

## DEPARTMENT OF POLITICAL SCIENCE

### AS PER CBCS SYSTEM

### UNIVERSITY OF CALCUTTA

### PROGRAMME OUTCOMES

Studying Political Science deepens the knowledge and understanding of one of the most powerful forces of society operating on people, communities and individual. Political Science educates students on fundamental part of state and society and helps the students to understand that if they engage in political processes, using the pressure points built into the system, then everyone really does have the opportunity to change the world. The degree in Political Science prepares the students for many forms of employment in government institutions, research institutes as well as further study. They will gain many analytical and practical skills including the ability to conduct research, team work, oral and written communication, all of which are invaluable in employment market.

The undergraduate syllabus as prescribed by University of Calcutta seeks to ingrain the following attributes to its students:

**PO1. Critical Thinking:** Take informed action after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are valid today and seeking new ideas from different perspectives.

**PO2. Effective Communication:** To acquaint learners with politics as a dynamic discipline and the radical changes that has occurred in its substance, method in recent years. To be able to comprehend the inter-linkages between various social science disciplines and the way they come together to throw a more focussed and better light on the problems that man encounters in day to day life.

**PO3. Effective Citizenship:** To acquaint learners of how the institutions of modern Indian state was formed and how these institutions have actually functioned over the last 73 odd years since Independence. Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO4. Social Interaction:** Recognise different value systems including their own, elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO5. Self- directed and life-long learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of social changes.

**PO6. Skill Enhancement Courses:** Further, there are skill-oriented courses which enable the students to acquire necessary skills which could fetch gainful employment for the students in the job market. These skills-oriented courses are very innovative and being introduced for induction for the first time in the Indian universities.

**PO7. Discipline specific Elective:** This is again a new addition in Indian Universities to equip students with knowledge of varied subjects offered from inter-disciplinary subjects. It enables exposure to some other domain of knowledge and nurtures the candidate's skill and acumen.

### PROGRAMME SPECIFIC OUTCOMES(HONOURS)

**1. Political Theory-concepts, approaches and debates (SEM-1:CC1 and CC2):** It helps students better understanding of the concepts that have shaped our politics including freedom, equality, individuality, democracy and justice. To be able to provide a launching pad for learners seeking a clear grasp of theoretical, empirical and methodological issues and the main areas of debate in the complex and fragmented world of Political Science.

**2. Constitutional Government and Politics of India (SEM-2:CC3 and CC4):** To acquaint learners with the historical background of the formation of the Indian Constitution, actual working of the constitution, the functions of three tiers of the Government, the political process that is at work within the dynamics of social and economic changes.

**3.Indian Political Thought and Movement (SEM-3, CC5 and SEM-4, CC8):** To acquaint learners with the various conflicting and competing strands of Indian Political thinkers right from ancient times to the present. To acquaint learners to a broader extent with the Indian freedom struggle launched by Indian National congress along with the ideas of the leading stalwarts of the times like Subhas Bose, Rabindranath Tagore, Mahatma Gandhi, Jinnah, Savarkar, Jyothibha Phule etc. Modern Indian Political thought is one of the fascinating and scholarly debates of contemporary India. It also signifies a shift from excessive reliance on Eurocentric views, methods and concepts to study Indian society and its politics.

**4.Comparative Politics and Government (SEM-3, CC6):** Comparative politics is the study of domestic politics, political institutions and conflicts between two or more countries. It compares the political experience, institutions, behaviour and the processes of the system of Government. To acquaint learners with the constitutional processes in different countries of the world with special reference to U.K, U.S.A and China along with a minor coverage of the constitutions of Switzerland, Bangladesh and Russia.

**5.Perspectives of International Relations and Global Politics since 1945( SEM-3, CC7 and SEM-4,CC9):** To acquaint learners with the study of International Relations both as a theoretical discipline as well as with the intricacies of global politics that plays out in the world today along with India's foreign policy relations and various International and Regional Organisations that play an effective role in international politics today

**6.Western Political Thought(SEM-4,CC10 and SEM-5,CC11):** To acquaint learners with the proliferation of political thought in the Western world beginning from ancient Greece and Rome- (the citadel of western political thought) through medieval political thinkers whose innumerable contributions have set the way for modern western political thinkers of our times. It also acquaints learners with various 'isms' and ideologies like liberalism, justice, democracy etc.

**7. Political Sociology (SEM-5, CC12):** To acquaint learners with the inter-disciplinary nature of the subject matter of Political science- an interaction with Sociology (a key sister discipline). To attempt to equip learners with some of the following sub themes and issues like political culture, class, caste, elites, gender, religion, military etc and their interaction with the society.

**8.Public Administration and Public Policy (SEM-6, CC13 and CC14):** The main objective of public administration is to achieve efficiency and effectiveness in an organization. Public administration oversees the plans of government-policies, formulation and implementation of policies and the execution of those policies. The knowledge of Public Administration and Public Policy in India acquaints a student with the core administrative systems, processes, functions, decision making, policy making and its execution by the administrative authorities of the government. This administrative knowledge enriches the students with practical-official functioning of the government offices at national, regional and local level.

