

# BINOD BIHARI MAHTO KOYALANCHAL UNIVERSITY

## DEPARTMENT OF POLITICAL SCIENCE

Revised Courses of Study for Four Year Undergraduate Honours/Research Programme under  
NEP-2020

Syllabus for the Bachelor of Arts in Political Science

Major in Political Science, Semester wise Course Code, Paper name and Credit Points



Major Papers					
Year	Sem	Course Code	Title of the Paper	Theory / Practical Credit	Credits
First Year	I	POL MJ-1	Understanding Politics	Theory	4
	II	POL MJ -2	Comparative Government and Politics	Theory	4
		POL MJ-3	Political Theory	Theory	4

Second Year	III	POL MJ-4	Ancient Indian Political Thought	Theory	4
		POL MJ -5	Theory of International Relations	Theory	4
	IV	POL MJ-6	Public Policy	Theory	4
		POL- MJ-7	Politics in India	Theory	4
		POL-ML-8	Western Political Thinkers	Theory	4

<b>Minor Papers</b>					
<b>Year</b>	<b>Semester</b>	<b>Course Code</b>	<b>Title of the Paper</b>	<b>Theory / Practical Credit</b>	<b>Credits</b>
1	I	POL MN-1A	Globalization and Politics	Theory	4
2	III	POL MN-2B	Human Rights	Theory	4

<b>sem</b>	<b>Multidisplinary Course</b>				
I	POL-MDC	Indian Constitution	Theory		3

## Internal Assessment and External Assessment

Internal Assessment	Marks 25	External Assessment	Marks - 75
02 Internal Assessment Test	15	MCQ	5x1 =05
Attendance	05	Shorts Notes	2x5= 10
Other Activities	05	Long answer type Questions	4x15=60

### Semester-1

#### Paper- Understanding Politics

##### **POL MJ-1**

**Course Objective:** This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics. Since the state occupies a central position in the discourses on politics, the understanding of different theories on the state will allow the students to understand the role of the state in the society and how it governs and regulate the power structure. Media and civil society are the drivers of the politics as they perform a communication role, important for information and ideology transmission.

#### **Course Outcomes:**

- The students would be able to explain different approaches to politics and build their own understanding of politics.
- They will be able to answer why the state plays so much central place in the discourses on politics.
- They will be able to make a distinction between nation and state.
- They will come to know about different theories on nationalism.
- Students would be able to answer what are social movements and make a distinction between the old and new social movements.

**End Semester Examination (ESE 75 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

#### **Unit-I: Introduction to Politics**

- What is Politics?
- Different Approaches to Understand Politics

#### **Unit-II: Centrality of State**

- What is State? Why State Occupies Central Position in Discussion of Politics?
- Theories of State
- Ideologies and Understanding of State
- Changing Role of State in the Era of Globalization?

#### **Unit-III: State and Nation**

- How State is different from Nation?
- Debates in Nation and Nationalism

**Unit-IV: Democracy and Social Movements**

- a. Theories of Democracy
- b. Social Movements

**UNIT-V: Political Communication and Mass Media**

- a. Political Communication
- b. Role of Mass media

**Readings:**

1. Eddy Ashirwatham - Political Theory.
2. JC Johari - Modern Political Theory.
3. S.P. Verma - Modern Political Theory.
4. O.P. Gauba - An Introduction to Political Theory.
5. Andrew Vincent - Modern Political Ideology.
6. Andrew Heywood - Political Ideologies an Introduction.
7. O.P. Gauba - Contemporary Political Ideologies.
8. Sushil Kumar Swami and Mac Millan - Political Theory.
9. M.G. Gandhi - Modern Political Theory.
10. O.P. Gauba - Political Ideas & Ideologies.
11. S.E. Barku - Principal of Social & Political Theory.
12. R. Dhal - Modern Political Analysis.

## **Semester-2**

### **Paper- Comparative Government and Politics**

**POL MJ- 2**

**Course Objective:** This course will enable the students to understand the functioning of governments and political systems in comparative perspectives. The political system does not operate in a vacuum. It has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different political regimes in terms of the origin of governmental structures and their functioning. We have different political regimes even within the broader category of democratic regimes. However, they differ from each other in many respects. This course will allow the students to understand their functioning in a comparative perspective.

**Learning Outcomes:**

- a. The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.
- b. They will be able to compare democratic regimes and evaluate their functioning.
- c. They will be able to critically reflect on critical aspects of electoral democracy that includes functioning of parties and the relation between representation and democracy.
- d. They will be able to explain how media has changed the contours of elections and electoral democracy.

**End Semester Examination (ESE 75 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

**Unit I: Understanding Comparative Politics**

- a. What is comparative politics?
- b. Why should we study it?

**Unit II: How to study Comparative Politics?**

- a. What do we mean by approaches to understand comparative politics?
- b. Approaches: Political System, Institutionalism and New institutionalism, Political Economy, Political Culture, Political Development (Note: Application of these approaches should be focus of discussions).

**Unit 3: Comparing Political Regimes:**

- a. Typologies of Regimes
- b. Models of democracy
- c. How to compare democracies and democratic states?
- d. Democratic waves after Second World War; Post-Soviet Union, Arab Springs

**Unit 4: Electoral Systems:**

- a. Theories of representation: What are different types of electoral system? How do they work?
- b. Debates emerging from systems of representation: Does election really reflects participation? Election and electoral costs; comparing democratic systems such as India, USA etc.

