



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/13/2023

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.07.2023 approved the Syllabi of the under mentioned subjects for semester wise Four-year (Honours & Honours with Research) / Three-year (Multidisciplinary) programme of U.G. courses of studies, as applicable under CCF,2022 . under this University, as laid down in the accompanying pamphlet.


### **Name of Subject:**

1. Anthropology
2. BBA
3. Bengali
4. BFAD
5. Bio Chemistry
6. Botany
7. Chemistry
8. Commerce
9. Economics
10. Education
11. English
12. Geology
13. Hindi
14. History, Islamic History & Culture
15. Home Science
16. Human Rights
17. Journalism & Mass Communication
18. Mathematics
19. Microbiology (Honours)
20. Molecular Biology
21. Philosophy
22. Physiology
- ✓ 23. Political Science
24. Psychology
25. Social Science
26. Sociology
27. Urdu
28. Women's Studies
29. Zoology

The above shall be effective from the academic session 2023-2024.

SENATE HOUSE

KOLKATA-700 073

  
12/7/2023  
Prof. (Dr.) Debasis Das

Registrar



# UNIVERSITY OF CALCUTTA

## CU\_2023: Course Structure and Syllabus in Political Science Honours

### IMPORTANT NOTE:

- ◆ The format of the syllabus strictly follows the official format issued by the University.
- ◆ Before viewing the syllabus it is strongly advised that the CU Course Structure and the Guidelines (provided below) be read carefully.
- ◆ CC: Core Course; Minor: Discipline-specific elective; SEC: Skill Enhancement Course; IDC: Inter-Disciplinary Course; CVAC: Common Value Addition Course. Each course has two modules.
- ◆ 1 credit: 25 marks. Correspondence of credit and class hours: according to the UGC and University rules. CC: 3 credit Th+1credit TU. Minor: 3 credit Th+1credit TU. SEC: 2 credit Th+2 credit TU.
- ◆ 'Select References' in the syllabus may be complemented by relevant online material available in *academic, legal and authentic* websites. Cited texts in Bengali are *not* necessarily substitutes, but supplementary to the English books. If required, relevant books from the UGC-prescribed CBCS list may also be consulted.
- ◆ Suggested Tutorial CC/Minor modes (any one of the following): i) Upto 1000 words for one Term Paper/upto 500 words for each of the two Term Papers/ equivalent Book Review/equivalent Comprehension/equivalent Quotation or Excerpt Elaboration. ii) Report Presentation/Poster Presentation/Field work--- based on syllabus-related and/or current topics (may be done in groups) [The modes and themes/topics be decided by the concerned faculty of respective colleges.]
- ◆ Core and Minor share *the same courses and contents*. However, the standard/s of question papers will differ between the two categories. *IDC and CVAC as per University Guidelines*.
- ◆ SEC (Discipline-specific: Democratic Awareness with Legal Literacy; Understanding the Legal System; Legislative Procedures and Practices): To uphold the basic spirit and objectives of the courses under this category, the UG BoS recommends to the University the following mode: 2 credit (50 marks) be allotted to the Theoretical part, and 2 credit (50 marks) to Tutorials based on report/essay/case history (within 800 words). The topics of the essays/reports are to have *practical orientation*, and they may be on any of the following: hypothetical case, contemporary events/issues/policies/programmes OR visit to an institution/organization/government department (such as court, Lok Adalat, legal aid center, NGOs or cybercrime cell) OR awareness-generating seminars/workshops. Relevant topics of the essays/reports/seminars/workshops are to be decided by the college teachers, based on the contents of the respective courses.
- ◆ Further communication about any change may be made by the UG Board of Studies only on receiving specific instructions from the appropriate authorities of the University.

