Department of Political Science
School of Social Sciences
University of Hyderabad
IMA- 6th Semester

Course Title: Approaches to the Study of Politics

I M.A.: **Optional Course**   **Duration: January-May**
Course Number: PS- 352
Credits: 4
Prerequisite Course / Knowledge (If any): No

Course Objective

The course charts out some key approaches to the study of Politics. It is a basic course to apprise students that the discipline is not only about formal structures of politics but focuses also on non-formal, behavioural, cultural and economic aspects of power. This is clear from the way scholars have approached political enquiry over the years which includes anti-foundational approaches like Marxist, feminist and post-modern critique and analysis.

Programme Learning Outcomes

A. Academic Competence
PL1 Disciplinary knowledge and methods including familiarity with data
PL2 Ability to connect concepts with examples
PL3 Ability to use various e-resources and develop skills of academic writing and presentation
PL4 Articulating ideas and identifying interconnections between arguments
PL5 Dealing with contending paradigms and learning to identify their strengths and limitations
PL6 Understanding the boundaries of the discipline and its engagements with other disciplines

B. Personal and Behavioural Competence
PL7 Developing social awareness and mutual understanding
PL8 Developing sensitivity to diverse social backgrounds
PL9 Appreciating different perspectives and accepting difference of opinion

C. Social Competence
PL10 Analysing political problems, their genesis and complexity
PL11 Gender Sensitization and Gender Justice
PL12 Developing an understanding of ecological issues

Course Learning Outcomes

The course will enable the students to

1. Understand the main concepts of the discipline (cognitive level: Remember)
2. Discern the art vs. science and value vs. fact debates in the discipline (Cognitive level: Analyse)

3. Understand the relevance of various methods to do political analysis (Cognitive level: Understand)
4. Show general familiarity with different approaches to the study of politics (Cognitive level: Analyse)
5. Compare and contrast the different approaches - the strength and weakness of each (Cognitive level: Evaluative)

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

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

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

Teaching

Learning methods comprise of pedagogical methods such as class room lectures and seminars, assignments, etc.

Assessment methods

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

Course Outline

1. What is Politics?
2. Concepts, theories and methods in Political Science

3. Institutional Approach: Old and New

4. Behavioural Approach and the Post-Behavioural Critique

5. Rational Choice Approach

6. Marxist and Political Economy Approaches

7. Feminist Critique and Approach

8. Post-modern and Discourse Analysis

Readings:

Apter, David, E. 1984. *Introduction to Political Analysis*. Prentice Hall.
Chandhoke, Neera. 1994. Marxian Political Economy as Method: How Political is Political Economy. *Economic and Political Weekly*, 29 (5).
Chilcote, Ronald. 1994. *Theories of Comparative Politics*. Boulder and New York: Westview Press.
Has, Michael and Henry S. Kariel, eds, 1988. *Approaches to the Study of Political Science*. Chandler Publications.
Marsh, David and Gerry Stoker, eds., 2009. *Theory and Methods in Political Science*. Palgrave Macmillan.
Paul, Darel, E. 2006. Teaching Political Economy in Political Science: A Review of International and Comparative Political Economy Syllabi. *Perspectives on Politics*, 4 (4).
Rinehart, Sue Tolleson and Susan J. Carroll. 2006. "Far from Ideal:" The Gender Politics of Political Science. *The American Political Science Review*, 100 (4).
Robertson, David. 2002. *A Dictionary of Modern Politics* (Third Edition). London: Europa Publications.
Rosenau, Pauline Marie. 1992. *Post-Modernism and the Social Sciences: Insights, Inroads, and Intrusions*. Princeton: Princeton University Press.
Handbook of Political Theory. 2004. Chapter 4: Post-Modern Approaches to Political Theory. Sage Publications.
Shapiro, Ian, Rogers M. Smith, Tarek E. Masoud,eds. 2004. *Problems and Methods in the Study of Politics*. Cambridge: Cambridge University Press.

NOTE: Additional Readings may be added while teaching the course.

Course Title: Indian Constitution

I M.A.: **Compulsory Course**   **Duration: January-May**
Course Number: PS- 151
Credits: 4
Prerequisite Course / Knowledge (If any): No

Course Objective

The course introduces the students to the history, philosophy, structure and the main provisions of the Indian Constitution.