**Unit 5: Party System:**

- a. Meaning and Typologies of the Party System
- b. Comparing functioning of Party system in India, USA and Britain
- c. Political Communication and the Role of Media

**Readings:**

1. A.C. Kapoor & K. K. Mishra, Select Constituents, S.Chand.
2. V.D. Mahajan, Constitution Of The World, S.Chand 2001 New Delhi.
3. J.C. Johari: New Comparative Govt. Lotus, 2008
4. S.E. Finer, Comparative Govts.
5. Bryce, Modern Democracies.
6. Herman Finer, Theory and Practice Of Modern Government
7. Vidya Bhushan & Vishnu Bhagwan. World Constitution, Sterling Publications 1998.
8. J. Kopstein And M. Lichbach, Comparative Politics: Interests Identities And Institutions In A Changing Global Order.
9. M. Mohanty, Comparative Political Theory and Third World Sensitivity
10. Harihar Das, Comparative Politics.
11. J.C. Joughri, Comparative Govt. & Politics.

**Semester-2**  
**Paper- Political Theory**

**POL MJ-3**

**Course Objective:** The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts like equality, freedom, democracy, citizenship, and justice allow the students to understand the expanding horizons of discourses in the discipline.

**Learning Outcomes:**

- a. Students will be able to learn key concepts needed to understand the political phenomenon. They will come to know about the role and functions of Political theory.
- b. They will come to know how liberal and Marxist traditions look at and understand politics.
- c. They will learn what is power and how does it operate in society and politics.
- d. They will be able to explain the debates on the distributive theory of justice.
- e. They will come to understand and explain different theories and contemporary debates in democracy and the changing role of state in the contemporary times.

**End Semester Examination (ESE 75 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

**Unit I: Political Questions and Political Theory**

- a. What are political questions?
- b. Nature of Political Theory: Explanatory, Normative and Empirical

**Unit II: How to Understand Politics?**

- a. Liberal Traditions
- b. Marxist Traditions
- c. Feminist and Post-Modern Approaches

**Unit III: Power**

- a. Theories of Power (Max Weber, Robert Dahl, Michel Foucault)

**Unit IV: Theory of Justice**

- a. Notion of Justice
- b. Distributive Justice: John Rawls and Robert Nozick

**Unit V: Freedom**

- a. Notion of Freedom
- b. Contemporary Debates

**Unit VI: Equality**

- a. Notion of Equality
- b. Equality, Liberty, and Justice Correlation

**Unit VII: Citizenship and Democracy**

- a. Theories of Democracy and Contemporary Debates
- b. Theories of Citizenship

**Readings:**

1. AC Kapoor, Principals of Political Science.
2. Eddy Ashirwatham, Political Theory, S Chand Delhi, 2009
3. JC Johari, Modern Political Theory.
4. CEM Joad, Introduction to Modern Political Theory.
5. R.C Aggarwal, Political Theory, S Chand
6. Appadorai, Substance of Politics, OUP, Delhi 2000
7. R. Bhargav & A. Acharya, Political Theory: And Introduction, Pearson 2008
8. Amal Ray & Mohit Bhattacharya, Political Theory : An Introduction.
9. R.G. Aggarwal, Political Theory, S.Chand 2001 New Delhi.
10. O.P. Gauba, An Introduction to Political Theory, Macmillan 2001 New Delhi.
12. J.C. Johri, Adhunik Rajniti Vigyan Ke Siddhant, Sterling Publication Pvt. Ltd.
13. RG Gettel. Political Science
14. David Held, Political Theory and The Modern State: Essays on State, Power And Democracy
15. Andrew Heywood, Politics, Macmillan 2002



## **Semester-3**

**POL MJ- 4**

### **Paper- Ancient Indian Political Thought**

**Course Objectives:** This course intends to acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft. The thinking on politics and statecraft has been in all the great civilizations including India which is one of the most ancient and rich civilizations of the world. In India, academic sages and philosophers produced huge treasures of wisdom on politics, kingship, the functioning of government including the monarchy and bureaucracy, and their relationship with the people. This course module will make them understand the ideas of some prominent ancient political thinkers of India in light of the key sources like Vedas, Mahabharat, Ramayan, Puranas and some of the texts written by some individual philosophers themselves.

#### **Course Learning Outcomes:**

- a. The student will come to know about the sources of ancient Indian political thought and the ideas of individual sages, political thinkers and philosophers on politics and functioning of government.
- b. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.
- c. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India and their proponents

**End Semester Examination (ESE 75 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

#### **Unit I: Introduction to the Ancient Indian Political Thought**

- a. Features of Indian Political Thought
- b. Beyond the European and Anglo-American Narratives: Need for Indian Vocabulary and Indian Framework
- c. Sabha, Samiti, Vidatha, Rajana, Janapada, Mahajanapadas, Ganasanghas, Rajya, Amatyas/Mahamatyas, Purohita, Senapati, Mantri/Mantriparishada
- d. Nation vs Rashtra, India or Bharat, Religion vs Dharma, Culture vs Sanskriti, Dharmanirpekshata or Panthnirpekshata

#### **Unit II: The Idea of Bharat**

- a. Geographical and Cultural Conception of Bharat
- b. Territorial Depiction of Bharat in Bhishma Parva and Shantiparva
- c. Depiction of Bharat in Puranas