# Honours

## COURSE STRUCTURE-CCF, 2022

|                 | DSC/ Core                | Minor (m1 & m2)                  | IDC/MDC              | AEC                  | SEC       | CVAC     | Summer Internship | Dissertation/ Research work | Total Credit      |
|-----------------|--------------------------|----------------------------------|----------------------|----------------------|-----------|----------|-------------------|-----------------------------|-------------------|
| <b>Semester</b> | 22x4= 88                 | 8x4= 32                          | 3x3= 9               | 4x2= 8               | 3x4= 12   | 4x2= 8   | 1x3= 3            | (1x4= 4)+(1x8= 8)= 12       | 172               |
| 1               | 1x4= 4<br>3TH+1P/TU      | 1x4= 4 (m1)<br>3TH+1P/TU         | 1x3= 3<br>2TH +1P/TU | 1x2= 2<br>2TH +0P/TU | 1x4= 4    | 2x2= 4   |                   |                             | 21                |
| 2               | 1x4= 4<br>3TH+1P/TU      | 1x4= 4 (m1)<br>3TH+1P/TU         | 1x3= 3<br>2TH +1P/TU | 1x2= 2<br>2TH +0P/TU | 1x4= 4    | 2x2= 4   |                   |                             | 21                |
| 3               | 2x4= 8<br>2x(3TH+1P/TU)  | 1x4= 4 (m2)<br>3TH+1P/TU         | 1x3= 3<br>2TH +1P/TU | 1x2= 2<br>2TH +0P/TU | 1x4= 4    |          |                   |                             | 21                |
| 4               | 4x4= 16<br>4x(3TH+1P/TU) | 1x4= 4 (m2)<br>3TH+1P/TU         |                      | 1x2= 2<br>2TH +0P/TU |           |          |                   |                             | 22                |
| 5               | 4x4= 16<br>4x(3TH+1P/TU) | m1+m2<br>2x4= 8<br>2x(3TH+1P/TU) |                      |                      |           |          |                   |                             | 24                |
| 6               | 3x4= 12<br>3x(3TH+1P/TU) | 2x4= 8 m1+m2<br>2x(3TH+1P/TU)    |                      |                      |           |          | 1x3               |                             | 23                |
| 7               | 4x4= 16<br>4x(3TH+1P/TU) |                                  |                      |                      |           |          |                   | 1x4*                        | 20                |
| 8               | 3x4= 12<br>3x(3TH+1P/TU) |                                  |                      |                      |           |          |                   | 1x8 *                       | 20                |
| <b>Credits</b>  | 22x4= 88                 | 8x4= 32                          | 3x3= 9               | 4x2= 8               | 3x4= 12   | 4x2= 8   | 1x3=3             | (1x4)+(1x8)= 12             | 172               |
| <b>Marks</b>    | 22x100=2200              | 8x100=800                        | 3x75=225             | 4x50=200             | 3x100=300 | 4x50=200 | 1x75=75           | 1x100+1x200=300             | Total Marks =4300 |

Marks= 25 marks per credit. Credit for Summer Internship has been adjusted from 4 to 3 to adjust the total marks

\*Candidates who will not pursue Dissertation/ Research work then he/she will have to study additional 1 DSC/Core paper of 4 credits in the 7<sup>th</sup> Semester & 2 DSC/ Core Papers of 4 Credits each in the 8<sup>th</sup> Semester.

| <b>Honours Courses with Titles</b><br>(Chronologically arranged in accordance with the above structures) | <b>Core Course</b><br>(4 credit courses)<br>22 for all<br>+<br>3 courses only for 'non-dissertation' students (one course in 7 <sup>th</sup> Sem. and two courses in 8 <sup>th</sup> Sem.) | <b>Minor</b><br>(4 credit each)                  | <b>SEC</b><br>(4 credit each)   | <b>IDC</b><br>(3 credit each)  | <b>CVAC</b><br>(2 credit each)   |
|--|--|--|---|--|--|
| <b>Sem I</b>   | PLS-H-CC1-1-<br>Th+TU<br>Political Theory:<br>Foundational<br>Concepts   | Political<br>Theory:<br>Foundational<br>Concepts | PLS-H-SEC1-1-<br>Th+TU<br>Democratic<br>Awareness<br>with Legal<br>Literacy | PLS-H-IDC-Th<br>Understanding<br>Governance<br>(Choice: to follow<br>University<br>Guidelines) | PLS-H-CVAC-<br>1-Th<br>Constitutional<br>Values and<br>Fundamental<br>Duties |

|                |  |  |   |  |  |
|----------------|--|--|---|--|--|
|                |  |  |   |  |  |
| <b>Sem II</b>  | PLS-H-CC2-2-<br>Th+TU<br>Constitutional<br>Government in<br>India  | Constitutional<br>Government in<br>India         | PLS-H-SEC2-2-<br>Th+TU:<br>Understanding<br>the Legal<br>System       |  |  |
| <b>Sem III</b> | PLS-H-CC3-3-<br>Th+TU<br>Political Theory:<br>Approaches and<br>Debates<br><br>PLS-H-CC4-3-<br>Th+TU<br>Politics in India:<br>Structures   | Political<br>Theory:<br>Foundational<br>Concepts | PLS-H-SEC3-3-<br>Th+TU:<br>Legislative<br>Practices and<br>Procedures |  |  |
| <b>Sem IV</b>  | PLS-H-CC5-4-<br>Th+TU<br>Politics in India:<br>Processes<br><br>PLS-H-CC6-4-<br>Th+TU<br>International<br>Relations:<br>Concepts,<br>Theories<br><br>PLS-H-CC7-4-<br>Th+TU<br>Public<br>Administration:<br>Concepts,<br>Theories<br><br>PLS-H-CC8-4-<br>Th+TU<br>Indian Political<br>Thought I | Constitutional<br>Government in<br>India         |   |  |  |
| <b>Sem V</b>   | PLS-H-CC9-5-<br>Th+TU<br>Indian Political<br>Thought II<br><br>PLS-H-CC10-5-<br>Th+TU<br>Western Political<br>Thought I  |  |   |  |  |

