ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION  
(A Statutory body of the Government of Andhra Pradesh)  
REVISED UG SYLLABUS UNDER CBCS  
(To Be Implemented from Academic Year - 2020-21)  
PROGRAMME: FOUR YEAR B.A. (Hons)  

Domain Subject: **POLITICAL SCIENCE**

**Skill Enhancement Courses for Semester V**  
(Syllabus with Learning Outcomes, References, Co-curricular Activities& Model Q.P. Pattern)

**Structure of SECs for 5th Semester**  
(To Choose One pair from the Four alternative pairs of SECs)

<table>
<thead>
<tr>
<th>Uni Code</th>
<th>Course Number</th>
<th>Name of Course</th>
<th>Hours/ Week</th>
<th>Credits</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 &amp; 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6A</td>
<td>Political Reporting</td>
<td></td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>7A</td>
<td>Legal Literacy-Rights Awareness</td>
<td></td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6B</td>
<td>E-Governance</td>
<td></td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>7B</td>
<td>Local Administration</td>
<td></td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6C</td>
<td>Office Management</td>
<td></td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>7C</td>
<td>Personnel Administration</td>
<td></td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6D</td>
<td>Electoral Politics and Voting Behaviour</td>
<td></td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>7D</td>
<td>Legislative Procedures and Practices</td>
<td></td>
<td>5</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

**Note:** Note: For Semester–V, for the domain subject Political Science, any one of the four pairs of SECs shall be chosen as courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C or 6D & 7D. The pair shall not be broken (ABCD allotment is random, not on any priority basis).

**Note-2:** One of the main objectives of Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject in students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the skills embedded in syllabus citing related real field situations.
I. **Learning Outcomes:**

Students at the successful completion of the course will be able to:

1) Understand the need, scope and concepts in Political Reporting.

2) Identify various sources for Political Reporting.

3) Provide an overview of interpreting the political phenomena from the gross roots level to the Parliament.

4) Develop insights and enhance skills in a professional manner in the age of mass media.

5) Learn skills related to reporting, enlarge job opportunities and make it as a career.

II. **Syllabus:**

(Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

**Unit: 1**


**Unit: 2**


**Unit: 3**


**Unit: 4**

Writing Reports-Background Information-Framing and crafting Political Stories-Watchdog of enforcement of States’ Laws, Rules and Regulations-Political Reporting in deadline situations-Reporting on Political Campaigns.
Unit: 5
Political Reporting Skills-Interviewing-Types and Forms of Interviewing and Techniques-Questionnaire –Opinion Polls-Writing Blogs-Role in citizen’s civic engagement, political communication and political participation-Analyzing politician’s media strategy.

III. References:
4. J.C. Johari, Comparative Politics, New Delhi, Sterling Publishers, 2002
8. Alok Mehta, Power, Press and Politics, 2021
9. Claes H. de Vreese, Frank Esser & David Nicolas Hopmann (editors), Comparing Political Journalism (Communication and Society)
10. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

IV. Co-Curricular Activities (Training of students by the teacher: Total 10 hours):
a) Mandatory:
1. FOR TEACHER: Training of students by teacher in the classroom for a total of not less than 10 hours on techniques on understanding political establishment, observing procedures and practices, identifying sources of political reporting, framing and crafting of political stories, application of ICT in political writings, discuss about the components involved in political writings such as real world consequences, disturbances or peace, high taxes, jobs or unemployment, health care, use of social media and its impact on citizens political participation in political process i.e. political campaigns and democracy.
2. FOR STUDENT: Students have to go to the field, observe activities related to political reporting such as news reporting, report on political meeting or incident and individually submit his / her observation as a handwritten Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.
3. Suggested Fieldwork/Project work Format:
   Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.
4. Max marks for Fieldwork/Project work Report: 05

5. Unit Tests /Internal Examinations

b) Suggested Co-Curricular Activities

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online and visit political websites.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments (including technical assignments like identifying sources of political reporting).
5. A few minutes of each class period shall be devoted to the past week’s major political stories and their coverage.
6. Seminars, Group discussions, Quiz, Debates etc.
7. Preparation of videos on Political popular personalities.
8. Collection of material/figures/photos related to political writings by experts covered in Dailies and magazines and organizing them in a systematic way in a file.
9. Visits to press, media houses, governmental offices etc.
10. Invited lectures and presentations on related topics by field experts such as political reporters, editors and professionals in political communication.
I. Learning Outcomes:
Students at the successful completion of the course will be able to;

1. Acquaint student with the structure and manner of functioning of the legal system in India.
2. Understand of the laws related to rights applicable in India.
3. Provide an overview of access to courts and enforcement of rights.
4. Develop an understanding of the formal and Alternate Dispute Redressal (ADR) mechanism that exist in India.

II. Syllabus: (Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

Unit: 1
Brief understanding of Legal Literacy-Rights and Duties of citizens-Indian Constitution - Fundamental Rights and other constitutional rights and enforcement of certain rights under Article 21 with emphasis on Public Interest Litigation.

