

John Wilson Education Society's Wilson College (Autonomous)

Chowpatty, Mumbai-400007
RE-ACCREDITED 'A' grade by NAAC

Affiliated to the
UNIVERSITY OF MUMBAI



Syllabus for T.Y

Program: BA

Program Code: WUAPOL

**Choice Based Credit System (CBCS) with effect from
Academic year 2024–2025**

PROGRAM OUTLINE 2024-2025

YEAR	SEM	COURSE CODE	COURSE TITLE	CREDITS
TY	V	WUAPOL504	World Politics	4
		WUAPOL505	Western Political Thought	4
		WUAPOL506	Foundation of Public Policy	3
		WUAPOL507	Politics and Films	4
		WUAPOL508	Politics of Modern Maharashtra	4
		WUAPOL509	Rural Local Self Government	3
	VI	WUAPOL604	India in World Politics	4
		WUAPOL605	Indian Political Thought	4
		WUAPOL606	Select Public Policy in India	3
		WUAPOL607	Understanding Politics through Films	4
		WUAPOL608	Political Process of Maharashtra	4
		WUAPOL609	Urban Local Self Government	3

PROGRAMME SPECIFIC OUTCOME (PSOs)

Political Science graduate will be able to:

PSO1: To give an overview of various concepts namely: rights, structure, function of government, parliament, judiciary, administration, public policy, local self-government and the nature of constitutional process

PSO2: The graduate will be able to elaborate on essential political theories and concepts. Moreover, they will analyse political phenomena, including international relations and foreign policy.

PSO3: Graduates will also develop communication skills that are backed by extensive knowledge that will help them write and make better political arguments coherently, logically and persuasively.

PSO4: Whilst unfolding a political mindset, graduates can leverage various forms of media such as short films, documentaries and podcasts to expand their textual and

audio-visual content.

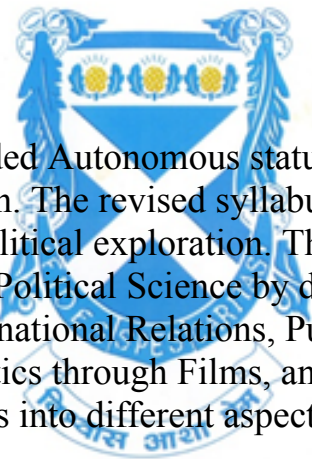
PSO5: Articulate concepts by designing and conducting research on political and interdisciplinary topics

PSO6: A degree in Political Science will help graduates make successful careers in civil services and perform remarkably in other competitive examinations, as well as to strive in the Social Development And Media sector.

PSO7: Through field visits, interactive sessions and various other activities the students will gain hands-on experience thus building a bridge with the theoretical knowledge and framework.

PSO8: Students will develop an understanding in the contemporary political mechanism, through the evolving of State, the role of economy, society, culture and political and non-political organizations.

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PREAMBLE:

With Wilson College being awarded Autonomous status, the exercise to restructure the syllabus of TYBA was undertaken. The revised syllabus serves as a guiding light through a diverse landscape of political exploration. The syllabus aims to provide a comprehensive understanding of Political Science by delving into various courses, including Political Thought, International Relations, Public Policy, Political Process in Maharashtra, Understanding Politics through Films, and Local Self-Government Bodies. Each course offers unique insights into different aspects of political theory, practice, and governance.

The Programme aspires to foster critical thinking skills, enhance analytical abilities, promote a deeper understanding of political phenomena, and cultivate an appreciation for diverse perspectives within the field of Political Science.

PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: World Politics		Course Code: WUAPOL504			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks-60)
3.2	NA	NA	4	40	60
Learning Objectives: <ul style="list-style-type: none"> • To develop an understanding of the evolving nature of global politics, including the emergence of transnational processes, and the implications of the dynamic international order. • To evaluate the emergence of new patterns of conflict and competition in contemporary international relations. • To examine the role of the international political economy in shaping global governance and economic integration. 					
Course Outcomes: <p>At the end of the course, the learner will be able to:</p> <ul style="list-style-type: none"> • To examine key concepts, approaches, and issues in world politics • To analyze the nature of the world order defined by power dynamics, including the historical contexts of bipolarity and unipolarity, and the emergence of multipolarity and non-polarity. • To evaluate different types of conflicts and initiatives for peace and the changing ideas of security. • To explain the roles and functions of international economic institutions. 					

DETAILED SYLLABUS

Course Code Unit	Unit	Course/ Unit Title	Credits/ Lectures 4 Credits/ 48 lectures
I		Concepts and approaches	12
	1.1	International Relations to Global Politics The emergence of Transnational processes	04
	1.2	Selected Approaches: Realism, Liberalism and Constructivism	05
	1.3	Concepts: Power, elements of power Balance of Power (global and regional)	03
II		World Order	12
	2.1	Nature of World Order defined by Power: Bipolarity – Cold War as an element of a Bipolar World	04
	2.2	Unipolarity, Multipolarity and Non-Polarity	05
	2.3	World in a state of flux	03
III		Conflict, Peace and Security	12
	3.1	Types of Conflicts	05
	3.2	Initiatives for Peace: Role of UN Peacekeeping forces and other Intergovernmental organizations	03
	3.3	Changing Idea of Security: National Security and Human Security	03
IV		International Political Economy	12
	4.1	World Political Economy – International Economic Institutions- World Bank, IMF Alternatives to the Bretton Woods- New Development Bank	05
	4.2	Protectionism, Free Trade and Multilateralism (WTO)	04
	4.3	Regional Economic blocs	03

Additional Study Material and Types of Exercises

Case study or assignment for self -study (12 hours)

- ❖ Book and Film/Documentary
- ❖ YouTube videos
- ❖ Research Articles, Newsletters, etc
- ❖ Discussions and Debates

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 Approaches*, 4th Edition, Oxford: Oxford University Press, pp. 2-7
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.
- Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th ed. Oxford: Oxford University Press.
- Goldstein, J. S., & Pevehouse, J. C. (2021). *International Relations*. 12 Edition. Pearson.
- Nye Jr., J. S., & Welch, D. A. (2021). *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*. 10 Edition Pearson.
- Tadjbakhsh, S., & Chenoy, A. M. (Eds.). (2008). *Human Security: Concepts and Implications*. Routledge.

