit V

Unit VI

Unit VII

**Unit VIII**


**Unit IX**


**Unit X**


**Unit XI**


**Unit XII**


**Unit XIII**


**Unit XIV**


**Unit XV**


**Unit XVI**

Master of Arts in Political Science

Semester II

PS-C 202: Interpreting Modern India

Credits: 5
Duration: 5 hrs./week

Course Objective: This course introduces students to the conflicting ideas of what India is at present, and where it might be heading in future. Therefore, the focus is on the various related discourses of cultural, social, political, and economic that are the sites of intense debate.

Contents:

Unit I: Conceptions of the Modern
   (a) Indological
   (b) Gandhian
   (c) Nehruvian
   (d) Tradition-Modernity Debate
   (e) Postcolonial

Unit II: Perspectives on Justice and Social Transformation
   (a) Gender
   (b) Caste
   (c) Class

Unit III: Conceptions of Nationalism
   (a) Religious Nationalism
   (b) Secular Nationalism
   (c) Internationalism, Cosmopolitanism
   (d) Subaltern Nationalism

Unit IV: Development and its Critiques
   (a) Debates in Environmental Studies
   (b) Debates on Industrialization and Dispossession

Unit V: Community, Civil Society, Public Sphere
   (a) Community and Civil Society
   (b) The Public Sphere

Unit VI: Debates on Globalization

Course Learning Outcome: This course will provide students with some understanding of currents, sometimes contradictory in nature, that have marked the colonial and postcolonial periods, and the highly complex inheritance and character of modern Indian politics. This in turn will aid students in asking nuanced questions and encourage research.
Suggested Readings:

Unit Wise Essential Readings

Unit I


Unit II


Nair, Janaki, *Women and Law in Colonial India*, Zubaan/Kali for Women, New Delhi, 1996.


Unit III


**Unit IV**


**Unit V**


Rajagopal, Arvind (ed.) *The Indian Public Sphere: Readings in Media History*, Oxford University Press, Delhi, 2009.

Bhargava, Rajeev, and Reifeld, Helmut (eds.) *Civil Society, Public Sphere and Citizenship*, Sage, New Delhi, 2005.

**Unit VI**

Fernandes, Leela, ‘Nationalizing ‘the global’: Media Images, Cultural Politics, and the 
Middle Class in India,’ Media, Culture, Society, 22, 2000, pp. 618-628.

Fernandes, Leela and Heller, Patrick, ‘Hegemonic Aspirations: New Middle Class 
Politics and India’s Democracy in Comparative Perspective,’ Critical Asian Studies, 38 : 4, 
2006.

Sinha, Aseema, Globalizing India: How Global Rules and Markets are Shaping India’s Rise to 

Additional Readings:

Chatterjee, Partha, The Nation and its Fragments: Colonial and Post-Colonial Histories, Oxford 
University Press, Delhi, 1991.


S. Irfan Habib Indian Nationalism: Essential writings Delhi, Aleph Book Company, 2017

Das, New Delhi, OUP, 2004, pg 426-450. Also in Oxford India Companion to Sociology and 
Social Anthropology, edited by Veena Das, New Delhi, OUP, 2005

Thomas Pantham, Political Theories and Social Reconstruction: A Critical Survey of the 
Literature on India, New Delhi, Sage, 1995

Master of Arts in Political Science

Semester II

PS-C 203: Themes in World Politics and International Political Economy

Credits: 5

Duration: 5 hrs./week

Course Objective:

The twin objectives of this course are to familiarize the graduate students with certain key concepts for analyzing world politics and, the core theoretical issues and empirical explanations in the field of International Political Economy (IPE). International political economy addresses issues relating to distribution of power, wealth and resources among nations. The course debates key issues pertaining to the relationship between security and economic affairs, the tensions between the ‘national’ and ‘international’ loci for decision making on matters of global economic governance and, politics of international trade, finance and labour. The centrality of North-South conflict in several domains especially that of global environmental governance and the role of global social movements in resisting pressures of globalization are also discussed at length.

Contents:

Unit I: Concepts
   a) State
   b) Power
   c) Security
   d) Culture and Religion

Unit II: International Political Economy
   a) Theoretical Debates and Critical Perspectives
   b) Global Economic Governance (IMF, WB and WTO)
   c) Politics of International Trade, Finance and Labour
   d) Knowledge and Technology
   e) International Alignments (G-8, BRICS and G-77)

Unit III: Environmental Governance

Unit IV: Global Challenges and Movements
   a) Global Social Movements
   b) Global Justice

Course Learning Outcome:

The course enables students to get familiarized with key concepts for analyzing International political economy.
Suggested Readings:

Unit-wise Essential Readings

**Unit I (a)**


**Unit I (b)**


**Unit I (c)**


**Unit I (d)**


**Unit II (a)**


**Unit II (b)**


**Unit II (c)**


**Unit II (d)**


Benjamin J. Muller, “Technology”, in, Aoileann Ni Mhurchu and Reiko Shindo, eds, Critical Imaginations in International Relations, New York: Routledge, 2016, pp. 228-244.


**Unit II (e)**


**Unit III**


**Unit IV (a)**


Unit IV (b)


Additional Readings:


Sylvia Karlsson, “The North- South Knowledge Divide: Consequences For Global Environmental Governance,” in D.C. Esty and M. Ivanova (eds.), *Strengthening Global*


Master of Political Science  
Semester II  
PS-C 204: Key Concepts in Comparative Political Analysis  
Credits: 5   
Duration: 5 hrs./week  

Course Objective:  
The course introduces certain core concepts in the realm of comparative political analysis. The purpose is to raise significant questions which emerge from the debates around these concepts. In order to do this, the course will focus on the major contributions that have shaped the field.

Contents:  
Unit I: Nationalism: an overview of theories and debates 
Unit II: Democracy: processes of democratisation across the world 
Unit III: State: state formation, forms of state and regime types 
Unit IV: Social and Political Movements: Old and New; Political impact of women’s movement and environmental movement 
Unit V: Parties and Party Systems: Formation, Evolution and Transformation 
Unit VI: Revolutions: patterns and outcomes 
Unit VII: Media, social media and Politics  

Course Learning Outcomes:  
Through a rigorous study of the classics and secondary literature, the students would acquire the tools to understand the core ideas and their contemporary relevance.

Suggested Readings:  

Unit Wise Essential Readings  

Unit I  


**Unit II**


**Unit III**


**Unit IV**


**Unit V**


**Unit VI**


**Unit VII**

Joseph Kahne and Benjamin Bowyer. The Political Significance of Social Media Activity and Social Networks, *Journal Political Communication n*, 00:1–24, 2018


**Additional Readings:**


Master of Arts in Political Science
Semester II

PS-C 205: Democracy and Political Institutions in India

Credits: 5
Duration: 5 hrs./week

Course Objective:
Studying political institutions is indispensable for an adequate understanding of democracies. While institutions are often studied as parts of the state apparatus, this course hopes to place them within the shared common space of democracy, which is created by the exchanges and interactions among institutions. The manner in which institutions are constituted and function in relation to each other, and in the context of the wider social and political processes, are therefore, crucial for making sense of the democratic practices of the state. While the focus in this course will be on contemporary institutional forms and practices, their historical underpinnings, will also be studied through an exploration of the debates that endure from the past.

Contents:

Unit I: Theory and Practice of the Indian Constitution
   a) Introducing Political Institutions
   b) Historical origins and Constituent Assembly Debates
   c) Transformative Constitutionalism in Post-colonial context

Unit II: Governmental Institutions: Functioning and inter-relationships
   a) Judiciary: judicial review, judicial independence, judicial activism, judicial accountability and judicial appointments.
   b) Executive: Relationship between President, Prime Minister and Cabinet.
   c) Legislature: issues of representation and diversity; functioning, parliamentary committees and privileges.
   d) Issues of institutional supremacy and the debate on basic structure doctrine.

Unit III: Federalism
   a) Union-State relations
   b) Accommodation of diversity and Asymmetrical Federalism
   c) Intergovernmental mechanisms

Unit IV: Local Self Government
   a) Panchayats
   b) Municipalities

Unit V: Rule of law, rights and accountability
   a) Rule of law, debates on extraordinary laws, and civil liberties

Course Learning Outcome: Students will understand how institutions are constituted and function in relation to the wider social and political processes.

Suggested Readings:

**Unit Wise Essential Readings**

**Unit I (a)**


**Unit I (b)**


**Unit I (c)**


**Unit II (a)**


Madhav Godbole, *The Judiciary and Governance in India*, Rupa, Delhi, 2008.


Upendra Baxi, *The Supreme Court in Indian Politics*, Eastern Book Company, New Delhi, 1980.


**Unit II (b)**


**Unit II (c)**


**Unit II (d)**


**Unit III (a)**


Unit III (b)


Unit III (c)


Unit IV (a)

B.S. Baviskar and George Mathew (eds.), Inclusion And Exclusion In Local Governance: Field Studies From Rural India, New Delhi, Sage, 2009


Kuldeep Mathur, Panchayati Raj, Oxford India Short Introductions, OUP, Delhi, 2013.


Unit IV (a)

Om Prakash Mathur India the Challenge of Urban Governance, National Institute of Public Finance and Policy, New Delhi, 1999. (See also articles by Abhijit Datta, Meera Mehta and OP Mathur in the volume).

Nirija Gopal Jayal et al (eds), Local Governance in India: Decentralisation and Beyond, Oxford University Press, 2006.

Marina Pinto, Metropolitan City Governance in India, Sage, New Delhi, 2000.


Unit V (a)


Unit V (b)


Master of Arts in Political Science

Semester II

PS-C 206: TBD

Credits: 5
Master of Arts in Political Science

Semester II

PS-IDC 207: Environment

Credits: 5
Duration: 5 hrs./week

Course Objective:

This course will seek to introduce the students to issues of the environment from a number of different disciplinary perspectives, like history, biology, sociology and economics, with political science as the cornerstone. It will problematize the issues to demonstrate the complex relationship of human beings to nature that the environment is. Since the area is vast, this course will balance, in each topic, a short introduction to the principal debates with state of play on it in India.

Contents:

Unit I: Problematising the environment: the relationship between the natural and social worlds

Unit II: Ecology and Economy

Unit III: People, Politics and the Environment

Unit IV: Environmental History

Unit V: Contemporary Issues, with special reference to India
   a) The change in climate
   b) The crisis of water
   c) The co-existence of forests and people
   d) The gender and environment debate

Course Learning Outcomes:

This course will draw students out of the everyday, commonplace notions of what these issues are about and enable them to argue for issues of policy, politics and practice whether of states or citizens. They will be able to see the political in all issues related to the environment.

Suggested Readings:

Unit Wise Essential Readings

Unit I


**Unit II**


Thorat, O. Shaping landscapes through development interventions *Seminar* No. 695, July 2017.

**Unit III**


**Unit IV**


Mayank Kumar *Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period* New Delhi: Manohar Publishers, 2013.

**Unit V (a)**


Narain, Sunita. Gosh, Prodipto. Saxena, NC. Parikh, Jyoti. Soni, Preeti. Climate change: Perspectives from India, United Nations Development Programme (UNDP), India, 2009 (All Chapters)

Sinha, Anushree, Armin Bauer and Paul Bullen, eds (2015); The Environments of the Poor in South Asia: Simultaneously Reducing Poverty, Protecting the Environment, and Adapting to Climate Change, New Delhi: Oxford University Press. (For case studies)

Unit V (b)


Unit V (c)


Unit V (d)


McGregor, S. ‘Gender and climate change’: from impacts to discourses *The Journal Of The Indian Ocean Region* Volume 6, 2010 - Issue 2: Climate Change And The Indian Ocean Region pp. 223-238.


**Additional Readings:**


Kabeer, N. Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development *Journal of* Volume 23, 2015, pp.183-205.
Course Objective: This paper aims to familiarize students with emerging concerns of human rights with focus on legal and Institutional mechanisms. Keeping in mind the basic concepts and issues that students were introduced at undergraduate level this paper takes them one step ahead by focusing on study of human rights through comparative perspective.

Contents:

Unit I: Introduction to Human Rights:
   a) Conceptual Explorations
   b) Global and Indian (Focus on UDHR & Indian Constitution)

Unit II: Human Rights and Challenges: I
   a) Citizenship Rights: Crime and Intolerance on Socially Excluded Groups
   b) Torture, Abuse and Sedition
   c) Genocide, War Crimes and Human Trafficking

Unit III: Human Rights and Challenges: II
   a) Climate Change & Human Vulnerabilities
   b) Group Rights: LGBT and Other Identity based Rights
   c) Statelessness: Borders, Migration and Refugee Law

Unit IV: Ethical & Institutional Interventions:
   a) Science & Information Technology: Rights and Socio-Cultural Ethics
   b) Development and People’s movement
   c) Civil Society and Human Values

Course Learning Outcome: Students acquaintance with Human rights concerns would help them to make meaningful contribution to the society by making them aware citizens. This can translate into a better world where individuals can enjoy dignified life.

