



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Political Science
(2025-2026)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers As- sessment*	END SEM University Exam	Teachers As- sessment*				
BAHN POLSC701	Major	Political Ideology	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to

- **CEO 01:** Understand and critically analyze key political ideologies and their philosophical foundations.
- **CEO 02:** Evaluate the evolution of liberal and socialist thought through classical and contemporary thinkers.
- **CEO 03:** Explore the dynamics of ideology in shaping state-individual relationships.
- **CEO 04:** Assess contemporary ideological developments including feminism and multiculturalism.
- **CEO 05:** Engage with diverse political perspectives to develop informed and balanced views.

Course Outcomes (COs): The students should be able to:

- **CO 01:** Analyze the foundational concepts of political ideology and assess its impact on the relationship between the state and the individual.
- **CO 02:** Compare and contrast classical and neo-liberal liberalism by evaluating the contributions of key thinkers.
- **CO 03:** Critically assess the development of Marxist and Socialist ideologies from classical theorists to Neo-Marxists theorists.
- **CO 04:** Interpret the key debates in multiculturalism and conservatism.
- **CO 05:** Identify and evaluate the evolution of feminist thought across different waves, focusing on key thinkers.

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COURSE CONTENTS

UNIT-I

Political Ideology : Meaning, Nature; State-Individual Relationship.
 Relevance and Role of Political Ideology.

UNIT-II

Liberalism : Elements of Classical Liberalism by John Lock & J.S. Mill,
 Neoliberalism of Berlin, Hyke, Mcpherson, John Rawls and Robert Nozick.

UNIT-III

Marxism and Socialism: Marx and Engels, Lenin, Mao, Stalin.
 Neo-Marxism: Antonio Gramsci, Louis Althusser, Georg Lukács, Herbert Marcuse.

UNIT-IV

Multiculturalism and Conservatism: Will Kymlicka, Charles Taylor, Bhikhu Parekh, Edmund Burke and other debates.

UNIT-V

Feminism: Types, Waves, Mary Wollstonecraft, Simone de Beauvoir, Betty Friedan, Judith Butler.

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Suggested Readings:

- Friedman, M. (1962). *Capitalism and freedom*. University of Chicago Press.
- Dahl, R. A. (1971). *Polyarchy: Participation and opposition*. Yale University Press.
- Schumpeter, J. A. (1942). *Capitalism, socialism, and democracy*. Harper & Brothers.
- Bell, D. (1962). *The end of ideology: On the exhaustion of political ideas in the fifties*. Free Press.
- Held, D. (2006). *Models of democracy* (3rd ed.). Stanford University Press.
- Locke, J. (1689). *Two treatises of government*. Publisher.
- Mill, J. S. (Year). *On liberty*. Publisher.
- Rawls, J. (1971). *A theory of justice*. Harvard University Press.
- Nozick, R. (1974). *Anarchy, state, and utopia*. Basic Books.
- Marcuse, H. (2014). *Marxism, revolution and utopia: Collected papers of Herbert Marcuse, Volume 6*. Routledge.

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BAHN-POLSC702	Major	Indian Feminist Perspective	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

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Course Educational Objectives (CEOs): The student will be able to :

- **CEO1** Understand the status and roles of women as depicted in Indian Dharmashastras, including texts like *Manu Smriti*, *Yajnavalkya Smriti*, *Parasara Smriti*, and *Kautilya's Arthashastra*.
- **CEO2** Explore the Indian Renaissance and the emergence of feminist thought in the socio-political context of India.
- **CEO3** Acquire knowledge the perspectives of prominent Indian thinkers on women, such as Raja Ram Mohan Roy, Swami Dayananda Saraswati, Swami Vivekananda, Shri Aurobindo, Mahatma Gandhi, and Vinobha Bhawe.
- **CEO4** Learn about the contributions and achievements of great women in Indian history, including Annie Besant, Sister Nivedita, Sarojini Naidu, and Aruna Asaf Ali.
- **CEO5** Study the roles, challenges, and progress of Indian women in the post-Independence period

Course Outcomes (COs): The students should be able to:

- **CO1** Describe the depiction of women in Indian Dharmashastras and evaluate their historical and cultural significance.
- **CO2** Discuss the impact of the Indian Renaissance on feminist thought and its influence on women's status in society.
- **CO3** Analyse the ideas and contributions of key Indian thinkers regarding women's rights, empowerment, and societal roles.
- **CO4** Evaluate the lives and legacies of prominent women leaders in Indian history and their influence on the feminist movement.
- **CO5** Assess the changes in the status and roles of Indian women in the post-Independence period, identifying challenges and progress in various spheres.

