SUNRISE UNIVESITY
ALWAR, RAJASTHAN
B. A. (Hons) Syllabus of Political Science
Course Structure

1st Semester

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BAHPO101	Understanding Political Theory	40	60	100
BAHPO102	Constitutional Government and Democracy in India	40	60	100
BAHPO103	Governance: Issues and Challenges	40	60	100
BAHPO104	Environmental Studies	40	60	100
Total		**160**	**240**	**400**

2nd Semester

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BAHPO201	Contemporary Political Economy	40	60	100
BAHPO202	Political Theory-Concepts and Debates	40	60	100
BAHSO203	Political Process in India	40	60	100
BAHSO204	Communicative Hindi/MIL	40	60	100
Total		**160**	**240**	**400**

3rd Semester

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BAHPO301	Nationalism in India	40	60	100
BAHPO302	Dilemmas in Politics	40	60	100
BAHPO303	Feminism: Theory and Practice	40	60	100
BAHPO304	Gandhian Political Thought	40	60	100
Total		**160**	**240**	**400**

4th Semester

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BAHPO401	Introduction to Comparative Government and Politics	40	60	100
BAHPO402	Perspectives on Public Administration	40	60	100
BAHPO403	International Relations	40	60	100
BAHPO404	Fundamentals of Computer Skills	40	60	100
Total		**160**	**240**	**400**

5th Semester

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BAHPO501	Politics of Globalisation	40	60	100
BAHPO502	United Nations and Global Conflicts	40	60	100
BAHPO503	Understanding Ambedkar	40	60	100
BAHPO504	Political Processes and Institutions in Comparative Perspective	40	60	100
Total		**160**	**240**	**400**

6th Semester

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BAHPO601	Public Policy and Administration in India	40	60	100
BAHPO602	Global Politics	40	60	100
BAHPO603	India's Foreign Policy	40	60	100
BAHPO604	Contemporary Political Economy	40	60	100
Total		**160**	**240**	**400**

B. A. (Hons) Syllabus of Sociology

SEMI-1
1. **BAHPO101 Understanding Political Theory**

Course Objectives:
▪ To introduce the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends.
▪ To reconcile political theory and practice through reflections on the ideas and practices related to democracy.

Learning Outcomes:
▪ Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living
▪ Understand multiple frames by which the idea of political community is debated
▪ Understand the significance of theorizing and of applying theory into practice.

Unit-I.
Introducing Political Theory: What is Politics: Theorizing the 'Political'–State and Power.
Unit-II.
Traditions of Political Theory: Liberal–Marxist-Anarchist and Conservative approaches.
Unit-III.
Approaches to Political Theory: Normative, Historical and Empirical approaches
Unit-IV.
Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern.
Unit-V.
Political Theory and Practice (The Grammar of Democracy): Democracy.
The history of an idea-Procedural Democracy and its critique–Deliberative.
Democracy-Participation and Representation.

References:
Bhargava, R and Acharya, A. (2008). Political Theory: An Introduction. New Delhi: Pearson Longman.
Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in
Bellamy, R. (ed.) Theories and Concepts of Politics. New York: Manchester University Press, pp. 1-14.
Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 21-40.
Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 58-75.
Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan, pp. 94-114.
Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G.F. (eds.) Handbook of Political Theory. New Delhi: Sage, pp. 46-54.

Vincent, A. (2004) The Nature of Political Theory. New York: Oxford University Press, 2004, pp.19-80.
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.
Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 241-258.

2. BAHPO102 Constitutional Government and Democracy in India

Course objectives:
▪ To acquaint students with the constitutional design of state structures and institutions, and their actual working overtime.
▪ To trace the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice.
▪ To encourage the students to study the state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

Learning Outcomes:
▪ Familiarization with the debates around the origin, and evolution of the Indian constitution.
▪ Become aware of the manner in which government functions through its various organs.
▪ Understand the division of power between various organs of the government at different levels.

Unit-I.
The Constituent Assembly and the Constitution: Philosophy of the Constitution - the Preamble-Features of the Constitution.
Unit-II.
Fundamental Rights and Directive Principles.
Unit-III.
Organs of Government: Union Legislature–Parliament-The Executive: President and Prime Minister-The Judiciary: Supreme Court. State Legislature–Governor-Chief Minister and Council of Ministers.
Unit-IV.
Federalism: Division of Powers-Emergency Provisions-Fifth and Sixth Schedules.
Unit-V.
Decentralization: Panchayati Raj and Municipalities.

References:
G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print, pp.1-25.
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.
D.D. Basu, (2012) Introduction to the Constitution of India, New Delhi: Lexis Nexis.
S. Chaube, (2009) The Making and Working of the Indian Constitution, Delhi: National Book Trust.