Suggested Readings:

Unit Wise Essential Readings

Unit I


Upendra Baxi, *The Future of Human Rights* Oxford University Press, India, 2012. [Chapter 1, 2 & 3]


**Unit II**


**Unit III**


Unit IV


Upendra, Baxi The Future of Human Rights, Oxford University Press, India 2012. [Chapter 8]

David P. Fortsythe, Human Rights in International Relations, Oxford University Press, New York, 2006. [Chapter 7 & 8]


Additional Readings:


Christine Bakker “Climate Change and Right to Life : Limits and potentialities of Human Rights Protection” in Ottavio Quirico and Mouloud Boumghar.(ed.) Climate Change and Human Rights: An International and Comparative Law Perspective


UN Convention 1951, 1954 and 1961 relating to Refugees, Statelessness and forced migration

Master of Arts in Political Science

Semester II

PS-IDC 209: Research Methods in Political Science

Credits: 5
Duration: 5 hrs./week

Course Objective:

This course will introduce students to understand the fundamental process of doing research in the social sciences, with special reference to tools they are likely to use in Political Science. It will position it such that a student can go from a common-sense understanding to a complex, conceptual one. The student will also have a sense of hands-on training, by undertaking some limited research idea, with an appropriate methodology and write a report on it. This will constitute the internal assessment requirement. The faculty offering the course will provide a list of ideas for a short, doable research, along with a guide to the literature and proposed methodology, from which the students may choose.

Contents:

Unit I: The purpose of research: good social science research; types of research done in Political Science

Unit II: Asking a good question:
   a) From a hunch to a researchable question
   b) Literature review: the purpose and method
   c) Formulating a clear and precise question
   d) Hypothesis: variables, relationships, definitions

Unit III: Ways of answering the question:
   a) Principles of research design
   b) Types of research designs
      i. Experimental, non-experimental and quasi-experimental
      ii. Cross-sectional and longitudinal
      iii. Comparative: case study, small-N and large-N

Unit IV: Means of gathering information:
   a) Aggregate data
   b) Sample Surveys
   c) Focused Group Discussion
   d) Ethnography
   e) Textual, including archival sources

Unit V: Analysing the information:
   a) Quantitative analysis
   b) Analysing interviews
   c) Reading and interpreting a text
Unit VI: Writing research findings:
- Clarity and precision
- Structuring and chapterisation
- Referencing and citation
- Ethical practices and plagiarism

Unit VII: Expectations of social science research:
- What: Nature of social facts
- How: Can or should we be value neutral?
- Why: Understanding, causal explanation, prediction, policy prescription

Course Learning Outcome:
All students will be expected to start with a research question and work their way through the course with the teacher. This will enable them to work toward the preparation of a rough research proposal. The logic of research methods should be unraveled, such that the intimidation that students suffer from it, be overcome once and for all.

Suggested Readings:


Przeworski, A. The Logic of Comparative Social Inquiry Wiley Inter-Science, 1970.


Matheson, J.L. The Voice Transcription Technique: Use of Voice Recognition Software to Transcribe Digital Interview Data in Qualitative Research The Qualitative Report Vol.12, No. 4, pp.547-560.


Master of Arts in Political Science

Semester III/IV

PS-E 01: Ethics and Politics

Credits: 4  
Duration: 4 hrs./week

Course Objective:

The purpose of this course is expressed in the title itself. Ethics is inseparable from all domains of life from the issues of hunger and poverty to matters of violence and war to the problems of family, political virtues and the ethics of professional behaviour. As many contemporary political practices demand ethical reasoning we need a more focused and comprehensive engagement between ethics and politics that the paper provides.

Contents:

Unit I: The Nature of Ethical Reasoning
   a) Rationality and objectivity in Ethics
   b) Ethical Reasoning in politics

Unit II: Poverty and Hunger
   a) Hunger, Homelessness and Freedom
   b) Hunger: Capabilities and the Right to Food
   c) International obligations to remove poverty

Unit III: Environment
   a) The moral limits on the use of nature
   b) Environment and Equality
   c) Environment, Displacement and Culture

Unit IV: Corruption
   a) Public ethics and Private Morality
   b) Corruption in Public and Private Life
   c) The Problem of Dirty hands and Democracy

Unit V. Free Speech
   a) Values of Free Speech and its moral limits
   b) Free Speech and Democracy
   c) Hate Speech: Gender and Religious community

Unit VI. Secularism, Tolerance and Minority Rights
   a) Traditions of Tolerance in India
   b) Secularism and Minority rights
   c) Secularism and Legal pluralism
Unit VII. The Morality of Representation
   a) When is representation justified?
   b) Who should represent me/us?
   c) The idea and practice of group representation

Unit VIII. Ethics and the Professions
   a) Medical, Legal, Media and Business ethics

Course Learning Outcome:

The course offers a more focused and comprehensive engagement between ethics and politics and helps imbibe skills of ethical reasoning to evaluate contemporary political practices.

Suggested Readings:


Bell, Duncan (ed.), *Ethics and World Politics*, Oxford University Press, 2010.


Master of Arts in Political Science  
Semester III/IV  
PS-E 02: Global Justice and the South  

Credits: 4  
Duration: 4 hrs./week  

Course Objective:  
This course will study debates surrounding global justice from the perspective of the global south. A distinctive aspect of the course will involve using the voices of the global south as vital inputs toward a revaluation of contemporary debates in global justice. The course will probe themes of global distributive justice, human rights, migration, climate change, the politics of aid and trade, and global institutions against the backdrop of increasing global inequality and current efforts underway to democratize institutions of global governance.  

Contents:  

Unit I: Justice: Domestic and Global  
Unit II: Cosmopolitanism: Moral and Institutional  
Unit III: Global Inequality, Poverty and Distributive Justice  
Unit IV: Human Rights & Capabilities Approaches  
Unit V: Migration and the Global Order  
Unit VI: Climate Change  
Unit VII: The Politics of Aid and Trade; Illicit Financial Flows  
Unit VIII: Democratizing Global Norms and Institutions  

Course Learning Outcome:  
The course offers the perspective of the global south and interrogate the norms and practices of global institutions.  

Suggested Readings:  


Master of Arts in Political Science

Semester III/IV

PS-E 03: Themes in Citizenship

Credits: 4 Duration: 4 hrs./week

Course Objective:

This course intends to explore the contests over citizenship to show how citizenship unfolds in state practices, is experienced differentially by people across caste, class, religion and gender, and the expressions of citizenship that emerge from marginalised locations. It places these within the broader debates on citizenship, and the contemporary contexts within which some of the earlier relationships between the nation-state, state, and, citizenship have become unsettled.

Contents:

Unit I: Conceptual frameworks: citizenship and social class, group-differentiated citizenship, multicultural citizenship, civil society and citizenship

Unit II: Nation, state-formation and citizenship: law and liminality

Unit III: Differentiated citizenship: caste, gender, sexuality, religion

Unit IV: Globalisation and citizenship: mutations, flexible citizenship, dual citizenship

Unit V: Security, surveillance and suspect citizenship

Unit VI: Citizenship performances: global street, politics of the governed, citizen democracy, insurgent citizenship

Course Learning Outcome:

The course will help the students revisit the earlier debates on citizenship, by studying citizenship in the contemporary context, particularly the plural political and social cultures of citizenship and its practices in different locations.

Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 04: Theory and Practice of Democracy

Credits: 4  
Duration: 4 hrs./week

Course Objective:

This course will trace the evolution of democracy with a focus on modern and contemporary influences, approaches and theories.

Contents:

Unit I: The Idea of Democracy
   a) The historical evolution of the idea
   b) Ancient and modern variants
   c) Democracy: plural traditions

Unit II: Democracy and Political Community
   a) Boundaries of Political Community: nationalism and nation-state
   b) Membership in political community: who belongs?
   c) Citizenship and rights: common vs. differentiated
   d) Democratic education and the idea of civic virtues

Unit III: Democracy and Representation
   a) Majority Rule and Majoritarian systems
   b) Political Equality and Proportional Representation
   c) The idea of group representation
   d) Democratic recognition of marginalized groups

Unit IV: Democracy and Liberal Constitutionalism
   a) Foundations of modern democracy
   b) Rights as trumps
   c) Institutions of power-sharing: federalism; consociationalism
   d) Challenges of plural societies

Unit V: Contemporary Democratic Politics: Issues
   a) Development vs. Growth
   b) Democratic Transition and Consolidation

Course Learning Outcome:

The course intends to deepen an understanding of the relationship between norms, institutions and political processes as they have evolved in some political communities, including India.
Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 05: Critical Traditions in Political Theory

Credits: 4
Duration: 4 hrs./week

Course Objective:

While the compulsory papers provide the necessary and mainstream bedrock of political theory, ancient and modern, this course highlights the primary challenges to mainstream liberal theory. It does so from various perspectives which would not otherwise receive the fuller treatment they deserve.

Contents:

Unit I. Introduction
   a) Interrogating tradition
   b) What is a critique?
   c) The importance of a critical tradition

Unit II. Marxism
   a) Debates on Historical Materialism
   b) Critique of Capitalism: Alienation, Exploitation
   c) Theories of Revolution and non-western Marxism
   d) Philosophical encounters- Feminism, Psychoanalysis, Environmentalism, Postmodernism

Unit III. Feminism
   a) Theories of knowledge, critiques of science and rationality
   b) Theories of the Public/Private, Equality/Difference
   c) Development of the sex/gender distinction, gender and caste/class/race
   d) Gender and Sexuality

Unit IV. Dalit Bahujan Critique
   a) Critique of the theory and practice of caste
   b) Theorising the encounter with modernity

Unit V. Critical race theory
   a) The problematization of “race”
   b) Critiques of the theory and practice of race

Unit VI. Ecological Critique
   a) Ecological democracy and Ecological citizenship
   b) Ecofeminism, Ecosocialism, Social Ecology
Course Learning Outcome:
This course intends to make students aware of critical challenges to mainstream normative political theory and acquaints familiarity with theorists and critics who do not belong to the canonical tradition.

Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 06: Democracy and Violence: Contestation, Convergence and Discourse

Credits: 4

Course Objective:

How does one view the relationship between democracy and violence? Is it that violence resides in the margins of democracy and the boundaries of violence are constrained by the possibilities of democracy? Or is it that democracy and violence share a constitutive yet incongruous relationship? This course introduces students to the literature that probes the conceptual field within which the ambiguous affiliation between democracy and violence operates. It is an introduction to a set of significant dimensions and questions along which the normative connection between democracy and violence would be examined.

Contents:

Unit I. Exploring the Connection
   a) Thinking Democracy
   b) Thinking Violence

Unit II. Politics of representation and Violence
   a) Electoral politics
   b) Social Movements

Unit III. Democratic order and Violence
   a) State
   b) Anti-State
   c) Civil Society

Unit IV. Democracy and the Logic of Exceptions
   a) Regimes of surveillance
   b) Extraordinary Laws

Unit V. Democracy, Globalization and Violence

Course Learning Outcome:

The purpose of the course is to understand how ambiguous relation between democracy and violence constitutes politically separate domains of articulation for both to appear.

Suggested Readings:


Master of Arts in Political Science
Semester III/IV
PS-E 07: Key Ideas in Contemporary Critical Theory in India

Credits: 4
Duration: 4 hrs./week

Course Objective:
The course will identify key concepts in Indian political and social theory which have been developed over the recent past.

Contents:

Unit I: East and West.
Unit II: Modernity.
Unit III: Passive Revolution.
Unit IV: Nationalism.
Unit V: Community.
Unit VI: Political Society.
Unit VII: Primitive Accumulation.
Unit VIII: Gender.
Unit IX: Secularism.
Unit X: Liberalism.

Course Learning Outcome:
This course will inculcate a critical look at the political and social concepts by exposing the students to debates conducted over them in Indian context.

Suggested Readings:


Sudipta Kaviraj, *The Imaginary Institution of India*, Ranikhet Cantt: Permanent Black, 2010


Course Objective: This course is proposed to introduce Ambedkar’s ideas, thoughts and their relevance in contemporary India. To creatively engage students with the existing social concerns, state and economic structures and other (non) institutional mechanisms/paradigms of dominance and emancipation; it is essential to approach Ambedkar beyond his contextual and clichéd readings. Ambedkar’s textual, contextual, symbolic, discursive, creative and emancipatory methods and contents explore substantial questions of state, society and governance in contemporary India.

Contents:

Unit I. Introducing Ambedkar
Philosophical Groundings of Ambedkar's thought and Ideas

Unit II. Nation and Constitutional Democracy
a) Nation, Nationalism and inclusive Citizenship
b) Constitution, Rights and Democracy

Unit III. Economy and Class Question
a) Planning and Development
b) Land and Labor

Unit IV. Religion and Emancipation
a) Philosophy of Religion
b) Buddhism and Conversion

Unit V. Caste, Gender and Social Order
a) Caste and the Critique of Hindu Social Order
b) Religion & Patriarchy, Hindu Code Bill

Unit VI. Contemporary Concerns, Contradictions and Debates

Course Learning Outcome: To assess the significance of Ambedkar’s thought and politics in contemporary political discourse in India.