|                 |   |   |  |  |  |
|-----------------|---|---|--|--|--|
|                 | <p>PLS-H-CC11-5-<br/>Th+TU<br/>Political<br/>Sociology</p> <p>PLS-H-CC12-5-<br/>Th+TU<br/>India and the<br/>World: Foreign<br/>Policies and<br/>Strategies</p>  | <p>India and the<br/>World: Foreign<br/>Policies and<br/>Strategies</p> |  |  |  |
| <b>Sem VI</b>   | <p>PLS-H-CC13-6-<br/>Th+TU<br/>Western Political<br/>Thought II</p> <p>PLS-H-CC14-6-<br/>Th+TU<br/>Public<br/>Administration:<br/>Indian Context</p> <p>PLS-H-CC15-6-<br/>Th+TU<br/>Comparative<br/>Government and<br/>Politics I</p>   | <p>Public<br/>Administration:<br/>Indian Context</p>                    |  |  |  |
| <b>Sem VII</b>  | <p>PLS-H-CC16-7-<br/>Th+TU<br/>Global Politics<br/>since 1945</p> <p>PLS-H-CC17-7-<br/>Th+TU<br/>Comparative<br/>Government and<br/>Politics II</p> <p>PLS-H-CC18-7-<br/>Th+TU<br/>Governance and<br/>Public Policy in<br/>India</p> <hr/> <p>PLS-H-CC19-7-<br/>Th+TU<br/>Understanding<br/>Gandhi and<br/>Ambedkar</p> |   |  |  |  |
| <b>Sem VIII</b> | <p>PLS-H-CC20-8-<br/>Th+TU<br/>Research<br/>Methodology<br/>and Academic<br/>Writing: Basics</p>  |   |  |  |  |

For 'Non-  
Dissertation'  
students only

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   | PLS-H-CC21-8-<br>Th+TU<br>Human Rights:<br>Theory and<br>Indian Context |  |  |  |  |
|   | PLS-H-CC22-8-<br>Th+TU<br>Gender and<br>Politics                        |  |  |  |  |
|   | PLS-H-CC23-8-<br>Th+TU<br>State Politics in<br>India                    |  |  |  |  |
| For 'Non-<br>Dissertation'<br>students only | PLS-H-CC24-8-<br>Th+TU<br>Understanding<br>South Asia                   |  |  |  |  |
| For 'Non-<br>Dissertation'<br>students only | PLS-H-CC25-8-<br>Th+TU<br>Understanding<br>Political<br>Economy         |  |  |  |  |

## Syllabus (1<sup>st</sup> and 2<sup>nd</sup> Semesters)

### CC/Minor Political Theory: Foundational Concepts

#### Course Objectives:

- ◆ This course introduces the basic concepts of politics.
- ◆ The intention is to prepare the students for understanding the theoretical dimension of politics.

#### Learning Outcomes:

After reading the course, students will

- ◆ Understand the entry points through which the *political* is interpreted
- ◆ Understand the core concepts that guide the theorisation of politics
- ◆ Understand the how theory relates to practice.

#### Module I

1. Conceptualising the *Political*. Power and Authority.
2. State; Nation; Sovereignty.
3. Law. Liberty, Equality (interrelationships).

## Module II

4. Rights; Justice (main focus on Rawls); Freedom.
5. Democracy (including classifications of David Held); Authoritarianism.
6. Political Obligation. Citizenship.

### Select Readings:

- Bhargava, R. (2008) 'What is Political Theory' in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. pp. 2-16.  
Andrew Heywood: The Basic Political Concepts.  
S. Ramaswamy: Political Theory--- Ideas and Concepts.  
Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction, pp. 74-86.  
N. Daniels: Reading Rawls.  
J. Mandle: Rawls's Theory of Justice: An Introduction  
R. Bellamy: Theories and Concepts in Politics: An Introduction.  
D. Held: Models of Democracy.

## CC/Minor Constitutional Government in India

### Course Objectives:

- ◆ To enable students to know the constitutional design of government and political institutions in India.
- ◆ To relate such institutions to the ideals of liberty, equality and justice, and to the process of decentralisation and federalism, development and democracy, on which the constitutional democracy in India is visualised.
- ◆ To encourage students to see how institutional practices and constitutional design are impacted by the political contexts within which they unfold.
- ◆ To develop the ability to comprehend the relationships between constitutionalism, democracy and governance.

### Learning Outcomes:

On successful completion of the course, students will develop:

- ◆ Understanding the specificities of Indian Constitutionalism.
- ◆ Familiarity with the issues concerning constitutional architecture, institutional design and Practice of constitutional democracy.
- ◆ Awareness of the ways in which the government/s functions through its various organs at various levels.
- ◆ Understanding of the division of power between various organs of the government.