**9. Skill Enhancement Courses: Democratic Awareness through Legal Literacy (SEM 3, A(1):**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.

**Legislative Practices and Procedures (SEM-4,B(1)):**The purpose of this course is to familiarize the students with the legislative activities in India both in the states and the centre and to train them in skills of back-end support to the legislatures and parliamentarians through research inputs in order to strengthen the legislative business. It requires, therefore, a proper understanding of the process, procedure and working of the parliament and state legislature and the role of the legislators and the parliamentarians.

**10. Discipline Specific Elective: Understanding South Asia (SEM-5)-Gr A:** Types of Government operative in the region given the diversity of regimes present in the region with special reference to India and her neighbours and how this existence shape India's relations and formulation of her foreign policy.

**Indian Foreign Policy in a Globalising World (SEM-5-Gr B):** Students will be able to appreciate the salient features of India's foreign policy and explain how, why and to what extent India's foreign policy has changed in the new global and regional contexts and India's relations with her South Asian neighbours.

**Public Policy in India (SEM-6-Gr-A):** To understand the processes and complexities involved in the decision making vis-à-vis the ideology of the state and the role of new social movements in shaping the policy formulation of the state. The students will earn efficiency in policy formulation and implementation.

**Citizenship in a Globalising World (SEM-6, Gr-B):** This course will explore theories of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world. The objective of this course is to introduce to the students to the meaning and models of governance and their relationship with citizens. There is a broader agreement on this premise that active citizen participation leads to better governance.

## COURSE OUTCOMES

(2018 onwards): <https://www.caluniv.ac.in/CBCS/UG-PolSc.pdf>

### SEMESTER-1: Understanding Political Theory: Concepts

<b>Module-1.1.1.1.</b> Conceptualising politics. 1.1.2. Key concepts I: State; Sovereignty (evolution); Power and Authority--- types and linkages; 1.1.3. Key concepts II: Law. Liberty, Equality--- interrelationships.
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<b>Module-II</b> Key concepts III: Rights; Justice (with special reference to Rawls); Freedom. 5. Key concepts IV: Democracy (with special reference to David Held); Authoritarianism. 6. Key concepts V: Citizenship
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At the end of the course the students would be able to

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.
- Understand the theories of sovereignty and also the changes that have occurred in the context of globalisation.
- They will be able to answer the evolution of various theories pertaining to democracy and citizenship.

e. They will come to know about different theories on law, liberty, equality and their interrelationships. to be able to analyse what a better political world would look like and how we can create it.

### **Understanding Political Theory: Approaches and Debates**

<b>Module-1.</b> 1.Approaches I: Normative; Legal-Institutional; Empirical-Behavioural---Systems Analysis; Structural Functionalism. 2. Approaches II: Liberalism; Social Welfarism; Neo-Liberalism. 3. Approaches III: Postcolonial; Feminist.
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<b>Module II:</b> 4.Marxian approach--- Dialectical Materialism and Historical Materialism. 5. Key ideas: State (focus on Relative Autonomy); Class and Class Struggle; Surplus Value; Alienation. 6. Party-- Democratic Centralism; Lenin-Rosa Luxemburg debate; Revolution--- Lenin and Mao. Hegemony and Civil Society: Gramsci.
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The students would be able to explain

- a. different approaches to politics and build their own understanding of politics
- b. evolution of the idea of liberalism and neo-liberal theories
- c. evolution and the necessity of studying the feminist approach to politics and post-colonial theories to free from too much dependency on Eurocentric approach to politics and studying the new emerging nations on the basis of a developmental approach.
- d.The students would be able to comprehend the Marxist approach and in what sense this approach was different to the liberal theories.
- e. the nature of struggle of the ‘proletariat’ against the ‘bourgeoisie’ and the role played by economic forces in changing the society for the betterment of the majority.
- f. The students would be able to comprehend the post-Marxian views on revolution particularly through the eyes of Lenin, Mao and Rosa Luxemburg and the drift that occurred in their approach and reorientation of the capitalist state through the eyes of Gramsci’s theory.

### **Semester II Constitutional Government in India**

<b>Module I:</b> 1.Evolution of the Indian Constitution. Role of the Constituent Assembly--- debates (overview). The Preamble. 2.Citizenship. Fundamental Rights and Duties. Directive Principles. 3.Nature of Indian Federalism: Union-State Relations. 4.Union Executive: President, Vice-President: election, position, functions (focus on Emergency Powers), Prime Minister, Council of Ministers, relationship of Prime Minister and President.
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<b>Module II:</b> 5.Union Legislature: Rajya Sabha, Lok Sabha: Organisation, Functions – Lawmaking procedure, Parliamentary procedure, Privileges, Committee system. Speaker. 6.Government in states: Governor, Chief Minister and Council of Ministers: position and functions – State Legislature: composition and functions. 7.Judiciary: Supreme Court and the High Courts: composition and functions – Judicial activism. 8.Constitutional amendment. Major recommendations of National Commission to Review the Working of the Constitution.
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The students would be able to

- a. understand the historical background of drafting of the Indian Constitution and the debates of the Constituent Assembly.
- b. It will help them to know the powers, functions of the President, PM, their role and responsibilities and the relationship between the legislature and executive that is required for the smooth functioning of democracy.
- c. Make them aware of our Fundamental Rights and duties thus making them politically responsible citizens.