It intends to train the students in studying the constitution, which is essential for those choosing Political Science for higher learning programmes. Therefore, the course is designed to impart them an excellent preliminary knowledge of the Indian Constitution. The course aims at encouraging the students from other streams of social sciences to learn about the Indian Constitution to enhance their interdisciplinary understanding. Moreover, the course is essential for the students because of the practical significance and political relevance of the constitution in their socio-political life.

Programme Learning Outcomes

A. Academic Competence
PL1 Disciplinary knowledge and methods including familiarity with data
PL2 Ability to connect concepts with examples
PL3 Ability to use various e-resources and develop skills of academic writing and presentation
PL4 Articulating ideas and identifying interconnections between arguments
PL5 Dealing with contending paradigms and learning to identify their strengths and limitations
PL6 Understanding the boundaries of the discipline and its engagements with other disciplines

B. Personal and Behavioural Competence
PL7 Developing social awareness and mutual understanding
PL8 Developing sensitivity to diverse social backgrounds
PL9 Appreciating different perspectives and accepting difference of opinion

C. Social Competence
PL10 Analysing political problems, their genesis and complexity
PL11 Gender Sensitization and Gender Justice
PL12 Developing an understanding of ecological issues

Course Learning Outcomes

After completion of this course, the student will be able to

1. Read and understand the text of the constitution (Cognitive level: Understand)
2. Understand the historical settings of constitution-making in India (Cognitive level: Understand, evaluate and analyse)
3. Explain the linkage between the constitution, colonial rule and the socio-political contestations surrounding constitution-making (Cognitive level: Analyse)
4. Analyse the idea of the basic structure of the constitution (Cognitive level: Analyse)
5. Evaluate the working of the constitution with a focus on the tussle between the judiciary and parliament (Cognitive level: Evaluate)
6. To assess the contribution of the Indian constitution and its limitations to shape democratic politics in India (Cognitive level: Evaluate)

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

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	Y	Y	Y						Y		Y	Y
CLO2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
CLO3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
CLO4	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y
CLO5	Y	Y	Y	Y	Y				Y	Y	Y	Y
CLO6	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
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Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Teaching

Interactive teaching/learning with the systematic involvement of students in classroom discussions. Apart from learning from the text of the Indian constitution and standard

textbooks, the students would be encouraged to look at contemporary political events in light of the principles and provisions of the constitution. In addition to developing the academic knowledge and skills of students, the course will also be orienting them in following the constitutional principles of substantive democracy, the rule of law and civility in collective and individual lives with due respect to diversity.

Assessment methods

The course shall carry 100 marks. The students will have to attend three internal tests which may include presentations, written examination, assignments, carrying 20 marks each. The best two scores will be taken to award the marks in the internal test. The final examination at the end of the semester is for 60 marks.

Course outline

1. Making of the Constitution
   a) Constitutional Reforms under Colonial Rule
   b) Constituent Assembly of India: Major Debates (nation-building, minority rights, right to property, federalism)
   References: Basu (chapter 1 and 2), Austin (chapter 1, 2 and 4), Chaube (chapter 12), Bhargava (chapter 15 and 16)
2. Basic Structure of the Constitution
   a) Preamble
   b) Fundamental rights
   c) Directive principles
   d) Federalism
   e) Secularism
   f) Judicial review
   g) Free and fair elections
   References: Basu (chapter 4, 5, 8,9 and 24), Hardgrave and Kochaneck (chapter 4),
3. Constitutional Amendments
   References: Basu (chapter 10)
4. Constitutionalism and Democracy in India
   References: Bhargava (chapter 4 and 9), Gupta (chapter 2), Jayal and Mehta (chapter 2)

Reading List

1. Austin, Granville (2013): Indian Constitution: The Cornerstone of a Nation, OUP, New Delhi.
2. Hardgrave, Robert L. and Stanley Kochaneck (2008): India: Government and Politics in a Developing Nation, Thomson: Wardsworth.
3. Basu, D. D. (2007): Introduction to the Constitution of India, Nagpur, Wadhwa and Co.

4. Chaube, Shibanikinkar (2000): Constituent Assembly of India: The Springboard of a Revolution, Manohar, New Delhi.
5. Gupta, Sobhanlal Datta (1979): Justice and Political Order in India: An Inquiry into the Institutions and Ideologies, New Delhi, KP Bagchi and Company.
6. Bhargava, Rajeev ed. (2009): Politics and Ethics of Indian Constitution, OUP, New Delhi.
7. Jayal, N. G. and P. B. Mehta eds. (2012): The Oxford Companion to Politics in India, OUP, New Delhi.