**Unit III: The Idea of Statecraft**

- a. Shanti Parva in Mahabharata
- b. Saptang Theory of Kautilya
- c. Politics with Ethics in Thiruvalluvar

**Unit IV: Conception of Monarchy**

- a. Manu
- b. Kautilya and Kamandak

**Unit V: Dealing with Friends and Enemy States**

- a. Diplomacy in Epics: Ramayana and Mahabharata
- b. Mandal Theory of Kautilya

**Unit VI: Conception of Justice and Jurisprudence**

- a. Laws of Manu
- b. Judicial Administration in Arthshastra

**Reference Books:**

1. Ram Ratan & Ruchi Tyagi, Indian Political Thought.
2. S.P. Verma, Modern Indian Political Thought.
3. R.C. Gupta, Indian Political Thought.
4. John Keay, India: A History, Grove Press, 2000.
5. Ravinder Kumar, Life and works of Maulana Azad, Atlantic, 1991
6. S.R. Bakshi, Dadabhai Naoroji-The Grand Old Man, Anmol Publication, 1991
7. Mehta, V. R. Foundations of Indian Political Thought, Manohar, 1992
8. T. Pantham and K Deustch (eds), Political thought in Modern India, Sage Publications, Delhi, 1986
9. Guha Ramachandra, Makers of Modern India, Penguin Viking, 2010.
10. Thomas pantham, Political discourse: Expoloration in Indian and western political thought
11. Bidyut chakarabarty and RK Pandey, Modern Indian Political Thought.
12. Dadabhai Naoroji: Poverty and Un British Rule in India, Publication Division, 1988
13. Thomas Hansen: The Saffron wave: Democracy and Hindu Nationalism in Modern India
14. Paul.R.Brass: An Indian Political Life :Charan Singh and Congress Politics, Sage 2012

**Semester-3**  
**Paper- Theory of International Relations**

**POL MJ-5**

**Course Objective:** The field of international relations is made up of diverse actors, processes, and outcomes. The key objective of this course is to introduce the students to both the mainstream International Relations (IR) approaches such as realism (and its nexus with Classical Geopolitics), liberalism and constructivism and to critical approaches such as post colonialism and feminism. The term 'Geopolitics' was coined at the very end of the 19th century at the service of new forms of nationalism, colonial projects and inter-imperialist rivalry in Europe and beyond. With the complex interplay between space and power at its conceptual core, geopolitics has most often been associated with a 'realist' and state-centric approach to international relations. This course is also expected to act as a catalyst for students to think creatively and critically in search of 'global' or more 'international' international relations that is inclusive of non-Western experiences, traditions and interactions and critical of the western domination and eurocentric bias of mainstream IR and its neglect of the history, politics and contributions made by non-Western traditions of thought and theorizing.

**Learning Outcomes:**

- a. Familiarization with the key concepts of the discipline of IR. Understanding of linkages between Classical Realism and Classical Geopolitics.
- b. Comprehensive understanding of the key assumptions and arguments of mainstream IR. Appreciation of what is Global IR and why non-western perspectives are needed.
- c. Greater appreciation of the important role played by non- Western countries in building post-War norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism.
- d. Understanding the agency of the Global South in these areas is key to countering IR's ethnocentrism and developing new concepts, theories, and methods.

**End Semester Examination (ESE 75 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

**Unit I: Key Concepts:**

- a. Power, Sovereignty, Security,
- b. Space, Power & Territory
- c. Anarchy, Order, Interdependence,
- d. Globalization, Domination,
- e. Agency and Resistance
- f. Sustainability

**Unit II: Mainstream IR theories:**

- a. Realism (National Interest, National Power, National Security, Security Dilemma, Balance Of Power, Structural Realism, Defensive/Offensive Realism)
- B. Liberalism (Interdependence, Neoliberal Institutionalism, Commercial Liberalism, Democratic Peace Theory, International Law, Regimes, World Public Opinion)
- C. Constructivism (Identity, Impact of Ideas, Social Construction of Knowledge, Emerging New Forms of Political Associations)

**Unit III: Radical IR theories**

- a. Marxism
- b. Postmodernism
- c. Post colonialism
- d. Feminism

**Unit IV: Towards a Global IR:**

Role and Relevance of Non-Western Perspectives

**Readings:**

1. Rumki Basu,(2012) (ed.) 'International Politics: Concepts, Theories and Issues', New Delhi.
2. Baylis & S. Smith (2002) (eds.), 'The Globalization of World Politics', Oxford University.
3. W.Bello, DE globalization, Zed Books, London.
4. Peu Ghosh, (2017) 'International Relations.
5. Tapan Biswal, (2016) 'International Relations' Orient Blackswan Pvt. Ltd. Hyderabad.
6. V N Khanna, (2014) 'International Relations' Vikas Publishing House Noida, U.P.
7. RC .Virmani, (2007) 'Contemporary International Relations' Geetanjali Publishing House New Delhi.
8. Andrew Heywood, (2014) 'Global Politics' Palgrave Macmillan, New York.

**Semester-4 Paper-  
Public Policy**

**POL MJ-6**

**Course Objective:** This course provides thorough understanding of the public policy to the students. A sound public policy design, execution, monitoring and evaluation for the success of any public policy. Again, there is not a singular approach to the questions pertaining to these issues. This module exposes the students to the world of kind of literatures which represent different theories and approaches to these issues. It also explains how citizen's participation is so important for effective implementation of the public policy. Rules and Acts become redundant or ineffective in the absence of active citizenry. This course enables the students to examine some of the key public policies initiatives in India.