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COURSE CONTENTS

UNIT - I

Status of Women in Indian Dharmashastras: Manu Smriti, Yajanvaky Smriti, Parasara Smriti, Kautilya's Arthashastra.

UNIT II

Indian Renaissance and emergence of Feminist Thought.

UNIT III

Indian thinkers on women: Raja Ram Mohan Roy, Swami Dayananda Saraswati, Swami Vivekananda, Shri Aurobindo, Mahatma Gandhi and Vinobha Bhave, Mahatma Jyotiba Phule.

UNIT IV

Great women of India: Annie Besant, Sister Nivedita, Sarojini Naidu, Aruna Asaf Ali.

UNIT V

Indian Women in post-Independence period: Problems of Women in Contemporary India.

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Suggested Readings:

- Bande, U., & Ram, A. (2003). *Woman in Indian short stories: Feminist perspective*. New Delhi: Rawat Publications.
- Bose, M. (2000). *Faces of feminism in Ancient, Medieval, and Modern India*. New Delhi: Oxford University Press.
- Mohanty, C. T., Russo, A., & Torres, L. (1991). *Third world Women and the Politics of Feminism*. Bloomington: Indiana University Press.
- Altekari, A. S. (1962). *Position of Women in Hindu Civilization from Prehistoric Past to the Present Day* (3rd ed.). Delhi: Motilal Banarsidass.
- Flaherty, W. D. (1991). *The Laws of Manu*. London: Penguin Books.
- Spivak, G. C. (1987). *In Other Worlds*. London: Methuen.
- Bhavé, V. (1994). *Streeshakti*. Varanasi: Sarva Deva Sangha Prakashan.
- Thompson, P. (1964). *Indian Women Through the Ages*. Bombay: Asia Publishers.

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BAHN-POLSC7031	DSE	Government and Politics in India	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

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Course Educational Objectives (CEOs): The student will be able to:

- **CEO1:** Understand the evolution and development of the party system in India, including emerging trends, coalition politics, and the implications of defection politics and the Anti-Defection Law.
- **CEO2:** Familiar with the features of the Indian electoral system, voting behaviour, and the impact of electoral reforms.
- **CEO3:** Study the roles and functions of constitutional and statutory bodies in India, such as the Comptroller and Auditor General and various national commissions.
- **CEO4:** Gain insights the political economy of development in India, including the impact of globalization and human development on the Indian state.
- **CEO5:** Acquire in depth knowledge about the identity politics in India, including religion, caste, region, and language, and evaluate the role of social movements like those of women, Dalits, and tribals.

Course Outcomes (COs): The students should be able to:

- **CO1:** Explain the nature of the party system in India, including emerging trends, coalition politics, and the Anti-Defection Law.
- **CO2:** Recall the features of the Indian electoral system, including voting behaviour, new forces, trends, and electoral reforms.
- **CO3:** Evaluate the role and functions of constitutional and statutory bodies in India, including national commissions for marginalized groups.
- **CO4:** Describe the political economy of development in India, focusing on globalization, growth, and human development.
- **CO5:** Analyse the challenges posed by identity politics in India and evaluate the role of social movements in addressing issues related to women, Dalits, tribals, and the environment.

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COURSE CONTENTS

UNIT - I

Nature of Party System: Emerging Trends, Imperatives of Coalition Politics, Defection Politics and the Anti-Defection Law

UNIT II

Electoral System in India: Features, Elections- New Forces and Trends, Voting Behaviour and Electoral Reforms

UNIT III

Constitutional and Statutory Bodies: Comptroller and Auditor General, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Human Rights, National Commission for Women, National Commission for Minorities.

UNIT IV

Political Economy and Development: Development Planning Model, Growth & Human Development Globalization and the Indian State

UNIT V

Identity Politics- Issues and Challenges: Religion, Tribe, Caste, Region and Language Social Movements: Farmers, Dalits, Tribals, Women, Environment Movements and Trade Union

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Suggested Readings:

- Austin, G. (2010). *The Indian constitution: Cornerstone of a nation* (15th ed.). Oxford University Press.
- Chibber, P., & Verma, R. (2018). *Ideology and identity: The changing party systems of India*. Oxford University Press.
- DeSouza, P. R., & Sridharan, E. (Eds.). (2006). *India's political parties*. Sage.
- Fadia, B. L. (2011). *Indian government and politics*. Sahitya Bhawan Publications.
- Hasan, Z. (Ed.). (2002). *Parties and party politics in India*. Oxford University Press.
- Mehta, P., & Jayal, N. (Eds.). (2010). *The Oxford companion to politics in India*. Oxford University Press.
- Schakel, A. H., & Swenden, W. (2016). Rethinking Party System Nationalization in India (1952–2014). *Government and Opposition*, 53(1), 1-25. Cambridge University Press.
- Singh, M. P., & Saxena, R. (2011). *Indian politics: Constitutional foundations and institutional functioning*. Prentice Hall India Learning.