NOTE: Additional readings may be introduced while teaching the course.

Department of Political Science
School of Social Sciences
University of Hyderabad
IMA- III Semester

Course Title: Introduction to International Relations

I M.A.: **Compulsory Course**   **Duration: July-December**
Course Number: PS- 201
Credits: 4
Prerequisite Course / Knowledge (If any): No

Course Objective:

The course seeks to familiarize students with foundational aspects of the study of International Relations. It focuses on the emergence of modern state system and certain concepts associated with it. It also introduces the students to key developments in international relations such as colonisation of non-western societies and the expansion of Euro- centric state system of those regions. In addition, the course throws light on the evolution and the spread of international institutions and international law as well as various forms of inter-state interactions such as foreign policy. The course also exposes the students to various trends in international relations in the 20thcentury such as the emergence of the 'Third World' and non-western responses to western dominated international order, increasing role of non-state actors and the impact of globalization on international relations.

Programme Learning Outcomes:

A. Academic Competence
PL1 Disciplinary knowledge and methods including familiarity with data
PL2 Ability to connect concepts with examples
PL3 Ability to use various e-resources and develop skills of academic writing and presentation
PL4 Articulating ideas and identifying interconnections between arguments
PL5 Dealing with contending paradigms and learning to identify their strengths and limitations
PL6 Understanding the boundaries of the discipline and its engagements with other disciplines

B. Personal and Behavioural Competence
PL7 Developing social awareness and mutual understanding
PL8 Developing sensitivity to diverse social backgrounds
PL9 Appreciating different perspectives and accepting difference of opinion

C. Social Competence
PL10 Analysing political problems, their genesis and complexity
PL11 Gender Sensitization and Gender Justice
PL12 Developing an understanding of ecological issues

Course Learning Outcomes (5 to 8)

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

CLO-1: understand the evolution modern nation-state system in western and non-western settings (Cognitive level: Understand).

CLO-2: critically evaluate the role of international law and institutions inthe international system. (Cognitive level: Remember)

CLO-3: explain various processes of foreign policy formulation and implementation with suitable examples from global arena (Cognitive level: Remember).

CLO-4: explain the nature and the role of the 'Third world' in international relations. (Cognitive level: Understand).

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

CLO-6: analyse the role of Non-states Actors (NSAs) in international relations (Cognitive Level: Analyse).

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

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

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

Teaching

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

Assessment methods

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

Course Outline (Syllabus):

1. Evolution of Modern State System in Europe-State, Nation, Sovereignty, Territoriality

2. Colonialism and the Expansion of State System in Non-Western Societies

3. Nature of International Institutions and International Law

4. 'Third World' in international politics: Anti-Colonial and Post-Colonial Movements

5. Inter-state Interactions: the role of Foreign Policy

6. Non-State Actors in IR: Role and Significance

7. Globalization and International Relations

Essential Readings

Calvocoressi, P. (2001). *World Politics 1945-2000*. (8th ed.). Harlow: Pearson Education.

Chatterjee, A. (2010). *International Relations Today: Concepts and Application*. (2nd ed.) Noida: Pearson India Education Services Pvt. Ltd.

Goldstein, J.S. & Peevehouse, J.C. (2009). *International Relations.* (8th ed.) New Delhi: Pearson Publishers.

Halliday, F. (1994). *Rethinking International Relations*. London: Macmillan.

Mingst, K. (2001). *Essentials of International Relations.* New York: W.W. Norton & Company.

Owens, P., Baylis, J. & Smith, S. (Eds.) (2017). *Globalization of World Politics: Introduction to International* Relations. London: Oxford University Press.

Palmer, N.D. & Perkins, H.C. (2001). *International Relations: The World Community in Transition*. (3rd ed.) New Delhi: CBS Publishers and Distributors.

Smith, A.D. (1983). *State and Nation in the Third* World. Sussex: Wheat sheaf Books.

NOTE: Additional readings may be introduced while teaching the course.