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PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course: India in World Politics		Course Code: WUAPOL604			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2	NA	NA	4	40	60
Learning Objectives:					
<ul style="list-style-type: none"> • To develop a nuanced understanding of India's role and influence in world politics. • To be equipped with critical thinking skills to engage with contemporary global issues. • To examine the dynamics of India's relationships with neighboring countries such as Pakistan, Bangladesh, and Sri Lanka, including historical conflicts, economic cooperation, and cultural ties. 					
Course Outcomes:					
At the end of the course, the learner will be able to:					
<ul style="list-style-type: none"> • To examine India's foreign policy principles, diplomatic strategies, and relationships with major powers and neighboring countries. • To explain the changing nature of Indian diplomacy in the context of global affairs • To analyse the opportunities and complexities of India's relationships with the superpowers and with its neighbors. • To evaluate India's engagement with international organizations and groups, assessing its contributions, challenges, and strategies for effective multilateral diplomacy. 					

DETAILED SYLLABUS

	Unit	Course/ Unit Title	Credits/ Lectures
I		Foreign Policy and Diplomacy	12
	1.1	Indian foreign policy essential principles (Normative and Real Politik considerations)	04
	1.2	Diplomacy – Track I and Track II Diplomacy	04
	1.3	Determinants of Indian Foreign Policy – External and Internal with focus on current trends	04
II		India and the Major Powers	12
	2.1	USA	04
	2.2	Russia	04
	2.3	China	04
III		India and her select Neighbours	12
	3.1	Pakistan	04
	3.2	Bangladesh	04
	3.3	Sri Lanka	04
IV		India as an emerging global power	12
	4.1	India's Role in the United Nations	04
	4.2	India's role in BIMSTEC and ASEAN	04
	4.3	Contemporary global formations: G20 and G8	04

Additional Study Material and Types of Exercises

Case study or assignment for self -study (12 hours)

- ❖ Book and Film/Documentary
- ❖ YouTube videos
- ❖ Research Articles, Newsletters, etc
- ❖ Discussions and Debates

References:

- C. Constantinou, P. Kerr and P. Sharp, ed. The Sage Handbook of Diplomacy. Sage Publication
- S. Ganguly, ed. Engaging the World. Oxford University Press, 2016
- E. Sridharan, ed. International Relations Theory and South Asia, Vol I. Oxford University Press, 2011
- E. Sridharan, ed. International Relations Theory and South Asia, Vol II. Oxford University Press, 2011
- R. Abhanykar, Indian Diplomacy Beyond Strategic Autonomy. Oxford University Press, 2018



PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: Western Political Thought		Course Code: WUAPOL505			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks-60)
3.2	NA	NA	4	40	60
Learning Objectives:					
<ul style="list-style-type: none"> ● To develop a comprehensive understanding of Western political thought and its relevance to contemporary political discourse and practice. ● To develop the ability to analyze and evaluate key concepts and theories in Western political thought presented by various thinkers. ● To assess the relevance of the ideas and concepts by these thinkers to contemporary debates. 					
Course Outcomes:					
At the end of the course, the learner will be able to:					
<ul style="list-style-type: none"> ● To explain the foundational ideas and theories of Western political thought as presented by key thinkers. ● To analyze and evaluate the ideas and concepts of the modern state, liberty, justice, revolution, hegemony, feminism, and gender studies. ● To develop the ability to compare and contrast the perspectives of different thinkers. 					

DETAILED SYLLABUS

Course Code Unit	Unit	Course/ Unit Title	Credits/ Lectures 4 Credits/ 48 lectures
I		Modern State	12
	1.1	Niccolo Machiavelli, Thomas Hobbes	06
	1.2	John Locke	06
II		Liberty, Justice	12
	2.1	John Stuart Mill	06
	2.2	John Rawls	06
III		Revolution, Hegemony	12
	3.1	Karl Marx	06
	3.2	Antonio Gramsci	06
IV		Feminism, Multiculturalism	12
	4.1	Simone de Beauvoir, Judith Butler	06
	4.2	Will Kymlicka	06

Additional Study Material and Types of Exercises

Case study or assignment for self -study (12 hours)

- ❖ Book and Film/Documentary
- ❖ YouTube videos
- ❖ Research Articles, Newsletters, etc
- ❖ Discussions and Debates

References:

- Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education
- o D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press.
 - o Q. Skinner, (2000) 'The Adviser to Princes', in Machiavelli: A Very Short Introduction, Oxford: Oxford University Press, pp. 23-53 Chakravarty, Bidyut, and Pande, Rajendra Kumar, Indian Government and Politics, Sage Publications, 2008.
 - o C. Macpherson, (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario, pp. 194-214
 - o L. Strauss and J. Cropsey, (eds), History of Political Philosophy, 3rd edition. Chicago: Chicago University Press.
 - o R. Tong, Feminist Thought, 4th edition. Westview Press
 - o J. Butler, Gender Trouble: Feminism and the Subversion of Identity. Routledge Publication
 - o J. Butler, Undoing Gender. Routledge Publication



PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course: Indian Political Thought		Course Code: WUAPOL605			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2	NA	NA	4	40	60
<p>Learning Objectives:</p> <ul style="list-style-type: none"> ● To develop a nuanced understanding of Indian political thought and its significance for contemporary political discourse, social movements, and governance in India. ● To Compare and contrast the ideas and methodologies of different Indian political thinkers across various modules, identifying common themes and divergent perspectives. ● To assess the relevance of the ideas and concepts of these thinkers to contemporary debates. 					
<p>Course Outcomes:</p> <p>At the end of the course, the learner will be able to:</p> <ul style="list-style-type: none"> ● To examine the key ideas and theories in Indian political thought as articulated by prominent thinkers. ● To analyze and evaluate the diverse perspectives on the state, nationalism, reform, and socialism within the Indian context. ● To evaluate the historical, cultural, and social contexts that shaped the development of Indian political thought. 					

