MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act, 1956)

FACULTY OF BEHAVIORAL AND SOCIAL SCIENCES DEPARTMENT OF SOCIAL AND POLITICAL STUDIES

CURRICULUM AND SCHEME OF EXAMINATION

B.A Political Science
Batch: 2022-2025

FOREWARD

This is to certify that this booklet contains the entire Curriculum and Scheme of Examination of Bachelors in Political Science being offered at Faculty of Behavioral and Social Sciences of this University. This has been duly vetted and finally approved by the Academic Council of the University vide 33rd Academic Council held on 21/04/2020 and changes, if any deemed appropriate, shall be duly incorporated after the necessary approval by the Academic Council.

This Curriculum and Scheme of Examination of Bachelor of Sociology shall be implemented w.e.f. AY 2020-21.

Prof. (Dr.) Naresh Grover
Date: 21/05/2020   **Dean-Academics, MRIIRS**

About the Department

Department of Social and Political Studies has been incepted as one of the core department under the Faculty of Behavioral and Social Sciences. The Department was constituted in the academic session of 2017 – 18 at MRIIRS (Deemed to be University). It offers and will offer BA/BSc (Honors), MA/MSc and PhD programs in Liberal Arts, Social and Political Studies for addressing sustainability and UN SDGs. Graduates from the department are expected to be transdisciplinary professionals who will be able to integrate and transcend the disciplines of liberal arts, social and political studies in order to address the broad social, economic, ecological, environmental, political, cultural and governance domains of sustainability in a holistic manner. This will also enable them to be thinkers, solution providers to address the real world challenges in an innovative way and address the UN SDGs. The Department will facilitate to produce this cadre of thinkers and solution providers to the real world faced with multiple challenges of sustainability by means of a liberal education philosophy, quality teaching, experimental and practical pedagogical discourse buttressed by a robust curriculum framework which will meet the past, present and futuristic needs of the evolving, changing society and its associated politics. The Department will attain this by creating philosophical principles of introspection, reflection, action and liberation within its various programmes. The programmes of the Department at the end of the day, therefore will foster a liberating journey within every student by integrating the notions of sustainability, efficiency, human welfare and quality of life through the lenses of liberal arts, social and political studies encompassing South Asian, Asian, Eastern, Oriental, Persian, Western and all forms of historical thought processes in the domain of social and political studies.

Vision of the Department

To assess, exchange, impart and attain the transcending knowledge of social and political studies for addressing the different pillars of sustainability and UN SDGs by means of knowledge, wisdom and students who are reflective, introspective and liberating at the same time.

Mission of the Department

- · Prepare and create reflective, introspective students with transdisciplinary skills of social and political studies for addressing sustainability and UN SDGs
- · Create socially, morally, ethically responsible, reflective, human, societal, political and artistic value based, introspective students who can impact and influence the public policy discourse nationally and internationally through the transdisciplinary skill set of social and political studies

Program Education Objectives (PEO's)

PEO-1: Create locally and globally reflective, introspective, social, political scientists and liberal art practitioners by generating, enabling and expanding new frontiers of transdisciplinary social and political studies to meet the past, present and futurist needs and enable a new discourse for the present and future

PEO-2: Introduce an exploratory, experimental research, investigation, pedagogical process and discourse for addressing the social, political, economic, governance, cultural and artistic challenges for meeting the goals of sustainability

PEO-3: Enable a reflective, introspective, liberating, ethics and value-based learning process for students to place them as inter and transdisciplinary professionals for future career prospects at the local, national and global level for different public policy related discourses

Program Objectives (PO's)

PO-1: Gain a reflective, exploratory, knowledge, wisdom on past, present and futuristic, interconnected challenges of liberal arts, social and political studies for sustainability

PO-2: Assimilate new, experimental, reflective, introspective, pedagogical processes with experiential applications involving normative, qualitative, empirical and quantitative techniques to contemporary, futuristic, transdisciplinary liberal arts, social and political studies for sustainability and sustainable development goals

PO-3: Comprehend, synthesize and apply normative, empirical, scientific, artistic frameworks in an interdisciplinary way to address the social, political, economic, governance, cultural and artistic challenges and goals of sustainability

PO-4: Reflect, introspect and explore an ethics and value based learning process through thetransdisciplinary lens for making an impact on the public policy discourses related to the social, political, governance, cultural domains of sustainability at the local, national and international level

Program Specific Objectives (PSOs)

PSO-1 Promote critical thinking and develop analytical and research skills, and reflective, reflexive and introspective understanding of the discipline to evaluate the contemporary problems from the lens of political science

PSO-2 Develop an exploratory, integrated, holistic and transdisciplinary approach to understand the complex and interconnected issues of political science both nationally and globally

PSO-3 Promote knowledge with ethics and moral values to create inclusive, diverse and empathetic society, and promote a democratic way of life through civic engagement

PSO-4 Develop holistic understanding and critical thinking based on values and ethic to address the multi-disciplinary nature of the discipline and to make an impact on public policy discourses, and serve and lead with empathy

Articulation Matrix (Mapping is labeled as strongly with 3, moderately with 2and low with 1)

	PO-1	PO-2	PO-3	PO-4	PSO -1	PSO -2	PSO -3	PSO -4
PEO-1	2	3	3	3	3	3	2	3
PEO-2	3	2	2	3	2	3	3	3
PEO-3	3	2	2	3	3	2	3	3

Semester and Choice Based Credit System

Each course has a certain number of credits assigned to it depending upon its duration in periods for lecture and tutorial in a week. A few courses/activities are without credit (s) and are referred to as Audit Pass Courses (APC) but are mandatory to pass as a partial fulfillment of award of degree.

Earning of credits

At the end of every course, a letter "Grade" shall be awarded in each course for which a student has registered. On obtaining a minimum Pass Grade, student shall accumulate the course credits as Earned Credits. A student's performance shall be measured by the number of credits earned and by the weighted grade point average. Grades obtained in the audit courses shall not be counted for computation of grade point average, however shall be mandatory to pass as a partial fulfillment of award of degree.

For Award of Degree of a programme **B.A. (Hons.) Political Science**, the student has to earn minimum **140 credits** during the **3-year duration** of the programme **in 6 semesters**.

The total credits required to be earned have been further classified under two baskets of courses: "Compulsory Courses Basket", and "Elective Courses Basket". The **total 98 credits required** to be earned under "Compulsory Courses Basket" and **42 credits** under "Elective Courses Basket".

All courses under "Compulsory Courses Basket", are required to be qualified and cleared/pass by each and every student enrolled under the programme and are semester-wise listed in the study scheme alongwith credits assigned to each course.

Under Elective Courses Basket, there will be three types of courses:

- Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
- Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.
- Ability Enhancement Course: the courses based upon the content that leads to Knowledge enhancement.
- Skill Enhancement Course: The courses which are meant to enhance skills in the particular course.
- Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

Under Elective Courses Basket, there will be three types of courses:

- Semester-wise courses offered by the department itself
- Open/Inter-disciplinary courses offered at the Institute/University level notified from the office of Dean-Academics.
- Massive Open Online Courses (MOOCs) available on SWAYAM Platform or any other platform as recommended by UGC/AICTE and notified from the office of Dean-Academics.

Each course shall have credits assigned to it. Student shall be required to register courses every semester for as many courses/credits specified under "Elective Courses Basket" depending upon his/her interest,

capability/pace of learning and availability of time slot (without any clash in time table) so as to earn all required total credits under the "Elective Courses Basket" during the entire programme duration.

However, for registration of courses [including courses under "Compulsory Courses Basket", "Elective Courses Basket" and Previous Semester Courses (wherein he/she was declared in-eligible on the basis of attendance or he/she could not clear the course within permissible given chances)], if any, the maximum limit in a semester shall be 30 credits.

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B.A. (Hons.) Political Science

SEMESTER- I

Course Type	Course Code	Title of Course	Pre-requisite course, Title	Code	L	T	P	Total	Int	Ext	Total	Duration of Exam	Credits
Foundation Core Courses	BPOL-DS-101	Understanding Political Theory	-	-	4	2	0	6	100	100	200	3 Hours	6
	BPOL-DS-102	Constitutional Government and Democracy in India	-	-	4	2	0	6	100	100	200	3 Hours	6
Ability Enhancement Course	CH-202-B	Environmental Studies	-	-	3	1	0	4	100	100	200	3 Hours	4
Skill Enhancement Course	BPOL-DS-103	Legislative Practices and Procedures	-	-	2	0	0	4	100	100	200	3 Hours	2
Generic Elective Course (any one)	BPOL-GE-001	Basic statistical Techniques	-	-	3	1	0	4	100	100	200	3 Hours	4
	BPOL-GE-002	Indian Economy	-	-	3	1	0	4	100	100	200	3 Hours	4
Open Elective	BPOL-OE-001	Introduction to Indian Democracy	-	-	3	0	0	3	100	100	200	3 hours	3
Total													**22**

SEMESTER-II

Course Type	Course Code	Title of Course	Pre-requisite course, Title	Code	L	T	P	Total	Int	Ext	Total	Duration of Exam	Credits
Core Course	BPOL-DS-201	Political Theory -Concepts and Debates	-	-	4	2	0	6	100	100	200	3 Hours	6
	BPOL-DS-202	Political Process in India	-	-	4	2	0	6	100	100	200	3 Hours	6
Ability Enhancement Course	BPOL-DS-203	Academic Communication and Writing	-	-	3	1	0	4	100	100	200	3 Hours	4
Skill Enhancement Course	BPOL-DS-204	Peace and Conflict Resolution	-	-	2	0	0	2	100	100	200	3 Hours	2
Generic Elective Course(any one)	BPOL-GE-003	Vedic Maths	-	-	3	1	0	4	100	100	200	3 Hours	4
	BPOL-GE-004	Introduction to Sociology	-	-	3	1	0	4	100	100	200	3 Hours	4
Total													**22**

SEMESTER- III

Course Type	Course Code	Title of Course	Pre-requisite course, Title	Code	L	T	P	Total	Int	Ext	Total	Duration of Exam	Credits
Core Course	BPOL-DS-301	Introduction to Comparative Government and Politics	-	-	4	2	0	6	100	100	200	3 Hours	6
	BPOL-DS-302	Perspectives on Public Administration	-	-	4	2	0	6	100	100	200	3 Hours	6
	BPOL-DS-303	World Theory	-	-	3	1	0	4	100	100	200	3 Hours	4
Discipline Centric Electives(Any One)	BPOL-DS-304	Nationalism in India	-	-	3	1	0	4	100	100	200	3 Hours	4
	BPOL-DS-305	Contemporary Political Economy	-	-	3	1	0	4	100	100	200	3 Hours	4
Generic Elective Course(any one)	BPOL-GE-005	Social problems and social work interventions	-	-	3	1	0	4	100	100	200	3 Hours	4
	BPOL-GE-006	Life-span Development	-	-	3	1	0	4	100	100	200	3 Hours	4
Total													**24**

SEMESTER-IV

Course Type	Course Code	Title of Course	Pre-requisite course, Title	Code	L	T	P	Total	Int	Ext	Total	Duration of Exam	Credits
Core Course	BPOL-DS-401	Political Process and Institution in Comparative Perspective	-	-	4	2	0	6	100	100	200	3 Hours	6
	BPOL-DS-402	Public Policy and Administration in India	-	-	4	2	0	6	100	100	200	3 Hours	6
	BPOL-DS-403	Global Politics	-	-	3	1	0	4	100	100	200	3 Hours	4
Discipline Centric Electives (Any One)	BPOL-DS-404	Feminism: Theory and Practice	-	-	3	1	0	4	100	100	200	3 Hours	4
	BPOL-DS-405	Gandhi and the Contemporary World	-	-	3	1	0	4	100	100	200	3 Hours	4
Generic Elective Course(any one)	BPOL-GE-007	Emerging Areas of Social work Practice	-	-	3	1	0	4	100	100	200	3 Hours	4
	BPOL-GE-008	Social Psychology	-	-	3	1	0	4	100	100	200	3 Hours	4
Total													**24**

SEMESTER-V

Course Type	Course Code	Title of Course	Pre-requisite course, Title	Code	L	T	P	Total	Int	Ext	Total	Duration of Exam	Credits
Core Course	BPOL-DS-501	Classical Political Philosophy	-	-	5	1	0	6	100	100	200	3 Hours	6
	BPOL-DS-502	Indian Political Thought I	-	-	4	2	0	6	100	100	200	3 Hours	6

Discipline Centric Electives(Any two)	BPOL-DS-503	Women, Power and Politics	-	-	4	2	0	6	100	100	200	3 Hours	6
	BPOL-DS-504	IndiaN Foreign Policy	-	-	4	2	0	6	100	100	200	3 Hours	6
	BPOL-DS-505	United Nations and Global Conflicts	-	-	4	2	0	6	100	100	200	3 Hours	6
Total													**24**

SEMESTER-VI													
Course Type	**Course Code**	**Title of Course**	**Pre-requisite course,**		**Periods/Week**				**Marks**			**Duration of Exam**	**Credits**
			Title	Code	L	T	P	Total	Int	Ext	Total		
Core Course	BPOL-DS-601	Modern Political Philosophy	-	-	5	1	0	6	100	100	200	3 Hours	6
	BPOL-DS-602	Indian Political Thought II	-	-	4	2	0	6	100	100	200	3 Hours	6
Discipline Centric Electives(Any One)	BPOL-DS-603	Development Process and Social Movements in Contemporary India	-	-	4	2	0	6	100	100	200	3 Hours	6
	BPOL-DS-604	Understanding Ambedkar	-	-	4	2	0	6	100	100	200	3 Hours	6
Compulsory Practical	BPOL-DS-651	Practice of Political Science: Disseration	-	-	0	1	5	6	100	100	200	Viva	6
Total													**24**

TOTAL CREDITS (of six semesters)	140

SEMESTER-I

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BPOL-DS-101: UNDERSTANDING POLITICAL THEORY

Periods/week Credits

Max.Marks: 200

L: 4   T: 2   6

Continuous Assessment: 100

Duration of Examination: 3 hrs.

End Semester Exam: 100

Course type: Foundation core course

Course Outcome

BPOL-DS-101.1: The students will be introduced to concepts and approaches of political theory

BPOL-DS-101.2: The students will be able to critically assess trends in political theory

BPOL-DS-101.3: The students will be able to reconcile political theory and practice

BPOL-DS-101.4: The students will be able to apply and evaluate democracies through political theory

Part A

Unit 1: Introduction to Political Theory

Unit 2: Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative

Unit 3: Approaches to Political Theory: Normative, Historical and Empirical

Unit 4: Critical and Contemporary Perspectives in Political Theory: Feminist and Post Modern

Part B

Unit 5: Democracy and its History

Unit 6: Procedural Democracy and its Critique

Unit 7: Deliberative Democracy

Unit 8: Participation and Representation

Text books/reference books

Bhargava, R and Acharya, A (eds), (2008) Political Theory : An Introduction, New Delhi, Pearson Longman.

Bellamy,R (eds), (1993) Theories and Concepts of Politics, New York: Manchester University Press.

Marsh,D and Stoker,G (eds), (n.d.) Theory and Methods in Political Science, London:Macmillan.

Kukathas, Ch and Gaus, G.F (eds), (2004) Handbook of Political Theory, New Delhi : Sage.

Vincent, A, (2004), The Nature of Political Theory, New York : Oxford University Press.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 106-128.

Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) Democracy. (2nd Edition). Buckingham: Open University Press. Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 130-146.

Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 241-258.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-101	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-101.1	3	3	2	2	3	3	2	3
BPOL-DS-101.2	3	3	3	3	3	2	2	2
BPOL-DS-101.3	3	3	3	3	3	3	2	3
BPOL-DS-101.4	2	2	3	3	3	3	2	3

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BPOL-DS-102: CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA

Periods/week Credits   Max. Marks : 200

L: 4   T: 2   6   Continuous Assessment : 100

Duration of Examination: 3 Hrs   End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-102.1: The students will be introduced to constitutional design of state structures and institutions

BPOL-DS-102.2: The students will be able to understand the working of the state and its institutions

BPOL-DS-102.3: The students will be able to understand the principles and ideals of the Indian Constitution

BPOL-DS-102.4: The students will be able to analyse and evaluate the mutual interaction of state institutions bothwithin and outside the constitutional principles.