**Learning Outcomes:**

- a. Students will be able to explain about different theories on Public Policy.
- b. They will be able to explain how to design a good public policy.
- c. They will be able to answer what is needed to ensure the successful implementation of public policy.
- d. They will be able to critically examine and answer questions pertaining to some of the key public policies in India in respect of food, sanitation, health, education, poverty, education, and environment.
- e. They will come to know how citizens can effectively participate in public policy implementation.

**End Semester Examination (ESE 75 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

**Unit I: Introduction to Public Policy**

- a. Meaning of the Public Policy
- b. Theories of Public Policy: Elite Theory, Group Theory, Incremental Theory, Political System Theory, Public Process Theor

**Unit II: Public Policy Design and Implementation**

- a. Policy Design: What, Who, How and Why (Michael Howlett), Herbert Simon
- b. Policy Monitoring: Tools and Techniques
- c. Policy Implementation, Decentralization and Local Government in Public Policy implementation
- d. State Capacity Building (Francis Fukuyama)

**Unit III: Public Policy Evaluation**

- a. Principles for evaluation
- b. Methods and Techniques of Evaluation

**Unit IV: Citizen Initiative and Accountability**

- a. Social Audit and Report Card
- b. RTI and Citizen Charter
- c. Consumer Protection Act

**Unit V: Evaluation of Public Policy in India**

- a. Food Policy: Food Security Programme
- b. Sanitation and Health Policy: Swatch Bharat Abhiyan, Ayushman Bharat
- c. Housing for the Poor
- d. Education Policy: Sarva Siksha Abhiyan, Higher Education Policy
- e. Environment Policy

**Readings:**

1. Arora R.K. & Goyal R. 'Indian Public Administration', Vishwa Prakashan 2008 New Delhi
2. Rumki Basu (ed. 2015) 'Democracy and Good Governance: Reinventing the Public Service Delivery System in India' Bloomsbury, New Delhi
3. Rumki Basu (2015) 'Public Administration in India Mandates, Performance and Future Perspectives', Sterling Publishers, New Delhi
4. Bidyut Chakrabarty & Prakash Chand (2017) 'Public Administration: From Government to Governance' Orient Black swan Pvt. Ltd. Hyderabad
5. Bidyut Chakrabarty & Prakash Chand (2017) 'Public Administration in a Globalizing World: Theories & Practices' SAGE, New Delhi
6. N G Jayal, (1999) 'Democracy and The State: Welfare, Secular and Development in Contemporary India', Oxford, Oxford University Press, New Delhi
7. M. P , Sharma & B.L Sadan. 'Lok Prashasan: Siddhantevam Vyavhar' Kitab Mahal ,Allahabad
8. H. Singh & M. Singh 'Public Administration in India, Theory and Practice', Sterling Publication 1990, New Delhi

**Semester-4 Paper-  
Politics in India**

**POL MJ-7**

**Course Objective:** This course provides students a solid grounding in Indian politics where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and decisions in the country. As politics operates in an ecology constituted by the constitutional, socio-economic, linguistic, and ethnic sub-systems, the course is designed to understand their roles in politics of the country. Students will be exposed to the ideology, structure, and social base and functioning of the political parties, which play the pivotal role in the democratic polity.

**Learning Outcomes:**

- a. Students would be able to learn the key drivers of Indian politics.
- b. The students will be able to explain how caste, religion, language have influenced the identity politics in India.
- c. They will be able to explain the ideology, social base and function of key political parties such as Indian the National Congress and the Bhartiya Janata Party.
- d. They will be able to critically examine and explain the development issues in India, especially in the farm and industrial sectors.
- e. They will be able to know what ails our electoral democracy and what are the key issues related to expenditure in elections and their public funding.

**End Semester Examination (ESE 75 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

**Unit I: Drivers of Indian Politics**

- a. Ecology of Indian Politics: Constitutional Ecology and Social, Cultural, Linguistic, Ethnic and Religious Demography
- b. Economic Factors
- c. Regions and Regionalism
- d. Political Parties, Media and Civil Society

**Unit II: Parties and Party System**

- a. Characteristic Features of Indian Party System
- b. National Parties: BJP, The Indian National Congress and Communist Parties
- c. Regional Political Parties: Their Evolution and Changing Nature

**Unit III: Electoral Politics and Indian Democracy**

- a. Election Commission and Elections in India
- b. Subversion of Democracy: A Case for Electoral Reform



**Unit IV: Identity Politics**

- a. Caste identity and Caste Mobilization
- b. Affirmative Actions and Politics of Reservation
- c. Linguistic Politics
- d. Demands for Statehood

**Unit V: Religion and Politics in India**

- a. Dharma and Religion; Politics with or without Dharma
- b. Secularism and Politics of Secularism: Indian Experience
- c. Majority-Minority Debates

**Unit VI: Politics and Development Issues**

- a. Garibi Hatao Programmes
- b. Green Revolution and After, Peasant Questions
- c. Issue of Black Money
- d. Demonetization and Digital Economy

**Readings :**

1. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)
2. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
3. Granville Austin, Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999
4. Jayal Niraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012.
5. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014.
6. Kothari Rajni, 'Bharat mein Rajneeti: Kal aur Aaj' Vani Prakashan New Delhi, 2007
7. Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition).
8. Singh, M.P., and Sexena Rekha, Indian Politics: Contemporary Issues & Concerns 'Prentice Hall of India Pvt. Ltd. New Delhi, 1998.