UNIVERSITY OF HYDERABAD
DEPARTMENT OF POLITICAL SCIENCE

Five Year M.A Integrated Programme in Political Science

SEMESTER – III

Duration: July – December

Course Title: Introduction to Public Administration
Course No   : PS-   **Core/Optional : Core**
No of Credits   : 4 (four)   **Lecturers: 4 session /week**

Course Objective:

The objective of the course is to acquaint the students with basic concepts and approaches to the study of public administration. The course focuses on classical approaches and notes the milestones in the study of public administration.

Programme Learning Outcomes:
A. Academic Competence
PL1 Disciplinary knowledge and methods including familiarity with data
PL2 Ability to connect concepts with examples
PL3 Ability to use various e-resources and develop skills of academic writing and presentation
PL4 Articulating ideas and identifying interconnections between arguments
PL5 Dealing with contending paradigms and learning to identify their strengths and limitations
PL6 Understanding the boundaries of the discipline and its engagements with other disciplines

B. Personal and Behavioural Competence
PL7 Developing social awareness and mutual understanding
PL8 Developing sensitivity to diverse social backgrounds
PL9 Appreciating different perspectives and accepting difference of opinion

C. Social Competence
PL10 Analysing political problems, their genesis and complexity
PL11 Gender Sensitization and Gender Justice
PL12 Developing an understanding of ecological issues

Course Learning Outcomes:
At the completion of the course, the student will be able to:
CLO1. To provide a historical account of the evolution of Public Administration (Cognitive Level: Analysis)
CLO2. To understand the Politics-Administration Dichotomy (Cognitive level; understand)
CLO3. To highlight the different approaches to the study Public Administration **(**Cognitive Level: Understand**)**

CLO4. To clarify the basic concepts in Public Administration (Cognitive level: understanding)
CLO5. To explain the classical and recent theories of Public Administration (Cognitive level: Analysis)
CLO6. To analyze the recent trends in Public Administration (Cognitive Level: Analyze)

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

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

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

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

Course Outline

Public Administration: Meaning, Scope and Importance
Politics-Administration dichotomy
Approaches to Public Administration

Structural Approach
Behavioural and Human Relations Approach
Ecological Approach

Administrative Accountability
Role of Local Governments
Reforms in Administration

Readings:

D. Ravindra Prasad, V.S. Prasad & P. Satyanarayana, Administrative Thinkers, Sterling Publications, New Delhi, 2004.
Mohit Bhattacharya, New Horizons of Public Administration, Jawahar Publications, New Delhi, 2001.
Ramesh K. Arora, Public Administration; Fresh Perspectives, Aalekh Publications, Jaipu, 2004.
Avasthi & Avasthi, Indian Administration, Lakshmi Narain Agarwal, Agra, 2000.
Shiram Maheshwari & Avasthi: Public Administration, Lakshmi Naraih Agarwal, Agra, 2007.
Riggs F.W, Administration in Developing Countries: The Theory of Prismatic Societies, Houghton Miffin, Boston, 1964.

NOTE: Additional readings may be added while teaching the course.

Course Title: **Themes in Indian Politics**
Course Code No: PS-353
No of Credits: 4
Lectures: 4 Session/Week

Course Objectives

This course aims at familiarizing students with the main themes and issues behind every day political controversies in India. The objective is to show how different positions taken by the participants in these controversies are linked to substantive political perspectives. While the main context of these debates is contemporary Indian politics, reference to other countries, where appropriate, will also be made.

Programme Learning Outcomes

A. Academic Competence
PLO1: Disciplinary knowledge and methods including familiarity with data
PLO2: Ability to connect concepts with examples
PLO3: Ability to use various e-resources and develop skills of academic writing and presentation
PLO4: Articulating ideas and identifying interconnections between arguments
PLO5: Dealing with contending paradigms and learning to identify their strengths and limitations
PLO6: Understanding the boundaries of the discipline and its engagements with other disciplines

B. Personal and Behavioural Competence
PLO7: Developing social awareness and mutual understanding
PLO8: Developing sensitivity to diverse social backgrounds
PLO9: Appreciating different perspectives and accepting difference of opinion

C. Social Competence
PLO10: Analysing political problems, their genesis and complexity
PLO11: Gender Sensitization and Gender Justice
PLO12: Developing an understanding of ecological issues

Course Learning Outcomes

The course will enable students to:

CLO1: Familiarize and understand the main themes and issues behind political controversies in India (Cognitive level: Understand)
CLO2: Understand and contextualize the debates around national identity and secularism in India in a comparative perspective (Cognitive level: Analyse/evaluate)
CLO3: Assess the role and nature of civil society and political representation in India and beyond (Cognitive level: Evaluate)
CLO4: Understand and get sensitised to gender issues and environment and their relations with politics and political discourse in India (Cognitive level: Understand/Analyse)

CLO5: Identify extraordinary laws in India and understand how they implicate on Indian politics and political processes (Cognitive level: Understand)

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

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

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

Teaching

Learning methods comprise of pedagogic methods such as classroom lectures and student-teacher interactions, group discussions, talk by experts, seminars and assignments.

Assessment methods

There are three internal evaluations and one end-semester exam. Each of the internal evaluation is worth 20% of the final grade. Internal evaluation is a summative assessment method comprising of assignments, student presentations and internal/term examinations. The best two scores of internal examination will be used to compute the final score grade. The end-semester examination shall constitute 60% of the final grade, which along with the best two scores of internal examinations constitute 100%.

Course Outline

Theme I: National Identity

What does the national identity consist in? What does it privilege and who stands excluded?

Readings
Sunil Khilnani, 'Politics and National Identity', in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds.), *The Oxford Companion to Politics in India*, OUP, New Delhi, 2010.
Nivedita Menon and Aditya Nigam, 'When was the Nation?', in Nivedita Menon and Aditya Nigam, *Power and Contestation*, Orient Longman, Hyderabad, 2008.
Alfred Stepan, Juan J. Linz, and Yogendra Yadav, "The Rise of 'State-Nations'", *Journal of Democracy*, Vol.21, No.3, 2010, pp.50-68.

Theme II: Secularism

Is secularism a western concept? Is there an Indian secularism?

Readings

Neera Chandhoke, 'Why Secularism is Important?', In Chandhoke and Praveen Priyadarshi, eds, *Contemporary India: Economy, Society and Politics,* Pearson Education India, 2009.

T.N. Madan, 'The Case of India', *Daedalus,* Summer 2003.

Gurpreet Mahajan, 'Secularism as Religious Non-Discrimination: The Universal and the Particular in the Indian Context', *India Review*, Vol.1, No.1, 2002, pp.33-51

Theme III: Civil Society

Revival of 'civil society' in the West. Indian State and its critics. Does civil society contribute to the deepening of democracy?

Readings

Rajni Kothari, 'Non-Party Political Process', *Economic and Political Weekly*, Vol.19, No.5, 1984, pp. 216-214.

Gurpreet Mahajan, 'Civil society and Its Avatars: What Happened to Freedom and Democracy?', *Economic and Political Weekly*, Vol. 34, No. 29, 1999, pp.1188-96.

Michael Walzer, 'The Idea of Civil Society', Dissent, Vol. 39, Spring 1991, pp.

Stuart Corbridge, John Harris and Craig Jeffrey, 'Does India Have a Civil Society?' in Stuart Corbridge, John Harris and Craig Jeffrey, *India: Economy, Politics, Society*, pp.221-38.

Theme IV: Representation

The importance of representation to democracy. Is there a tension between democracy and representation?

Readings

Yogendra Yadav, 'Representation', in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds.), *The Oxford Companion to Politics in India*, OUP, New Delhi, 2010.

Gopal Guru, 'Social Justice', in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds.), *The Oxford Companion to Politics in India*, OUP, New Delhi, 2010.

Theme V: Environment and Development

Must economic development be at the cost of the environment? Poverty removal and ecology: Can the two be reconciled?

Readings

Amita Baviskar, *In the Belly of the River*, OUP, New Delhi, 2004, ch.2.

Smithu Kothari et al, *The Value of Nature*, Rainbow Publishers, Noida, 2003.

Vandana Shiva and J. Bandyopadhyay, 'The Evolution, Structure, and Impact of the Chipko Movement', *Mountain Research and Development*, Vol.6, No.2, 1986, pp.133-42.

Theme VI: Gender and Politics

The political importance of gender issues. Are political institutions and processes gender sensitive?

Readings

Amrita Basu, 'Gender and Politics', in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds.), *The Oxford Companion to Politics in India*, OUP, New Delhi, 2010.