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.
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.
J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) Public Institutions in India, New Delhi: Oxford University Press.
H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in
A. Mehra and G. Kueck (eds.) The Indian Parliament: A Comparative Perspective, New Delhi: Konark.
U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', Seminar, Issue 615, pp.61- 67.
M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in Indian Politics: Constitutional Foundations and Institutional Functioning, Delhi: PHI Learning Private Ltd.
The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal.
R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) A Global Dialogue on Federalism, Volume 3, Montreal: Queen's University Press.
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.
Raghunandan, J. R (2012) Decentralization and local governments: The Indian Experience, Orient Black Swan, New Delhi.

3. BAHPO103 Governance: Issues and Challenges

Course Objectives:
▪ To deal with concepts and different dimensions of governance highlighting the major debates in the contemporary times.
▪ To understand the importance ofthe concept of governance in the context of a globalising world, environment, administration, development.
▪ To realise the essence of governance is explored through the various good governance initiatives introduced in India.

Learning Outcomes:
▪ Discuss the concept and key characteristics of governance.
▪ Identify the governance strategies in India context.
▪ Analyze the major issues and challenges of governance.

Unit-I.
Government and Governance Concepts: Role of State in the Era of Globalisation - State, Market and Civil Society.
Unit-II.
Governance and Development: Changing Dimensions of Development, Strengthening Democracy through Good Governance.
Unit-III.
Environmental Governance: Human-Environment Interaction -Green Governance: Sustainable Human Development.

Unit-IV.
Local Governance: Democratic Decentralisation -People's Participation in Governance.
Unit-V.
Good Governance Initiatives in India and Best Practices: Public Service Guarantee Acts - Electronic Governance - Citizens Charter & Right to Information - Corporate Social Responsibility.

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

United Nation Development Programme (1997). Reconceptualising Governance, New York.

Smita Mishra Panda. (2008). Engendering Governance Institutions: State, Market and Civil Society, Sage Publications. Neera Chandhoke. (1995). State and Civil Society Explorations in Political Theory, Sage Publishers.

B. C. Smith (2007). Good Governance and Development, Palgrave. World Bank Report (1992). Governance and Development.

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in The Political Economy of Development in India. 6th edition, Delhi: Oxford University Press, 2005.

J. Dreze and A. Sen, India: Economic Development and Social Opportunity. New Delhi: Oxford University Press, 1995.

Niraja Gopal Jayal [ed.] 2007). Democracy in India, Oxford University Press.

Ramachandra Guha (1999). Environmentalism: A Global History, Longman Publishers.

J.P. Evans. (2012). Environmental Governance, Routledge.

Emilio F. Moran. (2010). Environmental Social Science: Human - Environment interactions and Sustainability, Wiley-Blackwell.

Burns H Weston and David Bollier.(2013). Green Governance: Ecological Survival, Human Rights, and the Law of the Commons, Cambridge University Press.

Bina Agarwal. (2013). Gender and Green Governance, Oxford University Press, Oxford.

A. Heywood (2011). Global Politics, New York: Palgrave.

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

Pranab Bardhan and Dilip Mookherjee (2006). Decentralization and Local Governance in Developing Countries: A Comparative Perspective, MIT Press.

T.R. Raghunandan. (2013). Decentralization And Local Governments: The Indian Experience, Readings on The Economy, Polity and Society, Orient Blackswan.

4. BAHPO104 Environmental Studies

Objective of the Course:
▪ To educate the students about the importance of environment and its protection, and environmental issues concerning sustainable development.
▪ To introduce the multidisciplinary nature of environment and its constituents' natural resources, ecosystems, biodiversity, and its conservation.
▪ To discuss about the environmental pollution Acts, social issues connected to environment, human population, and the environment.

Unit-1.

Introduction to Environmental Science: (a) Definition, scope, importance, and multidisciplinary nature of Environment; Concept sustainable development; Introduction to spheres; Institutions and people in environment. (b) Concept of an ecosystem; Structure and function of an ecosystem; Producers, consumers and decomposers; Energy flow in the ecosystem; Ecological succession; Food chains, food webs and ecological pyramids; Function of (i) Forest, (ii) Grassland, (iii) Desert (iv) Aquatic ecosystem:

Unit-II.

Natural Resources: Renewable and non-renewable resources; Natural resources and associated problems –(a) Forest resources (b) Water resources (c) Mineral resources (d) Food resources (e) Energy resources (f) Land resources

Unit-III.

Biodiversity and Conservation: Concept of Biodiversity: genetic, species, and ecosystem diversity – Bio-geographical classification of India-Value of biodiversity-Biodiversity at global, national and local levels-India as a mega-diversity nation-Hot-sports of biodiversity-Threats to biodiversity: Endangered and endemic species of India-Conservation of biodiversity: In-situ and Ex-situ conservation.

Unit-IV.