DETAILED SYLLABUS

	Unit	Course/ Unit Title	Credits/ Lectures 4 Credits/ 48 lectures
I		Ideas on State	12
	1.1	Mahadev Govind Ranade	06
	1.2	Mohandas Karamchand Gandhi	06
II		Nationalism	12
	2.1	Rabindranath Tagore	06
	2.2	Vinayak Damodar Savarkar	06
III		Rational and Radical Reform	12
	3.1	Gopal Ganesh Agarkar	06
	3.2	Bhimrao Ramji Ambedkar	06
IV		Socialism	12
	4.1	Jawaharlal Nehru	06
	4.2	Rammanohar Lohia	06

Additional Study Material and Types of Exercises

Case study or assignment for self -study (12 hours)

- ❖ Book and Film/Documentary
- ❖ YouTube videos
- ❖ Research Articles, Newsletters, etc
- ❖ Discussions and Debates

References:

D. Dalton, (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore*, Gurgaon: The Academic Press.

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.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) *Rabindranath Tagore: Universality and Tradition*, London: Rosemont Publishing and Printing Corporation, pp. 29-39.

J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.

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.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in *Economic and Political Weekly*, Vol. 23(44), pp. 38-49.

U. Chakravarti, (2007) *Pandita Ramabai - A Life and a Time*, New Delhi: Critical Quest, pp. 1-40.

R. Guha, (2010) *The Subaltern Feminist: Tarabai Shinde, Makers of Modern India*, Penguin, pp. 129-141

A. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage, pp. 260- 274.

M. Anees and V. Dixit (eds.), (1984) Lohia: Many Faceted Personality, Rammanohar Lohia Smarak Smriti.
S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in Economic and Political Weekly, Vol. XLV (40) pp. 51-55.

A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in Economic and Political Weekly, Vol. XLV (40), pp. 64-70



PROGRAM(s): T.Y.B. A		SEMESTER: V			
Course: Foundation of Public Policy		Course Code: WUAPOL506			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks-40)	Semester End Examination (Marks- 60)
2.5	NA	NA	3	40	60
Learning Objectives:					
<ul style="list-style-type: none"> • To develop a thorough understanding of public policy and the various factors influencing policy development within social, political, economic, and cultural contexts. • To compare different models of policy making. • To critically evaluate the roles of the executive, legislature, judiciary, and civil society in policy formulation, implementation, and evaluation, assessing the effectiveness and challenges of each stage of the policy cycle. • To examine policies, their implementation, and evaluation, and identify areas for improvement. 					
Course Outcomes:					
At the end of the course, the learner will be able to:					
<ul style="list-style-type: none"> • To define what public policy is and its importance in governance • To describe how policies are formed and distinguish between models of policies such as institutional, rational choice, elite-mass, and systems models. • To identify the roles of various stakeholders in policy formulation and implementation at various levels. • To analyse potential reforms to improve the policy-making process. 					

DETAILED SYLLABUS

Course Code Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Introduction	09
	1.1	Definition of Public Policy, Public Policy – Political Framework and Ideology. Nature and scope	02
	1.2	Context of Public Policy: Social, Political, Economic, and Cultural	04
	1.3	Constraints: Political, Economic, Institutional, Social, Cultural, Ethical	03
II		Models of Policy Making	09
	2.1	Institutional Model and Systems Model	03
	2.2	Elite Model	03
	2.3	Rational Choice Model	03
III		Policy Formulation	09
	3.1	Role of the Executive	02
	3.2	Role of the Legislature, Judiciary	04
	3.3	Role of Civil Society	03
IV		Implementation	09
	4.1	Policy Implementation	03
	4.2	Policy Impact	03
	4.3	Policy Evaluation	03

Additional Study Material and Types of Exercises

Case study or assignment for self -study (9 hours)

- ❖ Book and Film/Documentary
- ❖ YouTube videos
- ❖ Research Articles, Newsletters, etc
- ❖ Discussions and Debates

References:

1. Anderson, James E., Public Policy-Making, Seventh Edition, Houghton Mifflin, Boston, 2010.
2. Bardach, Eugene, A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, Fourth Edition, CQ Press, New York, 2011.
3. Birkland, Thomas, An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making, Third Edition, M.E.Sharpe, New York, 2010. Bevir, Mark, The Sage Handbook of Governance, Sage, New Delhi, 2013.
4. Chakrabarty, Bidyut, Public Administration in a Globalizing World: Theories and Practices, Sage India, New Delhi , 2012.
5. Dunn, William N., Public Policy Analysis An Introduction, Fifth Edition, Pearson, Delhi, 2011
6. Laxmikant, M., Governance in India, TMH, New Delhi, 2017
7. Lodge, Martin, Wegrich, Kai, Managing Regulation: Regulatory Analysis, Politics and Policy, Palgrave Macmillan, Houndmills, 2012.
8. Considine, Mark, Making Public Policy Authority, Organization and Values, Polity Press, Cambridge, 2005.
9. Hill, Michael, and Hope, Peter, Implementing Public Policy, Sage, London, 2002



PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course: Select Public Policy in India		Course Code: WUAPOL606			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorials (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
2.5	NA	NA	3	40	60
Learning Objectives:					
<ul style="list-style-type: none"> ● To differentiate between different types of public policies, learning their purposes and implications in the Indian context. ● To gain knowledge about significant national policies and schemes in India across various sectors. ● To evaluate major policies and their effectiveness in addressing socio-economic challenges and improving the quality of life for marginalized populations. ● To explore the shortcomings of the major policies. 					
Course Outcomes:					
At the end of the course, the learner will be able to:					
<ul style="list-style-type: none"> ● To identify the differences between types of policies and their roles in governance and development. ● To examine key policies and schemes in India related to the economy, welfare, equity, development, and environment. ● To review the effectiveness of these policies in addressing contemporary challenges and promoting sustainable development. ● To analyze the potential reforms to improve the policy in accordance with public concerns. 					