Suggested Readings:


Ambedkar Collective Hatred in the belly: Politics behind the appropriation of Dr Ambedkar’s writings . New Delhi: Shared Mirror Publishing House 2015


Brajranjan Mani, Debrahmanising History: Dominance and Resistance in Indian Society, Delhi: Manohar, 2011.


Master of Arts in Political Science

Semester III/IV

PS-E 09: Gandhi, Autonomy and Discourse

Credits: 04

Course Objective: To capture the Gandhi’s social and political ideas, the course revolves around the Gandhian texts which are easily available. Although these ideas are historical since they evolved in a particular era of human history they are also cosmological given their transcendental application and importance in articulating a powerful voice of protest in various parts of the globe. It is simply not possible to comprehend the entire gamut of Gandhian thinking in a course. Hence this course draws on a selective set of ideas that Gandhi articulated to mobilize an unarmed section of humanity against perhaps the most powerful colonial power in the entire course of human history. Structurally, the course focuses on: transformation of Mohandas Karamchand Gandhi from MK Gandhi to Gandhi: the South African sojourn – intellectual roots of Gandhi’s socio-political and economic ideas – endeavour at providing an alternative method of political struggle which was shaped in the wake of 1918-19 Champaran, Kheda and Ahmedabad Satyagrahas.- recreating a space for organized politics drawing upon indigenous sources of inspiration, major themes in his socio-political and economic ideas.

Contents:

Unit I: Critique of modern civilization
Unit II: Swaraj and Swadeshi
Unit III: Ahimsa or the creed of non-violence
Unit IV: Mass movements – civil disobedience or Satyagraha, in Gandhi’s vocabulary
Unit V: Feminism and gender-based ideas
Unit VI: Caste and untouchability
Unit VII: Socialism and trusteeship
Unit VIII: Nation, nationalism and national identity
Unit IX: Communal harmony and multiculturalism

Course Learning Outcome: To assess the significance of Gandhi’s ideas especially with regard to how he articulated them to mobilize an unarmed section of humanity against the colonial state.

Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 10: Dalit-Bahujan Political Thought

Credits: 4  
Duration: 4 hrs./week

Course Objective: This course will focus on the political thoughts of dalit-bahujan thinkers in India. So far the pedagogy has remained exclusive to the various egalitarian ideas put forward by dalit-bahujan thinkers. Still caste, community, religion and gender are the major categories on which society is being governed. A complete understanding of the society its, evolution and transformation needs to unfold the dalit-bahujan thinkers whose ideas and thought rendered inclusive and egalitarian. Their ideas have contemporary relevance to the wider extent. Their ideas has remained confined as a critic and radical thinking of past times, but this course brings in a complete historical presence of egalitarian thought since the ancient time to modern, Budhha to Kanshi Ram.

Contents:

Unit I: Buddha

Unit II: Ravidas

Unit III: Kabir

Unit IV: Jyotiba Phule

Unit V: Ambedkar

Unit VI: Periyar

Unit VII: Tarabai Shinde

Unit VIII: Kanshi Ram

Course Learning Outcome: To provide an alternative understanding of caste, conjugality, and patriarchy in contemporary India.

Suggested Readings:


Badri Narayan *Fractured Tales: Invisibles in Indian Democracy* Delhi : OUP, 2015


Master of Arts in Political Science

Semester III/IV

PS-E 11: Contemporary Explorations in Tagore’s Ideas and Actions.

Credits: 04 Duration: 4 hrs./week

Course Objective: This course will introduce the student to a multi-disciplinary study of Tagore’s ideas and institutional practices. By studying the relative singularity of Tagore’s positions amongst the other iconic figures of nationalism, the course will probe the boundaries of nationalist thought and the possibilities that are imagined and practiced beyond these. The student will be required to engage in intensive studies of selected texts of Tagore and discuss these in the light of recent commentaries drawn from different disciplinary backgrounds.

Contents:

Unit I: Nationalism, Cosmopolitanism and Tagore’s thought

Unit II: Tagore’s Theology

Unit III: Viswa Bharati and the concept of a global institution

Unit IV: Theories of Pedagogy

Unit V: Debates between Gandhi and Tagore

Unit VI: Gender Questions in Tagore’s literary and discursive works

Course Learning Outcome: To engage with Tagore’s thought especially in the context of nationalism and discuss these in the light of recent commentaries drawn from different disciplinary backgrounds.

Suggested Readings:

Tagore’s Works

1. Gitanjali.
2. Ghare Baire
3. Gora
4. Strir Patra
5. Nationalism.
6. The Religion of Man.
7. The Centre of Indian Culture

Other Literature:


Master of Arts in Political Science

Semester III/IV

PS-E 12: Discourses on Hindu Nationalism

Credits: 04

Course Objective: The course examines the ideas of thinkers who look at India from non-Western lenses. Their reflections on certain issues and India as a nation go on to shape the definition and discourses of contemporary Hindu Nationalism in India. Their idea of India constitutes of and deals with some core issues which converges with the core of Hindu nationalism on the one hand and makes a departure from modernists’ explanations of India.

Contents:

Unit I: Hindu Nationalism: Core Premises and Issues

Unit II: Dayanand Saraswati

Unit III: Bankimchandra Chatterjee

Unit IV: Aurobindo

Unit V: Vivekananda

Unit VI: Bipin Chandra Pal

Unit VII: Gandhi

Unit VIII: V D Savarkar

Unit IX: Golwalkar

Unit X: Deendayal Upadhyay

Unit XI: Hindu Nationalism in Contemporary India

Course Learning Outcome: Students learn the core issues of Hindu Nationalism which is the most contested subject of debate in the Indian politics. Further, they will have insight into ideas that seek to define India in a ways that is different from Modernists arguments.

Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 13: Culture and Politics in India

Credits: 04          Duration: 4 hrs./week

Course Objective: This course aims at familiarizing students with the various ways in which conceptions of the self and of the nation are intertwined and shaped by the impact of various cultural processes and their institutionalized expressions. The role of literature and cinema, not usually part of most political science courses, is here given extensive treatment and importance.

Contents:

Unit I: Conception of Society
Unit II: The Modern Self
Unit III: Cultural Nationalism: Conceptions of Identity, Past and Violence
Unit IV: Culture and Subaltern Resistance
Unit V: Literature, Cinema and Nationalism
Unit VI: Urban Cultures

Course Learning Outcome: To analyse how conceptions of the self and the nation are intertwined and shaped by cultural processes and their institutionalized expressions.

Suggested Readings:


Janaki Nair, *The Promise of the Metropolis: Bangalore’s Twentieth Century*, Oxford University Press, Delhi, 2005.


Chatterjee, Partha ‘Culture and Power in the thought of Bankim Chandra’ in Thomas Pantham and Karl Deutsch (ed.) Political Thought in Modern India Sage: New Delhi, 1986

Frawley, David ‘Textual Evidences in Vedas: Cultural and Historical Implications’, Indian Historical Research foundation, Ministry of HRD, Govt of India, Foundation Day lecture, March 27, 2015


Kalpaggam, U ‘secularism, Religiousity and Chennai’s roadside Temples’ Economic and Political Weekly 41, no 43/44, 2006

Kosambhi, D.D The culture and Civilization of Ancient India: A historical Outline, Poona, 1964


Dixit, Prabha ‘The ideology of Hindu Nationalism’ in Thomas Pantham and Karl Deutsch (ed.) Political Thought in Modern India Sage: New Delhi, 1986


Singh, Shri Prakash, Tilak’s concept of Nationalism; The Indian Journal of Political Science Vol.LXXV. No. 2, April-June, 2014.

Singh, Shri Prakash ‘Sanskriti Evam Samaj’ Samajik Nyaya – Published by Ambedkar Foundation, Government of India, New Delhi

Singh, Yogesh ‘Modernization and its contradictions: contemporary social change in India’ Polish Sociological review no 178, 2012

Srivastav, Sanjay ‘Urban spaces, Disney-divinity and Moral middle classes in India’ Economic and Political weekly, 44, no 26/27, 2009

Sahni, Rohini and V. Kalyan Shankar ‘Romancing Material culture in Urban Public Spaces: The case of Valentine’s Day in Pune’, Economic and Political weekly 41, no 7, 2006
Master of Arts in Political Science
Semester III/IV
PS-E 14: Social Conservatism in India

Credits: 4
Duration: 4 hrs./week

Course Objective: India is a society where social conservatives have often passed off as anti-colonial and hence 'radical' - for example, sections of the Swadeshi movement. Opposing the colonial state and its intervention was part of defending the 'inner private/spiritual domain', a domain which also included 'women' and 'home' or domesticity. This had another consequence: the supposedly underdeveloped free market conservatism, partly expressed in the Swantantra Party, which never really took off. Often ignored, this crucial dimension and its impact in political life will be explored in this course. This course intends to bring together different strands of conservative thought across the political spectrum.

Contents:

Unit I: Edmund Burke and conservative political thought

Unit II: Anti-colonial Hindu revivalism
   a) Bankim Chatterji
   b) Tilak and karma-yoga

Unit III: Religion
   a) 'Way of life': Dharma
   b) Rationalist: Ambedkar's Navayana

Unit IV: Atheism and rationalism as socio-political critique

Unit V: Communists and Hindu social order

Unit VI: Free market anti-statism:
   a) Minoo Masani and the Swantantra Party
   b) Rajaji and Indian conservative thought

Course Learning Outcome: To explore various manifestations of conservatism across the political spectrum in India and evaluate them on the basis of contemporary political issues.

Suggested Readings:


Partha Shah, Milton Friedman on India, New Delhi: Centre for Civil Society, 2000.


Ramachandra Guha, “Where are India's Conservative Intellectuals?” The Caravan, 1 March 2015.


Master of Arts in Political Science

Semester III/IV

PS-E 15: Social Exclusion: Theory and Practice

Credits: 04

Course Objective: Social exclusion is a process that deprives individuals as well as groups from their due share in an unequal social order. Social categories of exclusion have become heterogeneous over the years. No longer are class and caste the only social cleavages. Issues like religion, gender, alternative sexuality have occupied an important space in the debates on exclusion. In these circumstances it becomes imperative to study, understand and explain social exclusion in its various dimensions. No linear understanding will do justice to the process of explaining exclusion. What is required is an understanding of the intersection of various social categories and their interdependence on each other. The purpose of introducing this paper to students is to familiarize them with the concept of social exclusion having dimensions ranging from the social to the political, economic and cultural. This paper would also look critically at the exclusion located of time and space.

Contents:

Unit I Social Exclusion: Theoretical Premises
  a) Origin, Concept, Dimensions
  b) Theories, Debates
  c) Issues and Challenges

Unit II Dimensions of Social Exclusion in India
  a) Socio- Cultural
  b) Political
  c) Economic
  d) Sexual
  e) Religious

Unit III Social Categories and Social Exclusion
  a) Caste, Class
  b) Gender
  c) Religion

Unit IV Social Exclusion: Emerging Trends
  a) Alternative Sexuality
  b) Migrants
  c) Disability
  d) Time and Space
  e) Body and Language
**Course Learning Outcome:** To equip students in critically understanding multifaceted dimensions of social exclusion practised in the Indian society.

**Suggested Readings:**

Silver, Hilary, “Social Exclusion: Comparative Analysis of Europe and Middle East Youth,” Middle East Youth Initiative Working Paper (September 2007)


H.S. Verma , ‘The OBCs and the Dynamics of Social Exclusion in India’ Serials Publication, 2005,


S Jodhka, Surinder S Newman, Katherine ‘In the name of Globalisation Meritocracy, Productivity and the Hidden language of Caste’–; Economic and Political Weekly, 13 October 2007

Deshpande, Ashwini and Katherine S Newman, ‘Where the path leads, the role of Caste in post university employment expectations’- ; Economic and Political Weekly, 13 October 2007

Silver,Hilary “Social Exclusion: Comparative Analysis of Europe and Middle East Youth,” Middle East Youth Initiative Working Paper (September 2007), p. 15
Thorat, Sukhadeo ‘Caste, Social Exclusion and Poverty linkages, concept measures and empirical evidences, 2005,

Thorat, Sukhadeo and Attewell, Paul, ’The legacy of Social Exclusion, A corresponding study of job discrimination in India’-; Economic and Political Weekly, 13 October 2007


A.S Woodburne, “Can India’s Caste system survive in modern life?” The Journal of the Religion, vol.2 no.5 (September 1922), pp 525-537


Omvedt, Gail, Dalit Vision-Tract Of The Times, Orient Longman Private Limited,1995


Hasan, Zoya, and Ritu Menon, ‘The Diversity of Muslim women’s lives in India’ New Delhi: Oxford University Press,2005

Hasan, Zoya, and Ritu Menon,’ Unequal Citizens: A Study of Muslim Women in India, New Delhi: Oxford University Press, 200


Guru, Gopal. 2002. ‘How Egalitarian are the Social Sciences in India’, Economic and Political Weekly, 37 (60), 14-20 December.