- d. It will help them to know the ministries of the Government, their role and responsibilities, the process of drafting of Bills and presenting them in the Parliament, functioning and role of bureaucracy in India.
- e. The independent role of judiciary as an interpreter and guardian of the Constitution.

### Politics in India: Structures and Processes

**Module I:** 1. Party system: features and trends – major national political parties in India: ideologies and programmes. Coalition politics in India: nature and trends. Political parties in West Bengal: Overview. 2. Electoral process: Election Commission: composition, functions, role. Electoral reforms. 3. Role of business groups, working class, peasants in Indian politics.

**Module II:** Role of (a) religion (b) language (c) caste (d) tribe. 5. Regionalism in Indian politics. 6. New Social Movements since the 1970s: (a) environmental movements (b) women’s movements (c) human rights movements.

- a. The students will get an insight of the growth of party system in India and deeper comprehension and thorough knowledge of Indian and Regional political parties and
- b. role of business groups, working class and peasants etc in shaping Indian politics.
- c. Role of religion, caste and other that is at work within the dynamics of social and economic changes.
- d. have a better understanding of the new social movements and India’s contribution in adhering to the principles of universal declaration of human rights, environmental policies etc

### Semester III: Indian Political Thought– I

**Module I:** 1 Ancient Indian Political ideas: overview. 2. Kautilya: Saptanga theory, Dandaniti, Diplomacy. 3. Medieval political thought in India: overview (with reference to Barani and Abul Fazal). Legitimacy of kingship. 4. Principle of Syncretism.

**Module II:** 5. Modern Indian thought: Rammohun Roy as pioneer of Indian liberalism – his views on rule of law, freedom of thought and social justice. 6. Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: views on nationalism. 7. M.K. Gandhi: views on State, Swaraj, Satyagraha.

- a. The students would be able to understand the evolution of Indian Political Thought right from ancient times of Kautilya through medieval political thinkers to arrive at the present.
- b. To acquaint learners to a broader extent with ideas of the leading stalwarts of the times like Raja Rammohun Roy as pioneer of liberalism against the shackles of superstition that paved the way for women’s rights and education, Bankim Ch. Chattopadhyay, Rabindranath Tagore and Mahatma Gandhi’s nationalist ideas that started the Indian freedom struggle for Independence.

### Comparative Government and Politics

**Module I:** 1. Evolution of Comparative Politics. Scope, purposes and methods of comparison. Distinction between Comparative Government and Comparative Politics. 2. Major approaches to the study of comparative politics---Institutional approach (dominant schools: Systems approach and Structural Functional approach)--limitations; New Institutionalism, Political Economy--- origin and key features. 3. Development and democratization: S.P. Huntington. 4. Classification of political systems. Nature of liberal and socialist political systems; distinguishing features--- conventions, rule of law (UK), separation of powers, checks and balances, judicial review (USA), democratic centralism (PRC), referendum, initiative (Switzerland). 5. Political Parties: Typology, features and roles (UK, USA, PRC and Bangladesh). Interest groups: roles (UK and USA).

**Module II:** 6. Unitary system: UK, Bangladesh. Federal system: USA, Russia. 7. Legislature in UK, USA and PRC: composition and functions of legislative chambers; Committee System in UK and

USA 8. Executive in UK, USA, France and Russia: A comparative study of (i) Russian, French and American Presidency; (ii) British and French cabinet systems. 9. Judiciary in UK, USA and PRC (with focus on the Procuratorate): comparative study. 10. Rights of the citizens of UK, USA and PRC: A comparative study.

- a. This course will help students to study political problems in a scientific and systematic way.
- b. major approaches and techniques of comparative study.
- c. to analyse the similarities and dissimilarities of different political systems and pattern of political behaviour.
- d. The students will be able to compare the political experience, institutions, behaviour and the processes of the system of Government in different countries of the world with special reference to U.K, U.S.A and China along with a minor coverage of the constitutions of France, Bangladesh and Russia.

### **Perspectives on International Relations**

**Module I:** 1. Understanding International Relations: outline of its evolution as academic discipline. 2. Major theories: (a) Classical Realism and Neo-Realism (b) Dependency (c) World Systems theory. 3. Emergent issues: (a) Development (b) Environment (c) Terrorism (d) Migration.