DETAILED SYLLABUS

	Unit	Course/ Unit Title	Credits/ Lectures
I		Economic Policies in India	09
	1.1	Industrial	03
	1.2	Labor	03
	1.3	Agriculture	03
II		Welfare Policies in India	09
	2.1	Poverty Alleviation Wilson College	03
	2.2	Health Care	03
	2.3	Education	03
III		Equity Policies in India	12
	3.1	Marginalized sections – SCs and STs	04
	3.2	Women	03
	3.3	Senior Citizens	02
IV		Developmental and Environmental Policies in India	12
	4.1	Forest	03
	4.2	Water	03
	4.3	Environment	03

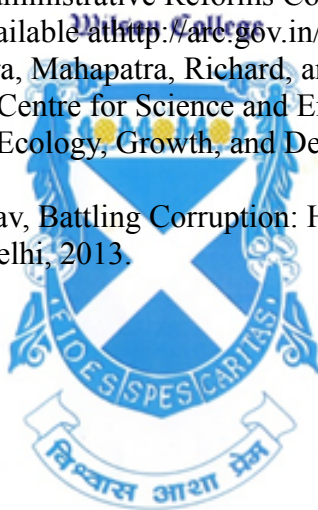
Additional Study Material and Types of Exercises

Case study or assignment for self -study (9 hours)

- ❖ Book and Film/Documentary
- ❖ YouTube videos
- ❖ Research Articles, Newsletters, etc
- ❖ Discussions and Debates

References:

1. Agravala, Pramoda Kumara, Land Reforms in States and Union Territories in India, Concept, New Delhi, 2010.
2. Basu, Kaushik, and Maertens, Annemie, The New Oxford Companion to Economics in India, Oxford University Press, Oxford, 2012.
3. Bhagwati, Jagdish and Panagriya, Arvind (Eds.), Reforms and Economic Transformation in India, Oxford University Press, Oxford, 2013.
4. Government of India, Second Administrative Reforms Commission, Promoting e- Governance The SMART Way Forward, 2008, available at http://arc.gov.in/11threp/ARC_11th_report.htm
5. Narain, Sunita, Bhushan, Chandra, Mahapatra, Richard, and Aruna, P., State of India's Environment 2015: A Down to Earth Annual, Centre for Science and Environment, New Delhi, 2015
6. Ramesh, Jairam, Green Signals: Ecology, Growth, and Democracy in India, Oxford University Press, New Delhi, 2015.
7. Shankar, Shylashri, Gaiha, Raghav, Battling Corruption: Has NREGA Reached India's Rural Poor?, Oxford University Press, New Delhi, 2013.



PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: Politics and Films		Course Code: WUAPOL507			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuo us Assesse nt (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2	NA	NA	4	40	60

Learning Objectives:

- To provide them with understanding how films serve as medium for creating political awareness.
- To acquaint learners with films as a tool to study Political theories and issues.
- To make them aware of the key milestones in development of Indian Cinema.
- To provide them a brief overview on the impact of Partition.
- To develop an understanding of the process of development in India through films.

Course Outcomes:

At the end of the course, the learner will be able to:

- To identify films as a tool to understand political concepts.
- To describe the significant landmarks of Cinema and Documentary in India.
- To assess the impact of Partition through its depiction in films.
- To discuss the depiction of the process of development in India in Films.

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		Understanding films as an expression of Popular Culture	10
	1.1	Films as a medium of creating political awareness	2
	1.2	Films as a tool to study political theory(with special reference to the concept of power and authority)	4
	1.3	Films as a Tool To Study International Politics(with special reference to the concept of war and futility of war)	4
II		Indian Films, Documentaries and Laws regulating Films	12
	2.1	Significant landmarks in Indian films	8
	2.2	Changing nature of the documentaries in India	4
III		Partition and its Impact	14
	3.1	Impact of Partition	4
	3.2	Impact on women	5
	3.3	Partition and Displacement	5
IV		Process of development in India	12
	4.1	1947- 1991	6
	4.2	1991 onwards	6

Additional Study Material and Types of Exercises

Case study or assignment for self -study (12 hours)

References:

Varma, R. G. *Sarkar* [Motion Picture]. Ram Gopal Varma Productions. India. (2005).

Jha, P. *Rajneeti* [Motion Picture]. Prakash Jha Productions. India. (2010).

Kashyap, A. *Gulaal* [Motion Picture]. Zee Studios. India. (2009).

Patel, J. *Sinhasan* [Motion Picture]. National Film Development Corporation. India. (1978).

Anand, C. *Haqeeqat* [Motion Picture]. Himalaya Films. India. (1964).

Lean, D. *The Bridge on the River Kwai* [Motion Picture]. Columbia Pictures. United States. (1957).

Tanović, D. *No Man's Land* [Motion Picture]. Noé Productions. Bosnia and Herzegovina. (2001).

Dutta, J. P. *Border* [Motion Picture]. J.P. Films. India. (1997).