## Module I

1. Evolution of the Indian Constitution. Role of Constituent Assembly--- debates (overview). 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.

## Module II

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.

### Select Readings:

- Constitution of India: Government of India.  
G. Austin: The Indian Constitution: Cornerstone of a Nation.  
G. Austin: Working a Democratic Constitution  
S.K. Chaube: The Constituent Assembly--- Springboard of a Revolution (latest edition).  
M.V. Pylee: India's Constitution.  
S.C. Kashyap ed.: Perspectives on the Constitution.  
R. Bhargava (ed.): Politics and Ethics of the Indian Constitution.  
D. D. Basu: Introduction to the Constitution of India.  
S. K. Chaube: The Making and Working of the Indian Constitution.  
B. Shankar and V. Rodrigues: The Indian Parliament: A Democracy at Work  
P. B. Mehta and N. Jayal (eds.): The Oxford Companion to Politics in India.  
D. Kapur and P. B. Mehta (eds.): Public Institutions in India.  
B. Kirpal et.al (eds.): Supreme but not Infallible: Essays in Honour of the Supreme Court of India.  
B. Arora and D. Verney (eds.): Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective.

ভারতীয় সংবিধান (বাংলা সংস্করণ)

দুর্গাদাস বসু - ভারতের সংবিধান পরিচয়

সুভাষ সি কাশ্যপ - আমাদের সংবিধান (অনুবাদ: পার্থ সরকার)

অমল কুমার মুখোপাধ্যায় - ভারতীয় সংবিধানের সহজ পাঠ

## SEC-1 Democratic Awareness through Legal Literacy

### Course Objectives:

- ◆ Acquaint undergraduate students with different terms of the legal structure of India

### Learning Outcomes:

- ◆ Improve working knowledge of affirming one's rights
- ◆ Be aware of duties to explore opportunities and challenges for different sections of people in India.

### Module I

1. Basic understanding: Legal provisions of FIR, General Diary, Arrest, Bail, Search, and Seizure. Evidence and Criminal Procedure Code.
2. Laws on offenses against women, children and adolescents, Scheduled Castes and Scheduled Tribes.
3. Personal laws and customary law in India (overview).
4. Labour laws (Overview); Environmental Laws (overview).



## Module II

5. Laws related to contract and consumer rights.
6. Laws on cybercrime.
7. Anti-terrorist laws: implications for security and human rights.
8. Laws related to the Right to information.

### Select Readings:

SAHRDC: Oxford Handbook of Human Rights and Criminal Justice in India- The System and Procedure.

P. D. Mathew: Your Rights if You are Arrested.

P. D. Mathew: The Law on Atrocities against Scheduled Castes and Scheduled Tribes.

M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India.

S. Durrany: The Protection of Women from Domestic Violence Act 2005.

P. D. Mathew: The Measure to Prevent Sexual Harassment of Women in Work Place.

C. Kumar and K. Chockalingam (eds): Human Rights, Justice, and Constitutional Empowerment.

S. Naib: The Right to Information in India.

Relevant Bare Acts on Consumer Protection Act, Criminal law Amendment Act, Protection of Women Against Domestic Violence Act, Right to Information Act, Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, Scheduled Tribes and Other Traditional Forest Dwellers, The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, The Right of Children to Free and Compulsory Education Act, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, Criminal Law Amendment Act.

## SEC-2 Understanding the Legal System

**Course Objectives:** This course design is intended to create:

- ◆ a systemic perspective on an overarching framework for approaching law as a skill-based subject.
- ◆ to focus on the enhancement of skill of ordinary persons to enable them to utilize legal knowledge in life.

**Learning Outcomes:** The programme is so designed as to:

- ◆ acquaint, train and equip students with a reasonable knowledge of the legal system.
- ◆ motivate the students to understand the principles, concepts and reason
- ◆ form own opinion and articulate them in the interest of society at large.

## Module I

1. Historical background, procedures of Supreme Court and High Court in India (special focus on writ jurisdictions), Judicial Activism and Judicial Restraint.
2. Public Interest Litigation (PIL): Meaning, major features and Scope, principles, Major Guidelines for admitting PIL.
3. Administrative Tribunals: Concepts and major Features, tribunals for other matters.

## Module II

4. Subordinate Courts: Constitutional provisions, structure and jurisdiction, National Legal Services Authority, Lok Adalats, Family Courts and Gram Nyayalayas.
5. Elections Laws: Representation of People Act 1950, Representation of People Act 1951, Delimitation Act 2002.
6. Other Constitutional Dimensions: Anti-defection Laws (major provisions of 91st Amendment Act, 2003), Co-operative Societies (provisions of 97th Amendment Act), Mahila Courts.