**Module II:** 4. Making of foreign policy. 5. Indian foreign policy: major phases: 1947-1962; 1962-1991; 1991-till date. 6. Sino-Indian relations; Indo-US relations

The course will be helpful for students to

- a. develop learning and understanding of core controversies including the logic behind global changes and challenges. Critiquing, analysing and synthesising dominant issues including careful reading of texts.
- b. help students apply conceptual tools to global predicaments realising how policies must shift over time particularly with reference to India's foreign policy over the years and her relationship with China and USA.
- c. The course will enable students to develop analytical and research skills needed to understand international politics.

### **Semester IV: Indian Political Thought II**

**Module I:** 1. M.N. Roy: Radical Humanism. 2. Narendra Deva, Ram Manohar Lohia, Jayaprakash Narayan: Socialist ideas 3. Syed Ahmed Khan and Iqbal: views on colonialism and nationalism

**Module II:** 4. Nehru: views on Socialism and Democracy. Subhas Chandra Bose: views on Socialism and Fascism. 5. Contested notions of 'nation'--- Savarkar, Jinnah. 6. Jyotiba Phule and Ambedkar on caste system and untouchability. Pandita Ramabai's views on social justice

To acquaint learners to a broader extent with the radical and socialist ideas of M.N. Roy, Narendra Dev and also the contribution of other social thinkers of Jinnah, Savarkar, Jyotiba Phule, Ambedkar etc. Modern Indian Political thought is one of the fascinating and scholarly debates of contemporary India. It also signifies a shift from excessive reliance on Eurocentric views, methods and concepts to study Indian society and its politics.

### **Global Politics since 1945**

**Module I:** 1. Cold War and its evolution: outline. Emergence of Third World: NAM; Pan Africanism. Post-Cold War world: overview. Globalization: conceptions and perspectives. 2. Europe in transition:

European Union, Brexit (overview). 3. Major institutions of global governance: World Bank, IMF, WTO--- overview. Major regional organizations: ASEAN, OPEC, SAFTA, SAARC and BRICS. West Asia and the Palestine question.

**Module II:** 4. India and her neighbours I: Pakistan; Bangladesh. 5. India and her neighbours II: Nepal; Bhutan; Sri Lanka. 6. UNO: background; Major organs--- General Assembly, Security Council and Secretariat (with focus on Secretary General). Role of UNO in peace-keeping, human rights, and development (Millennium Development Goals and Sustainable Development Goals).

This course will be helpful in understanding

a. The shift in the understanding of international politics particularly after the end of 2<sup>nd</sup> world war and the onset of the strained relations between USA and former USSR which continued till 1991 and ended only with the dismantle of the latter and fall of socialism in Eastern Europe.

b. The growth of regional organisations that have emerged as new power centres and India's formidable role in these organisations.

c. India's relation with her neighbours

d. The changing role of UNO in the light of changed international scenario particularly its stance against terrorism, progression of human rights etc.

### **Western Political Thought and Theory I**

**Module I:** 1. Greek political thought: main features – Plato: justice, communism – Aristotle: state, classifications of constitutions. 2. Roman political thought: theories of Law and Citizenship – contributions of Roman thought. 3. Medieval political thought in Europe: major features. 4. Contribution of Machiavelli. Significance of Renaissance. Political thought of Reformation.

**Module II:** 5. Bodin: Idea of Sovereignty. 6. Hobbes: founder of science of materialist politics. 13 7. Locke: founder of Liberalism. views on natural rights, property and consent. 8. Rousseau: views on freedom and democracy.

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 Aristotle differed from his master Plato on the conception of justice.

c. 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.

### **Semester V: Western Political Thought and Theory II**

**Module I:** 1. Bentham: Utilitarianism. John Stuart Mill: views on liberty and representative government. 2. Hegel: Civil Society and State. 3. T. H. Green: Freedom, Obligation.

**Module II:** 4. Utopian and Scientific Socialism: basic characteristics. 5. Varieties of non-Marxist socialism: Fabianism, Syndicalism, Guild Socialism. 6. Anarchism: overview. 7. Cultural Marxism: Frankfurt School (overview). Post-Marxism: emergence and basic contentions.

a. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.

b. They will be able to understand idealist theory of state as propounded by Hegel and how far it differed from Marxist tradition and

c. Varieties of Non- Marxist socialism that is operative in the world and emergence of post -Marxist school like cultural Marxism and the Frankfurt school.

### **Political Sociology**

**Module I:** 1. Social bases of politics. Emergence of Political Sociology. 2. Political culture and Political socialization: nature, types and agencies. 3. Political participation: concept and types. 4. Political development and social change. 5. Political Communication: Concept and structures.

**Module II:** 6. Social stratification and politics: caste, tribe, class, elite. 7. Gender and politics: basic issues. 8. Religion and politics: varying perspectives. 9. Military and politics: conditions and modes of intervention. 10. Electorate and electoral behaviour (with special reference to the Indian context).

a. The students will be able to perceive the relationship of Political science with Sociology (its sister discipline)

b. They will know the concepts of gender, political culture, socialization, civil society, behaviour of individuals, how they developed over time and where they stand today.

c. It will help students to gain knowledge about how political culture are formed and shaped, the process of political socialization, the reasons behind participation and non-participation. concept of political development and social change and how tradition and modernity shape these changes.