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BAHN POLSC7032	DSE	Understanding Ambedkar	60	20	20	0	0	4	0	0	4

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***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to

- **CEO 01** Analyze the significance of Ambedkar's perspectives in shaping modern social and political thought in India.
- **CEO 02** Evaluate the impact of religion, especially Islam, on the socio-political landscape of India during partition.
- **CEO 03** Analyze the significance of the Hindu Code Bill and its implications for women's empowerment.
- **CEO 04** Explore Ambedkar's vision of nation-building, nationalism, and democracy.
- **CEO 05** Understand Ambedkar's views on the economic structure of India, focusing on class, labor, land, and development.

Course Outcomes (COs): The students should be able to:

- **CO 01** Demonstrate the ability to explain Ambedkar's comprehensive approach to the study of social structures.
- **CO 02** Debate the connection between religion, social order, and the partition of India.
- **CO 03** Evaluate Ambedkar's views on the Uniform Civil Code as a solution to discrimination based on religion and gender.
- **CO 04** Analyze how Ambedkar conceptualized democracy and the role of citizenship in the Indian context.
- **CO 05** Assess the economic policies proposed by Ambedkar to address issues of labor rights, land reforms, and social justice.

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COURSE CONTENTS

UNIT-I

Introducing Ambedkar - Approach to Study Polity, History, Economy, Religion and Society

UNIT-II

Caste and Religion, Untouchability and Critique of Hindu Social Order, Islam and Partition of India
Religion and Conversion

UNIT-III

Women's Question Ambedkar on Women Hindu Code Bill Uniform Civil Code.

UNIT-IV

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

UNIT-V

Economy and Class Question Planning and Development Land and Labour References.

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Suggested Readings:

- Omvedt, G. (2008). Phule-Remembering the Kingdom of Bali. In *Seeking Begumpura* (pp. 159-184). Navyana.
- Gore, M. (1993). *The social context of an ideology: Ambedkar's political and social thought* (pp. 73-122; 196-225). Sage Publications.
- Ambedkar, B. (1989). Annihilation of caste with a reply to Mahatma Gandhi. In *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1* (pp. 23-96). Education Department, Government of Maharashtra.
- Ambedkar, B. (1987). The Hindu social order: Its essential principles. In *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3* (pp. 95-129). Education Department, Government of Maharashtra.
- Ambedkar, B. (2003). What way emancipation? In *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 17-III* (pp. 175-201). Education Department, Government of Maharashtra.
- Ambedkar, B. (2015). *Thoughts on Pakistan or Partition of India* (paperback). Gautam Publications.
- Rege, S. (2013). Against the madness of Manu. In *B. R. Ambedkar's Writings on Brahmanical Patriarchy* (pp. 13-59; 191-232). Navyana Publications.
- Ambedkar, B. (2003). The rise and fall of Hindu woman: Who was responsible for it? In *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 17-II* (pp. 109-129). Education Department, Government of Maharashtra.

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BAHN POLSC7033	DSE	Understanding Political Economy	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to

- **CEO 01** Comprehend the interconnectedness between political dynamics and economic systems on a global scale.
- **CEO 02** Develop an in-depth understanding of key theoretical frameworks in political economy, including Economic Nationalism, Liberalism, Structuralism, Historical Sociology, Feminism, and Postcolonialism.
- **CEO 03** Study the dynamics of international trade and the role of multinational corporations in global development.
- **CEO 04** Comprehensively understand international finance and the global monetary system, including key financial institutions such as the IMF, World Bank, and regional financial bodies.
- **CEO 05** Gain insights about the emerging challenges and opportunities in the global economy, particularly in relation to the ICT and cyber economy, economic crises, and the role of global civil society.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers As- sessment*	END SEM University Exam	Teachers As- sessment*				
BAHN POLSC7033	DSE	Understanding Political Economy	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Outcomes (COs): The students should be able to:

- **CO 01** Demonstrate a foundational understanding of how political and economic systems are interrelated, with the ability to assess the impact of political decisions on economic outcomes and vice versa.
- **CO 02** Critically engage with the core theoretical frameworks of political economy, including Economic Nationalism, Liberalism, and Structuralism, and will be able to apply these theories to contemporary global issues.
- **CO 03** Evaluate international trade systems and their effects on global development.
- **CO 04** Assess international finance, including the structure of global monetary systems and the functions of key financial institutions such as the International Monetary Fund (IMF) and World Bank.
- **CO 05** Analyze the transformative impact of ICT, the Cyber Economy, economic crises, and global civil society on the international political economy. They will be able to evaluate how technological innovation, crises, and civil society movements contribute to reshaping global economic and political landscapes, proposing solutions to emerging challenges.