## Select Readings:

Kamala Sankaran and Ujjwal Singh eds.: *Creating Legal Awareness*.

Asha Bajpai, *Child Rights in India: Law, Policy, and Practice*.

B.L. Wadhera, *Public Interest Litigation - A Handbook*.

P.C. Rao and William Sheffiled: *Alternate Dispute Resolution: What it is and how it Works*.

M, Mohanty et al.: *Weapon of the Oppressed, Inventory of People's Rights in India*.

Centre for Good Governance: *Right to Information Act, 2005: A Citizen's Guide*,

K. Sankaran and U. Singh, *Towards Legal Literacy*.

Oxford Handbook of Human Rights and Criminal Justice in India (relevant articles).

## IDC Understanding Governance

### Course Objectives:

- ◆ This paper deals with concepts and different dimensions of governance highlighting the major issues in contemporary times.
- ◆ It will facilitate understanding of the importance of the concept of and practice governance, which is essential for students across disciplines.
- ◆ It simultaneously focuses on environment, administration, development.

### Learning Outcomes:

- ◆ Students will be acquainted with the changing nature of governance in the era of globalization.
- ◆ Students will acquire knowledge of some of the most contemporary motive forces of governance.
- ◆ The students become familiar with a rigorous introduction to the best practices in India on governance.

## Module I

1. Governance: meaning, genesis, evolution and importance. 'Government' and "Governance'.
2. Idea of 'Good Governance'. Relations with development and democracy.
3. Role of State, Market and Civil Society since 1990s (with some focus on India).

## Module II

4. Major issues in Governance I: People's Participation. Public Service Delivery.
5. Major issues in Governance II: Citizens Charter; Right to Information.
3. E- Governance. Green Governance. [Major features, Case Studies and challenges]

[India will be the prime case of discussion in Module II]

## Select Readings

Shivani Singh ed.: *Governance--- Issues and Challenges*.

B. C. Smith: *Good Governance and Development*.

B. Chakrabarty and M. Bhattacharya (eds.): *The Governance Discourse*.

Surendra Munshi and Biju Paul Abraham (eds.): *Good Governance, Democratic Societies and Globalisation*.

Vasudha Chotray and Gery Stroker: *Governance Theory: A Cross Disciplinary Approach*.

C.S.R. Prabhu: *E-Governance---Concepts and case Studies*.

D. Bollier and B. H. Weston: *Green Governance*.

# VAC Constitutional Values and Fundamental Duties

## Course Objectives:

- To enrich students with knowledge and relevance of the Indian Constitution.
- To develop awareness about values of basic tenets and Duties.
- To inculcate a sense of Constitutionalism.

## Learning Outcomes:

- To understand the Constitution and its relevance.
- To appreciate the values and goals embedded in the Constitution.
- To recognise the importance of Fundamental Duties enshrined in the Constitution.

## Module I

1. The Constitution of India and Constitutionalism. Constitutional Values--- Justice, Liberty, Equality, Fraternity
2. Fundamental Rights; Rule of Law; Separation of Powers
3. Sovereignty, Socialism, Secularism, Democracy, Republic

## Module II

4. Fundamental Duties: emergence; value and significance.
5. Article 51A: enumerated Duties.
6. Legal status of Fundamental Duties. Limitations.

## Select Readings:

- D. D. Basu, et al., Introduction to the Constitution of India (latest edition)  
G. C. Hiregowder et. al.: The Indian Constitution--- An Introduction.  
S.K. Chaube: The Making and Working of the Indian Constitution  
M. P. Singh, V.N. Shukla: Constitution of India.  
Sudhir Krishnaswamy: Democracy and Constitutionalism in India
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## UNIVERSITY OF CALCUTTA