Environmental Pollution and Social Issues: (a) Cause of pollution, effects and control measures of the following: Air–Water–Soil–Marine-Noise-Thermal-Nuclear Hazards-Solid waste of urban and industrial wastes; Pollution case studies. (b) Environment Laws: International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). (c) Disaster management (d) Urban problems related to Environment (e) Nature reserves - tribal populations and rights - human wildlife conflicts in Indian context.

Unit-V.

Human Population and the Environment: Population growth, variation among nations - Family Welfare Programme - Environment and human health; Human Rights - Value Education - HIV/AIDS - Women and Child Welfare - Role of Information Technology in Environment and human health - Case Studies.

References:

Erach Bharucha. (2018). Textbook of Environmental Studies for Undergraduate Courses, Universities press (India) Private Limited, Hyderabad, Telangana, India.

Agrawal, KM, Sikdar, PK and Deb, SC. (2002). A Text book of Environment, Macmillan Publication.

Mahua Basu and Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, Delhi, India.

Rajagopalan, R. (2016). Environmental Studies- from crisis to cure, Oxford University Press, New Delhi, India.

Mitra, A. K, and Chakraborty, R. (2016). Introduction to Environmental Studies, Book Syndicate.

Enger, E. and Smith, B. (2010). Environmental Science: A Study of Inter-relationships, Publisher: McGraw-Hill Higher Education; 12th edition.

Y.K. Singh, (2006). Environmental Science, New Age International Pvt. Ltd, Delhi. Basu, R.N. 2000, Environment, University of Calcutta.

Misra, SP and Pande, SN. (2011). Essential Environmental Studies (3rd Edition), Ane Books Pvt. Ltd.

Ghosh Roy, MK. (2011). Sustainable Development (Environment, Energy and Water Resources), Ane Books Pvt. Ltd.

Mitra, A.K, Bhttacharya, S. and Saha, D, Environmental Studies, St. Xavier's College, Kolkata.

SEM-2
5. BAHPO201 Contemporary Political Economy

Course Objective:
▪ To familiarize the students with the different theoretical approaches.
▪ To give a brief overview of the history of the evolution of the modern capitalist world.
▪ To highlight the important contemporary problems, issues and debates on how these should be addressed.

Learning Outcomes:
▪ The students will learn about diverse approaches to international political economy.
▪ The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
▪ Insights into issues and contentions of development and perspectives on globalization will augment students' ability to assess its impact on culture, environment, military security dimensions and traditional knowledge systems.

Unit-I.
Approaches to Political Economy: Classical Liberalism – Marxism – Welfarism - Neo- liberalism and Gandhian approach.
Unit-II.
Capitalist Transformation: European Feudalism and Transition to Capitalism; Globalization: Transnational Corporations, World Trade Organization, Non-governmental Organizations (their role in development).
Unit-III.
Issues in Development: Culture: Media and Television; Big Dams and Environmental Concerns; Military: Global Arms Industry and Arms Trade; Knowledge Systems.
Unit-IV.
Globalization and Development Dilemmas: IT revolution and Debates on Sovereignty.
Unit-V.
Gender - Racial and Ethnic Problems-Migration.

References:
Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. Reviving the Invisible Hand: The Case for Classical Liberalism in the Twenty-first 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.
Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D Comparative Politics. Oxford: Oxford University Press, ch 22, pp. 547- 563.

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.

Kennedy, P. (1993) Preparing for the Twentieth Century. UK: Vintage, Ch. 3. Gelinas, J. B. (2003) Juggernaut Politics- Understanding Predatory Globalization. Halifax, Fernwood, Ch.3.
Available from: www.globalpolicy.org.

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

6. BAHPO202 Political Theory-Concepts and Debates

Course Objectives:
▪ To help the students to familiarize with the basic normative concepts of political theory and each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding.
▪ To encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit.
▪ To introduce the students to the important debates in the subject.
▪ To prompt students through these debates to contemplate that there is no settled way of understanding concepts and that in the light of new insights and challenges. It offers new modes of political debates.

Learning Outcomes:
▪ Understand the dimensions of shared living (social) through these political values and concepts.
▪ Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.

Unit I.
Importance of Freedom: Negative Freedom: Liberty-Positive Freedom: Freedom as Emancipation and Development-Important Issue: Freedom of belief - expression and dissent.
Unit-II.
Significance of Equality: Formal Equality: Equality of opportunity-Political Equality-Egalitarianism: Background inequalities and differential treatment -Important Issue: Affirmative action. B.A. (Hons) Political Science 31
Unit-III.
Indispensability of Justice: Procedural Justice - Distributive Justice-Global Justice-important Issue: Capital punishment.
Unit-IV.
The Universality of Rights: Natural Rights-Moral and Legal Rights - Three Generations of Rights - Rights and Obligations -Important Issue: Rights of the girl child.
Unit-V.