Guru, Gopal. 2007. ‘Politics of Representation’, Seminar, 558, 01 January


Sarukkai, Sundar. 2007. ‘Dalit Experience and Theory’, Economic and Political Weekly, 42 (40), 6-12 October.


Mohanty Manoranjan, Caste, Class and Gender, Sage Publications, Delhi, 2008.


Ilaiah Kancha, Why I am not a Hindu, Samya Publications, Calcutta, 1996

Ilaiah Kancha, Post-Hindu India, Sage Publications, Delhi 2009

BrijRanjan Mani, De-Brahminising History, Manohar Publications, Delhi 2006

Master of Arts in Political Science

Semester III/IV

PS-E 16: Indian Strategic Thought

Credits: 4  Duration: 4 hrs./week

Course Objective: The aim of the course is to make students develop an awareness of the traditions and modern practices of Indian strategic thought. It explores the historical sources ranging from classic texts and Vedic traditions to empire building practices of Mughals and, writings of modern political leaders and thinkers. Students will learn about the Indian conceptualizations of key strategic concepts such as non-alignment, sovereignty and deterrence and, understand the dynamics of instrumentalities India deploys for gaining its strategic goals. Finally, it will involve the students in class debates on India’s strategic culture, both theoretical and policy-oriented.

Contents:

Unit I: Historical Sources
a) Classic Texts (Advaita, Ramayana, Mahabharata, Bhagavad Gita, Kautilya’s Arthshastra)
b) Thinking of Mughal Empires
c) Colonial Heritage
d) Modern Thinkers (Gandhi, Nehru, Tagore)

Unit II: Key Concepts
a) Non-Alignment and International Order
b) State and Sovereignty
c) Deterrence

Unit III: Instrumentalities
a) Military Means & Nuclear Weapons
b) The ‘Big’ Indian Market
c) Soft Power

Unit IV: Debates on Indian Strategic Culture

Course Learning Outcome:

The students will explore conceptualization of India’s strategic culture from the ancient times to the present era and connect to contemporary security discourse. Students will also generate an in depth understanding of India’s contemporary diplomatic maneuvers and position in global politics.
Suggested Readings:

Unit Wise Readings

Unit I (a)


**Unit I (b)**


**Unit I (c)**


**Unit I (d)**


**Unit II (a)**


**Unit II (b)**


**Unit II (c)**


**Unit III (a)**


**Unit III (b)**

Kaushik Basu, *An Economist in the Real World: The art of policymaking in India*, (Delhi: Viking, 2016),


**Unit III (c)**


**Unit IV**


**Additional Readings:**


Swarna Rajagopalan, ed., *Security and South Asia: Ideas, Institutions and Initiatives*, (Delhi:Routledge, 2006)


Master of Arts in Political Science

Semester III/IV

PS-E 17: Gender in International Relations

Credits: 4  Duration: 4 hrs./week

Course Objective:

This course introduces the students to gender ‘in’ International Relations. Its aim is not only to make them understand how IR has been constituted and sustained by a number of so-called ‘hegemonic’ masculinities and how these particular gendered constructions of a sovereign state, nationalism, security and militarism impact on the lives of particular groups of men and women, but, more importantly, to evaluate the specific contribution that feminist critiques have made as part of the ‘Critical Turn’ in IR.

Contents:

Unit I: What’s at Stake? The Nature of the Debate

Unit II: Gendered Concepts of IR
   a. Sovereignty
   b. Security
   c. Power

Unit III: Hegemonic Masculinities: State & Nationalism

Unit IV: Militarization of Women’s Lives

Unit V: Women in War and Peace Movements

Unit VI: Sex Trafficking and the Politics of Security

Unit VII: Gender, Conflict and Forced Migration

Unit VIII: Gender and the ‘Critical Turn’: Where IR Does Understand

Course Learning Outcome:

This course will equip students to develop an understanding of how women are made invisible from the very conceptual underpinnings of International Relations and, how masculinity is naturalized and normalized in the practices of its core concepts such as state, sovereignty, power and security. By the end of this course the students would not only be able to problematize the masculine concepts, learn to de-code the gendered language of IR and its practices but also explore alternative paradigms.
Suggested Readings:


Joshua. S. Goldstein, *War and Gender: How Gender Shapes the War System and Vice Versa*.


Master of Arts in Political Science

Semester III/IV

PS-E 18: State and Society in Pakistan

Credits: 4
Duration: 4 hrs./week

Course Objective:

This course seeks to present an analytical perspective on societal dynamics and their impact on political processes in Pakistan. It takes into account specific themes which are significant for understanding of society and state in Pakistan. The course deals with the historical evolution of the idea of Pakistan, the nature of state, the power structure of the country, its political economy, ethno-nationalism, religious extremism and Jihadism underlying the political processes.

Contents:

Unit I: Emergence of Pakistan
  a) Two Nation- theory: Ideological and Economic Bases
  b) Political and Geographical Dimensions

Unit II: Nature of the State
  a) Military Bureaucratic authoritarian state
  b) Islamic State
  c) Warrior State

Unit III: Political Processes and Democratic Deficit
  a) Democratic regimes: Phases and Characteristics
  b) Constitution without Constitutionalism
  c) Political leadership, political parties and elections
  d) Movement for democratization and Civil Society

Unit IV: Military and Governance
  a) Internal dynamics of the military
  b) Changing role and parameters of the military
  c) Nominal civilianization and legitimization of the military regimes

Unit V: Political Economy
  a) Development strategy and policy
  b) Economic growth and social development
  c) Political Economy of Defence
  d) Role of foreign aid
  e) Recurring economic crisis and economic reforms

Unit VI: Ethnic Divisions and Federalization
  a) Debates between the centralist and the autonomy seekers
b) Pakistani National Identity versus Ethno-Nationalism  
c) Ethnic Movements, political autonomy and secessionism  
d) Punjabidomination versus Smaller provinces

**Unit VII: Wahabism, Jihadism and Terrorism**  
a) Rise of Militant Islam  
b) Deep state and Global Jihad  
c) Sectarian Violence and Transnational Terrorism

**Course Learning Outcome:**

The students will acquire comprehension of political dynamics, its contexts, and forces in contemporary Pakistan.

**Suggested Readings:**


Burki, Shahid Javed, *Pakistan: Fifty Years of Nationhood, Lahore, Vanguard, 1999.*


Christine, Fair, *Fighting to the End-the Pakistan Army's Way of War*, Delhi, Oxford University Press, 2014.


Master of Arts in Political Science

Semester III/IV

PS-E 19: Pakistan and the World

Credits: 4 Duration: 4 hrs./week

Course Objective:

The purpose of this course is to present a comprehensive analytical perspective on Pakistan’s foreign policy, its domestic roots and evolution in terms of precepts and objectives including the nuclear quest. The course goes on to offer a focused discussion on Pakistan’s relations with its immediate neighbours and regional as well as global powers, including Pakistan’s role in SAARC.

Contents:

Unit I: Foreign Policy Analysis: A Framework
   a) Framework of Pakistan’s foreign policy: Domestic and Global Dynamics
   b) Its Evolution and phases

Unit II: Pakistan and the US
   a) Pakistan's geo-strategic location and alignment with the US
   b) U.S-Pakistan relationship during the Cold War
   c) Pakistan’s role in war against terror

Unit III: Pakistan and India
   a) The roots of antagonism
   b) The Kashmir problem: genesis, wars, proxy war and peace process
   c) The Nuclear issue and Indo-Pak relations
   d) Efforts for conflict resolution and confidence building measures

Unit IV: Pakistan and China
   a) Factors governing Pakistan-China All-Weather Friendship
   b) Chinese nuclear and missile technology transfer to Pakistan
   c) China-Pakistan strategic relations, the terrorism factor

Unit V: Pakistan and Russia
   a) Patterns of USSR-Pak relations during the Cold War
   b) Pakistan-Russian relations after the Cold War

Unit VI: Islam and Foreign Policy
   a) The initial policies
   b) Islam and foreign policy: diplomatic, economic and security dimensions
   c) Militant Islam and Transborder Jihad and Terrorism
   d) Pakistan’s role in the creation of Taliban in Afghanistan and the post 9/11 phase
Unit VII: Pakistan's Nuclear Quest
   a) Concerns, calculations and compulsions
   b) Policies, debates, strategic doctrines and emerging trends

Unit VIII: Pakistan and the SAARC

Course Learning Outcome:
This course will inculcate understanding and knowledge of context, contour, and forces at work and directions of goals, interests and probability of success in the domain of foreign policy of Pakistan.

Suggested Readings:
Abbas, Hassan, Pakistan's Nuclear Bomb: A Story of Defiance, Deterrence and Deviance, New Delhi, Allen Lane, 2018.


Bhutto, Zulfikar Ali, Foreign Policy of Pakistan, A Compendium of Speeches made in the National Assembly of Pakistan, Karachi, Pakistan Institute of International Affairs, 1964.


Haqqani, Husain, *India vs Pakistan: Why Can't We Just Be Friends?*, New Delhi, Juggernaut, 2016


Haqqani, Husain and Tellis, Ashley J., *India and Pakistan: Is Peace Real This Time?*, New Delhi, India Research Press, 2006


Master of Arts in Political Science

Semester III/IV

PS-E 20: The Politics of Violence in South Asia

Credits: 4
Duration: 4 hrs./week

Course Objective:

This course introduces students to the diverse range of violent conflicts in South Asia. It explores the colonial legacy in the subcontinent and, the political character of the state for explaining their genesis, nature and political mobilization and how states develop different strategies for coping with such conflicts.

Contents:

Unit I: Colonial Legacy in South Asia
   a) Institutions and Practices
   b) The Colonial State

Unit II: Genesis of Conflicts
   a) Political Character of the (Post-colonial) Nation-State
   b) Economic and Social Inequities

Unit III: Nature of Conflicts
   a) Identity-related Conflicts
   b) Anti-Systemic Conflicts
   c) Religion and Political Violence

Unit IV: Coping with Conflicts
   a) Constitutional Measures
   b) Counter-insurgency Strategies

Course Learning Outcome:

Students are expected to develop an in-depth understanding of varied and multi-dimensional character of violent conflicts in the South Asian region. As part of the course work, students will learn how to undertake some case studies of conflicts in order to understand ‘what works’ and ‘what doesn’t’ in managing or resolving such conflicts.

Suggested Readings:


Aparna Pande, Routledge *Handbook of Contemporary Pakistan*, Routledge, 2017


Godfrey Gunatileke et. al., *Ethical Dilemmas of Development in Asia*, Toronto: Lexington


John Dunn (ed.), *Contemporary Crisis of the Nation-State*, Oxford: Blackwell.


Laurent Gayer, Christophe Jaffrelot, *Armed Militias of South Asia: Fundamentalists, Maoists and Separatists: Comparative politics and international studies series*, Hurst, 2009


Sanjib Baruah, *Ethnonationalism in India*, New Delhi, Oxford University Press;2012, Chapter 7” Confronting Constructionism - Ending the Naga War”, and Chapter 9 “Secessionism in Northeast India - Identity Wars or Crises of Legitimacy”.


SudiptaKaviraj, Crisis of the Nation States in India, *Political Studies*, Volume 42, Issues1, 2006, pp. 115 - 129

SudiptaKaviraj, *Politics in India*, India, Oxford University Press, 1997, pp. 131-158


Tilak D. Gupta, “Maoism in India: Ideology, Programme and Armed Struggle” *Economic and Political Weekly*

Urmila Phadnis and Rajat Ganguly (Eds.), *Ethnicity and nation building in South Asia*, SAGE Publications Pvt. Ltd, 2001

Master of Arts in Political Science

Semester III/IV

PS-E 21: Security Studies

Credits: 4  
Duration: 4 hrs./week

Course Objective:

The course aims to provide students an introduction to the evolution of field of international security, and discusses the notion of security through various theoretical frameworks. It deploys the use of sectors/vantage points to understand the new security agenda (political, economic, societal and environmental) and, emphasizes the salience of levels-of-analysis (individual, national, regional and global) in thinking about security. The course begins with the mainstream IR literature on the subject and then works its way towards understanding the security problematique of Third World with special focus on South Asian theorization of security.