### CU-2023: Course Structure and Syllabus

### Political Science 3 Year-Multidisciplinary Courses (MDC)

#### IMPORTANT NOTE:

- ◆ The format of the syllabus strictly follows the official format issued by the University.
  - ◆ Before viewing the syllabus it is strongly advised that the CU MDC Course Structure and the Guidelines, provided below, be read carefully.
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  - ◆ 'Select References' in the syllabus may be complemented by relevant online material available in *academic, legal and authentic* websites. Cited texts in Bengali are *not* necessarily substitutes, but supplementary to the English books. If required, relevant books from the UGC-prescribed CBCS list may also be consulted.
  - ◆ Suggested CC/Minor tutorial-related segments: Any one of the following modes: i) Upto 1000 words for one Term Paper/upto 500 words for each of the two Term Papers/ equivalent Book Review/equivalent Comprehension/equivalent Quotation or Excerpt Elaboration. ii) Report Presentation/Poster Presentation/Field work--- based on syllabus-related and/or current topics (may be done in groups) The modes and themes/ topics be decided by the concerned faculty of respective colleges. For SEC, see below.
  - ◆ Honours, Minor and MDC share *the same courses and contents* (except slight modification in MDC-SEC). The standard/s of question papers will differ between the two categories. Optional courses *to be chosen as per University Guidelines*. For MDC the first six papers of CC will be the Minor papers.
  - ◆ SEC (Democratic Awareness with Legal Literacy): To uphold the basic spirit and objectives of the courses of this category, the UG BoS recommends to the University the following mode: 2 credit (50 marks) be allotted to the Theoretical part, and 2 credit (50 marks) to Tutorials based on report/essay/case history (within 800 words). The topics of the essays/reports are to have *practical orientation*, and they may be on any of the following: hypothetical case, contemporary events/issues/policies/programmes OR visit to an institution/organization/government department (such as court, Lok Adalat, legal aid center, NGOs or cybercrime cell) OR awareness-generating seminars/workshops. Topics of the essays/reports/seminars/workshops are to be decided by the teachers, based on the content of the course.
  - ◆ Further communication about any change may be made by the UG Board of Studies only on receiving specific instructions from the appropriate authorities of the University.
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**COURSE STRUCTURE-MDC**

|                 | CC1                           | CC2                         | Minor                       | IDC                    | AEC                     | SEC           | CVAC         | Summer Internship | Total Credit            |
|-----------------|-------------------------------|-----------------------------|-----------------------------|------------------------|-------------------------|---------------|--------------|-------------------|-------------------------|
| <b>Semester</b> | 8x4= 32                       | 8x4= 32                     | 6x4= 24                     | 3x3=9                  | 4x2= 8                  | 3x4=12        | 4x2=8        | 1x3= 3            | 124                     |
| 1               | 1x4= 4<br>3TH+<br>1P/TU       | 1x4= 4<br>3TH+<br>1P/TU     |                             | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4        | 2x2=4        |                   | 21                      |
| 2               | 1x4= 4<br>3TH+<br>1P/TU       | 1x4= 4<br>3TH+<br>1P/TU     |                             | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4        | 2x2=4        |                   | 21                      |
| 3               | 1x4= 4<br><br>(3TH+<br>1P/TU) | 1x4= 4<br>3TH+<br>1P/TU     | 1x4= 4<br>3TH+1P/TU         | 1x3=3<br>2TH<br>+1P/TU | 1x2= 2<br>2TH<br>+0P/TU | 1x4= 4        |              |                   | 21                      |
| 4               | 2x4=8<br>4x(3TH+<br>1P/TU)    | 2x4= 8<br>2x(3TH+<br>1P/TU) | 1x4= 4<br>(3TH+1P/TU)       |                        | 1x2= 2<br>2TH<br>+0P/TU |               |              |                   | 22                      |
| 5               | 2x4= 8<br>2x(3TH+<br>1P/TU)   | 1x4= 4<br>3TH+<br>1P/TU     | 2x4= 8<br>2x(3TH+<br>1P/TU) |                        |                         |               |              |                   | 20                      |
| 6               | 1x4= 4<br>(3TH+<br>1P/TU)     | 2x4= 8<br>2x(3TH+<br>1P/TU) | 2x4= 8<br>2x(3TH+<br>1P/TU) |                        |                         |               |              |                   | 20                      |
| <b>Credits</b>  | 8x4= 32                       | 8x4= 32                     | 6x4= 24                     | 3x3= 9                 | 4x2= 8                  | 3x4= 12       | 4x2= 8       |                   | 125+3<br>=128           |
| <b>Marks</b>    | 8x100=<br>800                 | 8x100=<br>800               | 6x100=<br>600               | 3x75=<br>225           | 4x50=<br>200            | 3x100=<br>300 | 4x50=<br>200 |                   | Total<br>Marks<br>=3200 |

Marks= 25 marks per credit.

Total credit=125+3 (for summer internship) = 128.

Summer Internship: As in (G)

*To strictly follow the semester-wise sequence and placement of the CU MDC format (see above), as the case may be.*