**Semester-4**  
**Paper- Western Political Thinkers**

**POL MJ-8**

**Course Objective:**

The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the AngloAmerican tradition. Developing a 'just society' and a 'just state' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato and ending with Mao whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes. The course seeks to trace that ideas and tradition and examine them critically.

**Learning Outcomes:**

- a. The students will know the key ideas of all the political philosophers given in the course.
- b. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice.
- c. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.
- d. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.
- e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
- f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.
- g. Students would learn the key ideas in Marxism and will be able to answer how Lenin and Marx interpreted some of the ideas of Marx while applying Marxism in their respective countries.

**End Semester Examination (ESE 75 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

**Unit-I: Plato**

- a. Ideal state
- b. Philosopher King
- c. Theory of Justice
- d. System of Education
- e. Critique of Democracy

**Unit-II: Aristotle**

- a. Citizenship
- b. Justice
- c. Slavery

**Unit-III: Machiavelli**

- a. Religion and Politics
- b. Republicanism

**Unit-IV: Hobbes, Locke and Rousseau**

- a. State of Nature, Natural Rights and Social Contract
- b. State and Political Obligation

**Unit-V: Bentham and J S Mill**

- a. Utilitarianism
- b. Liberty, Representative Government

**Unit-VI: Karl Marx, Lenin and Mao**

- a. Theory of Alienation, Dialectic Materialism and Historical Materialism
- b. State and Revolution
- c. Post-Marx Marxism- Leninism, Maoism
- d. Antonio Gramsci

**Readings:**

1. E. Baker, The Political Thought of Plato and Aristotle.
2. J. Coleman. A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Black well Publishers, 2000.
3. K. Nelson, Brian, Western Political Thought: From Socrates to the Age of Ideology, Pearson. 1996.
4. Shefali Jha, Western Political Thought (From Plato to Marx), Pearson.
5. C. Macpherson, The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario.
6. Kolakowski, Leszek, Main Currents of Marxism, Oxford University Press, 1978.
7. Okin, Susan Moller, Women in Western Political Thought, Princeton University Press,
8. H. R. Mukhi : A Simple History of Political thought.(Hindi & English)Surjeet Book Depot.

<b>Minor Papers</b>					
<b>Year</b>	<b>Semester</b>	<b>Course Code</b>	<b>Title of the Paper</b>	<b>Theory / Practical Credit</b>	<b>Credits</b>
1	I	POL MN-1A	Globalization and Politics	Theory	4
2	III	POL MN-2B	Human Rights	Theory	4

**Semester-1**  
**Minor Paper.1A**  
**Globalization and Politics**

**Course Objective:**

The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

**Learning Outcomes:**

- a. Meaning of globalization and how different schools have understood this.
- b. About the global institutional drivers of the globalization.
- c. How the globalization has impacted the traditional notion of sovereignty of the state?
- d. How globalization has impacted the domestic market and culture of societies.

**End Semester Examination (ESE 100 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of twenty marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

**Unit I: Introduction to Globalization**

- a. Meaning of Globalization
- b. Debates on Globalization in India: Liberals, School of Swadeshi and Marxists

**Unit II: Economic and Technological Drivers of Globalization**

- a. International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization)
- b. Information and Communication Technology

**Unit-III: Globalization and Social Movements**

- a. Peasant Movements
- b. Environmental Movement
- c. Human Displacement

**Unit- IV: Globalization and Nation-State**

- a. Globalization and Democracy
- b. Globalization and the Issue of National Sovereignty
- c. Notion of Citizenship in Globalizing World

**Unit 5: Globalization, Culture and Market**

- a. Globalization and Domestic Market
- b. Globalization and its Impact on Culture

## **Readings;**

1. D., & Ranjan, P. (2012). The Globalization Debate and India. In Ghate, C. (Ed.), The Oxford Handbook of the Indian Economy. Oxford: Oxford University Press.
2. Robinson, W. I. (2007). Theories of Globalization. In Ritzer, G. (Ed.), The Blackwell Companion to Globalization. Oxford: Blackwell.
3. Dicken, P. (2015). Global Shift: Mapping the Changing Contours of the World Economy, (7th edition). London: The Guilford Press.
4. Perry, B., & Olsson, P. (2009). Cyberhate: The Globalization of Hate, Information and Communications Technology Law,
5. Moghadam, V. M. (2013). Introduction and Overview: Social Movements and Contemporary Politics. In Globalization and Social Movements. Lanham: Rowman and Littlefield.
6. Moghadam, V. M. (2013). The Global Justice Movement. In Globalization and Social Movements. Lanham: Rowman and Littlefield,
7. Held, D. (1997). Democracy and Globalization. Global Governance.

## **Semester-3**

Minor Paper-2B

# **Human Rights**

### **Course Objective:**

The purpose of the course is to build conceptual understanding in students about human rights and enable them to critically examine key issues and areas often talked about in human rights discourses. Apart from state actors and institutions, agencies and law associated with them, which occupy the central place is discussion, the module also engages with social, religious, political and economic ideologies which unleash several critical issues pertaining to human rights. Thus, it is not the conflict zones but industrialization and pursuit of political and religious hegemony also throw serious human rights challenges.