PART A

Unit 1: The Constituent Assembly and the Constitution
   a.   Philosophy of the Constitution, the Preamble, and Features of the Constitution
   b.   Fundamental Rights and Directive Principles
Unit 2: The Legislature
   a.   Structure and Organization
   b.   Functions
   c.   Legislative Processes
   d.   Powers and Immunities
Unit 3: The Executive
   a.   Structure and Organisation
   b.   Functions and Powers
   c.   Processes

PART B

Unit 4: The Judiciary
   a.   Structure and Organisation
   b.   Appointments
   c.   Functions and Powers
   d.   Independence of Judiciary
   e.   Judicial Activism, Judicial Review and Public Interest Litigation
Unit 5: Federalism
   a.   Concept and Indian Federalism
   b.   Unitary features of the Indian Constitution
   c.   Emergency Provisions
   d.   Fifth and Sixth Schedules
   e.   Competitive and Cooperative Federalism
   f.   Inter-State Relations

Unit 6: Decentralization and Panchayati Raj Institutions

      a.   Democratic decentralization

      b.   73rd and 74th Constitutional Amendment Acts

      c.   Structure, Powers, and Functions

      d.   Challenges

Text books/reference books

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 1-40.

G. Austin, (2000) 'The Social Revolution and the First Amendment', in Working a Democratic Constitution, New Delhi: Oxford University Press, pp. 69-98.

A. Sibal, (2010) 'From Niti to Nyaya,' Seminar, Issue 615, pp 28-34.

B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in The Indian Parliament: A Democracy at Work, New Delhi: Oxford University Press, pp. 105-173.

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp. 28-42.

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) Public Institutions in India, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) Nehru to the Nineties: The Changing Office of the Prime Minister in India, Vancouver: University of British Columbia Press, pp. 20-47.

U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', Seminar, Issue 615, pp. 61-67. R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) Supreme but not Infallible: Essays in Honour of the Supreme Court of India, New Delhi: Oxford University Press, pp. 107-133.

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in Indian Politics: Constitutional Foundations and Institutional Functioning, Delhi: PHI Learning Private Ltd., pp. 166-195.

V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective, Delhi: Konark, pp. 136-159.

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in Unbroken History of Broken Promises: Indian State and Tribal People, Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91.

P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices and Controversies, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in Economic and Political Weekly, Vol. 42(39), pp. 3986-3993.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)

Surprise test/Class performance

(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement **BPOL-DS-102**	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-102.1	3	3	2	3	2	3	2	2
BPOL-DS-102.2	3	3	2	3	3	2	2	2
BPOL-DS-102.3	3	3	3	3	3	3	2	3
BPOL-DS-102.4	2	2	3	3	3	3	2	3

CH-202B: ENVIRONMENTAL STUDIES

Periods/week Credits		Max. Marks : 200

Periods/week   Credits   Max. Marks   : 200
L: 3   T: 0   3+1*   Internal   : 100
Duration of Examination: 3 Hrs   External   : 100

Pre-requisites: Basic knowledge of Environment related issues
Course Type: Fundamental

Course Outcomes: The students will be able to:

CH-202B.1. describe the multidisciplinary nature of environmental studies and importance of different types of ecosystems
CH-202B.2. explain the significance of equitable use of natural resources and biodiversity conservation.
CH-202B.3. identify the environmental problems
CH-202B.4. evaluate different environmental policies & practices
CH-202B.5. analyze ethical implications of environmental issues and disaster management
CH-202B.6. explain the duality of Chemistry

PART- A

Unit 1 : Introduction to environmental studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

Unit 2 : Ecosystems

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Unit 3 : Natural Resources : Renewable and Non-renewable Resources

- Land resources and landuse change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4 : Biodiversity and Conservation

- Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots.
- India as a mega-biodiversity nation; Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

PART-B

Unit 5 : Environmental Pollution

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies.

Unit 6 : Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Unit 7 : Human Communities and the Environment
- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Unit 8: Chemistry for peaceful purposes
- The duality of chemistry: Chemistry for peaceful purposes versus Chemical Weapons
- Dual – use nature of toxic and precursor chemicals
- Weapons of mass destructions, disarmament

Unit 9: Field work*
- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

Suggested Readings:

1. *Environmental Chemistry,* by *A K De*
2. Green Chemistry, by V K Ahluwalia
3. Textbook for Environmental Studies, by Erach Barucha
4. The duality of Chemistry, Pure Appl. Chem., Vol. 80, No. 8, pp. 1763–1772, 2008 (Available online).

The break-up for Internal marks:

Sessional tests	:	40 marks
Attendance	:	10 marks
Field work & Report writing / Model making	:	50 marks

Instructions for paper setting End Semester Examination: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B. Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Course Articulation Matrix
CSE, AU, MECH, AE, CIVIL

CO Statement (CH-202 B)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CH-202B.1	1	2	1	-	-	2	3	2	1	1	-	1	-	-	-
CH-202B.2	1	2	1	-	-	2	3	2	1	1	-	1	-	-	-
CH-202B.3	2	2	3	-	-	3	3	2	1	1	-	1	-	-	-
CH-202B.4	1	2	3	-	-	3	3	2	1	1	-	1	-	-	-
CH-202B.5	1	2	2	-	-	2	3	2	1	1	-	1	-	-	-
CH-202B.6	1	2	3	-	-	3	3	2	1	1	-	1	-	-	-

BT, ECE, EEE

CO Statement (CH-202 B)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS 04
CH-202B.1	1	2	1	-	-	2	3	2	1	1	-	1	-	-	-	-
CH-202B.2	1	2	1	-	-	2	3	2	1	1	-	1	-	-	-	-
CH-202B.3	2	2	3	-	-	3	3	2	1	1	-	1	-	-	-	-
CH-202B.4	1	2	3	-	-	3	3	2	1	1	-	1	-	-	-	-
CH-202B.5	1	2	2	-	-	2	3	2	1	1	-	1	-	-	-	-
CH-202B.6	1	2	3	-	-	3	3	2	1	1	-	1	-	-	-	-

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-DS-103: LEGISLATIVE PRACTICES AND PROCEDURES

Periods/week Credits		Max. Marks: 200
L: 2	2	Continuous Assessment: 100
Duration of Examination: 3 Hrs		End Semester Exam: 100

Course type: Skill Enhancement Course

Course Outcome

BPOL-DS-103.1: The students will be introduced to legislative processes in India at various levels

BPOL-DS-103.2: The students will be able to understand the requirements of people's representatives

BPOL-DS-103.3: The students will be to assess political process involved in the functioning of a democracy

BPOL-DS-103.4: The students will be able critically analyse policy issues and debates

PART A

UNIT I. Powers and functions of people's representative at different tiers of governance

Members of Parliament, State legislative assemblies, functionaries of rural and urban local self - government from Zila Parishad, Municipal Corporation to Panchayat/ward.

UNIT II. Supporting the legislative process

How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

UNIT III. Supporting the Legislative Committees

Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

PART B

UNIT IV. Reading the Budget Document

Overview of Budget Process, Role of Parliament in reviewing the Union BudgetUNIT

V. Budgeting Process

Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries, Legislative process, Appropriation bill and Finance Bill

UNIT VI. Support in media monitoring and communication

Types of media and their significance for legislators; Basics of communication in print and electronic media.

Text books/reference books

M. Madhavan, and N. Wahi, (2008) Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, Available at:

http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf

S. Vanka, (2008) Primer on MPLADS, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/mplads-487/

H. Kalra, (2011) Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, Available at:

http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Eng agement%20with%20the%20Legislative%20Process.pdf

Government of India, (Ministry of Parliamentary Affairs), (2009) Legislation, Parliamentary Procedure, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter- 09.htm.

Government of India, (Ministry of Parliamentary Affairs) (2009), Subordinate Legislation, Parliamentary Procedure, Available at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter- 11.htm.

D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at:

http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef2 45/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf.

O. Agarwal and T. Somanathan, (2005) 'Public Policy Making in India: Issues and Remedies', Available at:

http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SOMANA THAN.pdf

B. Debroy, (2001) 'Why we need law reform' Seminar January.

P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', (n.d.), Journal of Democracy, Vol. 18(2), pp.70-83.

Government link: http://loksabha.nic.in/; http://rajyasabha.nic.in/; http://mpa.nic.in/

K. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, Available at:

http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening %20Parliamentary%20Committees.pdf, Accessed: 19.04.2013

A. Celestine, (2011) How to Read the Union Budget PRS, Centre for Policy Research, New Delhi, Available at http://www.prsindia.org/parliamenttrack/primers/how-to-read-the- union-budget-1023/

G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', State Legislatures, Vol. 31(3).

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 10 marks.

CO statement BPOL-DS-103	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-103.1	3	3	2	2	2	3	3	2
BPOL-DS-103.2	3	3	3	3	2	3	3	3
BPOL-DS-103.3	3	3	3	3	3	3	2	3
BPOL-DS-103.4	2	3	3	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES (MRIIRS)

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BPOL-GE-001: BASIC STATISTICAL TECHNIQUES

Periods/week   Credits
L: 3T: 1 P: 0   Total: 4
Duration of examination: 3hrs.

Maximum marks:200
Continuous Assessment   :100
End Semester Examination : 100

Course Type: Core

Course Outcome
By the end of course, students would be able to understand:
BPOL-GE-001.1 Advanced topics of statistical analysis
BPOL-GE-001.2 The use of statistical tools in data analysis
BPOL-GE-001.3 Application of statistical inferences in research and analysis

Unit-1: Moments, Skewness and Kurtosis
Moments: moment generating function, raw moments and central moments; skewness: importance, types and measures; kurtosis: importance, types and measures.

Unit-2: Regression
Regression analysis: regression equations and their angles, least squares estimation, properties of regression coefficients, relationship between correlation and regression coefficients.

Unit-3: Index Numbers
Concepts and uses of index numbers; necessity to construct value index from price index; methods of index numbers: construction and importance of Fisher's, Laspeyer's and Paashe's indices; consistency tests: time reversal, factor reversal and circular tests; problems with index number.

Unit-4: Time Series Analysis
Time series data and its importance; components of a time series; additive and multiplicative models (proof not required); trend analysis: graphical method, semi-average method and moving average method; fitting of trend line using principle of least squares.

Unit-5: Statistical Sampling
Sample versus population; sampling techniques: various random and non-random samples; sampling weight; sample size determination.

Text books/reference books
1. S C Gupta: Fundamentals of Statistics, Himalaya Publishing House
2. A M Mathai and P N Rathie: Probability and Statistics, Macmillan
3. A M Goon, M K Gupta and B Dasgupta: Fundamentals of Statistics, World Press
4. D N Gujarati: Basic Econometrics, McGraw Hill Education (selected part)
5. S L Lohr: Sampling - Design and Analysis, Cengage

Assessment Tools
Continuous assessment:

Sessional I	30%
Sessional II	30%
Assignment	10%

Class Performance	20%
Attendance	10%

End semester paper setting instructions:

Seven questions are to be set in total. First question will be conceptual covering entire syllabus and compulsory to attempt. Three questions will be set from each Part-A and Part-B (and one from each unit). Student needs to attempt two questions out of three from each part (A and B). Each question will be of 20 marks.

Course Articulation Matrix

CO Statements	PO-1	PO-2	PO-3	PO-4	PSO -1	PSO -2	PSO -3	PSO -4
BLA-DS-203.1	2	2	1	2	2	2	2	2
BLA-DS-203.2	1	1	1	2	2	2	2	2
BLA-DS-203.3	1	2	2	2	2	2	2	2

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BPOL-GE-002: INDIAN ECONOMY

Periods/week Credits   Maximum marks   :200
L: 3   T: 1   4   Continuous Assessment   :100
Duration of theory examination: 3hrs.   End Semester Examination :100
Course Type: Core

Course Outcome

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

BPOL-GE-002.1 Understand the concept of Indian Economic Thought
BPOL-GE-002.2 Understand approaches of Indian Economic Planning
BPOL-GE-002.3 Understand the contemporary patterns of Indian Economy.
BPOL-GE-002.4 To get an understanding of the evolution of Indian Economy.

Part A

Unit 1. Definition of Indian Economy: Meaning, Nature, Significance and Scope

Unit 2. History of Indian Economic Thought

Unit 3. Phases of Indian Economic Evolution

Part B

Unit 4. Structural Changes of Indian Economy

Unit 5. Perspectives of Indian Economy

Unit 6. New Perspectives of Indian Economy

Text books/reference books

ECONOMIC THEORY, Working Paper No. 18 , A Western Perspective on Kautilya's 'Arthasastra': Does it Provide a Basis for Economic Science? by Clem Tisdel APPLICATIONS AND ISSUES , ISSN 1444-8890

Business Cycles in the Indian Economy Chris Papadopoulos

Emerging-Economy State and International Policy Studies Series editors Tetsushi Sonobe, National Graduate Institute for Policy Studies, Tokyo, Japan Takashi Shiraishi, Prefectural University of Kumamoto, Kumamoto, Japan Akihiko Tanaka, National Graduate Institute for Policy Studies, Tokyo, Japan Keiichi Tsunekawa, National Graduate Institute for Policy Studies, Tokyo, Japan Akio Takahara, Graduate School of Public Policy, The University of Tokyo, Tokyo, Japan

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
                    Sessional tests (30% + 30%)
                    Surprise test/Class performance (10%)
                    Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering

entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one

from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

CO Statement BPOL-GE-002	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-GE-002.1	3	3	2	2	3	3	2	3
BPOL-GE-002.2	3	3	3	3	3	2	2	2
BPOL-GE-002.3	3	3	3	3	3	3	2	3
BPOL-GE-002.4	2	2	3	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-OE-001: INTRODUCTION TO INDIAN DEMOCRACY

Periods/week Credits   Max. Marks: 200

L: 3, T: 0   3   Continuous Assessment: 100

Duration of Examination: 3 Hrs   End Semester Exam: 100

Course type: Open Elective

Course Outcome

BPOL-OE-001.1: The students will be introduced to the concepts of democracy and the Indian experiment with democracy

BPOL-OE-001.2: The students will be able to understand the Constitutional features of the Indian democracy

BPOL-OE-001.3: The students will be to assess political process involved in the functioning of a democracy

BPOL-OE-001.4: The students will be able critically analyse policy issues and debates

PART A

Unit 1: Concepts of Democracy
- a.   Democracy and its types
- b.   Ideals of Democracy
- c.   Significance and Functions of Democracy
- d.   Indian Democracy

Unit 2: Introduction to Constitution
- a.   Constituent Assembly
- b.   Preamble
- c.   Need, significance of the Constitution
- e.   Ideals of the Constitution

Unit 3: The Legislature and the Executive
- a.   Structure and Organisation
- b.   Functions and Powers
- c.   Processes
- d.   Checks and balances

PART B

Unit 4: The Judiciary
- a.   Structure and Organisation
- b.   Functions and Powers
- c.   Independence of Judiciary
- d.   Judicial Activism, Judicial Review and Public Interest Litigation

Unit 5: Federalism
- a.   Concept and Indian Federalism
- b.   Emergency Provisions
- c.   Competitive and Cooperative Federalism
- d.   Inter-State Relations

Unit 6: Decentralization and Panchayati Raj Institutions
- a.   Democratic decentralization

b. 73rd and 74th Constitutional Amendment Act

Text books/reference books

B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in The Indian Parliament: A Democracy at Work, New Delhi: Oxford University Press, pp. 105-173.

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp. 28-42.

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) Public Institutions in India, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) Nehru to the Nineties: The Changing Office of the Prime Minister in India, Vancouver: University of British Columbia Press, pp. 20-47.

U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', Seminar, Issue 615, pp. 61-67. R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) Supreme but not Infallible: Essays in Honour of the Supreme Court of India, New Delhi: Oxford University Press, pp. 107-133.

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in Indian Politics: Constitutional Foundations and Institutional Functioning, Delhi: PHI Learning Private Ltd., pp. 166-195.

V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective, Delhi: Konark, pp. 136-159.