| <b>MDC Courses<br/>(Chronologically<br/>arranged in<br/>accordance with<br/>the above<br/>structures)</b> | <b>Course<br/>(4 credit<br/>courses)</b>   | <b>Minor<br/>(4 credit<br/>course)</b>  | <b>IDC<br/>(3 credit<br/>course)</b>            | <b>SEC<br/>(4 credit course)</b>                                | <b>CVAC<br/>(2 credit course)</b>                                 |
|---|--|---|---|---|---|
|   | PLS-MD-CC-1-1-TH+TU:<br>Political Theory: Foundational Concepts  |   | PLS-MD-IDC-1-TH+TU:<br>Understanding Governance | PLS-MD-SEC-1-TH+TU:<br>Democratic Awareness with Legal Literacy | PLS-MD-CVAC-1-TH:<br>Constitutional Values and Fundamental Duties |
|   | PLS-MD-CC-2-2-TH+TU:<br>Constitutional Government in India   |   |   |   |   |
|   | PLS-MD-CC-3-3-TH+TU:<br>India and the World: Foreign Policies & Strategies   | Political Theory: Foundational Concepts   |   |   |   |
|   | PLS-MD-CC-4-4-TH+TU:<br>Public Administration: Indian Context<br><br>PLS-MD-CC-5-4-TH+TU:<br>Politics in India: Structures | Constitutional Government in India  |   |   |   |
|   | PLS-MD-CC-6-5-TH+TU:<br>Politics in India: Processes<br><br>PLS-MD-CC-7-5-TH+TU:<br>Indian Political Thought I             | India and the World: Foreign Policies & Strategies<br><br>Public Administration: Indian Context |   |   |   |

|  |   |   |  |  |  |
|--|---|---|--|--|--|
|  | PLS-MD-CC-8-6-TH+TU:<br>Indian Political Thought II | Politics in India: Structures<br><br>Politics in India: Processes |  |  |  |
|--|---|---|--|--|--|

## Syllabus (1<sup>st</sup> and 2<sup>nd</sup> Semesters)

### Political Theory: Foundational Concepts

#### Course Objectives:

- ◆ This course introduces the basic concepts of politics.
- ◆ The intention is to prepare the students for understanding the theoretical dimension of politics.

#### Learning Outcomes:

After reading the course, students will

- ◆ Understand the entry points through which the *political* is interpreted
- ◆ Understand the core concepts that guide the theorisation of politics
- ◆ Understand the how theory relates to practice.

#### Module I

1. Conceptualising the *Political*. Power and Authority.
2. State; Nation; Sovereignty.
3. Law. Liberty, Equality (interrelationships).

#### Module II

4. Rights; Justice (main focus on Rawls); Freedom.
5. Democracy (including classifications of David Held); Authoritarianism.
6. Political Obligation. Citizenship.

#### Select Readings:

- Bhargava, R. (2008) 'What is Political Theory' in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. pp. 2-16.
- Andrew Heywood: *The Basic Political Concepts*.
- S. Ramaswamy: *Political Theory--- Ideas and Concepts*.
- Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*, pp. 74-86.
- N. Daniels: *Reading Rawls*.
- J. Mandle: *Rawls's Theory of Justice: An Introduction*
- R. Bellamy: *Theories and Concepts in Politics: An Introduction*.
- D. Held: *Models of Democracy*.

# Constitutional Government in India

## Course Objectives:

- ◆ To enable students to know the constitutional design of government and political institutions in India.
- ◆ To relate such institutions to the ideals of liberty, equality and justice, and to the process of decentralisation and federalism, development and democracy, on which the constitutional democracy in India is visualised.
- ◆ To encourage students to see how institutional practices and constitutional design are impacted by the political contexts within which they unfold.
- ◆ To develop the ability to comprehend the relationships between constitutionalism, democracy and governance.

## Learning Outcomes:

On successful completion of the course, students will develop:

- ◆ Understanding the specificities of Indian Constitutionalism.
- ◆ Familiarity with the issues concerning constitutional architecture, institutional design and Practice of constitutional democracy.
- ◆ Awareness of the ways in which the government/s functions through its various organs at various levels.
- ◆ Understanding of the division of power between various organs of the government.

## Module I

1. Evolution of the Indian Constitution. Role of Constituent Assembly--- debates (overview). 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.

## Module II

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.

## Select Readings:

- Constitution of India: Government of India.  
G. Austin: The Indian Constitution: Cornerstone of a Nation.  
G. Austin: Working a Democratic Constitution  
S.K. Chaube: The Constituent Assembly--- Springboard of a Revolution (latest edition).  
M.V. Pylee: India's Constitution.  
S.C. Kashyap ed.: Perspectives on the Constitution.  
R. Bhargava (ed.): Politics and Ethics of the Indian Constitution.  
D. D. Basu: Introduction to the Constitution of India.  
S. K. Chaube: The Making and Working of the Indian Constitution.



B. Shankar and V. Rodrigues: The Indian Parliament: A Democracy at Work  
P. B. Mehta and N. Jayal (eds.): The Oxford Companion to Politics in India.  
D. Kapur and P. B. Mehta (eds.): Public Institutions in India.  
B. Kirpal et.al (eds.): Supreme but not Infallible: Essays in Honour of the Supreme Court of India.  
B. Arora and D. Verney (eds.): Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective.  
ভারতীয় সংবিধান (বাংলা সংস্করণ)  
দুর্গাদাস বসু - ভারতের সংবিধান পরিচয়  
সুভাষ সি কাশ্যপ - আমাদের সংবিধান (অনুবাদ: পার্থ সরকার)  
অমল কুমার মুখোপাধ্যায় - ভারতীয় সংবিধানের সহজ পাঠ

## **SEC Democratic Awareness through Legal Literacy**

### **Course Objectives:**

- ◆ Acquaint undergraduate students with different terms of the legal structure of India

### **Learning Outcomes:**

- ◆ Improve working knowledge of affirming one's rights
- ◆ Be aware of duties to explore opportunities and challenges for different sections of people in India.