### **Learning Outcomes:**

- a. The student will be able to explain the meaning of human rights and examine human rights issues in different social, political, and cultural contexts.
- b. The students will be able to relate human rights with other rights of individuals.
- c. They will come to know how ideologies which seek to create hegemony; religious or political, pose threats to the human rights of individuals.
- d. Students will be able to examine and explain issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counterterrorism operations.
- e. They will come to know about the human rights of the armed forces.

**End Semester Examination (ESE 100 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of twenty marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

### **Unit I: Introduction to Human Rights**

- a. Meanings of Human rights and its correlation with other rights
- b. Institutionalization of Human Rights: Universal Declaration of Human Rights
- c. Expanding Horizons of Human Rights

### **Unit II: Ideology, Hegemony and Human Rights**

- a. Political Ideologies of Homogenization and the Principles of Human Rights
- b. Religious Homogenization and Human Rights

### **Unit III: Conflict Zones, Violence and the Issues in Human Rights**

- a. Terrorism, Police Encounter and Human Rights
- b. Human Rights of the Armed Forces

### **Unit IV: State and Human Rights**

- a. Issues of Surveillance and Censorship
- b. Police Custody, Torture and Human Rights

### **Unit V: Human Rights Discourses in India**

- a. Gender, Caste and Untouchability

b. Industrialization, Displacement and Land questions

**Readings :**

1. Dr. H. O. Agarwal - International Law and Human Rights.
2. Dr. S. K. Kapoor - Human Rights.
3. Jain Rashee - Human Rights : Law and Practice.
4. K. Pushpavalli - Human Rights.
5. Sneha Chandra - International Law and Human Rights.
6. Jatindra Kumar Das - Human Rights Law and Practice.
7. Dr. Rega Surya Rao - Lecture on Human Rights and International Law.
8. Arun Kumar Pathak- Human Rights.



## **Multidisciplinary Course**

### **Code- POL-MDC**

#### **Paper- Indian Constitution**

##### **Course Objective:**

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the Constituent Assembly.

##### **Learning Outcomes:**

- a. Students will be able to understand the terms of partition and how princely states were integrated.
- b. They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
- c. They will come to know the importance of the Preamble in the constitutional design of India.
- d. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
- e. They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

**End Semester Examination (ESE 75 marks):** There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer. Note: There may be subdivisions in each question asked in Theory Examinations.

##### **Unit I: India at the time of Independence**

- a. Independence and integration of Indian States
- b. A case Study of Junagarh, Hyderabad, Goa and Kashmir

##### **Unit II: Making of Indian Constitution and Constituent Assembly Debates**

- a. Philosophy of Indian Constitution
- b. Debates on National Language, National Flag, National Anthem and National Song
- c. Debates on Minority Rights

**Unit III: Salient Features of the Indian Constitution**

- a. Preamble
- b. Fundamental Rights and Directive Principles of State Policy
- c. Procedure in the Constitutional Amendment

**Unit IV: Structure of the Central and State Governments**

- a. President and Governor
- b. Parliament and State Legislature
- c. Prime Minister and Chief Minister

**Unit V: Judiciary in India**

- a. Supreme Court and High Courts: Structure and Functions
- b. Judicial Accountability, Judicial Activism and Judicial Overreach

**Unit VI: Centre- State Relations in India**

- a. Legislative, Executive and Financial Relations
- b. Contemporary Debates in Indian Federalism

**Readings:**

1. H. Abbas Alam & R Kumar (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt. Ltd. India.
2. D D.Basu (2012) 'Introduction to the Constitution of India' Lexis Nexis New Delhi (English & Hindi).
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press New Delhi.
4. Tapan Biswal (2017) 'Bharatiya Shasan Samvaidhanik Loktantraaur Rajneetik Prakriya' Orient Blackswan New Delhi.
5. S. Chaube (2009) 'The Making & working of the Indian Constitution' National Book Trust, New Delhi.
6. Pri. Ghosh (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. New Delhi
7. M.P Singh & Rekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. New Delhi.

## **SYLLABUS**

# **BINOD BIHARI MAHTO KOYALANCHAL UNIVERSITY**

## **DEPARTMENT OF POLITICAL SCIENCE**

Revised Courses of Study for Four Year Undergraduate Honours/Research Programme under  
NEP-2020

Syllabus for the Bachelor of Arts in Political Science

Minor from Vocational in Political Science, Semester wise Course Code, Paper name and  
Credit Points



## **SYLLABUS: MINOR FROM VOCATIONAL STUDIES/ DISCIPLINE-2**

**FYUGP\_NEP 2020 ( From Session 2023 onwards)**

## CONTENTS

### MINOR FROM VOCATIONAL

Semester	Paper Code	Title of the Paper	Theory/Practical	Credits
II	MN-2A	Managing Elections and Election Campaign	Theory	4
IV	MN-2B	India's Security Environment	Theory	4
VI	MN-2C	Citizens, Laws and Rights	Theory	4
VIII	MN2-D	Public Policy Management	Theory	4

### Internal Assessment and External Assessment

Internal Assessment	Marks 25	External Assessment	Marks - 75
01 Internal Assessment Test	15	MCQ	5x1 =05
Attendance	05	Shorts Notes	2x5= 10
Other Activities	05	Long answer type Questions	4x15=60

### Semester-2

#### Paper Code- MN-2A

#### Paper Name:- Managing Elections and Election Campaign

Full Marks-100

Pass Marks-40

Teaching Hours 60

**Course Objective:** This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

**Learning Outcomes:**

- They will learn about how to file election nominations and the technical issues involved in it.
- They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
- They will be made aware of the role of new media and technology involved in election campaign.
- They will get to know about the required skills for media management during the elections.
- They will be able to answer what are debates on state funding of political parties in elections.