Stephanie Tawa Lama-Rewal, 'Fluctuating, Ambivalent Legitimacy of Gender as a Political Category', *Economic and Political Weekly*, Vol.36, No.17, April 28, 2001, pp.1435-40.

Madhu Kishwar, 'Women and Politics: Beyond Quotas', *Economic and Political Weekly*, Vol.31, NO.43, October 26, 1996, pp.2867-74.

Kham Khan Suan Hausing, "Equality as Tradition' and Women's Reservation in Nagaland," *Economic and Political Weekly* Vol.52, No.45, November 11, 2017, pp.36-43.

Theme VII: Extraordinary Laws

Do we need extraordinary laws? Is there a need to strike a balance between national security and civil liberties?

Readings

Kamala Sankaran and Ujjwal Kumar Singh, *Towards Legal Literacy: An Introduction to Laws in India*, OUP, New Delhi, 2008.

Duncan McDuie-Ra, 'Fifty Year Disturbance: The Armed Forces Special Powers Act and Exceptionalism in a South Asian Periphery", *Contemporary South Asia*, Vol. 17, No. 3, 2009, pp. 255 - 270.

Dolly Kikon, 'The predicament of justice: Fifty years of Armed Forces Special Powers Act in India', *Contemporary South Asia*, Vol. 17, No. 3, 2009, pp.271-82.

Department of Political Science
University of Hyderabad
Course Title: **Introduction to Political Science**
1st Semester IMA

IMA: Compulsory Course
Course Number: PS- 101
Number of credits: 4
Prerequisite Course Knowledge If Any: No

Course Objective

The course aims to enable students to understand politics in theory and practice at the national and global levels in a comparative perspective. It focuses on building an understanding about the state, forms of government and political ideologies; institutional arrangements such as the legislature, executive, judiciary, and bureaucracy; political processes and participation including political parties, elections, interest groups, and movements; policy process; and global politics.

Apart from the introduction, the syllabus for the course is organized into five units of uneven weight.

Programme Learning Outcomes

A. Academic Competence
PL1 Disciplinary knowledge and methods including familiarity with data
PL2 Ability to connect concepts with examples
PL3 Ability to use various e-resources and develop skills of academic writing and presentation
PL4 Articulating ideas and identifying interconnections between arguments
PL5 Dealing with contending paradigms and learning to identify their strengths and limitations
PL6 Understanding the boundaries of the discipline and its engagements with other disciplines

B. Personal and Behavioural Competence
PL7 Developing social awareness and mutual understanding
PL8 Developing sensitivity to diverse social backgrounds
PL9 Appreciating different perspectives and accepting difference of opinion

C. Social Competence
PL10 Analysing political problems, their genesis and complexity
PL11 Gender Sensitization and Gender Justice
PL12 Developing an understanding of ecological issues

Course Learning Outcomes

The course will enable students to
1. Get familiar with the significant inquiry objectives in the study of political science, namely 'state', 'government' and 'politics' (Cognitive level: Understand)
2. Understand the working of politics and formation of governments, their functions, nature and types. (Cognitive level: Understand)

3. Develop an idea about people's understanding and participation in politics (Cognitive level: Evaluate)
4. Understand the institutional, constitutional and political ways in which policies are made and implemented (Cognitive level: Analyse)
5. Identify the processes and elements which make up global politics and how it influences domestic politics (Cognitive level: Understand/Evaluate)

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

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

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

Teaching

Learning methods comprise of pedagogic methods such as classroom lectures and student-teacher interactions, group discussions, talk by experts, seminars and assignments.

Assessment methods

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

Course Outline

Unit 1: Introduction: What is politics, why should we study politics and how do we do that?

Unit 2: What are various types of states and governments and how do they function?
      Types of government; Political ideologies; Democracy (and its varieties)

Unit 3: How do people participate in politics and how are governments formed?
      Political parties, Elections, Interest Groups, and social movements

Unit 4: How decisions are taken and implemented?
      Lawmaking bodies, Political executive, judiciary, and bureaucracy

Unit 5: How policies are made?
      Policy process

Unit 6: Politics at the global level
      Understanding world politics; Contemporary world order; Global governance

Readings:

Andrew Heywood, *Politics*, Palgrave Macmillan, 2007

Adrian Leftwich (ed), *What Is Politics*, Polity Press, Cambridge, 2004

Bernard Crick, *In Defence of Politics*, Continuum, London, 2005

Kenneth Minogue, *Politics: A very short introduction*, OUP, New York, 1995

NOTE: Additional Readings may be added while teaching the course.