Meyer, N. *The Day After* [Television Film]. ABC Circle Films. United States. (1983).

Spielberg, S. *Saving Private Ryan* [Motion Picture]. DreamWorks Pictures. United States. (1998).

Eastwood, C. *Letters from Iwo Jima* [Motion Picture]. Warner Bros. Pictures. United States. (2006)

PROGRAM(s): T.Y.B.A	SEMESTER: VI
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Course: Learning Politics through Films	Course Code: WUAPOL607
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Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2	NA	NA	4	40	60

Learning Objectives:

- To highlight the issue of identity politics of marginalised communities and their portrayal in films.
- To analyze the significance and impact of People’s Movements through documentaries and films, fostering understanding of social justice issues and enhancing media literacy skills.
- To develop an understanding the contemporary issues in Indian Society through films
- To make them aware of the key milestones in development of Regional Cinema in India.

Course Outcomes:
At the end of the course, the learner will be able to:

- To analyse the portrayal of marginalised identities in mainstream Cinema.
- To appraise the significance and impact of People’s Movement with help of Documentaries and Films
- To examine the issues of Internal Security Challenges to India with the Films.
- To discuss the evolution of regional films in India

DETAILED SYLLABUS

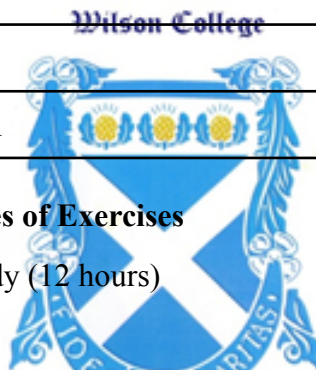
	Unit	Course/ Unit Title	Credits/ Lectures
I		Depiction of Marginalised identities in Bollywood Films	15
	1.1	Gender	5

	1.2	Tribal	4
	1.3	Dalits	5
II		People's Movements	08
	2.1	Environmental movements	4
	2.2	Right to Information Movement	4
III		Internal Security Challenges	14
	3.1	Terrorism	4
	3.2	Communalism	4
	3.3	Ideological Struggles	4
IV		Regional Films in India	09
	4.1	Marathi	3
	4.2	Bengali	3
	4.3	Malayalam	3

Additional Study Material and Types of Exercises

Case study or assignment for self -study (12 hours)

References:



Gopal, S. Nehru and Socialism. In B. Zachariah (Ed.), *Nehru's India: Essays on the Maker of a Nation* (pp. 168-179). Delhi: Oxford University Press. (2005).

Guha, R. *India after Gandhi: The History of the World's Largest Democracy*. New York: HarperCollins. (2007).

Hasan, Z. The Decline of Feudalism and the Triumph of the State in India. In M. Alam & S. Subrahmanyam (Eds.), *The State in India, 1000-1700* (pp. 174-197). Delhi: Oxford University Press. (2007).

Mohanty, M. *Chipko Movement: The Forest Where Women Protect Trees*. New Delhi: Routledge India. (2010).

Patwardhan, A. (Director). *Narmada Bachao Andolan* [Documentary film]. India: Public Service Broadcasting Trust. (1995).

Raghavan, S. *War and Peace in Modern India: A Strategic History of the Nehru Years*. Delhi: HarperCollins India. (2012).

Sen, A. *An Uncertain Glory: India and its Contradictions*. Princeton: Princeton University Press. (2013).

Thapar, R. *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin Books. (2015).

Varshney, A. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. New Haven: Yale University Press. (2002).

Wilkinson, S. I. *The Spectre of Capitalism: The Future of the World Economy After the Fall of Communism*. New York: Palgrave Macmillan. (2002).

Ek Cup Chai [Documentary film]. India: Udaan Communications. (2008).

Right to Information (Kamlu Didi) [Documentary film]. India: Public Service Broadcasting Trust. (2005).

Chatterjee, S. *Depiction of Marginalized Identities in Bollywood Film: A Critical Analysis*. *Journal of Indian Cinema Studies*, 5(2), 45-60. (2018).

PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: Politics of Modern Maharashtra		Course Code: WUAPOL508			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2	NA	NA	4	40	60
Learning Objectives:					
<ul style="list-style-type: none"> ● To understand historical context, socio-political factors, and significance of the Samyukta Maharashtra Movement in the formation of the state of Maharashtra ● To understand the dynamics of sub-regionalism within Maharashtra and its impact on regional development. ● To explore the landscape of political parties in Maharashtra, distinguishing between national and regional entities, and analyzing the dynamics of coalition politics within the state ● To examine the role of civil society in Maharashtra, from pre-independence to post-independence, while looking at their contributions and influence on the political process. 					
Course Outcomes:					
At the end of the course, the learner will be able to:					
<ul style="list-style-type: none"> ● To recognise the contributions of social reformers and examine the evolution of the idea of Maharashtra. ● To describe the Samyukta Maharashtra Movement. ● To identify the reasons for sub regionalism and regional disparity in terms of development in Maharashtra. ● To review National and State parties of Maharashtra and evaluate their development in Maharashtra. ● To discuss the role the Civil Society has played in the context of Maharashtra Politics. 					