Contents:

Unit I: Security Studies: An Introduction

Unit II: Theoretical Approaches
   a) Structural Realism
   b) Critical Security Studies
   c) The Copenhagen School
   d) Feminist Conception

Unit III: Broadening the Security Agenda
   a) Environmental Security
   b) Economic Security and Migration

Unit IV: Deepening the Security Debates
   a) Human Security
   b) Regional Security
   c) Global Security

Unit V: Security Problematique of the Third World Countries

Unit VI: South Asian Conception of Security

Course Learning Outcome:

The students would gain an understanding of the mainstream and alternative theoretical approaches to security, and shall be aware of the several sectors and levels of analysis that aim towards widening and deepening of the security agenda. The students shall be in a position to identify a particular security issue sectorally and analyse it using the core variables of an appropriate theoretical framework.
Suggested Readings:

Unit Wise Essential Readings

Unit I


Unit II (a)


Waltz, Kenneth N. 1959. Man, the state, and war: a theoretical analysis. New York: Columbia University Press, 224-238


Unit II (b)


Unit II (c)


Unit II (d)


Unit III (a)


Unit III (b)


Unit IV (a)


Unit IV (b)


Unit IV (c)


Unit V


Unit VI

Master of Arts in Political Science

Semester III/IV

PS-E 22: Comparative Federalism: Theory and Practice

Credits: 4                                                                 Duration: 4 hrs./week

Course Objective:

The purpose of this course is to familiarize the students with contemporary comparative federal theory and practice. In the discourse on comparative politics today, federalism is a buzz word in the domain of governance as well as in post conflict situations in the politics within as well as among nations. The course is primarily focused at the national level, but supranational confederal developments are also briefly explored. The successes and “best practices” of federal experiments in one or a group of countries will receive attention alongside the pathologies and failure of federations in a comparative perspective.

Contents:

Unit I: Overview of Concepts and Theories: territorial, ethnic, asymmetrical

Unit II: Typology of Federal Systems: parliamentary, presidential, devolutionary, federalism

Unit III: Supranational Federalism

Unit IV: Dividing Powers: models, sources, principles, criteria

Unit V: Fiscal Federalism: distribution of revenue resources, fiscal transfers, equalization of payments, fiscal inequality

Unit VI: Intergovernmental Relations: forms and extent, cooperative vs. competitive, issue of accountability

Unit VII: Federal Judiciary: constitutional courts and judicial review, judicialization of the political process

Unit VIII: Federalism and Foreign Policy: treaty making power, regional and global integration and governance

Unit IX: Pathology of Federations: post-conflict situation

Unit X: Gendering Federalism: distribution of powers, asymmetrical provisions, gender budgeting.
Course Learning Outcome: This course will students understand the development of national and supranational confederal systems especially focusing on the pathologies and failure of federations in a comparative perspective.

Suggested Readings:


Dimitrios Karmis and Wayne Norman, *Theories of Federalism*, Palgrave Macmillan, 2005


Master of Arts in Political Science
Semester III/IV
PS-E 23: The Modern State in Comparative Perspective

Credits: 4  Duration: 4 hrs./week

Course Objective:
This course focuses on studying the state in its historically specific forms and conceptual variations. It would focus on the debates on the modern state, state formation, practices of rule, and regime types. The purpose is to make the students familiar with the debates on the nature of the state, and the ways in which the state may be studied. The state can be studied as a conceptual variable, and states may be understood to have been historically emergent and also specific. Gender, class and race, constitute the social base of state and are relevant especially as analytical frameworks for understanding how the state and practices of rule are experienced.

Contents:

Unit I: Studying the State: concept, definition and debate
Unit II: Capitalist State
Unit III: State Formation: European, Colonial and Post-Colonial State
Unit IV: Governmentality, Welfare and Biometric State
Unit V: Security, Surveillance and State of Exception
Unit VI: States and Regime types: Fascism, Authoritarianism, Populism

Course Learning Outcome:
The outcome of the course is envisaged in terms of providing students the conceptual tools and theoretical frameworks with which they can make sense of the forms in which the modern state makes itself manifest globally in the contemporary context.

Suggested Readings:

Unit Wise Essential Readings

Unit I


Ashis Nandy, The Romance of the State and the Fate of Dissent in the Tropics, Delhi, Oxford Indian Paperbacks, 2007 (1st edition 2003)


Unit II


Unit III


Partha Chatterjee, Nation and its Fragments, OUP, Delhi, 1993 (chapter 2: The Colonial State)


Unit IV


**Unit V**


**Unit VI**


Master of Arts in Political Science

Semester III/IV

PS-E 24: Social Movements and Revolutions

Credits: 4  
Duration: 4 hrs./week

Course Objective:
This course is a comparative study of social movements and revolutions in their historical and contemporary contexts. The course details the ideology, practice, and social bases of different movements, emphasizing the conceptual, historical and empirical distinction between revolutions and social movements, the diverse kinds of social movements, and the manner in which they have unfolded in Asia, Africa and Latin America.

Contents

Unit I: Revolution
a) Why revolutions? Different theories
b) Comparative study and recent interpretations of Ideology, Strategy and Social base of major Revolutions
   i. French Revolution
   ii. Bolshevik Revolution
   iii. Chinese Revolution

Unit II: Ideology and Politics of liberation struggles in Asia and Africa

Unit III: Social Movements
a) What are social movements?
b) Theories of social movements

Unit IV: Ideology and Politics of Social Movements
a) Peasant  
b) Women  
c) Workers  
d) Environment  
e) Ethnic  
f) Civil rights

Course Learning Outcome:
Students gain comparative understanding of ideology and practice different movements as unfolded in Asia, Africa and Latin America.

Suggested Readings:

David Potter, David Goldblatt, Margaret Kiloh and Paul Lewis (eds.), *Democratization*, Polity in Association with The Open University, 1997.


Master of Arts in Political Science

Semester III/IV

PS-E 25: The Politics of South Asia in Comparative Perspective

Credits: 4  
Duration: 4 hrs./week

Course Objective:

This course seeks to present an analytical perspective on societal dynamics and their impact on political processes in South Asia. This paper focuses on the political economy, social history of South Asia as a whole as well as on the variant forms of government—authoritarian and democratic—of its member nations. The thrust of this course is not to study the national constituents separately but to look at the institutions, processes, problems, and solutions that pertain to the region as a whole.

Content:

Unit I: Understanding South Asia as a region: Colonial legacies and context

Unit II: Nationalist Movement: Comparing Inheritances and Outcomes

Unit III: Political Development and Institution in Bangladesh, Pakistan, Sri Lanka and India

Unit IV: The Paradoxes of Indian Democracy?

Unit V: South Asian Political Economy

Unit IV: Ethno-national Mobilisation, Collective Violence, and Radical Political Movements in South Asia

Unit VII: Social Movements, Sustainable Development, and Social Change

Unit VIII: Women’s Movements in South Asia

Course Learning Outcomes:

The course will inform students of South Asian politics, institutions and state building in post-colonial context. The comparative perspective enhances understanding of South Asia in contemporary context.

Suggested Readings:

Unit Wise Essential Readings

Unit I


Ayesha Jalal, Chapter 1 (The Colonial Legacy in India and Pakistan), Chapter 2, pp. 31-37 (“Contrasting Inheritances and Outcomes”)


**Unit II**


**Unit III**

Tazeen M. Murshid, Bangladesh: the challenge of democracy - language, culture and political identity, Contemporary South Asia, Vol 2:1, 1993


Unit IV


Unit V


Unit VI


A. Jeyaratnam Wilson, The politics of ethnicity and ethno-nationalisms in South Asia, Contemporary South Asia, vol 2: 3, 1993

**Unit VII**


**Unit VIII**


Bina Agarwal, A Field of One's Own: Gender and Land Rights in South Asia: 1-50, 198-291, 368-378

**Recommended readings**

M. Chadda, Building Democracy in South Asia: 153-172 - R


Christopher Jaffrelot, “Hindu Nationalism and Democracy,” in Francine Frankel, Zoya Hasan - R


Master of Arts in Political Science
Semester III/IV
PS-E 26: Constitutionalism in Comparative Perspective

Credits: 4       Duration: 4 hrs./week

Course Objective:
This course intends to expose students to the multitudinous and differentiated forms of constitutional practices. Distinguishing between constitutions as historical texts and constitutionalism as ideological sites which justify specific constitutional theory and practices, the course will attempt to familiarise students with the pluralities of these sites, and their diverse manifestations. The course encourages students to ask questions such as, what is a constitution, what are the processes through which constitutions evolve, and what are the different underlying principles they pledge, what rights are incorporated in the constitutions and what are the implications of their incorporation are constitutions static/stagnant or do they embody principles of transformative change? For adequate responses to these questions, the course takes the students along the diverse historical experiences of constitutional development and their forms, their relationship with culture and democracy, the notion of transformative constitutionalism in societies transitioning from colonial to postcolonial constitutionalism or from authoritarianism to democracy, and the debates around emergency, states of exception and constitutionalism.

Contents:

Unit I: What is constitutionalism?
Unit II: Culture and Constitutionalism
Unit III: Democracy and Constitutionalism
Unit IV: Postcolonial Constitutionalism
Unit V: Socialist Constitutionalism
Unit VI: Constitutionalism in times of Emergency

Course Learning Outcome:
This course will help students understand the working of the constitution, processes through which constitutions evolve, and different underlying principles they pledge.

Suggested Readings:
Carl J Friedrich, *Constitutional Government and Democracy*,


Master of Arts in Political Science

Semester III/IV

PS-E 27: The State in Diverse Political Traditions

Credits: 4

Course Objective:

States and state formation is a historical phenomenon. States have existed in diverse forms and even the ‘modular’ state-form of the European tradition has had plural trajectories. Debates on the modern state, however, continue to be influenced by the dominant western European intellectual tradition. This course aims at making the students familiar with the diverse forms in which historically states have existed and evolved. These historical forms will be studied through the specific ways in which political authority has taken form in different contexts, and also through the ways in which it understood and expressed in different socio-cultural and political traditions.

Contents:

Unit I: State as an analytical category
Unit II: European
Unit III: Chinese
Unit IV: Arab
Unit V: African
Unit VI: Latin American
Unit VII: Indian

Course Learning Outcome:

This course attempts to sensitise students to diverse political traditions of the state so that they can develop a comprehensive view of the state by locating it within the specific social and cultural political traditions.

Suggested Readings:


Theda Skocpol, State and Social Revolutions, a Comparative Analysis of France, Russia and China, New York: Cambridge University Press, 1979.

Master of Arts in Political Science

Semester III/IV

PS-E 28: Society, State and Politics: Comparing India and Israel

Credits: 4
Duration: 4 hrs./week

Course Objective:

This course seeks to examine the changing nature of society, state and politics in India and Israel. Rooted in parliamentary democracies, both India and Israel share many commonalities, notwithstanding diversities in their political set up, society and culture. The course focuses on issues and challenges that have shaped the democratic politics of these two nations and examines the newly proposed models for the study of contemporary multicultural societies.

Contents:

Unit I: Nature of Society in India and Israel
a) The concept of a multi-cultural society amid pluri-culturism.
b) India and Israel as multi-ethnic/multi-cultural societies: Similarities and differences.
c) Democratic politics in a multicultural milieu.

Unit II: State Structures and Institutions in India and Israel
a) State Formation: A historical backdrop
b) Parliamentary Democracy: commonalities and differences
   c) Role of the State in the process of Globalization.

Unit III: Party Politics in India and Israel
a) Working of the Locals
b) Parties and Party Systems
   c) Coalition Politics

Unit IV: Emerging Issues and Contemporary Challenges: India and Israel Compared
a) Peace and Security
b) Demographic Challenges
   c) Governance

Course Learning Outcome:

Integrating India and Israel with the South Asian and West Asian contexts respectively, the Course will familiarize the students with the success of two parliamentary models with glaring commonalities – historical, cultural, sociological and political - and their emergence as multicultural pots in the contemporary global politics. Sharing common history and culture, the two parliamentary democracies in South and West Asia will make students understand the success of democratization and democratic transformation, particularly in addressing issues like peace and security, migration and infiltration, technological and defence cooperation.
Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 29: Religious Nationalism and Political Violence

Credits: 4  
Duration: 4 hrs./week

Course Objective:

This course will examine how religious ideologies, practices and institutions have been politically mobilized in the public spheres of South and Southeast Asia. The course will emphasize a multidisciplinary intersection of religion, politics and conflict in modern South and Southeast Asia, with a particular focus on the interrelationship between religious nationalism and political violence drawing from communal violence in India, Buddhist nationalism and civil war in Sri Lanka, and Islamic radicalism in Indonesia.

Contents:

Unit I. Rethinking Key Concepts, Issues, Approaches and Arguments
   a) Understanding Religious Nationalism: Context and Debates
   b) ‘Religion’, Religious Nationalism and Globalisation
   c) Religious Violence and communal conflicts

Unit II. India: Hindutva, Nation-Building and Contentious Communal Politics
   a) The social organization and production of collective violence
   b) Violence and the religious remaking of masculinity and femininity
   c) The politics of religious conversion
   d) Violence and communal politics

Unit III. Sri Lanka: Sinhalese Buddhist Nationalism, Pluralism and Civil War
   a) Imaginaries of community, ethnicity and religion in Sri Lanka
   b) Buddhist nationalism, ‘othering’ and communal conflict
   c) Sangha politics, civil warfare and the peace process
   d) Remaking inter-religious spaces and relations

Unit IV. Indonesia: Islamic Radicalism and Democratic Turbulence
   a) The logical genesis of communal religious violence
   b) Democracy, Islamic radicalism and Violence
   c) Changing modalities for organizing religious violence
   d) Vicissitudes of Islamic Nationalism and Intolerance

Course Learning Outcome:

This course will help students understand how intersection of religion and politics generate violent conflicts in modern South and Southeast Asia.
Suggested Readings:


Ipsita Chatterjee, Globalization and the Production of Difference: A Case Study of the Neoliberal Production of Hindu Nationalism in India, Comparative Studies of South Asia, Africa and the Middle East 30(3), pp.621-632. 2010


Mahinda Deegalle, Foremost Among Religions’: Theravada Buddhism’s Affairs with the Modern Sri Lankan State in Pattana Kitiara and John Whalen-Bridge ed., Buddhism, Modernity and the State in Asia: Forms of Engagement, New York: Palgrave, pp. 41-61, 2013


Rogers Brubaker, Religion and Nationalism: Four Approaches, Nations and Nationalism 18(1), 2012.