P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices and Controversies, New Delhi: Permanent Black, pp. 370-404.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-OE-001	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4

BPOL-OE-001.1	3	3	2	3	2	3	2	2
BPOL-OE-001.2	3	3	2	3	3	2	2	2
BPOL-OE-001.3	3	3	3	3	3	3	2	3
BPOL-OE-001.4	2	2	3	3	3	3	2	3

SEMESTER-II

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-DS-201: POLITICAL THEORY: CONCEPTS AND DEBATES

Periods/week Credits	Max. Marks : 200
L: 4 T: 2 6	Continuous Assessment : 100
Duration of Examination: 3 Hrs	End Semester Exam: 100
Course type: Foundation core	

Course Outcome

BPOL-DS-201.1: The students will be introduced to concepts and trends of political theory

BPOL-DS-201.2: The students will be able to apply the concepts on pertinent issues

BPOL-DS-201.3: The students will be able to reconcile political theory and practice

BPOL-DS-201.4: The students will be able to holistically analyse the ongoing debates

PART A

Unit 1: Freedom

 a) Negative Freedom: Liberty

 b) Positive Freedom: Freedom as Emancipation and Development

 Important Issue: Freedom of belief, expression and dissent

Unit 2: Equality

 a) Formal Equality: Equality of opportunity

 b) Political equality

 c) Egalitarianism: Background inequalities and differential treatment

 Important Issue: Affirmative action

Unit 3: Indispensability of Justice

 a) Procedural Justice

 b) Distributive Justice

 c) Global Justice

 Important Issue: Capital punishment

PART B

Unit 4: The Universality of Rights

 a) Natural Rights

 b) Moral and Legal Rights

 c) Three Generations of Rights

 d) Rights and Obligations

 Important Issue: Right of the girl child

Unit 5: Human Rights

 a. Concept and laws

 b. Human rights -universality vs. cultural relativism

Unit 6: Emerging Debates

    a. Issues of political obligation and civil disobedience.
    b. Diversity in plural society -multiculturalism and tolerance

<u>Text books/reference books</u>

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-119.

Knowles, Dudley. (2001) Political Philosophy. London: Routledge, pp. 69- 132.

Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 51-88.

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 4-15.

Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.)Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-86.

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians.Cambridge: Polity Press, pp. 9-48.

Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). Political Concepts. Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts. Manchester: Manchester University Press, pp. 16-27.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in Essex Human Rights Review, 4(2), pp. 1-23.

Working Group on the Girl Child (2007), A Girl's Right to Live: Female Foeticide and Girl Infanticide, available on http://www.crin.org/docs/Girl's infanticide CSW 2007.txt

Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 9-26

Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 194-210.

Mookherjee, Monica, (n.d.) 'Multiculturalism', in Mckinnon, Catriona. (ed.) Issues in PoliticalTheory. New York: Oxford University Press, pp. 218- 234.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-201	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-201.1	3	3	2	3	2	3	3	2
BPOL-DS-201.2	3	3	3	3	2	3	3	3
BPOL-DS-201.3	3	3	3	3	3	3	2	3
BPOL-DS-201.4	2	3	3	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-DS-202: POLITICAL PROCESSES IN INDIA

Periods/week Credits   Max. Marks : 200

L: 4   T: 2   6   Continuous Assessment : 100

Duration of Examination: 3 Hrs   End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-202.1: The students will be introduced to the working of the Indian state

BPOL-DS-202.2: The students will be able to analyse the socio-political determinants of state

BPOL-DS-202.3: The students will be able to evaluate the constitutional rules and actual working of the IndianPolitical System

BPOL-DS-202.4: The students will be able to assess the impact of intersection of caste, gender and religion onfunctioning of the Indian politics.

PART A

Unit 1: Political Parties and the Party System

     a. Trends in the Party System

     b. From the Congress System to Multi-Party Coalitions

Unit 2: Determinants of Voting Behaviour

     a. Caste, Class, Gender and Religion

Unit 3: Regional Aspirations

     a. The Politics of Secession and Accommodation

PART B

Unit 4: Religion and Politics

     a. Debates on Secularism

     b. Minority and Majority Communalism

Unit 5: Caste and Politics

     a.   Caste in Politics
     b.   Politicization of Caste

Unit 6: Affirmative Action Policies

     a.   Women, Caste and Class

Text books/reference books

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115.

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) Transforming India: Social and Political Dynamics in Democracy, New Delhi: Oxford University Press, pp. 120-145.

C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in Religion, Caste and Politics in India, Delhi: Primus, pp. 604- 619.

M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) Ethnonationalism in India: A Reader, New Delhi: Oxford University Press, pp. 379-402.

P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in The Politics of India Since Independence, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) Indian Democracy: Meanings and Practices, New Delhi: Sage, pp. 235-256.

N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in Power and Contestation: India since 1989, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.

G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) Social Movements and the State, New Delhi: Sage Publications, pp. 293-309.

M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) 'The Politics of the OBCs', in Seminar, Issue 549, pp. 41-45.
M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) Gender Equality in Asia, Japan: Tohoku University Press, pp. 169-195.

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 143-163.

R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.

M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', Bhartiya Samajik Chintan, Vol. XII (1-2)

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

CO statement BPOL-DS-202	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-202.1	3	3	2	3	2	3	3	2
BPOL-DS-202.2	3	3	3	3	2	3	3	3
BPOL-DS-202.3	3	3	3	3	3	3	2	3
BPOL-DS-202.4	2	3	3	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-DS-203: ACADEMIC COMMUNICATION AND WRITING

Periods/week	Credits	Maximum marks : 200
L: 3 T: 1	4	Continuous assessment : 100
Duration of theory examination: 2hrs.		End Semester Examination 100

Course Outcome

After completing the course, the student will be able to:

 BPOL-DS-203.1: Identify and apply the basic rules of English communication and grammar.
 BPOL-DS-203.2: Understand the importance of writing and communication for academics
 BPOL-DS-203.3: Apply the skills and tools learnt to different forms of academic communication.
 BPOL-DS-203.4: Comprehend and critically interpret various forms of written and visual texts.
 BPOL-DS-203.5: Create academic research and manuscripts.

PART A
Unit 1: Introduction to Writing and Communication

Seeing ourselves as writers and communicators; Importance of Communication tools; basics of English grammar and speech, vocabulary skills, sentence structuring and word choice for academic writing

Unit 2: Effective Writing Skills

Important writing skills for communication – structure and cohesion; formats and styles - articles, resume and CV, minutes, notices, etc.

Unit 3: Types and purposes of Academic Writing

Importance of writing and communication in academics; academic styles - assignments; projects; reports; academic papers; dissertation; thesis

PART B
Unit 4: Writing formats for Scholarly Communication

Training for academic and scholarly writing – plagiarism; citation formats (APA, Chicago); referencing styles; bibliography; drafts and editing.

Unit 5: Oral Communication

Presentations in seminars, conferences and workshops; basic forms of public speaking – debates, declamations and elocutions; group and panel discussions – participation and moderation; personal interviews

Unit 6: Reading, Comprehension and communication of texts

Academic reading of written texts such; Interpretation of visual texts; digital texts understanding and usage in different written and oral communication styles learnt through the course.

Text books/reference books

1. Dorothy E Zemach and Lisa A Rumisek*. (n.d.) Academic writing: From Paragraph to Essay*. MacMillan.

2. R.R. Jordan. (n.d.) *Academic writing Course: Study Skills in English*. Longman Publications.

3. Eli Hinkel. (n.d) *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. London: Laurence Erlbaum Associates, Publishers.

4. Janet C Richards and Sharon K. Miller. (n.d.) *Doing Academic writing in Education: Connecting the Personal and the Professional.*

Assessment tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)

Surprise test/Class performance

(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement **BPOL-DS-203**	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-203.1	3	3	2	2	3	3	2	3
BPOL-DS-203.2	3	3	3	2	3	3	2	2
BPOL-DS-203.3	3	2	3	3	3	3	3	3
BPOL-DS-203.4	2	3	3	3	3	3	3	3
BPOL-DS-203.5	2	3	3	3	3	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

BPOL-DS-204: PEACE AND CONFLICT RESOLUTION

Periods/week Credits   Max. Marks: 200

L: 2   2   Continuous Assessment: 100

Duration of Examination: 3 Hrs   End Semester Exam: 100

Course type: Skill Enhancement Course

Course Outcome

BPOL-DS-204.1: The students will be introduced to basic concepts of conflict and peace

BPOL-DS-204.2: The students will be able to understand theories and models of the discipline

BPOL-DS-2043: The students will be to assess the historical and cultural context of organized violence

BPOL-DS-204.4: The students will be able to evaluate how peace and conflict resolution are being pursued today

PART A

Unit-1 International Peace and Conflict Resolution

Sources of War: International and Domestic Issues and Trends

Unit-2-What is Conflict: Introduction to International Conflict Resolution

Unit-3 International Conflict Resolution Theory

Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

PART B

Unit-4-Conflict resolution

Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict

Unit-5-Cross-border relationships

World's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Unit-6 -Conflict Transformation

Resolve problems through conflict analyses and instrumentation of peace conceptsGrass-roots level perspective on war and Peace

Text books/reference books

Kriesberg, Louis, 1998 Constructive Conflicts: From Escalation to Resolution, Rowman & Littlefield, Maryland, pp. 58-150

Starkey, Boyer, and Wilkenfield, 1999 Negotiating a Complex World. Rowman & Littlefield, Maryland, pp. 1-74

Zartman, William, 1995 "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, pp. 3-29

International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Levy, Jack, 1995, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, Managing Global Chaos, USIP, pp. 3-24

Carr, Edward H., 1994, "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster.

Hampson, Fen Osler, 1996 Nurturing Peace, USIP, pp. 3-25

Galtung, Johan, 1984, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, pp. 162-205

Kelman, Herbert C., 1997, "Interactive Problem Solving", in Fisher, Ronald J. (ed.) InteractiveConflict Resolution, Syracuse University Press, pp. 56-74

Kritz, Neil J., 1996, "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, Managing Global Chaos, USIP, pp. 587-606

Galtung, Johan, 1984, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, pp. 162-205

Galtung, Johan, 1980, "The Basic Need Approach", in Human Needs: a Contribution to the Current Debate, Verlag, Cambridge, pp. 55-126

Deutsch, Morton, 1973, The Resolution of Conflict: Constructive and Destructive Processes, New Haven, Yale University Press, pp. 1-123

Galtung, Johan, 1996, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, pp. 9-114

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
        Sessional tests (30% + 30%)
        Surprise test/Class performance
        (10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set

from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 10 marks.

CO statement BPOL-DS-204	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-204.1	3	2	2	3	3	3	2	2
BPOL-DS-204.2	3	3	3	2	3	3	3	3
BPOL-DS-204.3	3	2	3	2	3	3	2	3
BPOL-DS-204.4	2	3	3	3	2	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

BPOL-GE-003: VEDIC MATHEMATICS

Periods/week Credits	Max. Marks: 100
L: 3, T: 0, P:0 3	Continuous Assessment: 50
Duration of Examination: 3 Hrs	End Semester Exam: 50

Course type: Open Elective

Course Outcome

After completion of this course, the students will be able to:
BPOL-GE-003.1 The concept of vedic sutras
BPOL-GE-003.2 Mathematical operations using vedic methods
BPOL-GE-003.3 Easiest way of squaring and cubing

Part-A

Unit 1: Introduction to Vedic Mathematics
      1.1 Basics of mathematics;
      1.2 Addition and subtraction using vedic methods

Unit 2: Multiplication, Squaring and Square Roots
      2.1 Multiplication of complementary numbers like 23 x 27
      2.2 Multiplication by numbers consisting of all 9s
      2.3 Multiplication by numbers above the base
      2.4 Multiplication by numbers below the base
      2.5 Multiplication by 11
      2.6 Multiplication by 12
      2.7 Multiplication of any number by 9, 99, 999

Part-B

Unit-3: Generic Multiplication
      3.1 Multiplication by two-digit numbers
      3.2 Multiplication by three and four-digit numbers

Unit-4: Squaring, Square Root and Cubing
      4.1 Squaring of numbers in patterns
      4.2 Squaring numbers with any number of digits
      4.3 Square root
      4.4 Cubing

Text books/reference books

1. Daval Bathia: Vedic Mathematics, Jaico Publishing House
2. Bharati Krisna Trithaji and V S Agarwala: Vedic Mathematics, Motilal Banarsidass Publishers
3. Ramamurthy Natarajan: Vedic Mathematics, CreateSpace

NB: There will be fifty multiple choice questions in total; all are compulsory. Each question will carry 1 mark (nonegative marking and no calculator to be allowed).

Course Articulation Matrix

CO Statements	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PSO-1	PSO-2	PSO-3
BPOL-GE-003.1			3			2	3		
BPOL-GE-003.2	2	1	3		2	2	3	3	3
BPOL-GE-003.3		3	3	2				2	

CO Statements	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PSO-1	PSO-2	PSO-3

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BPOL-GE-004: Introduction to Sociology

Periods/week Credits   Max. Marks : 200
L: 3T: 1   4   Internal/Continuous Evaluation: 100
Duration of Examination: 3 Hrs   End Semester Exam : 100

Pre-requisites:
Course Type: General Elective
Course Outcomes: At the end of the course, the student will be able to:
BPOL-GE-004: Understand the nature and scope of sociology as a discipline
BPOL-GE-004: Analyze the nature of social stratification and the relation between individuals and society
BPOL-GE-004: Practically apply sociology in daily lives and evaluate the recent trends in the discipline

Unit 1: The nature and scope of Sociology

1.1   What is Sociology, nature, and scope of the discipline
1.2   History of Sociology; is sociology a science?
1.3   Sociology and other social sciences

Unit 2: The Individual in/and Society

2.1   Relationship between individual and society
2.2   Concepts of groups, culture, socialization
2.3 Social control: norms, values, and sanctions.

Unit 3: Social Stratification

3.1 Definition and theories
3.2 Forms of stratification
3.3 Social Mobility and Social Change

Unit 4: The Applications of Sociology

4.1 Sociology as an applied discipline – traditions in India
4.2 Sociology and social problems
4.3 Sociology and development
4.4 Sociology and social policy and action

Unit 5: Recent Trends in Sociology
5.1 Recent trends and developments in Sociology

References:

1. Harlambos, M. 1998. *Sociology: Themes and perspectives*. New Delhi: Oxford University Press.
2. Giddens, A., 2006 (5th ed.), *Sociology*, London: Oxford University Press.
3. Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill
4. Ritzer, G. 2007. *The Blackwell Encyclopedia of Sociology*. Blackwell Publishing.
5. Beattie, J., 1951, *Other Cultures*, New York: The Free Press, Chapter 2.
6. Scott, John. 2006. *Sociology: The Key Concepts*. London: Routledge.
7. Worsley, Peter. 1970. *Introducing Sociology.* Middlesex: Penguin Books.

Note: Only the latest editions of the books are recommended.
Web links: NA

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Distribution of Continuous Evaluation Table

Sessional I	30%
Sessional II	30%
Assignment	20%
Class	10%
Attendance	10%

Assessment Tools:
Assignment/Tutorials
Sessional tests
Surprise questions during lectures/Class Performance
Term end examination

ARTICULATION MATRIX:

	PO-1	PO-2	PO-3	PO-4	PSO-1	PSO-2	PSO-3	PSO-4
BPOL-GE-004.1	3	2	3	2	3	2	2	2
BPOL-GE-004.2	3	2	3	2	3	2	3	3
BPOL-GE-004.3	3	2	3	2	2	3	2	3

SEMESTER-III

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-DS-301: INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS

Periods/week Credits	Max. Marks: 200
L: 4 T: 2 6	Continuous Assessment: 100
Duration of Examination: 3 hrs.	End Semester Exam: 100

Course type: Foundation core course

Course Outcome

BPOL-DS-301.1: to familiarize students with the basic concepts and approaches to the study of comparative politics.

BPOL-DS-301.2: to examining politics in a historical framework

BPOL-DS-301.3: to engage with various themes of comparative analysis in developed and developing countries.