DETAILED SYLLABUS

Course Code/ Unit	Unit	Course/ Unit Title	Credits/ Lectures
I		HISTORICAL BACKGROUND	12
	1.1	Evolution of the idea of Maharashtra	2
	1.2	Social Reform Movement and Nationalist Movement in Maharashtra	5
	1.3	Samyukta Maharashtra Movement	5
II		Sub-regionalism and Regional Disparity	12
	2.1	Kokan, Khandesh, Western Maharashtra	4
	2.2	Marathwada and Vidarbha	4
	2.3	Dandekar Committee Report and Kelkar Committee Report	4
III		Political Parties in Maharashtra	14
	3.1	National parties	4
	3.2	State Parties	6
	3.3	Coalition Politics	4
IV		The Role of Civil Society in Maharashtra Politics	10
	4.1	Media, Interest Groups	2
	4.2	NGOs and Community Empowerment	3
	4.3	People's Movement and Activism	5

Additional Study Material and Types of Exercises

Case study or assignment for self -study (12 hours)

References:

- Lele, Jayant: One Party Dominance in Maharashtra Resilience and Change; Popular Prakashan, Mumbai, 1982
- Phadke, Y D: Politics and Language; Himalaya Publishing House, Mumbai, 1975
- _____: Social Reformers of Maharashtra; Maharashtra Information Center, New Delhi, 1975
- Phatak, Anagha: Political Process of Maharashtra; Prachi Prakashan
- Sirsikar, V.M.: Politics of Modern Maharashtra; Orient Longman, 1994
- Teltumbde, Anand: Ambedkar in and for the post – Ambedkar Dalit Movement; Sugawa Prakashan, Pune, 1997
- Thakkar, Usha and Kulkarni, Mangesh: Politics in Maharashtra; Himalaya Publishing House, Bombay, 1995.
- Tikekar, S. R.: Maharashtra The Land, Its People and their Culture; Ministry of Information and Broadcasting, New Delhi, 1966

Books in Marathi

- Kulkarni, Bhimrao: Asmita Maharashtrachi, Maratha Mandir Prakashan, 1971
- Mungekar, S. G. (Sampadak): Parivartanache Parivahan- Maharashtra, 1932-1981, Continental Prakashan, Pune, 1982
- Nimbale, Arunkumar: Dalit Panther, Sugawa Prakashan, Pune, 1989
- Pandit, Nalini: Jativadani Vargavad, Sadhana Prakashan, Pune, 1971
- _____: Maharashtraatil Rashtriyatvacha Vikas, Modern Book Depot Prakashan, Pune, 1972
- Pannalal, Surana and Bedkihal, Kishore (Sampadak): Aajcha Maharashtra, Srividya Prakashan, Pune, 1988
- Panse, Ramesh (Sampadak): Maharashtraatil Samaj Parivartana chya Disha, Majestic Prakashan, Mumbai, 1989
- Phadke, Y. D.: Visavya Shatakatil Maharashtra: Khanda 1 to 6, Srividya Prakashan, Pune, 1990
- Vora, Rajendra and Palshikar, Suhas: Maharashtraatil Sattantar, Granthali, Mumbai, 1996

Magazines and Journals -

- Agrotech
- Andolan
- Bayaja
- Chanakya Mandal Parivar
- Lokarajya
- Parivartanacha Vatsaru
- Sadhana
- Spardha Pariksha
- Stri Uvacha
- Yashoda
- Yojana

PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course: Political Process of Maharashtra		Course Code: WUAPOL608			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
3.2	NA	NA	4	40	60
Learning Objectives:					
<ul style="list-style-type: none"> ● To focus on the relationship between agriculture, agrarian issues, and political dynamics in Maharashtra. ● To explore the role of caste dynamics in shaping political landscapes and decisions within Maharashtra. ● To delve into the socio-political issues faced by tribal communities in Maharashtra and how they intersect with political processes ● To broadly cover the multifaceted challenges and opportunities for development in Maharashtra 					
Course Outcomes:					
<p>At the end of the course, the learner will be able to:</p> <ul style="list-style-type: none"> ● To examine the intersection of agriculture and politics in Maharashtra, addressing key issues farmer's distress and land related issues ● To review the impact of Caste in politics of Maharashtra ● To identify different tribal identities, their concerns and civil society initiatives for tribal development in Maharashtra ● To analyse the diverse socio-economic, environmental, industrial and technological development and challenges faced by governance in Maharashtra 					

DETAILED SYLLABUS

	Unit	Course/ Unit Title	Credits/ Lectures
I		Agriculture and Politics in Maharashtra	12
	1.1	Agrarian Economy (APMC, Cooperatives Sector)	4
	1.2	Farmer's Concerns	4
	1.3	Land issues	4
II		Caste and Politics in Maharashtra	12
	2.1	Dominant Caste Politics	5
	2.2	Dalit Politics	4
	2.3	OBC Politics <i>Wilson College</i>	3
III		Tribal issues in Politics of Maharashtra	12
	3.1	Understanding tribal identities in Maharashtra	3
	3.2	Tribal issues, Concerns and Responses	5
	3.3	Assertion of Tribal Identities	4
IV		Development in Maharashtra	12
	4.1	Industrial Growth	4
	4.2	Environmental Sustainability	4
	4.3	Technology and Innovation	4

Additional Study Material and Types of Exercises

Case study or assignment for self -study (9 hours)

References:

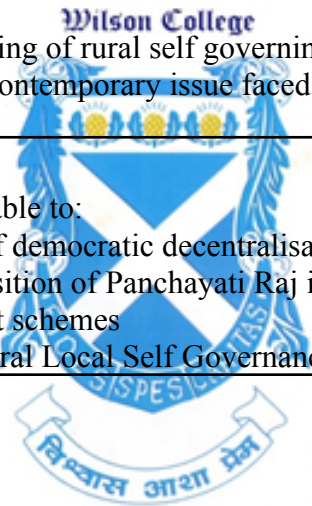
- Lele, Jayant: One Party Dominance in Maharashtra Resilience and Change; Popular Prakashan, Mumbai, 1982
- Phadke, Y D: Politics and Language; Himalaya Publishing House, Mumbai, 1975
- : Social Reformers of Maharashtra; Maharashtra Information Center, New Delhi, 1975
- Phatak, Anagha: Political Process of Maharashtra; Prachi Prakashan
- Sirsikar, V.M.: Politics of Modern Maharashtra; Orient Longman, 1994
- Teltumbde, Anand: Ambedkar in and for the post – Ambedkar Dalit Movement; Sugawa Prakashan, Pune, 1997
- Thakkar, Usha and Kulkarni, Mangesh: Politics in Maharashtra; Himalaya Publishing House, Bombay, 1995.
- Tikekar, S. R.: Maharashtra The Land, Its People and their Culture; Ministry of Information and Broadcasting, New Delhi, 1966
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- Mungekar, S. G. (Sampadak): Parivartanache Parivahan- Maharashtra, 1932-1981, Continental Prakashan, Pune, 1982
- Nimbale, Arunkumar: Dalit Panther, Sugawa Prakashan, Pune, 1989
- Pandit, Nalini: Jativadani Vargavada, Sadhana Prakashan, Pune, 19
- Maharashtra til Rashtriyatvacha Vikas, Modern Book Depot Prakashan, Pune, 1972
- Pannalal, Surana and Bedkihal, Kishore (Sampadak): Aajcha Maharashtra, Srividya Prakashan, Pune, 1988
- Panse, Ramesh (Sampadak): Maharashtra til Samaj Parivartana chya Disha, Majestic Prakashan, Mumbai, 1989
- Phadke, Y. D.: Visavaya Shatakatil Maharashtra: Khanda 1 to 6, Srividya Prakashan, Pune, 1990
- Vora, Rajendra and Palshikar, Suhas: Maharashtra til Sattantar, Granthali, Mumbai, 1996

Magazines and Journals -

- Agrotech
- Andolan
- Bayaja
- Chanakya Mandal Parivar
- Lokarajya
- Parivartanacha Vatsaru
- Sadhana
- Spardha Pariksha
- Stri Uvacha
- Yashoda
- Yojana



PROGRAM(s): T.Y.B.A		SEMESTER: V			
Course: Rural Local Self Government		Course Code: WUAPOL509			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
2.5	NA	NA	3	40	60
Learning Objectives:					
<ul style="list-style-type: none"> ● To develop an overview of the nature of democratic decentralisation brought through the 73rd Amendment. ● To enhance understanding of functioning of rural self governing institutions ● To develop critical understanding of contemporary issue faced by these institutions in special reference to Maharashtra Politics 					
Course Outcomes:					
At the end of the course, the learner will be able to:					
<ul style="list-style-type: none"> ● To examine the meaning and nature of democratic decentralisation through 73rd Amendment ● To describe the functions and composition of Panchayati Raj institutions. ● To evaluate various rural development schemes ● To analyse contemporary issues of Rural Local Self Governance. 					



DETAILED SYLLABUS

	Unit	Course/ Unit Title	Credits/ Lectures
I		Democratic Decentralization	08
	1.1	Meaning and nature	2
	1.2	Importance of Rural Local Government	2
	1.3	73rd Amendments and its interpretations	4
II		Introduction to Panchayati Raj Institutions: Three tier system	08
	2.1	Gram Sabha and Gram Panchayat	4
	2.2	Panchayat Samiti	2
	2.3	Zilla Parishad	2
III		Rural Development Schemes	12
	3.1	Education	4
	3.2	Social Welfare	4
	3.3	Water Conservation	4
IV		Contemporary Issues	08
	4.1	Empowerment through political reservation (SC/ST/ Women)	4
	4.2	Issue of autonomy in Panchayati Raj institutions	4

Additional Study Material and Types of Exercises

Case study or assignment for self -study (9 hours)

References:

- Arora, Ramesh: *HoojaMeenakshi, Panchayati Raj, Participation and Decentralization*; Volume – 3 series, Rawat Publications, Mumbai, 2009.
- Carras, Mary: *The Dynamics of Indian Political Fashions*; Cambridge University Press, London, 1972.
- Carter, Anthony: *Elite Politics in Rural India – Political Stratification and PoliticalAlliances in Western Maharashtra*; Cambridge University Press, London, 1974. 4.
- Gupta, M. P.: *Prabhat Kumar and BhattacharachyaJaijit, Government Online – opportunities and Challenges - Tata McGraw; Hill Publishing Company Ltd, NewDelhi, 2004*
- Kamta, Prasad: *Planning of the Grass Roots*; Sterling Publishers Pvt Ltd., 1998.
- Khandekar, V. S. and Bhagwat A .K. (Ed): *Maharashtra– A Profile; Felicitation Volume, Kolhapur 1977.*
- Lele, Jayant: *Elite Pluralism and Class Rule Political Development in Maharashtra*; Popular Prakashan, Mumbai, 1982.
- *Local Governance in India – Decentralization and Beyond*; Oxford University Press, New Delhi, 2006.
- Naigail, Calder, *The Restless Earth*; Penguin, 1983.
- Palanithurai, G: *New Panchayati Raj System – Status and Prospects*; Kanishka Publishers, New Delhi, 1996.
- Pawar, S. N., Patil, R. B. and Salunkhe S. A.: *Strategies and Practices*; Rawat Publications, New Delhi, 2005.
- Sharma, Shakuntala: *Grassroot Politics and Panchayat Raj*; Deep and Deep Publications, New Delhi, 1994.
- Singh, U. B.: *Women in Panchayats (A Study of Role Conflict)*; Serials Publications, New Delhi, 2011.
- Tiwary, R. K.: *Training for Elected Panchayati Raj Representatives*; Shipra Publications, Delhi, 2008.