Major Debates: Why should we obey the state? Issues of political obligation and civil disobedience - Are human rights universal? Issue of cultural relativism-How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

References:

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

Knowles, Dudley. (2001) Political Philosophy. London: Routledge.

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.

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman.

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

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

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

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

Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard. (ed.) Theories and Concepts of Politics. New York: Manchester University Press.

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.

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

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) Issues in.

7. BAHPO203 Political Process in India

Course objectives:

▪ To understand the political process through different mode of analysis which offered by political sociology in order to understand actual politics in India.

▪ To map the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby.

▪ To familiarize students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

Learning Outcomes:

▪ Gain insights into the interconnections between social and economic relations and the political process in India.

▪ Understand the challenges arising due to caste, class, gender and religious diversities and also analyses the changing nature of the Indian state in the light of these diversities.
▪ Make sense of the specificities of the political processes in India.

Unit-I.
Political Parties and the Party System: Trends in the Party System-From the Congress System to Multi-Party Coalitions.

Unit-II.
Determinants of Voting Behaviour: Caste–Class-Gender and Religion.

UNIT-III.
(a) Regional Aspirations: The Politics of Secession and Accommodation
(b) Religion and Politics: Debates on Secularism - Minority and Majority Communalism.

Unit-IV.
(a) Caste and Politics: Caste in Politics and the Politicization of Caste.
(b) Affirmative Action Policies: Women-Caste and Class.

Unit-5.
The Changing Nature of the Indian State: Developmental, Welfare and Coercive Dimensions.

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

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.

E. Sridharan, (2012). 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

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.

C. Jaffrelot, (2008). Religion, Caste and Politics in India, Delhi: Primus.

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

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.

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press.

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.

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.

8. BAHPO204 Communicative Hindi/MIL

Course Objective:
To equip students effectively to acquire skills in reading, writing, comprehension and communication, as also to use electronic media for Hindi/MIL Communication.

Course Content:
Unit 1.
Communication –Definition, stages, barriers, types: verbal and non-verbal, Listening- Meaning, Nature and importance, Principles of Good Listening.

Unit 2.
Class-presentation (Oral for five minutes) on any of the above-mentioned topics:
Descriptive writing, expansion of an idea.

Unit 3.
Writing skills–notice writing, advertisement writing, précis writing, essay writing, letter writing (applications), Business letter formats (letters of enquiry, replies and complaints), resume writing, covering letter.

Unit 4.
Vocabulary building: One word substitution, synonyms and antonyms, idioms and phrases.

References:
*Technical Communication, M. H. Rizvi, Tata McGrawhill Effective Business *Communication, Asha Kaul Developing Communication Skills,* Krishnamohan.
Functional Grammar and Spoken and Written Communication in English, Bikram K. Das, Orient Black Swan.
Precis, Paraphrase and Summary, P.N. Gopalkrishnan, Authors Press.
Communication Skills, Sanjay Kumar and Pushplata, Oxford Publication
Note: Suggested Reading: Latest edition of text books may be used by the suggestion of University Department of Political Science, SunRise University.

SEM-3
9. BAHPO301 Nationalism in India

Course objectives:
▪ To help students understand the struggle of Indian people against colonialism and seek to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions.
▪ To enable students to understand Indian responses in nineteenth century to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence.
▪ To highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Learning Outcomes:

▪ Gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India.

▪ Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases.

▪ Understand the contribution of various social movements in the anti-colonial struggle.

▪ Demonstrate awareness of the history of partition and the moment of independence that followed.

Unit-I.

Approaches to the Study of Nationalism in India: Nationalist – Imperialist – Marxist -Subaltern Interpretations.

Unit-II.

Reformism and Anti-Reformism in the Nineteenth Century: Major Social and Religious Movements in 19th century.

Unit-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 - Quit India Movement. c) Socialist Alternatives: Congress Socialists – Communists.

Unit-IV.

Social Movements: a) The Women's Question: Participation in the National Movement and its Impact. b) The Caste Question: Anti-Brahminical Politics. c) Movements: Peasant - Tribal -Workers.

Unit-V.

Partition and Independence: Communalism in Indian Politics - The Two-Nation Theory - Negotiations over Partition.

References:

S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp. 184-191.

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

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.

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.

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

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

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.

B. Chakrabarty and R. Pandey, (2010) Modern Indian Political Thought, New Delhi: Sage Publications.
R. Pradhan, (2008) Raj to Swaraj, New Delhi: Macmillan (Available in Hindi).
S. Islam, (2006) Bharat Mein Algaovaad aur Dharm, New Delhi: Vani Prakashan.

10. BAHPO302 Dilemmas in Politics

Course Objective:
▪ To explore, analyze and evaluate some of the central issues, values and debates in the/ contemporary world that has a bearing on normative political inquiry.
▪ To understand issues such as dilemmas, though not exhaustive, are some of the salient ones discussed across societies.