BPOL-DS-301.4: to apply and evaluate forms of government through theory

I. Understanding Comparative Politics

a. Nature and scope

b. Going beyond Eurocentrism

II. Historical context of modern government

a. Capitalism: meaning and development: globalization

b. Socialism: meaning, growth and development

c. Colonialism and decolonization: meaning, context, forms of colonialism; anticolonialism struggles and process of decolonization

III. Themes for comparative analysis

A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

Text books/reference books

I. Understanding Comparative Politics

J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics, Nos. 1 and 2, pp. 22-38

N. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in Economic and Political Weekly, Vol. 31 (4), January 27, pp.PE 2-PE2-PE8

II Historical context of modern government

a.   Capitalism

R. Suresh, (2010) Economy & Society -Evolution of Capitalism, New Delhi, Sage Publications, pp. 151-188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in Globalization: A Basic Text. London: Wiley-Blackwell, pp. 63-84.

b. Socialism

A. Brown, (2009) 'The Idea of Communism', in Rise and Fall of Communism, Harpercollins (e-book), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in Comparative Politics in Transition, United Kingdom: Wadsworth, pp. 195-209

R. Meek, (1957) 'The Definition of Socialism: A Comment', The Economic Journal. 67 (265), pp. 135-139.

c. Colonialism, decolonization& postcolonial society

P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), Decolonization: Perspective From Now and Then. London: Routledge, pp. 1-18.

J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, Politics in the Developing World. New Delhi: Oxford University Press, pp. 31-52.

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

III. Themes for Comparative Analysis

L. Barrington et. al (2010) Comparative Politics - Structures & Choices, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

M. Grant, (2009) 'United Kingdom Parliamentary System' in The UK Parliament. Edinburgh: Edinburgh University Press, pp. 24-43

J. McCormick, (2007) Comparative Politics in Transition, UK: Wadsworth, pp. 260-270 (China)

M. Kesselman, J. Krieger and William (2010), Introduction to Comparative Politics: Political Challenges and Changing Agendas, UK: Wadsworth. pp. 47-70 (Britain); 364- 388 (Nigeria); 625-648 (China); 415-440 (Brazil).

P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) Comparative Politics: Interest, Identities and Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp. 39-79.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
                        Sessional tests (30% + 30%)
                        Surprise test/Class performance
                        (10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-301	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4

BPOL-DS-301.1	3	3	2	2	3	3	2	3
BPOL-DS-301.2	3	3	3	3	3	2	2	2
BPOL-DS-301.3	3	3	3	3	3	3	2	3
BPOL-DS-301.4	2	2	3	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-DS-302: PERSPECTIVES ON PUBLIC ADMINISTRATION

Periods/week Credits	Max. Marks : 200
L: 4 T: 2 6	Continuous Assessment : 100
Duration of Examination: 3 Hrs	End Semester Exam: 100
Course type: Foundation core	

Course Outcome

BPOL-DS-302.1: The students will be introduced to the discipline of public administration

BPOL-DS-302.2: The students will be able to understand the working of the state and its institutions

BPOL-DS-302.3: The students will understand public administration in its historical context with an emphasis on the various classical and contemporary administrative theories

BPOL-DS-302.4: The will provide the students a comprehensive understanding on contemporary administrative developments

I.   PUBLIC ADMINISTRATION AS A DISCIPLINE

• Meaning, Dimensions and Significance of the Discipline

• Public and Private Administration

• Evolution of Public Administration

II.   THEORETICAL PERSPECTIVES

CLASSICAL THEORIES

• Scientific management (F.W.Taylor)

• Administrative Management (Gullick, Urwick and Fayol)

• Ideal-type bureaucracy (Max Weber)

NEO-CLASSICAL THEORIES

• Human relations theory (Elton Mayo)

• Rational decision-making (Herbert Simon)

CONTEMPORARY THEORIES

• Ecological approach (Fred Riggs)

• Innovation and Entrepreneurship (Peter Drucker)

III.   PUBLIC POLICY

• Concept, relevance and approaches

• Formulation, implementation and evaluation

IV.   MAJOR APPROACHES IN PUBLIC ADMINISTRATION

- New Public Administration

- New Public Management

- New Public Service Approach

- Good Governance

- Feminist Perspectives

Text books/reference books

I.   Public Administration as a Discipline

a.   Meaning, Dimensions and Significance of the Discipline.

Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999

D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) Public Administration: Understanding Management, Politics and Law in Public Sector, 7 th edition, New Delhi: McGraw Hill, pp. 1-40

W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press, pp. 85-101

b. Public and Private Administration.

M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) Classics of Public Administration, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

Evolution of Public Administration

N. Henry,Public Administration and Public Affairs, 12th edition. New Jersey: Pearson,2013

M.Bhattacharya,Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012

P.Dunleavy and C.Hood, "From Old Public Administration to New Public Management", Public Money and Management, Vol. XIV No-3, 1994

M. Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar Publishers, 2011

II. Theoretical Perspectives

Scientific Management

D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972

F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) Classics of Public Administration, 5th Edition. Belmont: Wadsworth, 2004

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), Public Administration: A Reader, New Delhi: Oxford University Press,2003

Administrative Management

D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], Administrative Thinkers, Sterling Publishers, 2010

E. J. Ferreira, A. W. Erasmus and D. Groenewald , Administrative Management, Juta Academics, 2010

Ideal Type-Bureaucracy

M. Weber,'Bureaucracy', in C. Mills, and H. Gerth, From Max Weber: Essays in Sociology. Oxford: Oxford University Press, 1946

Warren. G.Bennis, Beyond Bureaucracy, Mc Graw Hill, 1973

Human Relations Theory

D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972

B. Miner, 'Elton Mayo and Hawthrone', in Organisational Behaviour 3: Historical Origins and the Future. New York: M.E. Sharpe, 2006

Rational-Decision Making

S. Maheshwari, Administrative Thinkers, New Delhi: Macmillan, 2009

Fredrickson and Smith, 'Decision Theory', in The Public Administration Theory Primer. Cambridge: Westview Press, 2003

Ecological approach

R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), Public Administration: A reader, New Delhi, Oxford University Press, 2003

A. Singh, Public Administration: Roots and Wings. New Delhi: Galgotia Publishing Company, 2002

F. Riggs, Administration in Developing Countries: The Theory of Prismatic Society. Boston: Houghton Miffin,1964

Innovation and Entrepreneurship

Peter Drucker, Innovation and Entrepreneurship, Harper Collins,1999

Peter F. Drucker , The Practice of Management, Harper Collins, 2006

III. Public Policy

Concept, Relevance and Approaches

T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall, pp. 1-44 The Oxford Handbook of Public Policy ,OUP,2006

Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen ,The Public Policy Primer: Managing The Policy Process, Rutledge, 2010

Mary Jo Hatch and Ann .L. Cunliffe Organisation Theory : Modern, Symbolic and Postmodern Perspectives, Oxford University Press,2006

Michael Howlett, Designing Public Policies : Principles And Instruments, Rutledge, 2011 The Oxford Handbook Of Public Policy, Oxford University Press, 2006

Formulation, implementation and evaluation

Prabir Kumar De, Public Policy and Systems, Pearson Education, 2012

R.V. Vaidyanatha Ayyar, Public Policy Making In India, Pearson,2009

Surendra Munshi and Biju Paul Abraham [Eds.] Good Governance, Democratic Societies And Globalisation, Sage Publishers, 2004

IV. Major Approaches in Public Administration

a. Development administration

M. Bhattacharya, 'Chapter 2 and 4', in Social Theory, Development Administration and Development Ethics, New Delhi: Jawahar Publishers, 2006

F. Riggs,The Ecology of Public Administration, Part 3, New Delhi: Asia Publishing House, 1961 26

b. New Public Administration

M. Bhattacharya, Public Administration: Issues and Perspectives, New Delhi: Jawahar Publishers, 2012

H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004

c. New Public Management

U. Medury, Public administration in the Globalization Era, New Delhi: Orient Black Swan, 2010

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) Comparative Public Administration: The Essential Readings: Oxford University Press, 1997

C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) Classics of Public Administration, 5th Edition, Belmont: Wadsworth, 2004

d. New Public Service Approach

R.B.Denhart & J.V.Denhart *Arizona State University+ " The New Public Service: Serving Rathet Than Steering", in Public Administration Review ,Volume 60, No6,November-December 2000

e. Good Governance

A. Leftwich, 'Governance in the State and the Politics of Development', in Development and Change. Vol. 25,1994

M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press,1998 B. Chakrabarty, Reinventing Public Administration: The India Experience. New Delhi: Orient Longman, 2007

U. Medury, Public administration in the Globalisation Era, New Delhi: Orient Black Swan, 2010

f. Feminist Perspective

Camila Stivers, Gender Images In Public Administration, California : Sage Publishers,2002 Radha Kumar, The History of Doing, New Delhi: Kali For Women, 1998

Sylvia Walby, Theorising Patriarchy, Oxford, Basil Blackwell.1997

Amy. S. Wharton, The Sociology Of Gender, West Sussex : Blackwell-Wiley Publishers,2012 Nivedita Menon [ed.], Gender and Politics, Delhi: Oxford University Press, 1999

Simone De Beauvoir, The Second Sex, London: Picador, 1988

Alison Jaggar, Feminist Politics And Human Nature, Brighton: Harvester Press,1983 Maxine Molyneux and Shahra Razavi , Gender, Justice, Development and Rights ,Oxford: Oxford University Press, 2002Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)

Surprise test/Class performance

(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-302	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-302.1	3	3	2	3	2	3	2	2
BPOL-DS-3022	3	3	2	3	3	2	2	2
BPOL-DS-302.3	3	3	3	3	3	3	2	3
BPOL-DS-302.4	2	2	3	3	3	3	2	3

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BPOL-DS-303: WORLD THEORY

Periods/week   Credits   Maximum marks :200
L: 3   T: 1   4   Continuous Assessment:100
Duration of theory examination: 3hrs.   End Semester Examination:100
Course Type: Core Course

Course Outcome
On completion of this course, students will be able to:

BPOL-DS-303.1 Understand the concept of International Relations.

BPOL-DS-303.2 Understand approaches of International Relations.

BPOL-DS-303.3 Understand the contemporary understanding of international set up.

BPOL-DS-303.4 To get an understanding of world events and succeeding events.

Part A

Unit 1. Understanding International Relations: Meaning, Nature, Significance and Scope

Unit 2. Approaches: Traditional, Scientific, System Theory, Game Theory, Integration Theory, Dependence Theory and Feminist Theory

Unit 3. Contemporary: Neo Realist, Neo liberalist, Environmental, Post-Structuralist and Post- Modernist

Part B

Unit 4. End of cold War and Post-Cold War issues

Unit 5. Emerging powers

Unit 6. Regional Groupings

Unit 7. Developing Countries in the New World Order

List of References
M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave, pp. 1-4.
R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approches, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
S. Joshua. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, 2007, pp. 29-35
C. Brown and K. Ainley, (2009) Understanding International Relations, Basingstoke: Palgrave, pp. 1-16.

E. Carr, (1981) The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations, London: Macmillan, pp. 63-94.
H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 7-14.
T. Dunne and B. Scmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 90-107.
K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 29-49

Assessment Tools
Continuous assessment:

Sessional I	30%
Sessional II	30%
Assignment	10%
Class Performance	20%
Attendance	10%

End semester paper setting instructions: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and compulsory to attempt. Three questions will be set from each Part-A and Part-B (and one from each unit). Student needs to attempt two questions out of three from each part (A and B). Each question will be of 20 marks.

CO statement **BPOL-DS-303**	PO-1	PO-2	PO-3	PO-4	PSO-1	PSO-2	PSO-3	PSO-4
BPOL-DS-303.1	3	2	3	2	2	3	2	3
BPOL-DS-303.2	3	3	2	3	3	3	2	2
BPOL-DS-303.3	2	3	2	2	3	2	3	3
BPOL-DS-303.4	2	3	3	2	2	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

BPOL-DS-304: NATIONALISM IN INDIA

Periods/week Credits

L: 3   T: 1   4

Duration of Examination: 3 Hrs

Course Type: Discipline Centric Electives

Max. Marks : 200

Continuous Assessment : 100

End Semester Exam : 100

Course Outcome

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

BPOL-DS-304.1 Understand concepts and trends of nationalism

BPOL-DS-304.2 Understand concepts on pertinent issues of nationalism

BPOL-DS-304.3 Reconcile the practices of nationalism across the world

BPOL-DS-304.4 Understand concepts and approaches of nationalism holistically along with the ongoing debates

I.   **Approaches to the Study of Nationalism in India**

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

II.   **Reformism and Anti-Reformism in the Nineteenth Century**

Major Social and Religious Movements in 19th century

III.   **Nationalist Politics and Expansion of its Social Base**

a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India

b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement

c. Socialist Alternatives: Congress Socialists, Communists

IV.   **Social Movements**

a. The Women's Question: Participation in the National Movement and its Impact

b. The Caste Question: Anti-Brahminical Politics

c. Peasant, Tribals and Workers Movements

V.   **Partition and Independence**

a. Communalism in Indian Politics

b. The Two-Nation Theory, Negotiations over Partition

Text books/reference books

I. Approaches to the Study of Nationalism in India

Classical

, pp. 184-191.

R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) Contemporary India: Transitions, New Delhi: Sage Publications, pp. 25-36.

II. Reformism and Anti-Reformism in the Nineteenth Century

S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp.139-158, 234-276.

A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) Development of Modern Indian Thought and the Social Sciences, Vol. X. New Delhi: Oxford University Press.

III. Nationalist Politics and Expansion of its Social Base

S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar, (1983) Modern India (1885-1947), New Delhi: Macmillan,

P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press, pp. 76-115.

IV. Social Movements

S. Bandopadhyay, (2004) From Plassey to Partition: A history of Modern India. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) Social Movements and the State, New Delhi: Sage, pp. 13-31

V. Partition and Independence

A. Jalal, and S. Bose, (1997) Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) Rashtravad banam Deshbhakti Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.)

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)

Surprise test/Class performance

(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-304	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-304.1	3	3	2	2	2	3	2	2
BPOL-DS-304.2	3	3	3	3	2	3	3	3
BPOL-DS-304.3	3	2	3	3	3	3	2	3
BPOL-DS-304.4	2	3	2	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

BPOL-DS-305: CONTEMPORARY POLITICAL ECONOMY

Periods/week Credits   Max. Marks : 200

L: 3   T: 1   4   Continuous Assessment : 100

Duration of Examination: 3 Hrs   End Semester Exam : 100

Course type: Discipline Centric

Course Outcome

BPOL-DS-305.1: To familiarize the students with the different theoretical approaches;

BPOL-DS-305.2: To give a brief overview of the history of the evolution of the modern capitalist world

BPOL-DS-305.3: To highlight the important contemporary problems, issues and debates on how these should be addressed.

I. Approaches to Political Economy

Classical Liberalism, Marxism, Welfarism, Neo-liberalism and Gandhian approach

II. Capitalist Transformation

a. European Feudalism and Transition to Capitalism

b. Globalization: Transnational Corporations, World Trade Organization, Non-governmental Organizations (their role in development)

III. Issues in Development

(i)   Culture: Media and Television

(ii)   Big Dams and Environmental Concerns

(iii)   Military: Global Arms Industry and Arms Trade

(iv)   Knowledge Systems

IV. Globalization and Development Dilemmas

 (i) IT revolution and Debates on Sovereignty

(ii) Gender

(iii) Racial and Ethnic Problems

 (iv)Migration

Text books/reference books

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. Reviving the Invisible Hand: The Case for Classical Liberalism in the Twentyfirst Century. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.

Mandel, E. (1979) An Introduction to Marxist Economic Theory. New York: Pathfinder Press, 3rd print, pp. 3-73.

Kersbergen, K.V. and Manow, P. (2009) Religion, Class Coalition and Welfare State. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295

Harvey, D. (2005) A Brief History of Neo-liberalism. Oxford: Oxford University Press, pp. 1- 206

Ghosh, B.N. (2007) Gandhian Political Economy: Principles, Practice and Policy. Ashgate Publishing Limited, pp. 21- 88.

Phukan, M. (1998) The Rise of the Modern West: Social and Economic History of Early Modern Europe. Delhi: Macmillan India, (ch.14: Transition from Feudalism to Capitalism), pp. 420- 440.