### **Semester VI: Public Administration-- Concepts and Perspectives**

**Module I:** 1. Nature, Scope and Evolution of Public Administration – Private and Public Administration. Principles of Socialist Management. 2. Challenges to discipline of Public Administration and responses: New Public Administration, Comparative Public Administration, Development Administration (Indian context). 3. Major concepts of administration: (a) Hierarchy (b) Unity of Command (c) Span of Control (d) Authority (e) Centralization, Decentralization and Delegation (f) Line and Staff. 4. Public Administration in the era of globalization, liberalization and privatization. Governance: conceptual emergence--- distinction with government. e-governance: features and significance.

**Module II:** 5. Bureaucracy: views of Marx and Weber. 6. Ecological approach to Public Administration: Riggsian Model. 7. Administrative Processes: (a) Decision making (b) Communication and Control (c) Leadership (d) Coordination. 8. Public Policy: definition, characteristics. Models. Policy implementation.

a. The students will be able to make a difference between the public administration and private administration.

b. They will be able to explain the journey of discourse in public administration in the sense that how the old public administration view was contested by the idea of new public administration and started talking about New Public Management and New Public Service.

c. They will be able to new tools of effective management in an organization like hierarchy, span of control, authority, need of decentralization of authority, delegation of power etc

c. Conceptual emergence of e-governance and their utility for effective management.

d. They will be able to explain what is the decision-making approach followed by bureaucracy according to theories of Max Weber and Marx.

e. They will be able to explain the concepts and theories on motivation, leadership and conflict management in the organization.

## Administration and Public Policy in India

**Module I** 1. Continuity and change in Indian administration: brief historical overview. 2. Civil Service in India (Bureaucracy): recruitment (role of UPSC, SPSC), training. 3. Organization of Union Government: Secretariat Administration: PMO, Cabinet Secretariat. 4. Organization of State Government: Chief Secretary – relations between Secretariat and Directorate. 5. District Administration: role of District Magistrate, SDO, BDO.

**Module II:** 6. Local Self Government: Corporations, Municipalities and Panchayats in West Bengal, structure and functions. 73rd and 74th Amendment: overview. 7. Planning: Planning Commission, National Development Council. District Planning. Changing nature of planning: NITI Ayog. Budget-- concept and significance. 8. Financial Administration: Public Accounts Committee, Estimates Committee – role of CAG. 9. Citizen and administration: functions of Lokpal and Lokayukt. Right to Information--- Citizen Charter. 10. Citizen and social welfare policies: MGNREGA; Sarva Shiksha Abhiyan (SSA); National Health Mission (NRHM)

- a. The course will help students acquire critical thinking and problem-solving skills in the realm of public service.
- b. 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.
- c. Students will learn the skill of project monitoring and project evaluation
- d. The working of agencies of like NITI Ayog, Public accounts, committee, Lokpal and Lokayukt etc and they will have skills to manage policy evaluation and implementation.

### Skill Enhancement Courses: Democratic Awareness through Legal Literacy (SEM-3)

**Module I** 1. Laws relating to Criminal jurisdiction-provisions relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in the Criminal Procedure Code. 2. Offences under IPC. 3. India: Personal laws. Customary Laws 4. Laws relating to Dowry, sexual harassment and violence against women.

**Module II** 5. Laws relating to consumer rights. 6. Right to Information. 7. Laws relating to Cybercrimes. 8. Anti-terrorist laws: Implications for security and human rights.

- a. 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.
- b. Students will come to know about the rights that exist in the personal laws, customary laws, anti-dowry mechanisms and grievance redressal mechanisms available on which generally they should act as a vigilant citizen of the country.
- c. 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.

### Legislative Practices and Procedures (SEM-4)

**Module I** 1) Members of Parliament: Powers and Privileges-Constituency Work. 2) State legislative Assemblies: Powers and functions. 3) Functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ Ward.

**Module II** 4) How a bill becomes a law, role of standing committees in reviewing a bill, legislative consultants, the framing of rules and regulations. 5) Types of committees. 6) Role of committees in reviewing government finances, policy, programmes and legislation. 7) Powers and functions of people's representative at different tiers of governance

- a. Students will be able to know how the bills are drafted and presented in the parliament and state legislatures and what are the stages they pass through before becoming a law
- b. Students will be able to know about the role of the legislature in the parliament and what are the research inputs they need to make an effective contribution to the parliamentary debates and legislative businesses.
- c. Students will know about the functionaries of Rural and Urban local self-government.