Learning Outcomes:
▪ Understanding why these dilemmas are part of the human condition.
▪ Knowing how societies negotiate them politically.

Unit-I.
The Moral Economy of Violence.
Unit-II.
(a) The Politics of Exclusion (b) Debates on Human Rights (c) Ecology and Political Responsibility.
Unit-III.
Capabilities and the Politics of Empowerment.
Unit-IV.
Global Justice and Cosmopolitanism.
Unit-V.
(a) Feminism and the Politics of Interpretation (b) Legitimacy of Humanitarian Intervention.

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11. BAHPO303 Feminism: Theory and Practice

Course Objective:
▪ To explain contemporary debates on feminism and the history of feminist struggles.
▪ To develop understanding on the issues with which contemporary Indian women's movements are engaged with.

Learning outcomes:
▪ Understand the concept of patriarchy and different approaches of feminism
▪ Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
▪ Make sense of how patriarchy functions within the family.

Unit-I.
Approaches to understanding Patriarchy: Feminist theorising of the sex/gender distinction. Biologism versus social constructivism-Understanding Patriarchy and Feminism-Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions.

Unit-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.

Unit-III.
Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India B.A. (Hons) Political Science 41.

Unit-IV.
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.

Unit-V.
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.

References:
Geetha, V. (2002). Gender. Calcutta: Stree. Geetha, V. (2007). Patriarchy. Calcutta: Stree.

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12. BAHPO304 Gandhian Political Thought

Course objectives:
▪ To elaborate Gandhian thought and examine its practical implications.
▪ To introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Learning Outcomes:
▪ Students will able to understand the life and work of Mahatma Gandhi in-depth.
▪ Students will able to get knowledge in the Gandhian concept of production & decentralization.
▪ Students will able to examine the research areasin the field of Gandhian Studies.

Unit-I.
Conception of Modern Civilisation and Alternative Modernity, Ethics of Development, Critique of Development: Narmada Bachao Andolan
Unit-II.
Theory of Satyagraha Satyagraha in Action: Peasant Satyagraha: Kheda and the Idea of Trusteeship; Temple Entry and Critique of Caste; Social Harmony: 1947 and Communal Unity.
Unit-III.
Gandhi's Legacy: Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King) The Pacifist Movement.
Unit-IV.
Women's Movements Gandhigiri: Perceptions in Popular Culture.

Unit-V.
Swaraj Swadeshi.

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

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.

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

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SEM-4

13. BAHPO401 Introduction to Comparative Government and Politics

Course objectives:
▪ To familiarize students with the basic concepts and approaches to the study of comparative politics.
▪ The course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

Learning Outcomes:
▪ Develop understanding of different political systems from different continents across the world.
▪ Get introduced to a range of political regimes, culture and their political economy.
▪ Learn to delineate ways to understand how state relates to the economy and how culture shapes the political discourse in a particular context.

Unit-I.
Understanding Comparative Politics: Nature and scope - Going beyond Eurocentrism.
Unit-II.
Historical context of modern government: Capitalism: meaning and development: globalization. **Unit-III.**
Socialism: meaning, growth and development.

Unit-IV.
Colonialism and decolonization: meaning – context- forms of colonialism - anti- colonialism struggles and process of decolonization.
Unit-V.
Themes for comparative analysis: A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

References:
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.
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.
A. Hoogvelt, (2002). 'History of Capitalism Expansion', in Globalization and Third World Politics. London: Palgrave, pp. 14-28.
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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.
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L. Barrington et. al (2010). Comparative Politics - Structures & Choices, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.
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14. BAHPO402 Perspectives on Public Administration

Course Objectives:
▪ To provide an introduction to the discipline of public administration and encompasses its historical context with an emphasis on the various classical and contemporary administrative theories.
▪ To explore some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration.
▪ To provide the students a comprehensive understanding on contemporary administrative developments.

Learning Outcomes:
▪ Develops an overview of the discipline and how it is different from private administration.
▪ Learn about major contemporary approaches in public administration.
▪ Become sensitive to the feminist perspective in public administration.

Unit-I.

Public Administration as a Discipline: Meaning - Dimensions and Significance of the Discipline - Public and Private Administration – Evolution of Public Administration.

Unit-II.

Theoretical Perspectives: a. Classical theories: Scientific management (F.W.Taylor) - Administrative Management (Gullick, Urwick and Fayol) - Ideal-type bureaucracy (Max Weber). b. Neo-Classical Theories: Human relations theory (Elton Mayo) - Rational decision- making (Herbert Simon).

Unit-III.

Contemporary Theories: Ecological approach (Fred Riggs) - Innovation and Entrepreneurship (Peter Drucker).

Unit-IV.

Public Policy: Concept - relevance and approaches – Formulation -implementation and evaluation.