Gilpin, R. (2003) Global Political Economy: Understanding the International Economic Order. Hyderabad: Orient Longman, pp. 278- 304.

Gilpin, R. (2003) Global Political Economy: Understanding the International Economic Order. Hyderabad: Orient Longman, Ch. 8, pp. 196- 233.

Prasad, K. (2000) NGOs and Social-economic Development Opportunities. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.

Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell, pp. 303- 311.

Singh, S. (1997) Taming the Waters: The Political Economy of Large Dams in India. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.

Held, D. and Mcrew, A. (eds.) (2000) The Global Transformations Reader. Cambridge: Polity Press, pp. 105-155.

Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J.,Smith, S. & Owens, P. (eds.) Globalization of World Politics, 4th edn., New Delhi: Oxford University Press, ch.15.

Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 10 marks.

CO statement BPOL-DS-305	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-305.1	3	3	2	2	2	3	3	2
BPOL-DS-305.2	3	3	3	3	2	3	3	3
BPOL-DS-305.3	3	3	3	3	3	3	2	3
BPOL-DS-305.4	2	3	3	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(*Deemed to be University under section 3 of the UGC Act 1956*)

BPOL-GE-005: SOCIAL PROBLEMS AND SOCIAL WORK INTERVENTIONS

Periods/week   Credits   Maximum marks   :200
L: 3   T: 1   4   Continuous Assessment :100
Duration of theory examination: 3hrs.   End Semester Examination :100

Course Type: Core

Course Outcome
BPOL-GE-005.1 Understand concepts and approaches of social problems and social work interventions

BPOL-GE-005.2 Understand concepts and approaches of social problem resolution

BPOL-GE-005.3 Understand concepts and approaches of social work intervention theory

BPOL-GE-005.4 Understand concepts and approaches of social choice theory and intervention

Part A
UNIT 1: SOCIAL PROBLEM MEANING AND CONCEPT
Introduction to Social Problems and Social Works: Definition of social problem, characteristics of social problem, types of social problem, causes of social problem

UNIT 2: CONTEMPORARY SOCIAL PROBLEMS
Contemporary social problems in India:

Poverty: meaning, causes, social consequences.

Corruption: meaning, causes, measures and suggestions for eradicating corruption

Casteism: concept and definition, factors in growth of castiesm, evil consequences of castiesm, measures for the eradication of castiesm.

Communalism: concept, definition, characteristics, causes of communalism, evil consequences and suggestions to prevent communalism,

Child labour: meaning, concept, causes, impact of child labour, measures for eradication of child labour,. Welfare schemes for child labourers

Part-B
UNIT 3: SOCIAL CHANGE
Social change-meaning, pattern, sources and agencies of social change. Social disorganization: concept, process, symptoms. Factors, types and causes of social disorganization

UNIT 4: SOCIAL LEGISLATIONS & SOCIAL WORK INTERVENTIONS
Concept of social legislation their importance.

Important social legislating in India

Role of Non-Government organizations

Text books/reference books

McCann, J. E. (1983). Design guidelines for social problem-solving interventions. The Journal of Applied Behavioral Science, 19(2), 177-189.

Merrill, K. L., Smith, S. W., Cumming, M. M., & Daunic, A. P. (2017). A review of social problem-solving interventions: Past findings, current status, and future directions. Review of Educational Research, 87(1), 71-102.

Elias, M. J., & Tobias, S. E. (1996). Social problem solving: Interventions in the schools. Guilford Press.

Assessment Tools
    Continuous assessment:

Sessional I	30%
Sessional II	30%
Assignment	10%
Class Performance	20%
Attendance	10%

End semester paper setting instructions: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and compulsory to attempt. Three questions will be set from each Part-A and Part-B (and one from each unit). Student needs to attempt two questions out of three from each part (A and B). Each question will be of 20 marks.

CO statement **BPOL-GE-005**	PO-1	PO-2	PO-3	PO-4	PSO-1	PSO-2	PSO-3	PSO-4
BPOL-GE-005.1	3	2	3	2	2	3	2	3
BPOL-GE-005.2	3	3	2	3	3	3	2	2
BPOL-GE-005.3	2	3	2	2	3	2	3	3
BPOL-GE-005.4	2	3	3	2	2	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-GE-006: LIFE-SPAN DEVELOPMENT

Periods/week Credits | Max. Marks: 100
L: 3   T: 1   4 | Continuous Evaluation: 100
Duration of Examination: 3 | End Semester Exam: 200

Course Type: Generic Elective Course

Course Outcome

BPOL-GE-006.1: Apply key issues in the study of human development, such as nature-nurture, continuity-discontinuity, research designs, and ethical standards of conducting research.

BPOL-GE-006.2: Identify significant developmental markers during infancy and childhood relating to typical and atypical development

BPOL-GE-006.3: Demonstrate an ability to apply the concepts in novel settings

BPOL-GE-006.4: Understand the structure and guideline for doing good research in lifespan development.

Unit 1: Introduction to life span development

1.1 Concept and history of developmental psychology,

1.2 Theoretical perspectives related to the development,

1.3 Research methods in studying life span development,

1.4 Growth and decline: meaning of developmental changes, significant facts about development, recent focus of interest in the life span,

1.5 Teratogenic influences,

1.6 Childbirth and its approaches,

1.7 Policy making and life span development research,

1.8 Recent trends and researches in Life span Development

Unit 2: Developmental Trends

2.1 Physical & motor development,

2.2 Cognitive development: Piaget's theory & Vygotsky's perspective,

2.3 Language development,

2.4 Socio-emotional development,

2.5 Moral development: theories and perspective,

2.6 Influences during life span: family, peers, school & media

Unit 3: Development during Prenatal period, Infancy, Early & Late Childhood and Adolescence

3.1 Prenatal period: characteristics, concept and importance of conception, period and hazards of prenatal development,

3.2 Infancy: major adjustments, conditions influencing adjustments to postnatal life, characteristics and hazards,

3.3 Early & Late Childhood: developmental tasks, skill, play understanding, sex-role typing, hazards and happiness

3.4 Adolescence: characteristics, developmental tasks, sex interest and hazards

Unit 4: Adulthood, Middle Age & Old Age- Theory, Demography, Issues and Emerging practices

4.1 Adulthood: personal and social adjustments, characteristics, developmental tasks, social mobility &hazards,

4.2 Theories and perspectives to ageing, middle age: personal and social adjustment, vocational and family adjustment,

4.3 Old age: needs and problems of the elderly, age associated decline and diseases in old age. Changes following retirement along with social support networks for the elderly.

4.4 Contemporary themes in ageing- successful ageing, active ageing and graceful ageing.

Text Books/ Reference Books:
- L.E. Berk. 2013. Development through the lifespan. India: Pearson Education
- R.V. Kail & J.C. Cavanaugh. 2007. Human development: A life span view. Wadsworth: Cengage

Software required/Weblinks:
- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Course Articulation Matrix.

CO statement BPOL-GE-006	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PS O 2	PSO 3
BPOL-GE-006.1	3	3	3	3	3	3	3	3	2
BPOL-GE-006.2	2	3	3	2	3	3	3	2	2
BPOL-GE-006.3	3	3	3	3	3	3	3	3	1
BPOL-GE-006.4	3	2	3	3	2	3	3	3	2

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

SEMESTER-IV

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-DS-401: POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE

Periods/week Credits   Max. Marks : 200

L: 4   T: 2   6   Continuous Assessment : 100

Duration of Examination: 3 Hrs   End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-401.1: The students will be students will be trained in the application of comparative methods to the study of politics

BPOL-DS-401.2: The students will be able to apply the concepts comparatively in both what we study and how we study

BPOL-DS-401.3 : The students will get some of the range of issues, literature, and methods that cover comparative political.

I. Approaches to Studying Comparative Politics
a. Political Culture
b. New Institutionalism

II. Electoral System
Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

III. Party System
Historical contexts of emergence of the party system and types of parties

IV. Nation-state
What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates

V. Democratization
Process of democratization in postcolonial, post- authoritarian and post-communist countries

VI. Federalism
Historical context Federation and Confederation: debates around territorial division of power.

Text Books/ Reference Books:

I: Approaches to Studying Comparative Politics

M. Pennington, (2009) 'Theory, Institutional and Comparative Politics', in J. Bara and Pennington. (eds.) Comparative Politics: Explaining Democratic System. Sage Publications, New Delhi, pp. 13-40. 35

M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) Comparative Political: Rationality, Culture, and Structure. Cambridge: Cambridge University Press.

B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. Politics, London: Routledge, pp. 57-81.

P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', Political Studies. XLIV, pp. 936-957.

L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et .al. (eds.) Political in the Developing World. Oxford: Oxford University Press, pp. 53-70.

II: Electoral System

A. Heywood, (2002) 'Representation, Electoral and Voting', in Politics. New York: Palgrave, pp. 223-245.

A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) Comparative politics. New Delhi: Sage Publications, pp. 93-119.

R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in Electoral Studies. 23, pp. 575-599.

III: Party System

A. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and M. Breuning, (eds) 21st Century Political Science: A Reference Book. Los Angeles: Sage Publications, pp. 150-158.

A. Heywood, (2002) 'Parties and Party System', in Politics. New York : Palgrave, pp. 247-268.

B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) Understanding Democratic Politics: An Introduction. London: Sage Publications, pp. 134-142.

IV: Nation-state

W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a …', in J. Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, pp. 13-33. 36

A. Heywood, (2002), 'The State', in Politics. New York: Palgrave, pp. 85-102

V. Democratization

T. Landman, (2003) 'Transition to Democracy', in Issues and Methods of Comparative Methods: An Introduction. London: Routledge, pp. 185-215.

K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, pp. 53-67.

J. Haynes, (1999) 'State and Society', in The Democratization. Oxford: Blackwell, pp. 20-38; 39-63.

B. Smith, (2003) 'Democratization in the Third World', in Understanding Third World Politics: Theories of Political Change and Development. London: Palgrave Macmillan, pp.250-274.

VI: Federalism

M. Burgess, (2006) Comparative Federalism: Theory and Practice. London: Routledge, pp. 135-161.

R. Watts, (2008) 'Introduction', in Comparing Federal Systems. Montreal and Kingston: McGill Queen's University Press, pp. 1-27

R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) Varieties of Federal Governance: Major Contemporary Models. New Delhi: Cambridge University Press, pp. xii-x1.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)

Surprise test/Class performance

(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be

conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-401	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-401.1	3	3	2	3	2	3	3	2
BPOL-DS-401.2	3	3	3	3	2	3	3	3
BPOL-DS-401.3	3	3	3	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-DS-402: PUBLIC POLICY AND ADMINISTRATION IN INDIA

Periods/week Credits	Max. Marks : 200
L: 4 T: 2 6	Continuous Assessment : 100
Duration of Examination: 3 Hrs	End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-402.1: The students will be introduced to the interface between public policy and administration in India

BPOL-DS-402.2: The students will be able to analyse the effectiveness of public policy in translating the governing philosophy into programs and policies

BPOL-DS-402.3: The students will be able to evaluate the public policies and making it a part of the community living.

BPOL-DS-402.4: The students will be able to assess issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective

I. Public Policy

a. Definition, characteristics and models

b. Public Policy Process in India

II. Decentralization

a. Meaning, significance and approaches and types

b. Local Self Governance: Rural and Urban

III. Budget

a. Concept and Significance of Budget

b. Budget Cycle in India

c. Various Approaches and Types Of Budgeting

IV. Citizen and Administration Interface

a. Public Service Delivery

b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

V. Social Welfare Administration

a. Concept and Approaches of Social Welfare

b. Social Welfare Policies:

- Education: Right To Education,
- Health: National Health Mission,
- Food: Right to Food Security
- Employment: MNREGA

Text Books/ Reference Books:

I. Public Policy

T. Dye, (1984) Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole

J. Anderson, (1975) Public Policy Making. New York: Thomas Nelson and sons Ltd.

M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press

T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson

Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication

II. Decentralization

Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And Politics In Rural India, OUP,2007

D. A. Rondinelli and S.Cheema, Decentralisation and Development, Beverly Hills: Sage Publishers, 1983

N.G.Jayal, Democracy and The State: Welfare, Secular and Development in Contemporary India, Oxford : Oxford University Press,1999

Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman,2007

Noorjahan Bava, Development Policies and Administration in India, Delhi: Uppal Publishers, 2001

Gabriel Almond and Sidney Verba, The Civic Culture, Boston: Little Brown, 1965

M.P.Lester, Political Participation- How and Why do People Get Involved in Politics Chicago: McNally, 1965

III. Budget

Erik-Lane, J. (2005) Public Administration and Public Management: The Principal Agent Perspective. New York: Routledge

Henry, N.(1999) Public Administration and Public Affairs. New Jersey:Prentice Hall

Caiden, N.(2004) ' Public Budgeting Amidst Uncertainity and Instability', in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. Belmont: Wadsworth

IV Citizen And Administration Interface

R. Putnam , Making Democracy Work , Princeton University Press, 1993 Jenkins, R. and Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in Third World Quarterly. June

Sharma, P.K. & Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) Decentralization: Institutions and Politics in Rural India. New Delhi: Oxford University Press Vasu Deva, E-Governance In India: A Reality, Commonwealth Publishers, 2005

World Development Report, World Bank, Oxford University Press, 1992.

M.J.Moon, The Evolution of Electronic Government Among Municipalities: Rheoteric or Reality, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004

Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies, Cambridge: Cambridge University Press, 2001.

Stephan Goldsmith and William D. Eggers, Governing By Network: The New Shape of the Public Sector, Brookings Institution [Washington], 2004

United Nation Development Programme, Reconceptualising Governance, New York, 1997 Mukhopadyay, A. (2005) 'Social Audit', in Seminar. No.551.

V. Social Welfare Administration

Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford: Oxford University Press, 1995

J.Dreze and Amartya Sen, Indian Development: Selected Regional Perspectives, Oxford: Clareland Press, 1997

Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi [ed.], Women And Food Security: Role Of Panchayats, Concept Publishers, 1997

National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf

Jugal Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005 40

K. Lee and Mills, The Economic Of Health In Developing Countries, Oxford: Oxford University Press, 1983

K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Delhi: Akansha Publishers, 2012.

Marma Mukhopadhyay and Madhu Parhar(ed.) Education in India: Dynamics of Development, Delhi: Shipra Publications, 2007

Nalini Juneja, Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors', International Institute For Educational Planning, UNESCO: Paris, 2001

Surendra Munshi and Biju Paul Abraham [eds.] Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

www.un.org/millenniumgoals

http://www.cefsindia.org

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)

Surprise test/Class performance

(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-402	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-402.1	3	3	2	3	2	3	3	2
BPOL-DS-402.2	3	3	3	3	2	3	3	3
BPOL-DS-402.3	3	3	3	3	3	3	2	3
BPOL-DS-402.4	2	3	3	3	3	3	2	3

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BPOL-DS-403: GLOBAL POLITICS

Periods/week	Credits		Maximum marks	: 200
L: 3 T: 1	4		Continuous assessment	: 100
Duration of theory examination: 3hrs.			End Semester Examination	100

Course Outcomes:

After completing the course, the student will be able :

BPOL-DS-403.1: to understand key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions Understand the importance of writing and communication for academics

BPOL-DS-403.2: to understand the working of the world economy, its anchors and resistances offered by global social movements Comprehend and critically interpret various forms of written and visual texts.

BPOL-DS-403.3: to analyze the key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

I. Globalization: Conceptions and Perspectives
a. Understanding Globalization and its Alternative Perspectives
b. Political: Debates on Sovereignty and Territoriality
c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF,
d. World Bank, WTO, TNCs
e. Cultural and Technological Dimension
f. Global Resistances (Global Social Movements and NGOs)

II. Contemporary Global Issues
a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate
b. Proliferation of Nuclear Weapons
c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments
d. Migration
e. Human Security

III. Global Shifts: Power and Governance

Text Books/ Reference Books:

I. Globalization – Conceptions and Perspectives

Understanding Globalization and its Alternative Perspectives

G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 33-62.