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BAHN POLSC7033	DSE	Understanding Political Economy	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE CONTENTS

UNIT: I

Introduction: Understanding the intersectionality between politics and economy.

UNIT: II

Theoretical Perspectives - Economic Nationalism, Liberalism and Structuralism, Historical Sociology, Feminism and Postcolonialism.

UNIT: III

International Trade and Development - International trade, Multinational corporations c. Perspectives from the Global South and the Indian Story.

UNIT: IV

International Finance - International finance and monetary structure, International and regional financial institutions.

UNIT: V

New Directions and New Challenges - ICT and Cyber economy, Economic Crises, Global Civil Society.

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BAHN POLSC7033	DSE	Understanding Political Economy	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:

- Gilpin, R. (2001). *The nature of political economy*. In *Global political economy: Understanding the international economic order* (pp. 25-45). Princeton University Press.
- Balaam, D. N., & Dillman, B. (2014). *What is international political economy?* In *Introduction to international political economy* (6th ed., pp. 2-24). Pearson.
- Gilpin, R. (2001). *Introduction: The fragile global economy & The second great age of capitalism*. In *The challenge of global capitalism: The world economy in the 21st century* (pp. 3-51). Princeton University Press.
- Frieden, J., & Martin, L. (2002). International political economy: Global and domestic interactions. In I. Katznelson & H. Milner (Eds.), *Political science: The state of the discipline* (pp. 118-146). W. W. Norton & Co.
- Hirst, P., Thompson, G., & Bromley, S. (2009). *Globalization and the history of the international economy*. In *Globalization in question* (3rd ed., pp. 54-107). Polity Press.
- Balaam, D. N., & Dillman, B. (2014). *Laissez-faire: The economic liberal perspective, Wealth and power: The mercantilist perspective, & Economic determinism and exploitation: The structuralist perspective*. In *Introduction to international political economy* (6th ed., pp. 25-100). Pearson.
- Strange, S. (2003). States, firms, and diplomacy. In J. A. Frieden & D. A. Lake (Eds.), *International political economy: Perspectives on global power and wealth* (4th ed., pp. 60-68). Routledge.

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			END SEM University Exam	Two Term Exam	Teachers As- sess- ment*	END SEM University Exam	Teachers As- sess- ment*				
BAHN-POLSC704	Minor	Research Perspectives in Political Science	60	20	20	30	20	2	1	2	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to:

- **CEO1:** Get acquainted with nature, purpose, methods of research methodology.
- **CEO2:** Acquire knowledge about Literature Review and Hypothesis.
- **CEO3:** Have an insight about the research design and its types.
- **CEO4:** Understand the role of data in political science research.
- **CEO5:** Understand the meaning of analyzation, research findings its types, data collection, procession.

Course Outcomes (COs): The students should be able to:

- **CO1:** Describe the meaning, methods, and purpose of research methodology.
- **CO2:** Elaborate about literature review and hypothesis.
- **CO3:** Explain the meaning and types of research design.
- **CO4:** Describe the role of data in political science research.
- **CO5:** Explain the meaning of analyzation, research findings and its types.

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BAHN-POLSC704	Minor	Research Perspectives in Political Science	60	20	20	30	20	2	1	2	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE CONTENTS

UNIT - I

Nature of Political Research: Significance and Methods, Normative Method, Scientific Method
 The purpose of research, Types of research done in Political Science a) Approaching the difference between natural and social science. b) Conceptions of Science: From verification to falsification.
 c) Objectivity and value neutrality.

UNIT II

The Research Problem: Review of literature, Formulating Research Problem.
 Hypothesis: Meaning, Importance and Role of Hypothesis in Social Research; Type of Hypothesis.
 Characteristics of a good Research Question a) Literature review: the purpose and method b) Formulating a clear and precise question c) Hypothesis: variables, relationships, definitions.