Unit-V.

Major Approaches in Public Administration: New Public Administration - New Public Management - New Public Service Approach - Good Governance - Feminist Perspectives.

References:

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D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009). Public Administration: Understanding Management, Politics and Law in Public Sector, 7th 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.

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. Fourth Worth: Hartcourt Brace, TX, pp. 510-529.

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

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H. Frederickson (1999). 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) Classics of Nivedita Menon [ed.], Gender and Politics, Delhi: Oxford University Press, 1999.

Maxine Molyneux and Shahra Razavi (2002). Gender, Justice, Development and Rights, Oxford: Oxford University Press.

15. BAHPO403 International Relations

Course Objectives:
▪ To equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations.
▪ To provide a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives.

Learning outcomes:
▪ The students will have a comprehensive understanding of both historical processes and contemporary practices in International Relations.
▪ Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.

Unit-I.
How do you understand International Relations: Levels of Analysis? History and IR: Emergence of the International State System Pre-Westphalia, Westphalia and Post-Westphalia.
Unit-II.
Classical Realism & Neo-Realism-Liberalism & Neoliberalism-. Marxist and Neo Marxist Approaches - Feminist Perspectives–.
Unit-III.
World War I: Inter War developments, World War II.
Unit-IV.
Cold War: Different Phases Emergence of the Third World Collapse of the USSR and the End of the Cold War.
Unit-V.
Post-Cold War Developments and Emergence of Other Powers. Globalization.

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. C. Brown and K. Ainley, (2009). Understanding International Relations, Basingstoke: Palgrave, pp. 1-16.
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R. Mansbach and K. Taylor, (2008). Introduction to Global Politics, New York: Routledge, pp.2-32.
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R. Mansbach and K. Taylor, (2008). Introduction to Global Politics, New York: Routledge, pp. 70-135.
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16. BAHPO404 Fundamentals of Computer Skills

Course objectives:
▪ To introduce the fundamentals of computing devices and reinforce computer vocabulary, particularly with respect to personal use of computer hardware and software, the Internet, networking and mobile computing.
▪ To provide hands-on use of Microsoft Office applications Word, Excel and PowerPoint. Completion of the assignments will result in MS Office applications knowledge and skills.

Learning Outcomes:
▪ Student can ably understand why computers are essential components in business, education and society. Students are handy with the computer in basic level.

Unit-I.
Computer Fundamentals: Components of a computer system-Classification of computers. Types of computers-Brief history of evolution of computers and generation of computers–Computer hardware and software-Input/output devices. Internet and web surfing etc.: Personnel Computers: PC & Types of Computers, Primary & Secondary storage device, other peripherals used with PC.
Unit-II.
Data Processing–Types-Data processing cycle-Computers in Business.
Unit-III.
Data Communication & Networks-Introduction of Communication, Communication Medias, Communication Modes-Goals of Networks-Types of Networks-Client/Server Computing-Network Topologies–MODEM–Gateways–Multiplexer–Bridges–Routers–Ethernet–Internet-WWW etc. 52 B.A. (Hons) Political Science.
Unit-IV.
(a) MS Office: Focus is on teaching how to use Office suite properly. (b) MSWord: The following features are explored for MSWord-Templates using existing templates and creating new templates-Complex Tables, Use of Pictures with text flowing around the picture, Sectioning, Captioning, Cross Referencing, Table of Contents-Using Equation editor for complex equations, Multiple Column format documents.

Unit-V.

(a) MS Excel & PowerPoint: Using complex equations for combining data-VLOOKUP function-Excel charts-Excel Sort-Excel Filter-Pivot Table. (b) MS PowerPoint: Using Animations and Transitions.

References:

V Rajaraman. (2014). Fundamentals of Computers, PHI, Sixth Edition.
Efraim Turban, R. Kelly Rainer Jr, Richard E. Potter. (2004). Introduction to Information Technology, John Wiley & Sons, (Asia) Pvt. Ltd. Singapore.

SEM-5
17. BAHPO501 Politics of Globalisation

Course objective:

▪ To make students from diverse background understand the process of globalization from a political perspective.
▪ To create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

Learning Outcomes:

▪ Learn about the nature, significance and contemporary debates around globalization.
▪ Augment students' knowledge on international political economy.
▪ Develop an alternative understanding of globalization and various critical aspects related to it.

Unit-I.

Concept of Globalisation; Globalisation debate; for and against.
Unit-II.

Approaches to understanding globalisation: (a.) Liberal approach (b.) Radical approach.
Unit-III.

International Institutions/Regimes (a.) World Bank (b.) International Monetary Fund (c.) The World Trade Organisation.
Unit-IV.

(a.) Issues in Globalisation: Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural (b.) Globalisation and democracy: State, sovereignty and the civil society.
Unit-V.