M. Strager, (2009) Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.

R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in Foreign Policy, No 118, pp. 104-119.

Political: Debates on Sovereignty and Territoriality

A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan, pp. 112-134.

R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) The Global Trans-Formations Reader, Cambridge: Polity Press, pp. 109-123.

Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs

A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan, pp. 454-479.

T. Cohn, (2009) Global Political Economy: Theory and Practice, pp. 130-140 (IMF), 208-218 (WTO).

R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., International Political: State-Market Relations in a Changing Global Order, Boulder: Lynne Reinner, pp. 341-351.

Cultural and Technological Dimension

D. Held and A. McGrew (eds.), (2002) Global Transformations Reader: Politics, Economics and Culture, Cambridge: Polity Press, pp. 1-50; 84-91.

M. Steger, (2009) 'Globalization: A Contested Concept', in Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.

A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in Public Culture, Vol. 12(1), pp. 1-19. Additional Reading: J. Beynon and D. Dunkerley, (eds.), (2012) Globalisation: The Reader, New Delhi: Rawat Publications, pp. 1-19.

Global Resistances (Global Social Movements and NGOs)

G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 487-504.

R. O'Brien et al., (2000) Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements, Cambridge: Cambridge University Press, pp. 1-23.

J. Fisher, (1998) Non-Governments: NGOs and Political Development in the Third World, Connecticut: Kumarian Press, pp. 1- 37 (NGO).

II. Contemporary Global Issues

Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) Global Politics, New York: Palgrave, pp. 383-411. 44

N. Carter, (2007) The Politics of Environment: Ideas, Activism, Policy, Cambridge: Cambridge University Press, pp. 13-81.

Proliferation of Nuclear Weapons

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) International Relations and World Politics: Security, Economy and Identity, New Delhi: Pearson, pp. 238-272.

International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

P. Viotti and M. Kauppi, (2007) International Relations, New Delhi: Pearson, pp. 276-307.

A. Heywood, (2011) Global Politics, New York: Palgrave, pp. 282- 301.

Migration

G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 298-322.

S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) International Relations: Perspectives For the Global South, New Delhi: Pearson, pp. 272-285.

Human Security

A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 480-493.

S. Tadjbakhsh and A. Chenoy, (2007) Human Security, London: Routledge, pp. 13-19; 123- 127; 236-243. Additional Reading: A. Acharya, (2001) 'Human Security: East versus West', in International Journal, Vol. 56, no. 3, pp. 442-460.

III. Global Shifts: Power and Governance 45 Essential Readings:

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) Governance without Government: Order and Change in World Politics, Cambridge: Cambridge University Press, pp. 1-29.

A. Kumar and D. Messner (eds), (2010) Power Shifts and Global Governance: Challenges from South and North, London: Anthem Press.

P. Dicken, (2007) Global Shift: Mapping the Changing Contours of the World Economy, New York: The Guilford Press.

J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at http://www.stir-global-shift.com/page22.php, Accessed: 19.04.2013.

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Assessment tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)

Surprise test/Class performance

(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement **BPOL-DS-403**	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-403.1	3	3	2	2	3	3	2	3
BPOL-DS-403.2	3	3	3	2	3	3	2	2
BPOL-DS-403.3	3	2	3	3	3	3	3	3

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BPOL-DS-404: FEMINISM: THEORY AND PRACTICE

Periods/week Credits	Max. Marks: 200
L: 3 T:1 4	Continuous Assessment: 100
Duration of Examination: 3 Hrs	End Semester Exam: 100

Course type: Discipline Centric Elective

Course Outcome

BPOL-DS-404.1: The students will be introduced to the contemporary debates on feminism and the history of feminist struggles

BPOL-DS-404.2: The students will be able to understand construction of gender and complexities of the patriarchy

BPOL-DS-404.3: The students will be able to assess the gendered analysis of Indian society, economy and polity

BPOL-DS-404.4: The students will be familiar with the issues with which contemporary Indian women's movements are engaged with.

I. Approaches to understanding Patriarchy

• Feminist theorizing of the sex/gender distinction. Biologism versus social constructivism

• Understanding Patriarchy and Feminism

• Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

II. History of Feminism

• Origins of Feminism in the West: France, Britain and United States of America

• Feminism in the Socialist Countries: China, Cuba and erstwhile USSR

• Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

III. The Indian Experience

• Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India

• Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights

• Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

Text Books/ Reference Books:

I. Approaches to understanding Patriarchy

Geetha, V. (2002) Gender. Calcutta: Stree.

Geetha, V. (2007) Patriarchy. Calcutta: Stree.

Jagger, Alison. (1983) Feminist Politics and Human Nature. U.K.: Harvester Press, pp. 25-350.

II. History of Feminism

Rowbotham, Shiela. (1993) Women in Movements. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) Feminism and Nationalism in the Third World. London: Zed Books, pp. 1-24,

71-108, and Conclusion.

Forbes, Geraldine (1998) Women in Modern India. Cambridge: Cambridge University Press, pp. 1-150

III. Feminist Perspectives on Indian Politics

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) Women and the Hindu Right. Delhi: Kali for Women, pp. 10-28. 70

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', Social Scientist, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) From Myths to Markets: Essays on Gender. Delhi: Manohar.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set

from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 10 marks.

CO statement BPOL-DS-404	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-404.1	3	2	2	3	3	3	2	2
BPOL-DS-404.2	3	3	3	2	3	3	3	3
BPOL-DS-404.3	3	2	3	2	3	3	2	3
BPOL-DS-404.4	2	3	3	3	2	3	3	3

BPOL-DS-405: GANDHI AND THE CONTEMPORARY WORLD

Periods/week Credits	Max. Marks: 200
L: 3 T:1 4	Continuous Assessment: 100
Duration of Examination: 3 Hrs	End Semester Exam: 100

Course type: Discipline Centric Elective

Course Outcome

BPOL-DS-405.1: The students will be able to locate Gandhiji in a global frame.

BPOL-DS-405.2: The students will be able to understand Gandhian thought and examine its practical implications.

BPOL-DS-405.3: The students will be introduced to the key instances of Gandhi's continuing influence right up to the contemporary period

BPOL-DS-405.4: The students will be able to critically evaluate his legacy.

I. Gandhi on Modern Civilization and Ethics of Development

a. Conception of Modern Civilisation and Alternative Modernity

b. Critique of Development: Narmada Bachao Andolan

II. Gandhian Thought: Theory and Action

a. Theory of Satyagraha

b. Satyagraha in Action

      i. Peasant Satyagraha: Kheda and the Idea of Trusteeship

      ii. Temple Entry and Critique of Caste

      iii. Social Harmony: 1947and Communal Unity

III. Gandhi's Legacy

a. Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)

b. The Pacifist Movement

c. Women's Movements

d. Gandhigiri: Perceptions in Popular Culture

IV. Gandhi and the Idea of Political

a. Swaraj

b. Swadeshi

Text Books/ Reference Books:

I. Gandhi on Modern Civilization and Ethics of Development

B. Parekh, (1997) 'The Critique of Modernity', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', Review of Social Economy. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in Gandhi in his Time and Ours. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in In the Belly of the River: Tribal Conflict Over Development

in the Narmada Valley, Delhi: Oxford University Press, pp.202-228. 72

R Iyer, (ed) (1993) 'Chapter 4' in The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in Self and Society: A Study in Gandhian Thought, New Delhi: Sage Publication.

II. Gandhian Thought: Theory and Action

B. Parekh, (1997) 'Satyagrah', in Gandhi: A Brief Insight, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in Peasant Nationalists of Gujarat: Kheda District, 1917-1934, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp. 93-100.

R. Iyer, (2000) 'Chapter 10 and 11', in The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 251-344

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. Social Scientist. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse, New Delhi: Sage Publication.

D. Hardiman, (2003) 'Fighting Religious Hatreds', in Gandhi in His Time and Ours. Delhi: Oxford University Press.

III. Gandhi's Legacy

D. Hardiman, (2003) 'Gandhi's Global Legacy', in Gandhi in His Time and Ours. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) In Search of Answers: Indian Women's Voices from Manushi, London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', The Hindu Available at http://www.hindu.com/2006/09/28/stories/2006092802241000.htm, Accessed: 14.04.2013.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri', Economic and Political Weekly, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) Cambridge Companion to Gandhi, Cambridge University Press 2011, pp. 199-218.

IV. Gandhi and the Idea of Political

P. Chatterjee, (1986) 'The Moment of Maneuver', in Nationalist Thought and the Colonial World: A derivative discourse?, Delhi: Zed Books.

Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', Indian Historical Review, Available at http://www.ichrindia.org/journal.pdf, Accessed: 18.04.2013.

D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in Mahatma Gandhi: Selected Political Writings, USA: Hackett Publishing, pp. 95-148.

A. Parel (ed.) (1997) 'Editor's Introduction', in Gandhi, Hind Swaraj and Other Writings Cambridge: Cambridge University Press.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 10 marks.

CO statement BPOL-DS-405	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-405.1	3	2	2	3	3	3	2	2
BPOL-DS-405.2	3	3	3	2	3	3	3	3
BPOL-DS-405.3	3	2	3	2	3	3	2	3
BPOL-DS-405.4	2	3	3	3	2	3	3	3

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BPOL-GE-007: EMERGING AREAS OF SOCIAL WORK PRACTICE

Periods/week Credits   Max. Marks: 200
L: 3   T: 1   4   Continuous Evaluation: 100
Duration of Examination: 3 Hrs   End Semester Exam: 100
Course Type: Core

Course Outcomes

BPOL-GE-007.1. Explain concepts and become skilled in the field of medical areas, child development, disability and labor issues.
BPOL-GE-007.2. Associate with the issues of workplaces, medical settings, weaker sections, disabilities and children.
BPOL-GE-007.3 Create interventions needed for the welfare of children, patients, minorities and labor.

Unit 1: Social Work with Weaker Section

Weaker Section - Concept, Criteria, Classification, Characteristics and Disabilities
Welfare of SC/ST/Backward Classes,
Constitutional Provisions and Legislations,
Welfare of SC/ST/Backward Classes, Government and Non-Government interventions,   5
Social Work interventions with weaker section

Unit II: Working with Children

Child Welfare**:** An Overview, Concept of Child Welfare,
Social scenario of Indian children,
Major problems faced by children- Bio-psychosocial problems of children,
Constitutional Provisions and Legislations governing Children,
Role of Governmental, Non-governmental, voluntary and community based organizations in Child Care and Protection
Social work interventions with children.   6

Unit III: Medical and Psychiatric Social Work

Psychiatric Social Work as a field of Social Work in India,
Nature and scope of social work practice in medical and psychiatric setting
Functions of the Psychiatric Social Worker in the following: Psychiatric Out-Patient Department and Psychiatric Ward (in-patients) in the Government General Hospitals, Day Hospitals, Child Guidance Clinics
Social work departments in hospitals, child guidance clinics, rehabilitation centers. 5

Unit IV: Occupational Social Work

Occupational social work-history, scope, principles, and components
Concept of work, employment and decent work
Problems of Workers – absenteeism, alcoholism, job insecurity, indebtedness, housing, livelihood and access to basic services
Workers in unorganized sector: Issues, problems and government initiatives
Labor welfare measures and corporate social responsibility
Emerging Issues and Concerns   6

Reading list:
1.   Social Work for Weaker Sections by Mohammad Naqi
2.   Social work in Child Health care by Shilaja Nagendra
3.   Psychiatric Social Work in India by Ratna Verma
4.   Aspects of Industry and Occupational Social Work by Debotosh Sinha
5.   Goal S L 1981, Health care Administration A Text Book New Delhi Steling Publishers Pvt.

6.   Who Expert Committee 1975, Role of Hospital in programme of Community health protection WHO technical Report service

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each PART-A and PART-B. Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

Distribution of Continuous evaluation table

Sessional- I	30%
Sessional- II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Assessment Tools:
Assignment/Tutorials.
Sessional tests.
Surprise questions during lectures/Class Performance.
End Term Examination

Course Articulation Matrix

CO Statements	PO-1	PO-2	PO-3	PO-4	PSO -1	PSO -2	PSO -3	PSO -4
BPOL-GE-007. 1	3	3	2	2	3	2	3	3
BPOL-GE-007. 2	2	2	2	3	3	3	2	3
BPOL-GE-007. 3	3	2	2	3	3	2	3	3

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BPOL-GE-008: SOCIAL PSYCHOLOGY

Periods/week	Credits	
L: 3 T:1	4	

Max. Marks : 200
Continuous Evaluation : 100
Duration of Examination: 3 Hrs   End Semester Exam : 100

Course Type: Generic Elective Course

Course Outcome:
The students will be able to-
BPOL-GE-008.1 Know different areas of social psychology
BPOL-GE-008.2 Evaluate the world around him
BPOL-GE-008.3 Analyze group and group dynamics
BPOL-GE-008.4 Critically evaluate issues relating violence, peace and cooperation

PART A
Unit 1: Introduction
1.1 Definition
1.2 Nature
1.3 Origin and Development.
1.4 Social Psychology in Indian context
1.5 Applications.

Unit 2: Understanding and Evaluating the Social World
2.1 Social cognition
2.2 Perception
2.3 Attitudes and Attitudes change.

Unit 3: Aspects of Social Interaction and Influence
3.1 Interpersonal attraction
3.2 Prosocial behavior
3.3 Aggression
3.4 Changing others behavior.

PART B
Unit 4: Group Dynamics and Intergroup Relations
4.1 Nature of groups
4.2 Consequences of belonging-performance
4.3 Decision making, cooperation and conflict
4.4 Nature of intergroup relation-prejudice
4.5 Intergroup conflict
4.6 Intervention techniques

Unit 5: Aggression
5.1 Nature of aggression
5.2 Causes of aggression
5.3 Bullying
5.4 Prevention and control on aggression

Unit 6: Recent Trends
Recent trends and development of psychology

Suggested Practicals (Any two out of the following)
- Social Psychology case study
- Questionnaire on Social Psychology topics

- Documentary analysis
- Participant and Non participant observation

Text Books/ Reference Books:
- E. Aronson, T.D. Wilson and R.M. Akert. 2010. Social Psychology (7th ed.). Boston: Prentice Hall.
- R.A. Baron, N.R. Branscombe, D. Byne, D. and G. Bhardwaj. 2010. Social Psychology (12th Edition). Delhi, Pearson.
- N.K. Chadha (ed). 2012. Social Psychology: McMillan Publishers , New Delhi

Distribution of Continuous Evaluation

Sessional I	30%
Sessional II	30%
Assignment	20%
Class Performance	10%
Attendance	10%

Software required/Weblinks:
- **Assessment Tools:**
- Assignment/Tutorials
- Sessional tests
- Term end examination

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks

Course Articulation Matrix

CO statement BPOL-GE-008	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2	PSO 3
BPOL-GE-008.1	3	3	3	3	3	3	3	3	3
BPOL-GE-008.2		3	3	3	3	3	3	3	3
BPOL-GE-008.3	3	2	3	3	3	3	3	3	3
BPOL-GE-008.4	3	3	2	2	3	3	2	3	3

SEMESTER-V

BPOL-DS-501: CLASSICAL POLITICAL PHILOSOPHY

Periods/week Credits	Max. Marks: 200
L: 5 T: 1 6	Continuous Assessment: 100
Duration of Examination: 3 Hrs.	End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-501.1: The students will be introduced to the basic concept of political philosophy.

BPOL-DS-501.2: This will help familiarizing students with the manner in which the political questions were first posed.

BPOL-DS-501.3: The students will help understand students to understand historical texts and their interpretation.

I. Text and Interpretation

II. Antiquity

Plato

Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

Aristotle

Forms, Virtue, Citizenship, Justice, State and Household Presentation themes: Classification of governments; man as zoon politikon

III. Interlude:

Machiavelli

Virtue, Religion, Republicanism Presentation themes: morality and statecraft; vice and virtue

IV. Possessive Individualism

Hobbes

Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

Locke

Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property

Text Books/ Reference Books:

I. Text and Interpretation

Essential Readings:

46 T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) Handbook of Political Theory, London: Sage Publications Ltd. pp. 18-30.

B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) The Libertarian Reader, New York: The Free Press.