University of Hyderabad
Department of Political Science

Five Year Integrated M.A Programme in Political Science
Semester - IV
Course Title: **Political Ideologies**

Course Code No: PS-….   No of Credits: 4   Lectures: 4 Session/Week
Course Objectives

The course introduces students to the main ideologies that have shaped politics across the globe. It identifies the main themes of politics and discusses how different Isms approach those themes. The emphasis is on showing how ideologies differ in their construction of the themes central to politics. The course is intended to help students understand the bases of political disputes and disagreements.

Programme Learning Outcomes

A. Academic Competence
PL1 Disciplinary knowledge and methods including familiarity with data
PL2 Ability to connect concepts with examples
PL3 Ability to use various e-resources and develop skills of academic writing and presentation
PL4 Articulating ideas and identifying interconnections between arguments
PL5 Dealing with contending paradigms and learning to identify their strengths and limitations
PL6 Understanding the boundaries of the discipline and its engagements with other disciplines

B. Personal and Behavioural Competence
PL7 Developing social awareness and mutual understanding
PL8 Developing sensitivity to diverse social backgrounds
PL9 Appreciating different perspectives and accepting difference of opinion

C. Social Competence
PL10 Analysing political problems, their genesis and complexity
PL11 Gender Sensitization and Gender Justice
PL12 Developing an understanding of ecological issues

Course Learning Outcomes

The course will enable students to
Acquaint with the concepts shared across ideologies and concepts unique to specific ideologies (Cognitive level: Understand)
Familiarise with the world views of different ideologies (Cognitive level: Understand)
Learn to see connections between basic assumptions of ideologies and the arguments composing their world views (Cognitive level: Analyse)

Learn to see how the concerns and themes of political life are addressed differently by different ideologies (Cognitive level: Analyse)
Identify the strengths and weaknesses of the diverse ideological perspectives (Cognitive level: Evaluate)

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

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	Y	Y								Y		
CLO 2	Y	Y	Y				Y		Y	Y	Y	Y
CLO 3	Y		Y	Y	Y		Y			Y		
CLO 4			Y	Y	Y				Y	Y		Y
CLO 5					Y						Y	Y
.....												

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

Teaching

Learning methods comprise of pedagogic methods such as classroom lectures and student-teacher interactions, group discussions, talk by experts, seminars and assignments.

Assessment methods

There will be three internal evaluations and one end-semester examination. Each internal evaluation is worth 20 % of the final grade. Internal evaluation is a summative assessment method comprising of assignments, student presentations and internal/term examinations. The best two scores of internal examination, worth 40% of the final grade, will be used to compute the final score grade. These evaluations will be added to the score of the final examination, which is worth 60% of final grade.

Course Outline

Ideologies:

Conservatism
Liberalism
Socialism
Anarchism
Fascism

Themes:

Tradition
Individual and Society
State
History
Nation
Violence

Readings:

Ball Terence and Richard Dagger, eds, Ideals and Ideologies: A Reader, HarperCollins, New York, 1995.

Ebenstein William, Alan Ebenstein and Edwin Fogelman, Today's Isms, Pearson, London, 1999.

Eatwell Robert and Anthony Wright, eds, Contemporary Political Ideologies, Continuum, London and New York, 2003.

Eccleshall Robert, Political Ideologies: An Introduction, Hutchinson, London, 1984.

Freeden, Sargent and Stears, eds, Oxford Handbook of Political Ideologies, OUP, Oxford, 2013.

Three Internal Examinations and End-Semester Examination will follow.