Globalisation and Politics in developing countries social movements. Challenges to Nation State Human migration.

References:

Arjun Appadurai, (1996). Modernity at Large: Cultural Dimensions of Globalisation, University of Minnesota Press.
David E. Korten, Niconor Perlas and Vandana Shiva (ed.), International Forum of Globalisation.

Deepak Nayyar (ed.) (2002). Governing Globalisation: Issues and Institutions, Oxford University Press.
Held, David and Anthony Mc grew (ed.), The Global Transformation Reader: An introduction to the Globalisation Debate, 2nd Cambridge, Polity Press, Blackwell Publishing.
Marc Lindenberg and Coralie Bryant, Going Global: Transforming Relief and Development NGOs, Bloomfield, Kumarian Press.
Tyler Cowen, Creative Destruction: How Globalisation is changing the world's culture, New Jersey, Princeton University Press, 2000.
Brahis John and Steeve Smith (ed.) The Globalisation of World Politics: An Introduction to International Relations, Oxford University Press, 2001.
John Clark (ed.), Globalising Civic Engagement: Civil Society and Transnational Action, London, Earthscan, 2003.

18. BAHPO502 United Nations and Global Conflicts

Course Objectives:
▪ To provide a comprehensive introduction to the most important multi-lateral political organization in international relations.
▪ To offer a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts.
▪ To impart a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Learning Outcomes:
▪ The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
▪ The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
▪ Students will learn about major global conflicts and United Nationsrole in conflict management.

Unit-I.
The United Nations: An Historical Overview of the United Nations-Principles and Objectives.
Unit-II.
Structures and Functions: General Assembly-Security Council-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] 56 B.A. (Hons) Political Science.
Unit-III.
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- Peace Keeping-Peace Making and Enforcement-Peace Building and Responsibility to Protect - Millennium Development Goals, Sustainable Development Goals.
Unit-IV.
Major Global Conflicts since the Second World War: Korean War-Vietnam War-Afghanistan Wars-Balkans: Serbia and Bosnia.

Unit-V.
Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms.

References:
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.
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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 UNat Ffifty. London: Macmillan, pp. 1-14.
Basu, Rumki (2014). United Nations: Structure and Functions of an international organization, New Delhi, Sterling Publishers.

19. BAHPO503 Understanding Ambedkar

Course objectives:
▪ To introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste.
▪ To pedagogically interrogate and interpreted Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism.
▪ To critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms.

Learning Outcomes:
▪ Equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker.
▪ Able to reflect on the method of the thinker's engagement with the then context, issues and concepts.
▪ Equipped in understanding the conceptual and philosophical diversity and significance of Ambedkar.

Unit-I.
Introducing Ambedkar: Approach to Study Polity–History–Economy-Religion and Society.
Unit-II.
Caste and Religion: Caste-Untouchability and Critique of Hindu Social Order-Religion and Conversion.
Unit-III.
Women's Question: Rise and Fall of Hindu Women-Hindu Code Bill. 58 B.A. (Hons) Political Science.
Unit-IV.

Political Vision: Nation and Nationalism-Democracy and Citizenship Constitutionalism: Rights and Representations-Constitution as an Instrument of Social Transformation.

Unit-V.

Economy and Class Question: Planning and Development-Land and Labour.

References:

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.

E.Zelliot,(1996).'FromUntouchable to Dalit: Essays on theAmbedkar Movement', in The Leadership of Babasaheb Ambedkar, Delhi: Manohar, pp. 53-78.

G. Omvedt, Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order, Available at http://www.ambedkar.org/research/LibertyEquality.htm, Accessed: 19.04.2013.

The Untouchables Who were they and why they become Untouchables? Available at http:// www. Ambedkar.org/ambcd/39A.Untouchables%20who%20were%20 they why % 20they% 20became% 20 PART%20I.htm, Accessed: 18.04.2013.

B. Ambedkar, (1987). 'The Hindu Social Order: Its Essential Principles', in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3, Education Deptt. Government of Maharashtra, 1989, pp. 95-129.

B. Ambedkar, (2003). 'What way Emancipation?', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt., Government of Maharashtra, Mumbai, pp- 175-201.

B. Ambedkar, (1987). 'Philosophy of Hinduism', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3, Education Deptt. Government of Maharashtra, Mumbai, pp-3-92.

B. Ambedkar, (1991). 'What Gandhi and Congress have done to the Untouchables', B.A. (Hons) Political Science 59 in Dr.Babasaheb Ambedkar Writings and Speeches, Education Deptt, Government of Maharashtra, Vol.9, pp. 40-102; 181-198; 274-297.

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A. Teltumbde and S. Sen (eds), 'Caste Question in India', in Scripting the Change, Selected Writings of Anuradha Ghandi, pp. 62- 91.