J. Coleman, (2000) 'Introduction', in A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp. 1-20.

II. Antiquity:

Plato

Essential Readings:

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to the Present, Oxford: Oxford University Press, pp. 62-80

Aristotle

Essential Readings:

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 53-64.

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) 'Politics', in J. Barnes (ed.), The Cambridge Companion to Aristotle. Cambridge: Cambridge University Press, pp. 232-258

III. Interlude:

Machiavelli

Essential Readings:

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 124-130

Q. Skinner, (2000) 'The Adviser to Princes', in Machiavelli: A Very Short Introduction, Oxford: Oxford University Press, pp. 23-53

J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 163-184

IV. Possessive Individualism

Hobbes

Essential Readings:

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education pp. 131-157.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario, pp. 17-29.

Locke

Essential Readings:

A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 181-209.

J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 207-224

C. Macpherson, (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario, pp. 194-214.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)

Surprise test/Class performance

(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement **BPOL-DS-501**	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-501.1	3	3	2	2	3	3	2	3
BPOL-DS-501.2	3	3	3	3	3	2	2	2
BPOL-DS-501.3	3	3	3	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

BPOL-DS-502: INDIAN POLITICAL THOUGHT I

Periods/week Credits   Max. Marks: 200

L: 4   T: 2   6   Continuous Assessment: 100

Duration of Examination: 3 Hrs.   End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-502.1: The students will be introduced to the concept of Indian political thought.

BPOL-DS-502.2: The students will get to know the historical context in which thought emerged.

BPOL-DS-502.3: The students will have a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts.

I. Traditions of Pre-colonial Indian Political Thought

a. Brahmanic and Shramanic

b. Islamic and Syncretic.

II. Ved Vyasa (Shantiparva): Rajadharma

III. Manu: Social Laws

IV. Kautilya: Theory of State

V. Aggannasutta (Digha Nikaya): Theory of kingship

VI. Barani: Ideal Polity

VII. Abul Fazal: Monarchy

VIII. Kabir: Syncretism

Text Books/ Reference Books:

I .Traditions of Pre-modern Indian Political Thought:

Essential Readings:

B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications, pp. 17- 31. 50

A. Altekar, (1958) 'The Kingship', in State and Government in Ancient India, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications, pp. 142- 160

G. Pandey, (1978) Sraman Tradition: Its History and Contribution to Indian Culture, Ahmedabad: L. D. Institute of Indology, pp. 52-73.

S. Saberwal, (2008) 'Medieval Legacy', in Spirals of Contention, New Delhi: Routledge, pp.1-31

II. Ved Vyasa (Shantiparva): Rajadharma

Essential Readings: The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London:

University of Chicago Press.

V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in The Mahabharta: An Inquiry in the Human Condition, Delhi: Orient Longman, pp. 418- 464.

III. Manu: Social Laws

Essential Readings: Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra, New Delhi: OUP, pp. 208-213.

V. Mehta, (1992) 'The Cosmic Vision: Manu', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 23- 39.

R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in Aspects of Political Ideas and Institutions in Ancient India, Delhi: Motilal Banarsidass, pp. 233- 251.

P. Olivelle, (2006) 'Introduction', in Manu's Code of Law: A Critical Edition and Translation of the Manava – Dharmasastra, Delhi: Oxford University Press, pp. 3- 50.

IV. Kautilya: Theory of State

Essential Readings:

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), Arthasastra of Kautilya, New Delhi: Motilal Publishers, pp. 511- 514.

V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) Arthashastra of Kautilya-Part-III: A Study, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

V. Agganna Sutta (Digha Nikaya): Theory of Kingship

Essential Readings:

S. Collins, (ed), (2001) Agganna Sutta: An Annotated Translation, New Delhi: Sahitya Academy, pp. 44-49.

B. Gokhale, (1966) 'The Early Buddhist View of the State', in The Journal of Asian Studies, Vol. XXVI, (1), pp. 15- 22.

VI. Barani: Ideal Polity

Essential Reading: I. Habib, (1998) 'Ziya Barni's Vision of the State', in The Medieval History Journal, Vol. 2, (1), pp. 19- 36.

VII. Abul Fazal: Monarchy

Essential Readings:

A. Fazl, (1873) The Ain-i Akbari (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 134- 156.

VIII. Kabir: Syncreticism

Essential Readings:

Kabir. (2002) The Bijak of Kabir, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta, (1992) Foundation of Indian Political Thought, Delhi: Manohar, pp. 157- 183.

G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in Seeking Begumpura: The Social Vision of Anti Caste Intellectual, Delhi: Navayana, pp. 91- 107.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)

Surprise test/Class performance

(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement **BPOL-DS-502**	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-502.1	3	2	2	2	3	3	2	3
BPOL-DS-502.2	2	3	3	3	3	2	2	2
BPOL-DS-502.3	3	3	2	3	3	3	2	3

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BPOL-DS-503: WOMEN, POWER AND POLITICS

Periods/week Credits   Max. Marks: 200

L: 4   T: 2   6   Continuous Assessment: 100

Duration of Examination: 3 Hrs.   End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-503.1: The students will be introduced to the concept of feminism as an approach and outlook

BPOL-DS-503.2: The students will able to question the complicity of social structures and relations in gender inequality.

BPOL-DS-503.3: The students will have a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts.

I. Groundings

1. Patriarchy
   a. Sex-Gender Debates
   b. Public and Private
   c. Power

2. Feminism

3. Family, Community, State
   a. Family
   b. Community
   c. State

II. Movements and Issues
1. History of the Women's Movement in India
2. Violence against women
3. Work and Labour
   a. Visible and Invisible work
   b. Reproductive and care work
   c. Sex work

Text Books/ Reference Books:

I. Groundings

1. Patriarchy

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7

a. Sex Gender Debates
V Geetha, (2002) Gender, Kolkata, Stree, pp. 1- 20

b. Public and Private
M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black, pp. 3-10; 40- 46

c. Power
N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson, pp.148-157

2. Feminism

Essential Readings:
B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), The Feminist Reader: Local and Global Perspectives, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) Feminist Theory: A Reader, pp. 27-37

3.Family, Community and State

a.Family
R. Palriwala, (2008) 'Economics and Patriliny: Consumption and Authority within the Household' in M. John. (ed) Women's Studies in India, New Delhi: Penguin, pp. 414-423

b. Community
U. Chakravarti, (2003) Gendering Caste through a Feminist Len, Kolkata, Stree, pp. 139- 159.

c. State
C. MacKinnon, 'The Liberal State' from Towards a Feminist Theory of State, Available at http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter8, Accessed: 19.04.2013.

II. Movements and Issues

1. History of Women's Movement in India

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', Economic and Political Weekly, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba South Asian Feminisms, Durham and London: Duke University Press, pp. 333-355

2. Violence against Women

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in Recovering Subversion, New Delhi: Permanent Black, pp. 106-165

3. Work and Labour

a. Visible and Invisible work
P. Swaminathan, (2012) 'Introduction', in Women and Work, Hyderabad: Orient Blackswan, pp.1-17

b. Reproductive and care work
J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, Revisioning the Political, Boulder: Westview Press, pp. 139-156

c. Sex work

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, Sex Work, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, Sex Work, New Delhi: Women Unlimited, pp. 225-241

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)

Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-503	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-503.1	3	2	2	2	3	3	2	3
BPOL-DS-503.2	2	3	3	3	3	2	2	2
BPOL-DS-503.3	3	3	2	3	3	3	2	3

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BPOL-DS-504: INDIAN FOREIGN POLICY

Periods/week Credits	Max. Marks: 200
L: 4 T: 2 6	Continuous Assessment: 100
Duration of Examination: 3 Hrs.	End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-504.1: The students will be introduced to domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy

BPOL-DS-504.2: The students will able to understand shifts in its domestic identity and the corresponding changes at the international level.

BPOL-DS-504.3: The students will have a sense of India's evolving relations with the superpowers during the Cold War and after.

I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

II. India's Relations with the USA and USSR/Russia

III. India's Engagements with China

IV. India in South Asia: Debating Regional Strategies

V. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

VI. India in the Contemporary Multipolar World

Text Books/ Reference Books:

I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Essential Readings:
S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in India Review, Vol. 8 (1), pp. 4–19.

Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), Handbook of India's International Relations, London: Routeledge, pp.3-31

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, Trysts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.

II: India's Relations with the USA and USSR/Russia

Essential Readings:
S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in India and the Soviet Union: Trade and Technology Transfer, Cambridge University Press: Cambridge, pp. 8-28.

R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), India as an Emerging Power, Frank Cass: Portland. A. Singh, (1995) 'India's Relations with Russia and Central Asia', in International

Affairs, Vol. 71 (1): 69-81.

M. Zafar, (1984), 'Chapter 1', in India and the Superpowers: India's Political Relations with the Superpowers in the 1970s, Dhaka, University Press

III: India's Engagements with China

Essential Readings:

H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), Handbook of India's International Relations, London: Routeledge, pp. 233-242.

A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington. S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

IV: India in South Asia: Debating Regional Strategies

Essential Readings:
S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in South Asian Survey, Vol. 10 (2), pp. 185-196.

S. Cohen, (2002) India: Emerging Power, Brookings Institution Press.V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), Power realignments in Asia: China, India, and the United States, New Delhi: Sage.

V: India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

Essential Readings:
S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, India: Emerging Power, Brookings Institution Press, pp. 36-65.

A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in Third World Quarterly, Vol. 28 (5) pp. 983 – 996.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits', Working Paper, New Delhi: Centre for Policy Research. N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in Economic and Political Weekly, Vol. 35 (7), pp. 525-533.

VI: India in the Contemporary Multipolar World

Essential Readings:
R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in South Asian Survey, Vol. 15 (1), pp. 5–32.

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington. A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in International Affairs, Vol. 82 (1), pp. 59-76.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
Sessional tests (30% + 30%)

Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-504	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-504.1	3	2	3	2	3	3	2	3
BPOL-DS-504.2	2	2	3	3	3	2	2	2
BPOL-DS-504.3	3	3	2	3	3	3	2	3

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BPOL-DS-505: UNITED NATIONS & GLOBAL CONFLICTS

Periods/week Credits	Max. Marks: 200
L: 4 T: 2 6	Continuous Assessment: 100
Duration of Examination: 3 Hrs.	End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-505.1: The students will be introduced to domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy

BPOL-DS-505.2: The students will able to get a detailed account of the evolution, the organizational structure and the political processes of the UN

BPOL-DS-505.3: The students will have a critical understanding of the UN's performance until now and its scope for its reformation.

I. The United Nations

(a) An Historical Overview of the United Nations

(b) Principles and Objectives

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

(e) Millennium Development Goals

II. Major Global Conflicts since the Second World War

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia

III. Assessment of the United Nations as an International Organization: Imperatives of Reforms and the Process of Reforms

Text Books/ Reference Books:

I. The United Nations

(a) An Historical Overview of the United Nations

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 39-62.

Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson, pp. 265-282.

Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 1-20.

Gareis, S.B. and Varwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave, pp. 1-40.

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty-first century. London: Verso, pp. 47-71.

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to international relations. 4th edn. Oxford: Oxford University Press, pp. 405-422.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) Past imperfect, future uncertain: The UN at Ffifty. London: Macmillan, pp. 1-14.

(b) Principles and Objectives

Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave, pp. 15-21.

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 21-141.

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 119-135.

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) The United Nations at fifty. New Delhi, UBS, pp. 77-94.

Whittaker, D.J. (1997) 'Peacekeeping', in United Nations in the contemporary world. London: Routledge, pp. 45-56.

White, B. et al. (eds.) (2005) Issues in world politics. 3rd edn. New York: Macmillan, pp. 113-132.

(e) Millennium Development Goals

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp.264-266.

Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. United Nations for a better world. New Delhi: Lancers, pp.109-114.

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al. United Nations for a better world. New Delhi: Lancers, pp.240-248.

Ghali, B.B. (1995) An agenda for peace. New York: UN, pp.5-38.

United Nations Department of Public Information. (2008) The United Nations Today. New York: UN.

II. Major Global Conflicts since the Second World War

(a) Korean War

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education, pp. 116-124.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) International organisations in world politics. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 64-65 and 172-173.

(b) Vietnam War

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education, pp. 528-546.

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to international relations. 4th edn. Oxford: Oxford University Press, pp. 562-564.

(c) Afghanistan Wars

Achcar, G. (2004) Eastern cauldron. New York: Monthly Review Press, pp. 29-45 and 234- 241.

Achcar, G. (2003) The clash of barbarisms: Sept. 11 and the making of the new world disorder. Kolkata: K.P. Bachi & Co., pp. 76-81. Prashad, V. (2002) War against the planet. New Delhi: Leftword, pp. 1-6.

Ali, T. (ed.) (2000) Masters of the Universe. London: Verso, pp. 203-216.

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education, pp.570-576.

(d) Balkans: Serbia and Bosnia

Ali, T. (ed.) (2000) Masters of the Universe. London: Verso, pp. 230-245 and 271-284.

Kaldor, M. and Vashee, B. (eds.) (1997) New wars. London: Wider Publications for the UN University, pp. 137-144 and 153-171.

Viotti, P.R. and Kauppi, M.V. (2007) International relations and world politics-security, economy, identity. 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) International relations. 3rd edn. Delhi: Pearson Education, pp 43-51.

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp.24-27.

III. Political Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms

Roberts, A. and Kingsbury, B. (eds.) (1994) United Nations, Divided World. 2nd edn. Oxford: Clarendon Press, pp. 420-436.

Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 196-223 and 295-326.

Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave, pp. 214-242.

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education, pp. 91-112.

Assessment Tools:

> **Continuous assessment**: Class assignments and/or tutorials (20%)
> Sessional tests (30% + 30%)
> Surprise test/Class performance
> (10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-505	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-505.1	3	2	3	2	3	3	2	3
BPOL-DS-505.2	2	2	3	3	3	2	2	2
BPOL-DS-505.3	3	3	2	3	3	3	2	3

SEMESTER-VI

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

(Deemed to be University under section 3 of the UGC Act 1956)

BPOL-DS-601: MODERN POLITICAL PHILOSOPHY

Periods/week Credits	Max. Marks: 200
L: 5 T: 1 6	Continuous Assessment: 100
Duration of Examination: 3 Hrs.	End Semester Exam: 100

Course type: Foundation core

Course Outcome

BPOL-DS-601.1: The students will be introduced to the basic concept of political philosophy.

BPOL-DS-601.2: This will help familiarizing students with the manner in which the political questions were first posed.

BPOL-DS-601.3: The students will help understand students to understand historical texts and their interpretation.

I. Modernity and its discourses

This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

II. Romantics

a.   Jean Jacques Rousseau

   Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.

b. Mary Wollstonecraft

   Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights

III. Liberal socialist

a. John Stuart Mill

Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

IV. Radicals

a. Karl Marx

Presentation themes: Alienation; difference with other kinds of materialism; class struggle

b. Alexandra Kollontai

Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

Text Books/ Reference Books:

I. Modernity and its discourses

I. Kant. (1784) 'What is Enlightenment?,' available at http://theliterarylink.com/kant.html, Accessed: 19.04.2013 S. Hall (1992) 'Introduction', in Formations of Modernity UK: Polity Press pages 1-16

II. Romantics

B. Nelson, (2008) Western Political Thought. New York: Pearson Longman, pp. 221-255.

M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) A Guide to the Political Classics: Plato to Rousseau. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) 'Mary Wollstonecraft's Vindications and their Political Tradition' in C. Johnson, (ed.) The Cambridge Companion to Mary Wollstonecraft, Cambridge: Cambridge University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in Canadian Journal of Political Science XXXII (3), pp. 427-50, Available at http://digitalcommons.ryerson.ca/politics, Accessed: 19.04.2013.

III. Liberal Socialist

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), History of Political Philosophy, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 324-359.