Master of Arts in Political Science

Semester III/IV

PS-E 30: The Politics of Identity in Comparative Perspective

Credits: 4
Duration: 4 hrs./week

Course Objective:

This course examines different theoretical approaches to, and dimensions of, the politics of identity. Focusing, in particular, on societies that experienced colonial rule, it explores how the colonial intervention shaped identities, and moulded the patterns of identity-based mobilization that unfolded over the colonial era and postcolonial phase. It examines the politics of nationhood, and its intersection with the politics of race, caste, religion, and gender, and the efforts made by postcolonial states to deal with cultural difference and conflict, and historically deep ascriptive inequalities. Identities are shaped not merely by state processes, but also by mobilization undertaken by parties and movements, often in response to state processes themselves; the course traces the interaction between identities and this mobilizational politics. Finally, it explores how identity politics has impacted various facets of the process of democratization in postcolonial societies.

Contents:

Unit I. Identity: Theoretical Approaches
(a) Identity as primordial attachment, strategic choice and outcome of political processes

Unit II. Identities and the Nation
(a) Anti-colonial nationalisms
(b) The nation’s engagement with race, caste, religion, and gender
(c) Whose nation? Nation-making and the politics of exclusion

Unit III. Identities and the Colonial State
(a) Colonial rule, group identities and group conflict

Unit IV. Identities and the Postcolonial State
(a) The legal and institutional treatment of cultural diversity: language, religion and tribe
(b) State policy and ascriptive inequalities: caste and race
(c) Between individual and community, between tradition and modernity: identities and the postcolonial constitution

Unit V. Identities, Political Mobilization and Conflict
(a) Political mobilization and social cleavages: when do social cleavages assume political salience, and why
VI. Identities and the Question of Democracy
(a) Identity politics, democratic deepening and democratic stability

Course Learning Outcome:
To study how identities are shaped not merely by state processes, but also by mobilization undertaken by parties and movements, often in response to state processes themselves.

Suggested Readings:


Sekhar Bandyopadhyay, ed. The Nationalist Movement in India: A Reader, Oxford University Press, New Delhi, 2011.
Master of Arts in Political Science

Semester III/IV

PS-E 31: Nationalism in a Comparative Perspective

Credits: 4 Duration: 4 hrs./week

Course Objective:

This course aims at familiarising the students with the debates on nationalism, contestations over its political and cultural framing, inclusions and exclusions, cartographies, and the post-national imaginations. These debates will be studied in the context of the historical changes that produced nationalisms, the diverse historical forms, political contexts, the social base, and ideological frameworks.

Contents:

Unit I: Concepts: nation, nationality, nationalism

Unit II: Theories of nationalism: primordialism and modernism

Unit III: Nationalism in European traditions

Unit IV: Anti-colonial traditions

Unit V: Nationalism and identities: class, race, gender and ethnicity

Unit VI: Post-nation and globalisation

Course Learning Outcome:

This course will help students understand the debates on the emergence of nationalism in a variety of historical and political contexts.

Suggested Readings:

G. Aloysius, Nationalism without a Nation in India, Delhi: Oxford University Press, 1997


K Jayawardena, Feminism and Nationalism in the Third World, New Delhi, 1986.


The Postnational Condition, Economic and Political Weekly, Special Issue 44 (10), 2009. 2

Master of Arts in Political Science

Semester III/IV

PS-E 32: Identities and Political Transformation in India

Credits: 4  Duration: 4 hrs./week

Course Objective: This course explores various facets of the politics of identity in India. It analyses the consequences of colonial rule for identity-formation, and colonialism’s shaping of the identity-based conflicts that were to later emerge in the postcolonial phase. It examines how the politics of nationalism affected, and was itself affected by, the politics of caste, class, religion and gender. It probes the efforts made by the postcolonial state to deal with cultural difference and conflict, and historically deep ascriptive inequalities, focusing specifically on the legal and institutional innovations adopted in this regard. Identities are moulded not just by state processes, but also by political mobilization undertaken in electoral arenas and outside; the course thus explores the interaction between identities on the one hand, and movement and party politics on the other. Also looking at the relationship between identity politics and collective violence, it ends with a focus on globalization, and the consequences it has had for caste- and class-based politics in India.

Contents:

Unit I: Identities and Colonial Rule
   a) Colonialism, caste, tribe and religion

Unit II: The National Movement, Partition and Identity Politics
   a) Indian nationalism and the question of caste
   b) Women and the nationalist movement
   c) Peasants and Indian nationalism
   d) Muslim identity and the Pakistan movement

Unit III: The Legal and Institutional Treatment of Cultural Diversity and Ascriptive Inequality in Postcolonial India
   a) Caste and affirmative action
   b) Secularism and the recognition of personal law
   c) Tribal autonomy and the Sixth Schedule

Unit IV: Identities, Political Mobilization and Conflict
   a) The modernity of tradition: identities in practice
   b) Identities and electoral politics: caste-based and religion-based parties; nativist parties
   c) Identities and movement politics: tribal and linguistic movements
   d) The struggle for gender rights
   e) Identities and collective violence

Unit V: Globalization and Identity Politics
a) The emergence and politics of the new middle class
b) The dalit movement in the era of globalization
c) Globalization and labour

Course Learning Outcome: This course would allow for a comprehensive grasp of how historical processes have shaped identity politics in the postcolonial period, and of how identities have been shaped both by state and non-state processes in postcolonial India.

Suggested Readings:


Jan Breman, Outcast Labour in Asia: Circulation and Informalization of the Workforce at the Bottom of the Economy, New Delhi: Oxford University Press, 2013.


Master of Arts in Political Science

Semester III/IV

PS-E 33: Development Process and Politics in India

Credits: 4

Course Objective: This course will seek to introduce students to the political in Development, with a focus on India. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space in India seek to contest and constitute it. The student will be taken through a range of literature from these disciplines.

Contents:

Unit I: The politics and history of Development: capitalism, colonialism, liberalism, democracy, the Anthropocene

Unit II: Broadening the idea of Development from the vantage points of critiques:
   a) Environment and Sustainable Development
   b) Capabilities and Human development

Unit III: Interpretations on the model of Development adopted for India
   a) Capitalist Development?
   b) Planning, liberalization and growth: alternative perspectives
   c) Gandhian model and possibilities of including those at the margin - artisans, tribes and pastoralists

Unit IV: Understanding the rural in post-colonial India
   a) Analyzing technological change and progress from the immediate post-colonial till date: alternatives offered from the ground
   b) Issues of credit, markets and farmers’ suicides in Indian agriculture
   c) Political mobilization amongst farmers at different levels and its impact

Unit V: Industry, big business and politics of Development
   a) Politics of industrial policy
   b) Debates on liberalization and industry
   c) Labour laws and the labour movement in India

Unit VI: Conceptualizing and eliminating poverty
   a) Debates on the poverty line
   b) The politics of the programmes of poverty alleviation

Unit VII: The impact of development on different categories of society
   a) Caste
   b) Gender
c) Tribe

**Course Learning Outcomes:** This course focuses on a critical analysis of the concept of development and the manner in which it has been operationalised in post-colonial India through policy and practice. This will also enable students to understand what inter-disciplinary analysis means and how to locate the political in analyzing literature that is produced in other social science disciplines.

**Suggested Readings:**

**Unit Wise Essential Readings**

**Unit I**


**Unit II**


Lele, S. *Rethinking Sustainable Development* *Current History*, November 2013, pp. 311-316.


**Unit III**

Sanyal, K. *Rethinking capitalist development: Primitive accumulation, governmentality and post-colonial capitalism*, New Delhi, Routledge India Paperbacks, 2014. (Chapter 1 & 2.)


Unit IV


Unit V


Unit VI


Unit VII


Mohanty, M. Adivasi Swaraj is the Answer to Violence Economic & Political Weekly Vol. 52, Issue No. 21, 27 May, 2017 pp. 66-70.


Additional Readings:

Kumarappa, J.C. Economy of Permanence; A Quest for social order based on non-violence. Sarva Seva Sangh Prakashan, 1945


Mazzucato, M. & Michael Jacobs, eds. Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth

Ian Scoones’ lecture to the online course: https://youtu.be/LGwwKW_An7s


Narerndranath, Gorrepati. Dilemmas in Agriculture-A Personal Story, Vasudhaiva Kutumbakam Publication, 2010


Master of Arts in Political Science

Semester III/IV

PS-E 34: Democracy and Human Rights in India

Credits: 4  
Duration: 4 hrs./week

Course Objective: All rights, indeed most rights, are not human rights and general rights discourse reflects this reality. Insofar as human rights are a crucial sub-set of this discourse, they require a specific yet comprehensive treatment as given here by this course to interested students.

Contents:

Unit I: The Concept of Human Rights
   a) Western
   b) In the Third World Context

Unit II: Human Rights: National and International Dimensions

Unit III: Human Rights and Constitutional - Legal Framework in India
   a) Fundamental Rights
   b) Directive Principles of State Policy
   c) Protection of Human Rights Act, 1993

Unit IV: Human Rights: Issues and Challenges
   a) Refugees and Displaced Persons
   b) Caste
   c) Minorities
   d) Women
   e) Children
   f) Tribals, Landless, Bonded Labour, Unorganised Labour and Peasants
   g) Undertrials, Prisoners and P.O.W.s
   h) People with Disability

Unit V: Impact on Deprived Groups
   a) Gender Based Violence (Domestic and Public)
   b) Caste Based Violence and Discrimination
   c) Fundamentalism
   d) Organised Crime
   e) Custodial Torture and Death

Unit VI: State Response to Human Rights
   a) Role of Police, Administration, Army and Paramilitary Forces
   b) Administration of Justice, Judicial Intervention and Activism, Judicial Commissions on Human Rights
   c) Affirmative Action for Weaker Sections
d) Development Strategies

Unit VII: Civil Society and Human Rights
   a) Media, Public Opinion and Human Rights
   b) New Social Movements and NGO's

Unit VIII: NHRC and Other Commission Reports

Unit IX: Democracy, Development and Human Rights in India

Course Learning Outcomes: To make students more sensitive to human rights discourse by focusing on various cases of human-right violations in India.

Suggested Readings:

Reports:

Human Rights in India- The Updated Amnesty International Reports, Delhi, Vistaar.


Social Justice: Scheduled Caste, Scheduled Tribes, other backward classes, Minorities in Eleventh Five Year Plan 2007-12, Government of India.

Social, Economic and Educational status of Muslim Community in India: Sachhar Committee Recommendations.


Swaminathan, Padmini’ Exclusion from and Inclusion in Development Implications for Engendering Development’ Economic and Political Weekly, October 25, 2008.


Atrocities Against Dalit : Retrospect and Prospect: Combat Law, September-December, 2009

Article and Books:


Baxi, Upender ‘Rule of Law in India’ International Journal of Human Rights, Year 4, no 6, 2007

Baxi, Upendr(ed.), The Right to be Human, Delhi, Lancer, 1987


Das, Ashish and Dhanajay pandey Contract workers in India; Emerging Economic and Social Issues, Indian Journal of Industrial Relations Vol 40 no 2, 2005


Development Challenges in Extremist Affected Areas: Report of an Expert Group to Planning Commission of India


Saksena, K.P. edited, Human Rights: Fifty Years of India's Independence, Delhi, Gyan, 1999


Master of Arts in Political Science

Semester III/IV

PS-E 35: Politics and Ethnic Conflicts in Jammu & Kashmir

Credits: 4
Duration: 4 hrs./week

Course Objective: The state of Jammu Kashmir is marked by some distinct and unique features in federal scheme of India. This distinctiveness compounded by ethnic dynamics of electoral politics and factors and forces beyond the territorial borders of India has thrown several problems and challenges for the state and the country. The course studies the journey of the state from Kingship to constitutional democracy and examines the electoral politics and political violence in light of ethnic specificities and uniqueness of federal constitutionalism.