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Course Title: Comparative Politics

I M.A.: Compulsory Course   **Duration: July-December**
Course Number: PS- 455/302
Credits: 4
Prerequisite Course / Knowledge (If any): No

Course Objective

The paper introduces the idea of comparison while providing a basic understanding of key institutions and their working in multiple settings. The four themes for comparison are historical background, political economy, government institutions, and participation and elections. The countries in focus for comparison allows for adequate variation in terms of historical context and institutional features and underlines how the past shapes the contemporary. The course will not follow a strict country-by-country approach and will instead encourage cross-country conceptual/thematic comparisons

Programme Learning Outcomes

A. Academic Competence
PL1 Disciplinary knowledge and methods including familiarity with data
PL2 Ability to connect concepts with examples
PL3 Ability to use various e-resources and develop skills of academic writing and presentation
PL4 Articulating ideas and identifying interconnections between arguments
PL5 Dealing with contending paradigms and learning to identify their strengths and limitations
PL6 Understanding the boundaries of the discipline and its engagements with other disciplines

B. Personal and Behavioural Competence
PL7 Developing social awareness and mutual understanding
PL8 Developing sensitivity to diverse social backgrounds
PL9 Appreciating different perspectives and accepting difference of opinion

C. Social Competence
PL10 Analysing political problems, their genesis and complexity
PL11 Gender Sensitization and Gender Justice
PL12 Developing an understanding of ecological issues

Course Learning Outcomes

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

CLO.1 Acquaint with the concepts, theories and significant inquiry objectives in comparative politics (Cognitive level: Understand)

CLO.2 Understand the working of the main governmental institutions, their functions and relationships in the context of different political systems. (Cognitive level: Analyse)

CLO.3 Develop an idea about diversity, its nature and reasons, between the different types of political systems (Cognitive level: Evaluate)

CLO.4 Understand the institutional, constitutional and social ways through which the countries of the world work with political challenges (Cognitive level: Analyse)

CLO.5 Identify the elements in the making of different political systems based on their historical and socio-cultural context (Cognitive level: Understand)

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

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3	3	3	3	3	3	3	3	2	2
CLO2	3	3	3	3	3	3	3	3	3	3		
CLO3	3	3	3	3	3	3	3	3	3	2	3	2
CLO4	3	3	3	3	3	3	3	3	3	3	3	3
CLO5	3	3	3	3	3	3	3	3	3	3	3	2
…..												

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

Teaching/Learning Methods

Learning methods comprise of pedagogic methods such as classroom lectures and student-teacher interactions, group discussions, talk by experts, seminars and assignments.

Assessment methods

There are three internal evaluations and one end-semester exam. Each of the internal evaluation is worth 20 % of the final grade. Internal evaluation is a summative assessment method

comprising of assignments, student presentations and internal/term examinations. The best two scores of internal examination will be used to compute the final score grade. These evaluations are in addition to the final examination, which is worth 60% of final grade.

Course Outline/Syllabus

Introducing Comparative Politics
1. What is comparative politics?
2. Comparative Politics: Old and New

Themes for comparing the countries (Illustrations/Examples will be selected from countries such as Britain, US, Japan, Iran, Brazil or South Africa and Russia or China)
3. Historical Background
4. Political Economy and Development
5. Institutions and Structures of Government
6. Political Participation, New Social Movements, Political Parties, Party System and Elections

Reading List
1. Kesselman, Mark Joel Krieger, William A. Joseph. (Eds.) (2010) *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, Boston: Wadsworth, Cengage Learning. Chapters 3, 6, 7, 8, 11, 12
2. Kopstein, Jeffrey and Mark Lichbach. (2005) *Comparative Politics Interests, Identities, and Institutions in a Changing Global Order*, Cambridge: Cambridge University Press. Chapters 1, 3, 12
3. O'Neil, Patrick. (2010) E*ssentials of Comparative Politics*. New York: W. W. Norton. Chapters 1, 4, 7, 8, 9
4. Goodin, Robert E. and Hans-Dieter Klingemann (1996). *A New Handbook of Political Science*. Oxford, Oxford University Press. Chapter 12, 15
5. Hague, Rod, and Martin Harrop. (2013). *Comparative Government and Politics: An Introduction*. Basingstoke: Palgrave Macmillan. Chapters 3, 4, 5, 8, 9, 11, 12, 13, 14, 15
6. Powell, G. Bingham, Russell J. Dalton, and Kaare Strom. (2012). *Comparative Politics Today: A World View*. Boston, MA: Longman.
7. Kohli, Atul. (2004). State-Directed Development: Political Power and Industrialization in the Global Periphery, Cambridge: Cambridge University Press. Chapters 4, 5
8. Arjomand, Saïd Amir (2008) *Constitutional Politics in the Middle East with special reference to Turkey, Iraq, Iran and Afghanistan* Oxford and Portland Oregon: Hart Publishing. Chapter 2

NOTE: Additional readings may be added while teaching the course.