#### Unit I: Electoral Democracy and Management of Elections (10 Hrs)

- a. Electoral Democracy: A Theoretical Perspective
- b. How Crucial is Management of Elections?

**Unit II: Elections and Model Code of Conducts (10 Hrs)**

- a. Model Code of Conducts: What it is?
- b. Filing Election Nominations and Election Affidavits
- c. Knowing your Candidates

**Unit III: Management of Election Campaign (10 Hrs)**

- a. Traditional methods of Electoral Campaign; Poster, Pamphlets
- b. Use of New Techniques and Methods in Election Campaign
- c. Ethics in Electoral Campaign, Studies in use and abuse of communication

**Unit IV: Media Management (10 Hrs)**

- a. Role of Print, Electronic and Social Media in Elections
- b. Electoral Campaign and the Issue of Fake News

**Unit V: Fund Management for the Party (10 Hrs)**

- a. Traditional and New Ways of Generating Funds
- b. Issue of Unaccounted Expenditure in Elections
- c. State Funding of Elections

**Unit VI: Organization and Human Resource Management (10 Hrs)**

- a. Membership Drive
- b. Responsibility management
- c. Booth Management

**Recommended books**

- Rosenblum, N. (2000). Political Parties as Membership Groups. *Columbia Law Review*, 100(3), pp. 813-844.
- Bowman, L., & Boynton, G. (1966). Recruitment Patterns among Local Party Officials: A Model and some Preliminary Findings in Selected Locales. *The American Political Science Review*, 60(3), pp. 667-676.
- Ackerman, B., & Ayres, I. (2006). The Secret Refund Booth. *The University of Chicago Law Review*, 73(4), pp. 1107-1129.
- Ayres, I., & Bulow, J. (1998). The Donation Booth: Mandating Donor Anonymity to Disrupt the Market for Political Influence. *Stanford Law Review*, 50(3), pp. 837-891.

## **Semester-4**

**Paper Code- MN-2B**

**Paper name:- India's Security Environment**

Full Marks-100

Pass Marks-40

Teaching Hours 60

**Course Objective:** The course will allow the student to understand India's comprehensive national power in the regional and global context. The course discusses about the security threats that India faces from outside as well as inside. That includes not just the strategic and military threats but also the violence that emanates from the ideology of Naxalism and illegal migrants especially from Bangladesh who have settled in different parts of the country and are now able to change the socio-religious and political demography of the states.

### **Learning Outcomes:**

- a. Students will be able to assess the military and economic position of India in the World.
- b. They will be able to explain the nature and magnitude of threats from China and Pakistan to India.
- c. They will be able to explain what security, political and cultural-religious threats illegal migrants from Bangladesh pose to India.
- d. They will be able to evaluate the expanding role of India in global strategic politics with a special focus on Indo-Pacific region.
- e. Students will learn how both China and India are competing for dominance in South Asia.

### **Unit I: Understanding India as a Global Power (20Hrs)**

- a. India as a Military Power
- b. India as an Economic Power
- c. India's Soft Power

### **Unit II: India's External Security Environment (20 Hrs)**

- a. Strategic Interests of the Major Powers in South Asia
- b. Military and strategic Threat from China
- c. Security threats from Pakistan and Bangladesh: Radicalization and Export of Islamic Terrorism from Pakistan

### **Unit III: India's Internal Security Threats (10 Hrs)**

- a. Left Extremism in India
- b. Illegal Migrants settled in India

### **Unit IV: Beyond the Territory and Territorial Water (10 Hrs)**

- a. India, United States, Japan in Indo-Pacific Region
- b. India and China Competing for influence in South Asia

## **Recommended books**

Ragi, S. K., Sondhi, S., & Pathak, V. (2017). *Imaging India as a Global Power*. UK: Routledge.

Subrahmanyam, K. (1982). *Indian Security Perspectives*, ABC Publishing House, New Delhi.

Malik, M. (2012). *China and India: Great Power Rivals*. Viva India. Ogden, C. (2017). *China and India: Asia's Emergent Great Powers*, Polity.

Vohra, N. N. (1996). "Internal Security Management—Some Concerns", *India International Centre Quarterly*, 23(1), pp. 101-112

Pathak, S. K. (2013). India's Diverse Borders and Diverse Threats. *International Studies*, 50(1–2), pp. 55–70.

## **Semester-6**

**Paper Code- MN-2C**

**Paper name:- Citizens, Laws and Rights**

Full Marks-100

Pass Marks-40

Teaching Hours 60

**Course Objectives:** The purpose of this module is to educate the students about the legal system of India which they need to know for discharging their responsibility as a common citizen of India where it would be possible to check on the arbitrary and illegal application of rules and laws leading to abuse of power. Such understanding makes citizens active and participatory and pushes the system towards responsible, accountable and transparent governance. Ignorance of laws and rights allow the system to exploit the citizens.