**Discipline specific elective: Understanding South Asia (SEM-5)-Gr A**

Module I I. South Asia- Understanding South Asia as a Region (a) Historical and Colonial Legacies (b) Geopolitics of South Asia II. Politics and Governance Regime types: democracy, authoritarianism, monarchy (b) Emerging constitutional practices: forms of government in India, Nepal, Bhutan, Sri Lanka and Pakistan
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Module II III. Socio-Economic Issues (a) Identity politics: challenges and impacts (case studies of India, Nepal, Sri Lanka) IV. Regional Issues and Challenges (a) South Asian Association for Regional Cooperation (SAARC): problems and prospects (b) Terrorism: Political and Social Consequences in South Asia; (c) Refugee crisis.
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- a. The students would be able to perceive the evolution of south-east Asia as a formidable power in world politics.
- b. Types of Government operative in the region given the diversity of regimes present in the region with special reference to India and her neighbours and how this existence shape India's relations and formulation of her foreign policy.
- c. Get an idea of the new issues and challenges faced by the regimes and India's perspective on those issues.

**Indian Foreign Policy in a Globalising World (SEM-5-Gr B)**

Module I I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power 2. India's Relations with the USA and USSR/Russia 3. India's Engagements with China
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Module II 4. India in South Asia: Debating Regional Strategies 5. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes 6. India in the Contemporary Multipolar World
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- a. Students will be able to appreciate the salient features of India's foreign policy and explain the following:
- b. How, why and to what extent India's foreign policy has changed in the new global and regional contexts.
- c. India's relations with her South Asian neighbours.
- d. Rational behind India demands for democratization of international bodies like UN and demand for a permanent place in the Security Council, her negotiating strategies with the outside world.

**Public Policy in India (SEM-6-Gr-A)**

Module I 1. Introduction to Policy Analysis 2. The Analysis of Policy vis-à-vis the Theories of State
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Module II 3. Political Economy and Policy: Interest Groups and Social Movements. 4. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments
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The student will be able to

- a. To understand the processes and complexities involved in the decision making vis-à-vis the ideology of the state.
- b. Role of new social movements in shaping the policy formulation of the state and
- c. the shift from Nehruvian vision to the recent phase of liberalisation and globalization.
- d. They will have skills to manage policy implementation.

### **Citizenship in a Globalising World (SEM-6, Gr-B)**

Module I 1. Classical conceptions of citizenship 2. The Evolution of Citizenship and the Modern State
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Module II 3. Citizenship and Diversity 4. Citizenship beyond the Nation-state: Globalization and global justice 5. The idea of cosmopolitan citizenship
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- a. This course will explore theories of citizenship, the historical development of the concept and its practice of in an increasingly globalizing world.
- b. The objective of this course is to introduce to the students to the meaning and models of governance and their relationship with citizens.
- c. This module allows the students to critically engage in discussions on laws and issues which touch our lives on a daily basis.

### **PROGRAMME SPECIFIC OUTCOME(GENERAL)**

**1. Introduction to Political Theory(SEM-1):** It helps students better understanding of the concepts that have shaped our politics including freedom, equality, individuality, democracy and justice. To be able to provide a launching pad for learners seeking a clear grasp of theoretical, empirical and methodological issues and the main areas of debate in the complex and fragmented world of Political Science.

**2. Comparative Government and Politics (SEM-2):** Comparative politics is the study of domestic politics, political institutions and conflicts between two or more countries. It compares the political experience, institutions, behaviour and the processes of the system of Government. To acquaint learners with the constitutional processes in different countries of the world with special reference to U.K, U.S.A and China along with a minor coverage of the constitutions of Switzerland, France and Bangladesh

**3. Government and Politics in India (SEM-3):** To acquaint learners with the historical background of the formation of the Indian Constitution, actual working of the constitution, the functions of three tiers of the Government, the political process that is at work within the dynamics of social and economic changes.

**4. International Relations (SEM-4):** To acquaint learners with the study of International Relations both as a theoretical discipline as well as with the intricacies of global politics that plays out in the world today along with India's foreign policy relations that plays an effective role in international politics today

**5. Skill Enhancement Course-Legal Literacy (SEM-3, A(1):** 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 prevents them from exploitation.

**Basic Research Methods (SEM-4, B(2)):** The purpose of the course is to expose the students to the world of research in the social sciences and equip them with skills of data collection, data interpretation and use of different methods and techniques of qualitative and quantitative researches

**6. Discipline specific elective-Public administration (SEM-5):** Public administration oversees the plans of government-policies, formulation and implementation of policies and the execution of those policies. The knowledge of Public Administration and Public Policy in India acquaints a student with the core administrative systems, processes, functions, decision making, policy making and its execution by the administrative authorities of the government.

**Human Rights: Theory and Indian Context (SEM-6):** The main objective of this course is to acquaint the learners about the evolution of human rights movement, Universal Declaration of Human rights, the mechanisms existent for the realisation of these rights with special reference to India.

## COURSE OUTCOMES

### SEMESTER-1: Introduction to Political Theory

**Module I** 1. Political Science: nature and scope; Different approaches--- Normative, Behavioural, Post-Behavioural, Marxist, Feminist. 2. State: Contract theory; Idealist theory; Liberal theory; Marxist theory; Gandhian theory. Sovereignty of the State: Monistic and Pluralist theories. Doctrine of Popular Sovereignty. 3. Foundational concepts: Law; Right; Liberty; Equality--- meanings, sources, interrelationships. 4. Key concepts: Nationalism and Internationalism—meanings and features; Democracy--- meaning and nature.