IV. Radicals

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) History of Political Philosophy, 2ndEdition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) 'Marxist Feminism in Russia' in Feminist Political Theory, London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' Labour/Le Travail Vol. 32 (Fall 1992) pp. 287-295 55 A. Kollontai (1909), The Social Basis of the Woman Question, Available at http://www.marxists.org/archive/kollonta/1909/social-basis.htm, Accessed: 19.04.2013 Additional Readings: A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) History of Political Philosophy, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

Assessment Tools:

Continuous assessment: Class assignments and/or tutorials (20%)
Sessional tests (30% + 30%)
Surprise test/Class performance
(10%)Class Attendance (10%)

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of threefrom each part. Each question will be of 20 marks.

CO statement BPOL-DS-601	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-601.1	3	3	2	2	3	3	2	3
BPOL-DS-601.2	3	3	3	3	3	2	2	2
BPOL-DS-601.3	3	3	3	3	3	3	2	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
(Deemed to be University under section 3 of the UGC Act 1956)
BPOL-DS-602: INDIAN POLITICAL THOUGHT II

Periods/week Credits	Max. Marks: 200
L: 4 T: 2 6	Continuous Assessment: 100
Duration of Examination: 3 hrs.	End Semester Exam: 100
Course type: Core Course	

Course Outcome
BPOL-DS-602.1: The students will be introduced to the approaches to Indian political theory

BPOL-DS-602.2: The students will be able to reflect upon the context under which these theories were evolved

BPOL-DS-602.3: The students will be able to analyse the nature and scope of Indian Political Theory

BPOL-DS-602.4: The students will be able to apply the theoretical concepts along domestic and global events

PART A
Unit I: Introduction to Modern Indian Political Thought
a) Raja Rammohan Roy : Concept of Justice and Rights
b) Ramabai : Gender and Indian Context

Unit II: Indian Version of Socialism
a) Netaji's Idea of Society
b) Vivekananda and Socialism

Unit III: Social Justice and Nationalism
a) Tagore's Idea of Nationalism
b) JP Narayan : Total Revlolution
c) Ambedkar's Social Justice
d) Lohia's Socialism

PART B
Unit IV: Religion and State
a) Savarkar's Hindutva
b) Iqbal's Idea of Community
c) Nehru's Securalism

Unit V: Gandhi and Swaraj
a) Idea of Trusteeship
b) Idea of State and Society

Text Books/ Reference Books:
V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi..Bagguley, P. (1992). Social change, the middle class and the emergence of "new social movements": A critical analysis. The Sociological Review 40.1: 26-48

D. Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon, pp. 1-28.

R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) Sources of Indian Traditio, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, pp. 150-155.

U. Chakravarti, (2007) Pandita Ramabai - A Life and a Time, New Delhi: Critical Quest, pp. 1-40.

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), Selections

from the Complete Works of Swami Vivekananda, Kolkata: Advaita Ashrama, pp. 126-129

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2.Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in Gandhi, freedom and Self Rule, Delhi: Vistaar Publication.

B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

R. Tagore, (1994) 'The Nation', S. Das (ed.), The English Writings of Rabindranath Tagore, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.

M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 218-222.

J. Sharma, (2003) Hindutva: Exploring the Idea of Hindu Nationalism, Delhi: Penguin, pp. 124-172.

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 317-319.

M. Anees and V. Dixit (eds.), (1984) Lohia: Many Faceted Personality, Rammanohar Lohia Smarak Smriti.

Assessment Tools:

Continuous assessment:

Sessional I	30%
Sessional II	30%
Assignment	10%
Class Performance	20%
Attendance	10%

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

CO Statements BPOL-DS-602	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-602.1	3	3	3	2	3	3	2	2
BPOL-DS-602.2	3	3	3	2	3	3	3	3
BPOL-DS-602.3	3	3	3	2	3	3	2	2
BPOL-DS-602.4	2	3	3	3	3	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES

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BPOL-DS-603: DEVELOPMENT PROCESS AND SOCIAL MOVEMENT IN CONTEMPORARY INDIA

Periods/week Credits	Max. Marks: 200
L: 4 T: 2 6	Continuous Assessment: 100
Duration of Examination: 3 hrs.	End Semester Exam: 100
Course type: Discipline Centric Electives	

Course Outcome

BPOL-DS-603.1: The students will be introduced to the approaches to development in India

BPOL-DS-603.2: The students will be able to reflect upon changing dynamics of social movements in India

BPOL-DS-603.3: The students will be able to analyse the nature of developmental challenges that India faces

BPOL-DS-603.4: The students will be able to apply the concepts of development in solving key social concerns

PART A

Unit I: Introduction
a) Nature and Scope of Development in India
b) Need for developmental reforms

Unit II: Theories of Social Movement
a) Structural and Functional
b) Marxist
c) New Social Movement

Unit III: Social Movement in India
a) Agrarian Movements
b) Caste Based Movements
c) Women's Movement

PART B

Unit IV: Social Movement and Civil Society
a) State and Civil Society
c) Nature of civil participation in movements

Unit V: Globalization and Social Movements
a) New Age movements
b) Effect of Globalization

Unit VI: Contemporary Debates on Social Movements
a) Citizenship and Social Movements
b) Development Concerns and Impact through Social Movements: Indian Case Study

Text Books/ Reference Books:

Foweraker Joe, Theorising Social Movements, Pluto Press, London, 1995.

.Bagguley, P. (1992). Social change, the middle class and the emergence of "new social movements": A

critical analysis. The Sociological Review 40.1: 26-48

Flam H. and King D.Edt.: Emotions and Social Movements, Routledge,NY

Joshi Barbara, (ed) Untouchable! Voices of Dalit Literature Movement, Londoan, Zed Books, London 1986.

Katzenstein Ray, Social Movements in India, OUP, 2005

DD Basu ,Introduction to Indian Constitution (25Th Edition) (2020).

Oommen T.K.: Nation, Civil Society and Social Movements, Sage, Delhi, 2004.

Pichardo Nelson A., NEW SOCIAL MOVEMENTS:A Critical Review, Annual Review of Sociology Vol. 23: 411-430 (Volume publication date August 1997)

Shah Ghanshyam: Social Movements and the State, Sage, New Delhi, 2002.

Jayasri Ray Chaudhuri and Ray Chaudhuri (2001), An Introduction to Development and Regional Planning - With Special Reference to India, Orient Blackswan.

Pradeep Sachdeva (2011), Local Government in India, Pearson Education India

Narayana Murthy N. R. (2009),A Better India: A Better World Penguin Books India.

Tarrow, Sidney G. (1994). Power in movement: Social movements, collective action and politics. New York: Cambridge University Press

Wilson J, Introduction to Social Movements ,Basic Books, INC. Publishers, New York, 1973.

UN, Department of Economic and Social Affairs, (1975), Development Administration: Current Approaches and Trends in Public Administration for Development, New York, UN.

Assessment Tools:

Continuous assessment:

Sessional I	30%
Sessional II	30%
Assignment	10%
Class Performance	20%
Attendance	10%

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

CO Statements BPOL-DS-603	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-603.1	3	3	3	2	3	3	2	2
BPOL-DS-603.1	3	3	2	3	3	3	3	3
BPOL-DS-603.1	3	3	3	2	3	3	2	2
BPOL-DS-603.1	2	3	3	3	3	3	3	3

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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BPOL-DS-604: UNDERSTANDING AMBEDKAR

Periods/week Credits   Max. Marks: 200
L: 4   T: 2   6   Continuous Assessment: 100
Duration of Examination: 3 hrs.   End Semester Exam: 100
Course type: Discipline Centric Electives

Course Outcome
BPOL-DS-604.1: The students will be introduced to Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste.

BPOL-DS-604.2: The students will be able to reflect Ambedkar's philosophical contributions   towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues.

BPOL-DS-604.3: The course is designed to provide students the original writings and ideas of Ambedkar on diverse issues beyond caste and equip them to critically engage with the ideas, interpretations

Unit 1 Introducing Ambedkar
Approach to Study Polity, History, Economy, Religion and Society

Unit 2 Caste and Religion
 a. Caste, Untouchability and Critique of Hindu Social Order
 b. Religion and Conversion

Unit 3 Women's Question
a.Rise and Fall of Hindu Women
b.Hindu Code Bill

Unit 4 Political Vision
a. Nation and Nationalism
b. Democracy and Citizenship

Unit 5 Constitutionalism
a. Rights and Representations
b. Constitution as an Instrument of Social Transformation

Unit 6 Economy and Class Question
a. Planning and Development
b. Land and Labour

Text Books/ Reference Books:

I. Introducing Ambedkar G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali', Seeking Begumpura Navyana, pp. 159-184.
M. Gore, (1993) The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, pp. 73-122 ; 196-225.
B. Ambedkar, (1989) 'Annihilation of Caste with a Reply to Mahatma Gandhi', in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-96.

Assessment Tools:

Continuous assessment:

Sessional I	30%
Sessional II	30%

Assignment	10%
Class Performance	20%
Attendance	10%

Instructions for paper setting: Seven questions are to be set in total. First question will be conceptual covering entire syllabus and will be compulsory to attempt. Three questions will be set from each Part A and Part B (one from each unit). Student needs to attempt two questions out of three from each part. Each question will be of 20 marks.

CO Statements **BPOL-DS-604**	PO1	PO2	PO3	PO4	PSO 1	PSO 2	PSO 3	PSO 4
BPOL-DS-604.1	3	3	3	2	3	3	2	2
BPOL-DS-604.1	3	3	2	3	3	3	3	3
BPOL-DS-604.1	3	3	3	2	3	3	2	2

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES
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BPOL-DS-651: PRACTICES OF POLITICAL SCIENCE DISSERTATION

Periods/week Credits   Max. Marks: 200
L: 0   T: 1   6   Continuous Evaluation: 100
                                                              External Evaluation: 100

Course Outcomes:

BPOL-DS-651.1Understand the research process
BPOL-DS-651.2 Learn skills of qualitative and quantitative research.
BPOL-DS-651.3 Political Science analytical intervention in different research based problems.

Students are given broader guidelines for undertaking empirical evidence based project in the fourth semester. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university will prepare the set of guidelines for presenting the report.

Evaluation of the Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of public policy and public administration practicum or similar committee may be constituted, if required.

Assessment Tools
Continuous assessment:

Internal viva	50%
External Viva	50%

Course Articulation Matrix

CO Statements	PO-1	PO-2	PO-3	PO-4	PSO -1	PSO -2	PSO -3	PSO -4
BPOL-DS-651.1	3	3	3	2	3	3	3	2
BPOL-DS-651.2	3	2	2	3	3	3	3	3
BPOL-DS-651.3	2	2	2	3	3	2	3	3

Appendix-A

List of courses having relevance to the Local/Regional, National and Global Development needs.

S.No	Courses	Course Code	Regional	National	Global
1	Understanding Political Theory	BPOL-DS-101			√
2	Constitutional Government and Democracy in India	BPOL-DS-102	√	√	
3	Environmental Studies	CH-202-B			√
4	Legislative Practices and Procedures	BPOL-DS-103	√	√	
5	Basic Statistical Techniques	BPOL-GE-001	√		
6	Indian Economy	BPOL-GE-002		√	
7	Introduction to Indian Democracy	BPOL-OE-001		√	
8	Political Theory -Concepts and Debates	BPOL-DS-201			√
9	Political Process in India	BPOL-DS-202		√	
10	Academic Communication and Writing	BPOL-DS-203			√
11	Peace and Conflict Resolution	BPOL-DS-204			√

No.	Course	Code			
12	Vedic Maths	BPOL-GE-003			√
13	Introduction to Sociology	BPOL-GE-004		√	
14	Introduction to Comparative Government and Politics	BPOL-DS-301		√	√
15	Perspectives on Public Administration	BPOL-DS-302		√	√
16	World Theory	BPOL-DS-303		√	√
17	Nationalism in India	BPOL-DS-304		√	
18	Contemporary Political Economy	BPOL-DS-305			√
19	Social Problems and Social Work Interventions	BPOL GE 005		√	
20	Life Span Development	BPOL GE 006	√		
21	Political Process and Institution in Comparative Perspective	BPOL-DS-401		√	√
22	Public Policy and Administration in India	BPOL-DS-402		√	
23	Global Politics	BPOL-DS-403			√
24	Feminism: Theory and Practice	BPOL-DS-404		√	√

25	Gandhi and the Contemporary World	BPOL-DS-405		√	√
26	Emerging Areas of Social work Practice	BPOL-GE-007	√		
27	Social Psychology	BPOL-GE-008	√		
28	Classical Political Philosophy	BPOL-DS-501			√
29	Indian Political Thought I	BPOL-DS-502		√	
30	Women, Power and Politics	BPOL-DS-503			√
31	Indian Foreign Policy	BPOL-DS-504			√
32	United Nations and Global Conflicts	BPOL-DS-505		√	√
33	Modern Political Philosophy	BPOL-DS-601			√
34	Indian Political Thought II	BPOL-DS-602	√	√	
35	Development Process and Social Movements in Contemporary India	BPOL-DS-603	√	√	
36	Understanding Ambedkar	BPOL-DS-604	√	√	
37	Practice of Political Science: Dissertation	BPOL-DS-651		√	√

Appendix-B

List of courses having focus on Employability, Entrepreneurship and Skill Development

S.No	Courses	Course Code	Employability	Entrepreneurship	Skill development
1	Understanding Political Theory	BPOL-DS-101	√		√
2	Constitutional Government and Democracy in India	BPOL-DS-102	√	√	
3	Legislative Practices and Procedures	BPOL-DS-103	√	√	
4	Basic Statistical Techniques	BPOL-GE-001	√		
5	Indian Economy	BPOL-GE-002	√	√	
6	Introduction to Indian Democracy	BPOL-OE-001	√	√	
7	Political Theory -Concepts and Debates	BPOL-DS-201			√
8	Political Process in India	BPOL-DS-202	√	√	
9	Academic Communication and Writing	BPOL-DS-203	√		√
10	Peace and Conflict Resolution	BPOL-DS-204	√		√
11	Vedic Maths	BPOL-GE-003	√		√

12	Perspectives on Public Administration	BPOL-DS-302	√		
13	World Theory	BPOL-DS-303	√	√	√
14	Nationalism in India	BPOL-DS-304		√	
15	Contemporary Political Economy	BPOL-DS-305	√		√
16	Social Problems and Social Work Interventions	BPOL GE 005	√	√	√
17	Life Span Development	BPOL GE 006	√		√
18	Political Process and Institution in Comparative Perspective	BPOL-DS-401		√	√
19	Public Policy and Administration in India	BPOL-DS-402	√	√	√

20	Global Politics	BPOL-DS-403	√	√	√
21	Feminism: Theory and Practice	BPOL-DS-404	√		√
22	Gandhi and the Contemporary World	BPOL-DS-405	√		
23	Emerging Areas of Social work Practice	BPOL-GE-007	√		
24	Social Psychology	BPOL-GE-008	√		
25	Classical Political Philosophy	BPOL-DS-501	√		
26	Indian Political Thought I	BPOL-DS-502	√	√	
27	Women, Power and Politics	BPOL-DS-503	√	√	

28	Indian Foreign Policy	BPOL-DS-504	√	√	√
29	United Nations and Global Conflicts	BPOL-DS-505	√	√	√
30	Modern Political Philosophy	BPOL-DS-601	√		√
31	Indian Political Thought II	BPOL-DS-602	√	√	
32	Development Process and Social Movements in Contemporary India	BPOL-DS-603	√	√	
33	Understanding Ambedkar	BPOL-DS-604			√
34	Practice of Political Science: Dissertation	BPOL-DS-651	√	√	√
35	Environmental Studies	CH-202-B	√	√	√

| 36 | Introduction to Sociology | BPOL-GE-004 | √ | | | |
| 37 | Introduction to Comparative Government and Politics | BPOL-DS-301 | √ | | √ | |

Appendix C: List of courses and proposed activities relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability

Course	Course Code	Environment and Sustainability	Professional Ethics	Human Values	Gender Equality
Environmental Studies	CH-202-B	√			
Introduction to Sociology	BPOL-GE-004		√		
Social Problems and Social Work Interventions	BPOL GE 005			√	
Life Span Development	BPOL GE 006			√	
Feminism: Theory and Practice	BPOL-DS-404				√
Gandhi and the Contemporary World	BPOL-DS-405			√	
Social Psychology	BPOL-GE-008			√	
Women, Power and Politics	BPOL-DS-503				√