**Learning Outcomes:**

- a. Students will come to know about the rights which generally they should act as a vigilant citizen of the country.
- b. They will come to explain what are the rights of an individual when one faces arrest or detention or seek to get bail or when one is subjected to investigation by the executive agencies of the state.

**Unit I: Criminal Administration and Citizen's Rights (15 Hrs)**

- a. Arrest, Detention, Bail Provisions
- b. Filing First Information Report
- c. Right to Privacy
- d. Citizen's Rights during Interrogation and Investigation
- e. Sedition Act

**Unit-II: Citizen Access to Information and Rights of Consumers (15 Hrs)**

- a. Right to Information
- b. Consumer Protection Act

**Unit III: Rights against Discrimination (15 Hrs)**

- a. Laws against Caste discrimination and Untouchability
- b. Rights against Gender Discrimination
- c. Rights of women in ancestral Property

**Unit-IV: Rights against Displacement (15 Hrs)**

- a. Rights of the Forest Dwellers
- b. Rights of the displaced people



## Recommended books

Baviskar, A. (2010). Winning the right to information in India: Is knowledge power. In Gaventa, J., & R McGee (Eds.). Citizen Action and National Policy Reform, London: Zed.

Konooraya, V. (2008). Consumer Law, In Towards Legal Literacy in India. In Sankaran K, & Singh, U. K. (Eds.), New Delhi: Oxford University Press

Galanter, M. (1969). Untouchability and the Law. Economic and Political Weekly, 4(1/2), pp. 131-170.

Chawla, M. (2006). Gender Justice, women and Law in India. New Delhi: Deep and Deep Publications Pvt. Ltd, pp. 26-27.

Jenkins, R. (2013). Land, Rights and Reform in India. Pacific Affairs. 86(3), pp. 591- 612.

How to obtain Voters Identity Card- <https://www.nvsp.in>

How to obtain Aadhar card- <https://uidai.gov.in>

How to obtain Passport <https://portal1.passportindia.gov.in/AppOnlineProject/online/PassportAct>

Dhaka R, et al. (2018). Ayushman Bharat Yojana: a memorable health initiative for Indians. International Journal of Community Medicine and Public Health, 5:3.

Mishra, M., & Mandal, A. (2019). How Equitable Will Ayushman Bharat Be? Economic and Political Weekly. 54(1), New Delhi

## Semester-8

**Paper Code- MN-2D**

### **Paper - Public Policy Management**

Full Marks-100

Pass Marks-40

Teaching Hours 60

**Course Objective:** The purpose of the paper is to provide conceptual as well as practical skills to the students to manage the public policies. They will be exposed to formulations, implementations and regulatory mechanism involved in public policy. They will be imparted skills to monitor and evaluate the working of the public policies. The course will have an interdisciplinary approach in which the students will come to know about the tools of empirically evaluate the success and failures of the policies. This course makes a solid grounding of the students in the management of public policy which requires a lot of skills in man, material and procedure monitoring and follow up actions to make the policy successful.

**Learning Outcomes:** The student will be able to

1. To understand the processes and complexities involved in the decision making
2. Students will learn the skill of project monitoring and project evaluation
3. They will have skills to manage policy implementation

#### **Unit I: Introduction to Public Policy Management (10 Hrs)**

- a. What is Public Policy?
- b. Public Policy making

#### **Unit II: Public Policy Implementation (20 Hrs)**

- a. Policy Implementation and Bureaucracy
- b. Legal and Regulatory Mechanism
- c. Citizen Participation and shared Governance
- d. Special Care in implementation of Public Policy

#### **Unit III: Public Policy Monitoring (15 Hrs)**

- a. Meaning and Significance of Policy Monitoring
- b. Monitoring of Public Policies and Good Governance
- c. Approaches to Policy monitoring
- d. Limitations in Policy Monitoring

#### **Unit IV: Methods of Policy Evaluation (15 Hrs)**

- a. Some Basics in Applied Economics and Statistics
- b. Cost-Benefit Analysis
- c. Cost-Effectiveness Analysis
- d. Policy Alternative

## Readings

Avasthi ,A & S.R. Maheshwari, "Public Administration", Agra: Lakshmi Narain Agarwal, (latest Hindi and English editions) Fadia,B.L.& K.Fadia, "Lok Prashasan" Sahitya Bhawan

Ahmad,Furqan, "Public Policy in India", Adroit Publishers

Sapru,R.K., & Y.Sapru, "Public Policy", Sterling Publications

Martin, Kimberly, "Public Policy: Origins, Practice, and Analysis, University of North Georgia

Hill, M. (Ed.). (2014). studying public policy: An international approach. Clifton, Bristol, UK;

Chicago, IL, USA: Bristol University Press.

Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli I., Allison C.R. (Eds.),

Comparative Policy Studies. Research Methods Series. Palgrave Macmillan, London.

Keeney, R. L. (2004). Framing public policy decisions. International Journal of Technology Policy

and Management, 4(4), pp. 95-115. Knoepfel, P., Larrue, C., Varone, F., & Hill, M. (2007). Public

policy analysis. Bristol: Bristol University Press.

Maheshwari, S., & Maheswari, S. (1987). Public Policy Making in India. The Indian Journal of

Political Science, 48(3), pp. 336-353.