Contents:

Unit I: State in Historical Perspective
   a) State and Society: A Historical Overview
   b) Transition from Kingship to Constitutional Democracy

Unit II: Constitution within the Constitution
   a) State Constitution and Governing Structures
   b) Citizenship Rights
   c) Debate on Article 370

Unit III: Political Parties and Electoral Politics
   a) Legitimacy of Elections and Politics of Representation
   b) Demands for Delimitation of Electoral Constituencies
   c) Identity Politics: Kashmiriyat, Communalism and Communal Politics

IV: Terrorism, Violence and Internal Migration
   a) Terrorism: Factors and Forces
   b) Migration of Pandits from Valley
   c) Debates and Controversies over Armed Forces Special Act, Issues in Human Rights

Unit V: State Autonomy and Federal Questions
   a) Secessionism and Secessionist Politics
   b) Political Economy of Insurgencies
   c) Debates on State Autonomy

Course Learning Outcome: The student will learn the special powers and autonomy that the state enjoys in federal scheme of India and why despite comparatively higher degree of autonomy the state is witness to ethnic conflicts, terrorism and political violence.
Suggested Readings:


Master of Arts in Political Science

Semester III/IV

PS-E 36: Law, Crime, and Politics in India

Credits: 4

Course Objective: In this course, the aim is to understand the relationship between law, crime, judicial interventions and political processes. The students will explore this relationship by asking questions about law’s origins (viz., the colonial state, a nationalist elite, popular struggles), the plural sites in which struggles around laws takes place, and the manner in which legal categories are produced and contested. In this context, it also aims to problematize the notion of crime, by locating the historical and political contexts within which definitions of crime and its transformations take place. Specific laws, judgments which enhance the frontiers of law, and government reports form a significant content of the course. Law and judicial pronouncements have to be woven into the dynamics of Indian politics and examined in their specific historical context as well as for their enduring significance in the larger political process. The course will identify in particular, the social and political forces, political and ideological divides that frame the contours of the debates on crime and law, and the relationships between the governmental institutions.

Contents:

Unit I: Law, crime and colonialism

Unit II: The Constitution and rule of law

Unit III: Criminal justice system in India

Unit IV: Crimes against women: sexual harassment and rape

Unit V: Custodial crimes: death, rape and torture

Unit VI: Criminalisation of politics and electoral laws

Unit VII: Caste, atrocities and special laws

Unit VII: Terrorism and extraordinary laws

Unit IX: Offences against the state, waging war, conspiracy and sedition

Course Learning Outcome: This course presents intricate relationship between law, crime, judicial intervention.

Suggested Readings:


Kalpana Kannabiran and Ranbir Singh eds., Challenging the Rule(s) of Law: Colonialism, Criminology and Human Rights in India, New Delhi: Sage, 2008.


Landmark Judgements on Election Law, Election Commission of India, New Delhi, 2006.


Michael Head, Crimes Against the State: From Treason to Terrorism, Surrey: Ashgate, 2011.


Master of Arts in Political Science

Semester III/IV

PS-E 37: State Politics in India

Credits: 4

Duration: 4 hrs./week

Course Objective: Politics in each state has its own internal dynamics, and it is different from others, multifacetedly. It has undergone significant transformation over the decades since the formation of states in terms of social structure, their power relations, electoral participation on the one hand and political governance and economic development on the other.

This course attempts to examine the commonalities, diversities and perspectives to study state politics in India. It also seeks to examine the changing role of caste, class and community and their impact on state politics, particularly in the context of global market economy.

Contents:

Unit I: State Politics: Perspectives and Approaches
   a) Institutional
   b) Political Economy
   c) Developmental

Unit II: Patterns of State Politics
   a) Linguistic Dimensions
   b) Community Orientation
   c) Identity Formation

Unit III: Power and Participation
   a) Parties and Party Politics
   b) Political Representation
   c) Mobilizations and Movements

Unit IV: Changing Role of Caste, Class and Identity
   a) Caste and Politics
   b) Caste-Class Convergence
   c) Politics of Identity – Language, Tribe, Gender

Unit V: Grassroots Governance
   a) Local Self Government – Panchayats and Municipalities
   b) Public Policies and their Implementation
   c) Market Competitiveness - Local vs Global Debate

Course Learning Outcomes: The Course will familiarize the students with existing diversities among states in India and the need for addressing important issues of development and governance in the contemporary Indian politics. The changing role of primordial identities like
caste and tribe along with power and participation will sensitize them towards the need for both social and political inclusion. Moreover, the contemporary challenges of liberalization and globalization will make students understand the need for looking local governance from global perspective and global governance from local perspective.

**Suggested Readings:**


Kothari, Rajni (2013). *Bharat Mein Rajniti (Doosra Sanskaran)*. Delhi: Orient Blackswan.


Master of Arts in Political Science

Semester III/IV

PS-E 38: Indian Polity in State-Society Interaction since the 1960s

Credits: 4  
Duration: 4 hrs./week

Course Objective: This course aims at studying Indian politics within the discourse of state-society relationship through a historical unraveling of major developments in Indian politics since the decade of 1960s. The intent of this course is to see how India provides a unique model in which the political is enmeshed in the wider social, economic and cultural matrix. This course takes up a range of themes to study political processes and their sociological underpinnings namely, emergency, coalitional politics, reservation debates, social movements, neo-liberal economic policies, etc.

Contents:

 Unit I: The chaotic decade of the 1960s

 Unit II: The national level coalition government in 1977 at the backdrop of the 1975-77 internal Emergency

 Unit III: Challenges of the 1990s – redefining social contour of Indian politics

 Unit IV: The study of India’s distinctive coalition experiments (in the wake of the NDA and the UPA)

 Unit V: Changing texture of Indian politics in the neo-liberal context, especially following the official endorsement of neo-liberal economic policies in 1991

 Unit VI: The consolidation of Maoism in India

 Unit VII: The failure of the conventional left, especially the major communist parties in India

 Unit VIII: Three major forces of colonialism, nationalism and democracy shaping the political in India

Course Learning Outcome: Students are expected to comprehend and conceptualize the changing nature, texture and vocabularies of Indian politics with reference to the rapidly transforming social, economic and cultural milieu in contrast with the exclusively institution-driven interpretation of the phenomenon.

Suggested Readings:


Sumantra Bose, Transforming India: challenges to the world’s largest democracy, India: Picador, 2013.


Master of Arts in Political Science

Semester III/IV

PS-E 39: Public Policy

Credits: 4
Duration: 4 hrs./week

Course Objective:

This course aims to familiarize students with the broader theoretical financial and practical context in which public policies are discussed, justified, designed and sought to be implemented.

Contents:

A. What is Public Policy?

Unit I: Public Policy: Concept and Dimensions
- a) Characteristics and Norms
- b) Politics- Administration Relationship
- c) Political Science and Public Administration as Mela-Policy Science

Unit II: Approaches to Public Policy Studies
- a) Political Economy: Western, Marxist and non-Western traditions
- b) Development Policy and Administration
- c) Public Policy Approach: Post-Behavioural Approach
- d) Public Choice Theory
- e) Public Management Theory

Unit III: Public Policy Process
- a) Policy Context: Political, constitutional, legal, administrative, socio-cultural, economic, environmental, and scientific.
- b) Interfaces of the Policy process: institutions, actors and role of public policy planning and analysis, resource mobilization, policy formulation, policy implementation, policy monitoring and evaluation.
- c) Role of the government, bureaucracy, parliament, courts, political parties, corporate sector, interest groups, citizens, and NGOs in the policy processes.

Unit IV: Public Policy analysis: Quantitative and Qualitative Models

Unit V: Public Policy Research and Development

B. Practical Issues

Unit VI: Public Policy in India: Models and Trends
- a) Nehruvian Model: public sector undertakings and development
b) Economic Liberalization Model: privatization, marketization, disinvestment, corporate Governance  
c) Civil Society: cooperatives, NGO's, social action groups and citizen bodies  
d) Decentralization Model: Panchayati Raj institutions; Municipal Corporations and Rural-Urban Development.

Unit VII: Globalization, MNC'S, W.T.O and Development in India

Unit VIII: Impact of Public Policies on Socio-Economic Development and Nation-building in India.

Course Learning Outcome: Students will be able to analyse various aspects of public policy related to contemporary issues.

Suggested Readings:


Master of Arts in Political Science
Semester III/IV
PS-E 40: Public Institutions and Governance

Credits: 4  
Duration: 4 hrs./week

Course Objective:
This course aims to have an understanding in the foundations of Institutions, particularly public and its publicness. It focuses on the processes of (de)hybridisation of relationships between the public and the private and the salience of governance in it, both at the theoretical and in the Indian-context level. The role of Institutions and Governance in making, implementation and analysis of public policy in India is the touchstone of the course.

Contents:

A. Theoretical Issues:

Unit I: State and Development: Historical & Comparative Experiences

Unit II: From Structural Adjustment to Good Governance
a) State versus Markets  
b) Structural Adjustment Programs to Comprehensive Development Framework

Unit III: Public Finance & Management
a) Budget, deficit & subsidies  
b) Financial Management & Accountability  
c) Privatization, Public-Private Partnership, Service Delivery & Regulation

Unit IV: Administrative and Civil Service Reform
a) Rule of Law & Contract Enforcement  
b) Improving Public Administration - Incentives & Accountability  
c) Improving Public Services, Strategies for Civil Engagement

B. Practical Issues in India

Unit V: State Governments: Comparative Development Performance

Unit VI: Public Enterprises in India
a) Promise, Performance and Reforms  
b) Disinvestment

Unit VII: Social Development: Issues, Policies & Challenge
a) Health & Population
b) Education and Social Development

Unit VIII: Infrastructure Development: Issues, Policies & Challenges

a) Power  
b) Transport  
c) Telecommunication  
d) Water  
e) Sanitation & Wastewater  
f) Ports

**Course Learning Outcome:** It enables the student to have a grasp over the governance of public sector vis-a-vis private sector; development processes; accountability and regulation issues and social and physical infrastructure development. The course equips student to do research in the areas of public policy and governance issue.

**Suggested Readings:**


Hanson, A. H. *Managerial Problems of Public Enterprises India*, 1971.


Master of Arts in Political Science

Semester III/IV

PS-E 41: Institutions, Development and Poverty

Credits: 4 Duration: 4 hrs./week

Course Objective:

The goal of the course is for students to gain a fundamental knowledge of the institutions, development and poverty. The sections are thematically divided so that there can be changes in specific cases that are taught depending on the tutor (public administration, comparative or Indian politics or indeed a theoretical disposition) and current debates in society.

Contents:

Unit I: Introduction to Institutions
a) Understanding Institutions and interplay of macro and micro levels.
b) How the political impacts institutions?
c) Introduction to institutions and economic development.
d) Administrative institutions of the Indian state.
e) Different approaches to study institutions.

Unit II: Institutions, Development and Political Power
a) Extent to which political institutions constrain or facilitate effective and pro-poor policies.
b) Extent to which political institutions can be “engineered”.
c) The “autonomy” and “power” of institutions once they are created (e.g. reservations or decentralization) and understanding the political that they unleash.

Unit III: The Policy Process: Decision Making and Implementation
a) Understanding how policy is made and the politics of policy making.
b) Different ways in which politics shapes the implementation process.

Unit IV: Understanding Poverty and the Politics of Poverty Alleviation
a) Poverty alleviation as a primary focus of national and international politics.
b) The debate on the poverty line
c) Changing emphasis on poverty reduction strategies.
d) People, participation, empowerment and democratization for poverty alleviation.

Unit V: Bureaucrats, Technocrats and Policy Change
a) Bureaucratic power over policy choices.
b) The choice of implementable policies.
c) The role of a technocrat in shaping policy process.
d) Limiting bureaucratic and technocratic power.

Unit VI: Economic and Political Agency for Policy Change
a) Understanding how domestic economic and political actors influences policy choices.
b) Success and constraints on their power to determine policy choices.

Unit VII: International Influences on Policy Change
a) The role of international economic actors in determining policy choices in developing countries.
b) Nature of policy choices they advocate.
c) Conditions under which they are more influential and conditions when their influence is reduced.

Unit VIII: New Technologies and Innovations for Policy Change
a) New technologies of administration for social change - ranging from focusing of capacities and capabilities for human development
b) Creating mechanism for greater accountability
c) Focused allocation of public resources linked to outputs and outcomes
d) Decentralization and creating more opportunities for participatory
e) Governance
f) Mechanisms of collective financial and marketing initiatives
g) Mainstreaming gender in public policy

Course Learning Outcome: To explore relations between institutions, development and poverty.

Suggested Readings:


Stuart Corbridge et.al., Seeing the State: Governance and Governmentality in India, Contemporary South Asia, Cambridge: Cambridge University Press, 2005.


World Development Report 2000/1, Attacking Poverty, Washington DC.