Books in Marathi

- Bang, K .R.: *BhartatilSthanikSwashasan (special ref. Maharashtra)*, MangeshPrakashan, 2005.
- Bhogle, Shantaram: *Bhartatil Sthanik Shasan*, Vidyaprakashan, Nagpur, 1997.
- Daundkar, Shyam: *ApalaGaonApalaShasan – Panchayat Raj – KarbharAniYojana, AnubandhPrakashan, Pune, 1997.*
- Devgoankar, S. G.: *Panchayati Raj aani samuhik vikas, Sainath prakashan, Nagpur, 2009*
- Kotapalle, Laxman: *Bhartattil Samajik Kalyan Prakashan, Vidya Publications, Aurangabad, 2009.*
- Nandedkar, V. G: *Panchayati Raj, Ksagar, Pune, 2008.*
- Patil, B. B: *SthanikSwarajyaSanstha, Prashant Publications, Jalgaon.*
- : *Maharashtratil Panchayat Raj Aani Nargi Sthanik Swarajya Sanstha, K Sagar, Pune, 2008.*
- Suresh, kaka: *Panchayati Rajya, Prachi Prakashan, Mumbai, 1990.*

PROGRAM(s): T.Y.B.A		SEMESTER: VI			
Course: Urban Local Self Government		Course Code: WUAPOL609			
Teaching Scheme					Evaluation Scheme
Lectures (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks- 40)	Semester End Examination (Marks- 60)
2.5	NA	NA	3	40	60
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To develop an overview of the nature of democratic decentralisation brought through the 74th Amendment. • To enhance understanding of functioning of Urban self governing institutions • To develop critical understanding of contemporary issue faced by these institutions in special reference to Maharashtra Politics 					
<p>Course Outcomes:</p> <ul style="list-style-type: none"> • To examine the meaning and nature of democratic decentralisation through the 74th Amendment. • To describe the composition and functions of Urban Local Self Government institutions. • To evaluate various urban development schemes. • To analyze of contemporary issues of Urban Local Self Governance 					

DETAILED SYLLABUS

	Unit	Course/ Unit Title	Credits/ Lectures
I		Democratic Decentralization	08
	1.1	Urbanisation	02
	1.2	Importance of Urban Local Government	02
	1.3	74th Amendment and its Implementation	04
II		Introduction to Urban Local Self Government	09
	2.1	Nagar Panchayat	3
	2.2	Municipal Council	3
	2.3	Municipal Corporation	3
III		Urban Development Schemes	12
	3.1	Housing, Slum development and rehabilitation	4
	3.2	Regional Development Authorities	4
	3.3	Health	4
IV		Contemporary Issues	07
	4.1	Disaster Management	04
	4.2	Transport Infrastructure and Transportation	03

Additional Study Material and Types of Exercises

Case study or assignment for self -study (9 hours)

References:

- Carras, Mary: *The Dynamics of Indian Political Fashions*; Cambridge University Press, London, 1972.
- Das, P. K.: *Slums : The Continuing struggle for Housing*; Nivara Hakka Suraksha Samiti Publication, 2002
- Gupta, M. P.: *Prabhat Kumar and BhattacharachaJaijit, Government Online – opportunities and Challenges - Tata McGraw; Hill Publishing Company Ltd, NewDelhi, 2004.*
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- Khandekar, V. S. and Bhagwat A .K. (Ed): *Maharashtra– A Profile; Felicitation Volume, Kolhapur 1977.*
- *Local Governance in India – Decentralization and Beyond*; Oxford University Press, New Delhi, 2006.
- Mishra, Archana: *Water Harvesting – Ecological and Economic Appraisal*; Authorpress Global +++++Network, New Delhi, 2006.
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- Pawar, S. N., Patil, R. B. and Salunkhe S. A.: *Strategies and Practices*; Rawat Publications, New Delhi, 2005.
- Sareen, Shalini: *Urban Pollution and its Management*; IVY Publishing House, New Delhi, 2005.

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- Bang, K .R.: *BhartatilSthanikSwashasan (special ref. Maharashtra)*, MangeshPrakashan, 2005.
- Bhogle, Shantaram: *Bhartatil Sthanik Shasan*, Vidyaprakashan, Nagpur, 1997.
- Daundkar, Shyam: *ApalaGaonApalaShasan – Panchayat Raj – KarbharAniYojana, AnubandhPrakashan, Pune, 1997.*
- Devgoankar, S. G.: *Panchayati Raj aani samuhik vikas, Sainath prakashan, Nagpur, 2009*
- Kotapalle, Laxman: *Bhartattil Samajik Kalyan Prakashan, Vidya Publications, Aurangabad, 2009.*
- Nandedkar, V. G: *Panchayati Raj, Ksagar, Pune, 2008.*
- Patil, B. B: *SthanikSwarajyaSanstha, Prashant Publications, Jalgaon.*
- : *Maharashtratil Panchayat Raj Aani Nargi Sthanik Swarajya Sanstha, K Sagar, Pune, 2008.*
- Suresh, kaka: *Panchayati Rajya, Prachi Prakashan, Mumbai, 1990.*

Modality of Assessment

Theory Examination Pattern:

A. Internal Assessment- 40%- 40 Marks per paper

Sr. No.	Evaluation Type	Marks
1	Written Objective Examination	20
2	Assignment/ Case study/ field visit report/ presentation/ project	20
	Total	40

B. External Examination- 60%- 60 Marks per paper

Semester End Theory Examination:

1. Duration - These examinations shall be of **two hours** duration.
2. Theory question paper pattern:
 - a. There shall be 4 questions each of 12 marks one on each unit.
 - b. There shall be 2 Short notes each 6 of marks
 - c. All questions shall be compulsory with internal choice within the questions.

Paper Pattern:

Question	Options	Marks	Questions Based on
1	Any one out of two	1x 12	Unit I
2	Any one out of two	1x 12	Unit II
3	Any one out of two	1x 12	Unit III
4	Any one out of two	1x 12	Unit IV
5	Any two out of four (Short notes)	2x6	All Units

	TOTAL	60	
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