### **Module I**

1. Basic understanding: Legal provisions of FIR, General Diary, Arrest, Bail, Search, and Seizure. Evidence and Criminal Procedure Code.
2. Laws on offenses against women, children and adolescents, Scheduled Castes and Scheduled Tribes.
3. Personal laws and customary law in India (overview).

### **Module II**

5. Laws related to contract and consumer rights.
6. Laws on cybercrime. Laws related to the Right to Information.
7. Anti-terrorism laws: implications for security and human rights.

### **Select Readings:**

SAHRDC: Oxford Handbook of Human Rights and Criminal Justice in India- The System and Procedure.  
P. D. Mathew: Your Rights if You are Arrested.  
P. D. Mathew: The Law on Atrocities against Scheduled Castes and Scheduled Tribes.  
M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India.  
S. Durrany: The Protection of Women from Domestic Violence Act 2005.  
P. D. Mathew: The Measure to Prevent Sexual Harassment of Women in Work Place.  
C. Kumar and K. Chockalingam (eds): Human Rights, Justice, and Constitutional Empowerment.  
S. Naib: The Right to Information in India.  
Relevant Bare Acts on Consumer Protection Act, Criminal law Amendment Act, Protection of Women Against Domestic Violence Act, Right to Information Act, Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, Scheduled Tribes and Other Traditional Forest Dwellers, The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, The Right of Children to Free and Compulsory Education Act, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, Criminal Law Amendment Act.

# IDC Understanding Governance

## Course Objectives:

- ◆ This paper deals with concepts and different dimensions of governance highlighting the major issues in contemporary times.
- ◆ It will facilitate understanding of the importance of the concept of and practice governance, which is essential for students across disciplines.
- ◆ It simultaneously focuses on environment, administration, development.

## Learning Outcomes:

- ◆ Students will be acquainted with the changing nature of governance in the era of globalization.
- ◆ Students will acquire knowledge of some of the most contemporary motive forces of governance.
- ◆ The students become familiar with a rigorous introduction to the best practices in India on governance.

## Module I

1. Governance: meaning, genesis, evolution and importance. 'Government' and "Governance'.
2. Idea of 'Good Governance'. Relations with development and democracy.
3. Role of State, Market and Civil Society since 1990s (with some focus on India).

## Module II

4. Major issues in Governance I: People's Participation. Public Service Delivery.
  5. Major issues in Governance II: Citizens Charter; Right to Information.
  3. E- Governance. Green Governance. [Major features, Case Studies and challenges]
- [India will be the prime case of discussion in Module II]

## Select Readings

- Shivani Singh ed.: Governance--- Issues and Challenges.  
B. C. Smith: Good Governance and Development.  
B. Chakrabarty and M. Bhattacharya (eds.): The Governance Discourse.  
Surendra Munshi and Biju Paul Abraham (eds.): Good Governance, Democratic Societies and Globalisation.  
Vasudha Chotray and Gery Stroker: Governance Theory: A Cross Disciplinary Approach.  
C.S.R. Prabhu: E-Governance---Concepts and case Studies.  
D. Bollier and B. H. Weston: Green Governance.

# VAC Constitutional Values and Fundamental Duties

## Course Objectives:

- To enrich students with knowledge and relevance of the Indian Constitution.
- To develop awareness about values of basic tenets and Duties.
- To inculcate a sense of Constitutionalism.

## Learning Outcomes:

- To understand the Constitution and its relevance.
- To appreciate the values and goals embedded in the Constitution.
- To recognise the importance of Fundamental Duties enshrined in the Constitution.

## Module I

1. The Constitution of India and Constitutionalism. Constitutional Values--- Justice, Liberty, Equality, Fraternity
2. Fundamental Rights; Rule of Law; Separation of Powers
3. Sovereignty, Socialism, Secularism, Democracy, Republic

## Module II

4. Fundamental Duties: emergence; value and significance.
5. Article 51A: enumerated Duties.
6. Legal status of Fundamental Duties. Limitations.

## Select Readings:

- D. D. Basu, et al., Introduction to the Constitution of India (latest edition)  
G. C. Hiregowder et. al.: The Indian Constitution--- An Introduction.  
S.K. Chaube: The Making and Working of the Indian Constitution  
M. P. Singh, V.N. Shukla: Constitution of India.  
Sudhir Krishnaswamy: Democracy and Constitutionalism in India
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