UNIT III

Method of Data Collection: Observation: Participant and Non-Participant; Case Study.
 Content Analysis: Interview Method, Participatory Rural Appraisal (PRA)
 Research Design: a) Principles of research design b) Types of research designs i) Experimental, non-experimental, and quasi-experimental ii) Cross-sectional and longitudinal

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BAHN-POLSC704	Minor	Research Perspectives in Political Science	60	20	20	30	20	2	1	2	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

UNIT IV

Tools of Research: Construction of Schedule & Questionnaire; Mailed Questionnaire, Report building; Pre-testing & Pilot Study. Means of gathering information: a) Aggregate data b) Sample Surveys c) Focused Group Discussion d) Ethnography e) Textual, including archival sources
Data Analysis & Report Writing: Quantitative Data Analysis; Preparation of Research Report, Steps in Report-Writing.

UNIT V

Analyzing the Information: a) Quantitative analysis b) Analyzing interviews c) Reading and interpreting a text, and
Research Findings: a) Clarity and precision b) Structuring and chapterisation c) Referencing and citation d) Ethical practices and plagiarism.

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BAHN-POLSC704	Minor	Research Perspectives in Political Science	60	20	20	30	20	2	1	2	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:

- Halperin, S., & O., (2012). *Political research: Methods and practical skills*. Oxford University Press.
- King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press.
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
- Schatz, E. (2009). *Political ethnography: What immersion contributes to the study of power*. University of Chicago Press.
- Srivastava, V. K. (2005). *Methodology and fieldwork: Readings from Oxford in India*. Oxford University Press.
- Weiss, R. (1994). *Learning from strangers: The art and method of qualitative interview studies*. Free Press.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPOL SC705	Project	Dissertation I	0	0	0	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The student will be able to

- **CEO 01** Equip students with the ability to conduct systematic research using qualitative and quantitative methodologies.
- **CEO 02** Foster problem-solving skills through extensive literature review.
- **CEO 03** Encourage integration of knowledge across various domains to develop research synopsis.
- **CEO 04** Apply theoretical concepts to real-world problems through behavioral research.
- **CEO 05** To prepare a research synopsis.

Course Outcomes (COs): The students should be able to:

- **CO 01** Categories among various types of literature reviews (narrative, systematic, meta-analysis, etc.).
- **CO 02** Develop teamwork, leadership, and collaborative research skills for effective research proposal.
- **CO 03** Instill a sense of research ethics, plagiarism awareness, and responsibility towards societal development.
- **CO 04** Comprehend, evaluate and compare different studies to identify gaps and trends in research.
- **CO 05** Summarize and synthesize key findings while maintaining academic integrity.

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BAHNPOL SC705	Project	Dissertation I	0	0	0	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

As part of the partial fulfilment of the Honors/Research Degree, students are required to submit Dissertation I, which consists of two key components:

1. Extensive Literature Review
2. Preparation of a Research Proposal (Synopsis)

The feasibility and suitability of Dissertation I will be determined based on the identification of research gaps in the literature review. The research proposal/synopsis must be developed under the guidance of an assigned supervisor and must adhere to ethical research standards. Each student must submit three hard-bound copies of their research proposal upon completion.

Key Guidelines:

1. Assignment of Supervisor: Each student will be assigned to a faculty supervisor who will guide them throughout the research process.
2. Regular Tutorials & Consultation: Students must attend regular tutorial sessions with their supervisors to refine their research direction.
3. Synopsis Submission: Each student must submit a research synopsis outlining their proposed project for Dissertation II (VIII Semester).

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BAHNPOL SC705	Project	Dissertation I	0	0	0	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

4. Internal Panel Presentation: Students must present their literature review findings before an internal review panel.
5. Credit Allocation: The literature review presentation will carry three (3) credits as part of Dissertation I.
6. Dissertation I Evaluation: Total Marks: 100 where, Internal Evaluation: 40 Marks and External Evaluation: 60 Marks.
7. Joint Evaluation: Both internal and external examiners will assess and assign marks for the dissertation.
8. Synopsis Approval: Successful completion of the literature review is a prerequisite for synopsis submission.
9. Mandatory Ethical Review: Each research proposal must include a section on ethical considerations related to the topic, incorporating Institutional Review Board (IRB) perspectives.
10. Local IRB Review: A separate local IRB will review research proposals to ensure compliance with ethical research practices, which will be appointed by the director of the Institute.

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Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

11. Ethical Implementation: Students must integrate ethical principles in study design, data collection, and participant protection.
12. University-Mandated Plagiarism Check: A plagiarism check is compulsory, and the research synopsis will not be accepted without it.
13. Permissible Plagiarism Limit: The maximum allowable plagiarism percentage should be below 10 percent.

Suggested Readings:

- Sieber, J. E. (1982). *The ethics of social research: Fieldwork, regulation, and publication*. Springer, Delhi Book Store.
- University Grants Commission. (2018). *University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018*.
https://www.ugc.gov.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf
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