Master of Arts in Political Science

Semester III/IV

PS-E 42: Collaborative Governance: Transforming Engagements in Public Management

Credits: 4  
Duration: 4 hrs./week

Course Objective:

Public administrators have blurred the lines between the people, the private sector and the government. Only a few years ago, Collaborative Governance was regarded as a niche activity that was only practiced by a few in select sectors. Crossing organization, sector, and discipline boundaries, strategic collaboration is a valuable approach for public and nonprofit administrators as they seek to advance their agencies’ missions and to serve the best interests of the community at large. Strategic collaboration knowledge has several purposes. The first is to bring to the table the knowledge, ideas, and perspectives of a diverse set of participants for problem solving and policy making. The second purpose is to encourage students to move out of its status-quo-focused silos so that it can begin to identify and navigate the social, political, and economic hurdles of creative public problem solving. Third, strategic collaboration knowledge advances individual and organizational legitimacy while making progress on the targeted policy issue.

Contents:

Unit I: Collaborative government: Meanings, Dimensions, Drivers and Outcomes

Unit II: The governance debate and the rise of Collaborative governance and Multilevel Governance (Horizontal, vertical, and diagonal governance)

Unit III: Linkages in Collaborative Governance - Collaborative Processes, Activity and Strategy

Unit IV: Political Dynamics of Collaboration (Power/ politics and turning conflict into collaboration)

Unit V: Collaboration for Open Innovation Processes in Public Policy and Administrations

Unit VI: The Art of Collaboration – Rationales, Tasks and Tools

Unit VII: Collaborative Governance and Policy Design: Core Principles

Unit VIII: Collaboration with Citizens (Governance as civic enabler)

Unit IX: Models of Collaborative Governance- Galvanising government–non-profit/voluntary sector relations (collaborative network governance)
Unit X: Collaborative governance: The PPP phenomenon as collaboration

Unit XI: Indian case studies of Collaboration
   a. Collaboration in infrastructure development
   b. Collaboration in education sector
   c. Collaborating in health and sanitation
   d. Collaboration in sustainable development

Unit XII: The Future of Collaborative Governance and the Challenge of Collaboration.

Course Learning Outcome: It provides students with a theoretically underpinned analytical perspective on CG and enabling them to critically assess Collaborative Governance issues, initiatives, drivers and responses. The course takes multi-sector and multi-disciplinary perspective. Collaborative Governance has become significant issues for a wide range of organizations and for the practitioners who work within them. Now it is a mainstream focus across all sectors of government, industries, spanning companies of all sizes.

Suggested Readings:


Bidyut Chakrabarty, Participatory governance In India - The field experience, ICSSR Journal of Abstracts and Reviews 36 (1), 2010.


Websites
Master of Arts in Political Science

Semester III/IV

PS-E 43: Corporate Citizenship and Governance: Theories and Practices

Credits: 4                                                    Duration: 4 hrs./week

Course Objective:

It is an innovative programme that highlights the global power and impact of corporations and their concomitant responsibilities. It aims to study the taxonomy of power and responsibilities of corporates or MNCs. The course examines the social, ethical and environmental issues faced in current model of development. A broad range of reasons underpin the increase in significance of this area of study, such as financial crisis (2008) high-profile corporate scandals; auditing Frauds; a growing need to demonstrate accountability, transparency and sustainability; a decreasing tolerance for corporate excess and irresponsibility; as well as the need to protect corporate reputation and to develop brand loyalty and competitive advantage. In India specially after the enactment of Companies Act 2013 Corporate Responsibility has become part of mandatory disclosure.

Contents:

Unit I: Introduction to Corporate Citizenship and Governance: Definitions and drivers

Unit II: Background: How Globalization is Affecting Corporate Social Responsibility:
   a) Dynamics of the Interaction Between Corporate Social Responsibility and Globalization (Current Economic Crisis, Inequality and Responsible Capitalism (Conscious Capitalism) debate
   b) The Triple bottom line debate Rio 20+ debates)

   a) Corporates and “Economic Society”: Social Responsibility
   b) Corporates and “Political Society”: Civil Responsibility
   c) Corporates and Governance – The Political Role of Corporations

Unit IV: Transnational Actors and World Politics, Regulatory Arbitrage and MNCs
   a) Underpinning debates in Power and Responsibility taxonomy (Policy capture, lobbying and costs of failed corporate responsibilities - Examples – Union Carbine, Nike, B.P , Enron, Shell, Satyam )

Unit V: Reining In the Government Again
   a) International and National Initiatives for Responsible Governance – Global initiatives’, policies and reforms (some examples like Charters of Values, Codes
of Ethics, GRI, MDGs and SD, Fair Trading, Ethical Investment, ISO 26000, etc)

Unit VI: Corporate Governance Practices in India – Regulatory and institutional landscape
 a) History of Responsible Corporate Governance in India
 b) Principal provisions of the company act 1956 with respect to improving quality of governance, Clause 49 of the listing Agreement. (SEBI), Sustainability and CSR Guidelines 2011, and Companies Act-2013

Unit VII: Regulatory pyramid and the cycles of regulation debates:
 a) Interaction of cycles of regulation and ‘law and norms’ discourse, self regulation and mandatory regulations etc and soft and hard laws

Course Learning Outcome: It provides students with a theoretically underpinned analytical perspective on Corporate Citizenship and enabling them to critically assess issues, initiatives, drivers and responses by government and corporates. The paper Corporate Citizenship and Governance is also designed to provide a broad understanding of Corporate Citizenship and governance. To stimulate critical thinking in this domain and to train oneself into problem-focused decision-making on a range of inextricably interlinked aspects of economic, social and environmental issues that affect the theory and operation of global economy.

Suggested Readings:


Bidyut Chakrabarty, Corporate Social Responsibility in India, Routledge, Contemporary South Asia Series, 2011.


Jesas Conill, Christoph Luetge and Tatjana Schwalder-Kuntze, Corporate Citizenship, Contractarianism and Ethical Theory, Ashgate, 2008.


Govt reports/ guidelines (India)

CSR Guidelines: Companies Act 2013

CSR Guidelines for CPSEs - Department of Public Enterprises

Guidelines on Sustainable Development for CPSEs

Action Aid Report on CSR – Behind the Mask UN Global Compact Report
Master of Arts in Political Science  
Semester III/IV  
PS-E 44: The Political in Local Governance

Credits: 4  
Duration: 4 hrs./week

Course Objective:

The course will equip the students to understand the nuances of development as it relates to greater decentralization and democratization. It will equip the students with a theoretical understanding of decentralization and how institutional architecture and power relations affect governance outcomes.

Contents:

Unit I: The Local in Development: Overview of Economic Development and the Centrality of Local in Development

Unit II: Understanding ‘Rural’ and ‘Urban’ Power & Biases

Unit III: Institutional framework for Development: Political Executive, Planning Agencies; Agencies and Processes of Implementation at Central, State & Local Levels

Unit IV: Decentralization and Local Governments

Unit V: Devolution and functioning of Panchayati Raj Institutions

Unit VI: Development, Devolution and Urban Local Bodies

Unit VII: People’s Participation in Rural-Urban Development: Role of Citizens Groups & NGO’s

Course Learning Outcome: To explore the practices of decentralization and democratization with a view to understanding how institutional architecture and power relations affect governance outcomes.

Suggested Readings:


B.B. Mishra, District Administration and Rural Development in India, Oxford University Press, Delhi, 1983.


Nirija Gopal Jayal et. al., Local Governance in India: Decentralization and Beyond, Oxford University Press: New Delhi, 2005.


Master of Arts in Political Science
Semester III/IV
PS-E 45: Environmental Policies & Politics

Credits: 4
Duration: 4 hrs./week

Course Objective:

The course will equip the students with theoretical perspectives of understanding of the challenges posed by nature from a developing country and livelihoods perspective. It will also equip them to understand the emerging political and policy issues related to the environment as well as various social and economic dimensions due to environmental degradation.

Contents:

Unit I: Environmental Philosophies, Politics and Ethics

Unit II: Environment, Institutions and Governance: State, Market, Community & Local Governments:
- a) State: Hardin and the Tragedy of the Commons
- b) Market: Pricing for Sustainability
- c) Community & Local Government Management: A Developing Country Perspective

Unit III. Resources, Protest & Poverty:
- a) Forests: State, Trade & Community
- b) Biodiversity, Protected Areas & People
- c) Irrigation - Dams & Canals: State, Science & Inequities
- d) Agriculture, Soil Management & Cash Crops: Implications to Environment & Women’s Lives
- e) Land, Displacement & Resettlement: Power, Culture & Resistance
- f) Industrialization, Urbanization & Pollution: Institutional Challenges

Unit IV: Gender and Environment

Unit V: Climate Change: Global Commons and Local Initiatives

Course Learning Outcome: To study emerging political and policy issues related to environmental degradation.

Suggested Readings:

Amita Baviskar, In the Belly of the River, Delhi: Oxford University Press, 1996.


S Buckingham-Hatfield, Gender and Environment, Routledge, 1999.


Master of Arts in Political Science  
Semester III/IV  
PS-OE 01: Ethics and Governance  

Credits: 2  
Duration: 2hrs./week

Course Objective: The question on why and how must we, the modern citizens, attribute moral values to collective actors assumes deep significance for students of social sciences, especially for those who study politics. The question today assumes all the more significance given the fact that the scope and nature of governance has become wider and more complex. With the emergence of new technologies and the new ethical dilemmas they pose, the tasks of governance have become more challenging than before. The course will shed light on the changing dynamics in the relationship between ethics and governance.

Contents:

Unit I: Ethics in Public Life and Institutions: The Morality of Affect, Ethical Reasoning and Political Responsibility

Unit II: Ethical Decision-Making, Professional Expertise and Leadership Ethics

Unit III: The Values of Transparency, Privacy, Security and Accountability: A Case Study of Whistleblowing

Unit IV: Emerging Ethical Dilemmas and Policy Issues in Science and Technology: Select examples from Biometrics, Biomedicine, Biotechnology, Genetics, Big Data and Artificial Intelligence

Course Learning Outcome: The course will allow students to reflect on some real world ethical questions and equip them with the analytical and critical skills necessary to enrich their ethical decision-making abilities and the demands on leadership in the public domain.

Suggested Readings:


Crosthwaite, Jan, Gender and Bioethics, In Helga Kuhse and Peter Singer (Eds.), *A Companion to Bioethics*, 2nd Edition (Wiley Blackwell, 2009): Ch. 4


**Recommended Readings**


Master of Arts in Political Science

PS-OE 02: Understanding the International

Semester III/IV

Credits: 2  Duration: 2 hrs./week

Course Objective:
This course aims at inculcating a foundational understanding of the phenomenon of international among the students. As we live in a complex world that is characterized by an intricate interconnectedness, the necessity of understanding the multilayered and multifaceted dimensions of this world ranging from the political, economic, geographic and cultural dimensions becomes an imperative. Keeping this in mind, the proposed course seeks to teach the students the basic elements that constitute as the structural-functional foundations of our modern world. The course intends to do this by situating the conceptualization of the world from the perspective of the notion of the international. Grounding ourselves from the vantage point of political science, this course seeks to explain the meaning and nature of the current world from the perspective of socio-economic and cultural aspects. In this manner, it tends to offer an interdisciplinary understanding of the phenomenon of the international.

Contents:

Unit I: What is International?
   a. Framing the phenomenon of the international
   b. Ways of knowing the phenomenon of international

Unit II: Borders, Geography and the Making of our World
   a. Classifying the world into nation-states
   b. De-territorialization?

Unit III: One World, Singular culture?
   a. Culture, Religion and the Modern World
   b. Global Ethics and Global Justice

Unit IV: Ecology and Economy of the World
   a. Problems of Resource Management
   b. Perils of Anthropocentric Development
   c. A ‘Post-human’ Approach towards the world

Unit V: Problematizing the International
   a. Expanding the Bases of International Law
   b. Communication and Connectivity

Course Learning Outcome:
By the end of the course, the students are expected to achieve a basic understanding of the world
in which we live today from a politico-economic, geographic and socio-cultural perspective. The students are expected to be in a position to make sense of the structural and ideational drivers that determine the fundamental contours underpinning the workings of our world.

Suggested Readings:

Unit Wise Readings

Unit I


Unit II


**Unit III**


**Unit IV**


**Unit V**


**Additional Readings:**


Master of Arts in Political Science
Semester III/IV
PS-OE 03: Political Institutions And Processes In India

Credits: 2 Duration: 2hrs./week

Course Objective: This course aims to expose students from diverse disciplines to the philosophical understanding of the constitution, the modus operandi of the democratic pillars and institutional process like elections, party system, local governance.

Contents:

Unit I: Philosophical Underpinning of the Constitution
   a) Philosophy of the Constitution
   b) Fundamental Rights & Directive Principles of State Policy

Unit II: Governmental Institutions and their Functioning
   a) Legislature
   b) Executive
   c) Judiciary

Unit III: Elections and Party System in India
   a) Electoral Reforms and Election Commission
   b) Party System

Unit IV: Local Governance

Unit V: Civil Society

Course Learning Outcome: This open elective course is expected to deepen the understanding of the political philosophy, institutions, and processes in India with respect to various levels of government.

Suggested Readings:

Unit Wise Essential Readings

Unit I (a)

Unit I (b)


Unit II (a)


Unit II (b)


Unit II (c)


Unit III (a)


Unit III (b)


**Unit IV**


**Unit V**