**Module II** 5. Marxism: Dialectical and Historical Materialism; Class and Class Struggle; Theory of Revolution; Lenin's Theory of Imperialism. 6. Fascism: meaning, features, significance. 7. Political parties and interest groups: functions and role; Methods of representation: territorial, functional, proportional.

At the end of the course the students would be able to

The students would be able to explain

- a. different approaches to politics and build their own understanding of politics.
- b. 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.
- c. Understand the theories of sovereignty and also the changes that have occurred in the context of globalisation.
- d. They will come to know about different theories on law, liberty, equality and their interrelationships. to be able to analyse what a better political world would look like and how we can create it.
- e. The students would be able to comprehend the Marxist approach and in what sense this approach was different to the liberal theories.
- f. the nature of struggle of the 'proletariat' against the 'bourgeoisie' and the role played by economic forces in changing the society for the betterment of the majority

### SEMESTER-II: Comparative Government and Politics

**Module I** 1 Political System: Liberal-democratic, Authoritarian, Socialist – forms of Political Systems: Unitary and Federal, Parliamentary and Presidential. 2. U.K.: (a) Basic features with major focus on Conventions and rule of Law. (b) Legislature: composition and functions with major focus

on the concept of parliamentary sovereignty. (c) Executive: composition and functions of the Cabinet with major focus on the role of the Prime Minister – the concept of Cabinet Dictatorship; (d) Role of the Crown; (e) Party system – role of the Opposition. 3. U.S.A.: (a) Basic features (b) US federalism (c) Bill of rights (d) Legislature: composition and functions with major focus on the Presiding Officers and Committee System; (e) The Executive: The President: election, powers and functions. US Cabinet: composition and functions; (f) Supreme Court: composition and functions; (g) Party system.

**Module II** 4. PRC (1982 Constitution): (a) Significance of the Revolution (b) Basic features with special reference to General Principles (c) Communist Party: structure, functions, role (d) Rights and Duties of Citizen (e) The National Government: i) The Executive: President, Premier, State Council, ii) The Legislature: National People's Congress, Standing Committee iii) The Judiciary. 5. Salient features of the Constitutions of Bangladesh, France, Switzerland.

- a. major approaches and techniques of comparative study.
- b. to analyse the similarities and dissimilarities of different political systems and pattern of political behaviour.
- c. The students will be able to compare the political experience, institutions, behaviour and the processes of the system of Government in different countries of the world with special reference to U.K, U.S.A and China along with a minor coverage of the constitutions of France, Bangladesh and Switzerland.

### **SEMESTER-III: Government and Politics in India**

**Module I** 1. Evolution of the Constitution (brief). The Preamble; Fundamental Rights. Directive Principles; 2. Union-State Relations – nature of federalism. 3. Union Executive: President, Vice-President, Prime Minister, Council of Ministers. 4. Union Legislature: Lok Sabha and Rajya Sabha-- organisation, functions, law Making procedure, Privileges, Committee System, Speaker. 5. The Judiciary: Supreme Court and High Courts--- composition and functions; Judicial Activism in India. 6. Constitutional amendment procedure.

**Module II** 7. Government in States: Governor; Council of Ministers and the Chief Minister; State Legislature: composition and functions. 8. Local Government: rural and urban. Significance of 73rd and 74th Amendments. 9. Election Commission and election reforms. 10. Party System in India: national political parties: Ideologies and programmes. Recent trends in India: rise of regional political parties; coalition politics. 11. Regionalism: Nature, roots, types. 12. Varieties of social and political movements: a) caste; tribe; b) religion; c) environment; d) women's movements.

The students would be able to

- a. understand the historical background of drafting of the Indian Constitution and the debates of the Constituent Assembly.
- b. It will help them to know the powers, functions of the President, PM, their role and responsibilities and the relationship between the legislature and executive that is required for the smooth functioning of democracy.
- c. Make them aware of our Fundamental Rights and duties thus making them politically responsible citizens.
- d. It will help them to know the ministries of the Government, their role and responsibilities, the process of drafting of Bills and presenting them in the Parliament, functioning and role of bureaucracy in India.
- e. The independent role of judiciary as an interpreter and guardian of the Constitution.
- f. The students will get an insight of the growth of party system in India and deeper comprehension and thorough knowledge of Indian and Regional political parties and

- g. role of business groups, working class and peasants etc in shaping Indian politics.
- h. Role of religion, caste and other that is at work within the dynamics of social and economic changes.
- i. have a better understanding of the new social movements and India's contribution in adhering to the principles of universal declaration of human rights, environmental policies etc

#### **SEMESTER-IV: International Relations**

**Module I** 1. International Relations as a field of study. Approaches: (a) Classical Realism (Hans Morgenthau) and Neo-Realism (Kenneth Waltz) (b)Neo-Liberalism: Complex Interdependence (Robert O. Keohane and Joseph Nye) (c) Structural Approaches: World Systems Approach (Immanuel Wallerstein) and Dependency School (Andre Gunder Frank) (d) Feminist Perspective (J. Ann Tickner) 2. Cold War:(a) Second World War & Origins of Cold War; (b) Phases of Cold War: First Cold War; Rise and Fall of Detente Second Cold War.