20. BAHPO504 Political Processes and Institutions in Comparative Perspective

Course objectives:

▪ To train the students in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we Study.

▪ To introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

Learning Outcomes:
▪ Familiarize themselves with the key theoretical approaches to the understanding of key political institutions.
▪ Understand that different political institutions play specific roles in the political process in different contexts.
▪ Apply the comparative knowledge to understand the nature and working of the political institutions in Indian.

Unit-I.
Approaches to Studying Comparative Politics: Political Culture - New Institutionalism.
Unit-II.
Electoral System: Definition and procedures - Types of election system (First Past the Post, Proportional Representation, Mixed Representation).
Unit-III.
Party System: Historical contexts of emergence of the party system and types of parties.
Unit-IV.
Nation-state: What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State' debates.
Unit-V.
Democratization: Process of democratization in postcolonial–post-authoritarian and post- communist countries.
Federalism: Historical context Federation and Confederation: debates around territorial division of power.

References:
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.
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SEM-6
21. BAHPO601 Public Policy and Administration in India

Course Objectives:
▪ To provide an introduction to the interface between public policy and administration in India.
▪ To enable students to learn the essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living.
▪ To deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

Learning Outcomes:
▪ Apply knowledge of management theories and practices to develop organization and to solve administrative problems.
▪ Ability to understand, analyses and communicate global, economic, legal and ethical aspects of administration and organisation development.
▪ Ability to lead themselves and others in the achievement of organizational goal s, contributing effectively to a team environment.

Unit-I.
Public Policy: Definition - characteristics and models - Public Policy Process in India.
Unit-II.
Decentralization: Meaning - significance and approaches and types - Local Self-Governance: Rural and Urban.
Unit-III.
Budget: Concept and Significance of Budget - Budget Cycle in India - Various Approaches and Types of Budgeting. 64 B.A. (Hons) Political Science.
Unit-IV.
Citizen and Administration Interface: Public Service Delivery - Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance.
Unit-V.
Social Welfare Administration: Concept and Approaches of Social Welfare - Social Welfare Policies: (a.) Education: Right to Education (b.) Health: National Health Mission (c.) Food: Right to Food Security (d.) Employment: MNREGA

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22. BAHPO602 Global Politics

Course objectives:
▪ To introduce students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions.
▪ To enable students to keep with the most important debates within the globalization discourse.
▪ To offer insights into 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.

Learning Outcomes:
▪ Demonstrate knowledge and understanding of key issues and concepts in global politics.
▪ Compare, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political biases and prejudices.

Unit-I.
Globalization-Conceptions and Perspectives: Understanding Globalization and its Alternative Perspectives, Debates on Sovereignty and Territoriality.

Unit-II.

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

Unit-III.

Cultural and Technological Dimensions. Global Resistances (Global Social Movements and NGOs). Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate.

Unit-IV.

Proliferation of nuclear weapons International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments. Migration Human Security.

Unit-V.

Global Shifts: Power and Governance.

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23. BAHPO603 India's Foreign Policy

Course objective:

▪ To teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy.

▪ To highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level.

Learning Outcomes:

▪ Identify the basic principles of India's foreign policy.

▪ Analyses the relevance of non-alignment in post-cold war period.

▪ Validate India's evolving relations with the super powers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance and international terrorism.

Unit-I.
India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power.
Unit-II.
India's Relations with the USA and USSR/Russia.
Unit-III.
India's Engagements with China Unit-IV India in South Asia: Debating Regional Strategies.
Unit-V.
India's Negotiating Style and Strategies: Trade, Environment and Security Regimes, India in the Contemporary Multipolar World.

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24. BAHPO604 Contemporary Political Economy

Course Objective:
▪ To familiarize the students with the different theoretical approaches;
▪ To give a brief overview of the history of the evolution of the modern capitalist world;
▪ To highlight the important contemporary problems, issues and debates on how these should be addressed.

Learning Outcomes:
▪ Students will be acquainted with the basic concepts and paradigms of contemporary political economy.
▪ The acquired knowledge will enable them to pursue individual research on various topics of political economic nature and choose the appropriate ones among various alternative analytical approaches.

Unit-I.
Approaches to Political Economy: Classical Liberalism, Marxism, Welfarism, Neo-liberalism and Gandhian approach.
Unit-II.
Capitalist Transformation: European Feudalism and Transition to Capitalism.
Unit-III.
Globalization: Transnational Corporations, World Trade Organization, Non-governmental Organizations (their role in development).
Unit-IV.
Issues in Development: (a.) Culture: Media and Television (b.) Big Dams and Environmental Concerns (c.) Military: Global Arms Industry and Arms Trade d. Knowledge Systems
Unit-V.
Globalization and Development Dilemmas: IT revolution and Debates on Sovereignty–Gender-Racial and Ethnic Problems-Migration.

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