**Module II** 3. End of Cold War and Collapse of the Soviet Union (b)Post Cold- War Era and Emerging Centres of Power (European Union, China, Russia and Japan) 4. India's Foreign Policy (a) Basic Determinants (Historical, Geo-Political, Economic, Domestic and Strategic); (b) India's Policy of Non-Alignment; (c) India as emerging Power

The course will be helpful for students to

- a. develop learning and understanding of core controversies including the logic behind global changes and challenges. Critiquing, analysing and synthesising dominant issues including careful reading of texts and various approaches to the study of International relations.
- b. The shift in the understanding of international politics particularly after the end of 2<sup>nd</sup> world war and the onset of the strained relations between USA and former USSR which continued till 1991 and ended only with the dismantle of the latter and fall of socialism in Eastern Europe.
- c. help students apply conceptual tools to global predicaments realising how policies must shift over time particularly with reference to India's foreign policy over the years and her relationship with China and USA.

#### **Skill Enhancement Course (SEM-3) Legal Literacy**

**Module I** 1. Legal Issues of Criminal Jurisdiction: History, Definition and Concept, Major Processes— Detention, Arrest, Bail, Search and Seizure. 2. Indian Penal Code: History, Definition. Major Aspects—Protection of Primary and Secondary Personal Rights, Criminal Conspiracy, Offences against the State, Offences related to Marriage. 3. Personal Laws: Laws related to Marriage (examples from Hindu, Islam and Christian Laws).

**Module II** 4. Consumer Rights Laws: Definition of Consumer Rights, Process of filing a complaint. Right to Information Act: provisions; importance. 5. Anti-Terror Laws: Meaning, Terrorist and Disruptive Activities (Prevention) (TADA) Act 1987, 2002 and Prevention of Terrorism (POTA) Act 2002. 6.Human Rights Laws: Meanings, Universal Declaration of Human Rights (UDHR), Human Rights Act of 1993, Issues of rights of Children and Women.

- a.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.
- b. Students will come to know about the rights that exist in the personal laws, customary laws, anti-dowry mechanisms and grievance redressal mechanisms available on which generally they should act as a vigilant citizen of the country.
- c. 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.

d. The various anti-terror laws operative in the state.

#### **Basic Research Methods (SEM-4)**

<b>Module I</b> 1. Case study. 12 2. Survey Approach: Interviewing- different types and forms, qualities of a good interviewer; Preparing questionnaire, types of questionnaire. Pilot Survey. 3. Focus Groups: role of researcher; uses and abuses.
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<b>Module II</b> 4. Experimental research: types. Aggregate Data analysis: sources, utility and limitations. 5. Content Analysis: major issues. 6. Participant observation: modes, advantages and disadvantages.
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a. The student will be able to use different quantitative and qualitative tools and techniques in their research.

b. They will learn different tools and techniques of data collection and analysis.

c. The student will be able to design their research proposal.

d. The students will be equipped with an understanding of ethics in research.

e. They will learn the ways of accessing data from different sources

#### **Discipline Specific Elective: public Administration (SEM-5, Gr-A)**

Module I 1. Nature and scope of Public Administration. 2. key concepts: Hierarchy, unity of command, span of control, authority, Centralization and Decentralization, line and staff, communication and control, Delegation, decision-making, Coordination and leadership. 3. New approaches: New Public Administration, Comparative public administration, Development administration, new public management.
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Module II 4. Bureaucracy: view of weber and Marx. 5. Public policy: Formulation and Implementation. 6. Major Programmes(basic features and objectives): MGNREGA, Sarva Shiksha abhiyan, National Rural Health Mission
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a. The students will be able to make a difference between the public administration and private administration.

b. They will be able to explain the journey of discourse in public administration in the sense that how the old public administration view was contested by the idea of new public administration and started talking about New Public Management and New Public Service.

c. They will be able to new tools of effective management in an organization like hierarchy, span of control, authority, need of decentralization of authority, delegation of power etc

#### **Human Rights: Theory and Indian Context (SEM-6, Gr-B)**

Module I 1. History of the idea of human rights; Evolution of generations of human rights. 2. Universal Declaration of Human Rights: provisions and significance. 3. UN and human rights: charters; UN Human Rights Commission; Vienna Declaration and Programme of Action
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Module II 4. Indian Constitution and the foundation of rights. 5. National and State Human Rights Commissions: structure and functions. 6. Human rights in India: problems and remedies.
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The main objective of this course is to acquaint the learners about the evolution of human rights movement, Universal Declaration of Human rights, the mechanisms existent for the realisation of these rights with special reference to India.