Unit: 2
Laws relating to criminal jurisdiction-Provisions relates to FIR, Arrest, Bail, Search and Seizure-Important offences under Indian Penal Code-Offences against Women-Dowry, Sexual harassment and violence, Juvenile justice.

Unit: 3

Unit: 4
System of Courts and Tribunals and their jurisdiction in India-Civil and Criminal courts, Writ jurisdiction, specialized courts such as Juvenile courts, Mahila courts etc.

Unit: 5
Legal Services Authority Act, 1987 and Right to Free Legal Aid-Alternate Dispute Resolution Mechanism (ADR), Lok Adalats and Conduct of Legal Literacy camps-Role of NGOs in promoting legal awareness.
III. References:
7. Indian Social Institute, New Delhi, Legal Literacy Booklets.
15. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

IV. Co-Curricular Activities (Training of students by the teacher: Total 10 hours):
A). Mandatory:
1. FOR TEACHER: Training of students by teacher in the classroom for a total of not less than 10 hours on understanding various rights enshrined in the Constitution, preparation of FIR, conduct of moot court, identifying techniques of ADR mechanism (Negotiation, Arbitration and Conciliation), drafting of a Public Interest Litigation etc.,
2. **FOR STUDENT:** Visit to either a court or a legal services authority set up by the LSA Act, observe the proceedings, interact with persons who are seeking legal remedy and interact/interview the advocates if possible and record their experiences and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Suggested Fieldwork/Project work Format:
   
   Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

4. Max marks for Fieldwork/Project work Report: 05

5. Unit Tests /Internal Examinations

**b). Suggested Co-Curricular Activities**

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
6. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
7. Seminars, Group discussions, Quiz, Debates etc.
8. Witness any incident occurred in surroundings that would be considered offensive under the penal code and make a class-room presentation on it. Example: Offenses relates to IPC, Consumer Protection Act, 1986, Filing a petition under RTI Act, 2005 etc.,
9. Invited lectures and presentations on related topics by experts in jurisprudence and ADR Mechanism.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Child abuse, domestic violence, sexual harassment at work place.
I. Learning Outcomes:
Students at the successful completion of the course will be able to:

1. Acquaint student with the introduction to good governance and how it can be achieved by information and communication technology.

2. Understand the growing needs of E-Governance, improving transparency in the system of governance.

3. Have understanding of various government schemes and E-Governance projects and initiatives.

4. Provide the practical knowledge about the effective delivery of citizen services through online mode.

5. Realize the issues and challenges of E-Governance.

II. Syllabus:
(Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

Unit: 1

Unit: 2
E-Governance in India- - National E-Governance Plan (NeGP)-National Informatics Centre-Strategies for E-Governance-E-Governance Implementations: Required infrastructure of Network, Computing, Cloud Governance, Data system, Human resources, Legal and Technological infrastructure- Major E-Governance Projects and Initiatives: Gyandoot, E-choupal, E-Bhoomi, E-Seva, CARD, E-Panchayat, Real Time Governance (RTG) etc.

Unit: 3
Role of Information and Communication Technology in Administration, Effective delivery of services for public utilities through E-Governance-Online filing of complaints, application registration, issuance of certificates, issuance of land records, online payments of fees, dues etc, e-
tendering, easy access to information and E-Governance in Social security and welfare schemes: Direct transfer of benefits, Biometric authentication through Aadhar, etc.

**Unit: 4**

E-Governance under Information Technology Act-Legal status for digital transactions-Public Private Partnership and expansion of E-Governance.

**Unit: 5**


**III. References:**

7. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

**IV. Co-Curricular Activities (Training of students by the teacher: Total 10 hours):**

a) **Mandatory:**

1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on techniques of application of ICT for getting services from the government departments, filing of grievances through online mode, making digital transactions for issuance of certificates or payment of fees, identifying components in e-governance and techniques to handle cyber security etc.,

2. **FOR STUDENT:** Students have to visit urban or local administration offices and have practical study and assess the implementation of E-Governance initiatives, models, citizen centric services, citizen charter and interact with the beneficiaries about the fulfillment of their needs in time or not and if any lapses they noticed or visit to nearby government
institution covering the various citizen centric services delivering through online mode and observe the citizen charter, mode of operation, time limitation, fees prescribed for services and observe the operation of Real Time Governance (RTG) in administration and record their experiences and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Suggested Fieldwork/Project work Format:
   Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

4. Max marks for Fieldwork/Project work Report: 05

5. Unit Tests /Internal Examinations

b) Suggested Co-Curricular Activities
   1. Training of students by a related field expert.
   2. Reading Daily newspaper either print or online about the misuse of technology which leads to cybercrimes.
   3. Reading articles, blogs and websites for various ideological perspectives.
   4. Assignments.
   5. Discuss the debates around any recent technological advancements.
   6. Discuss the case laws and judgments reported on E-Governance initiatives.
   7. Seminars, Group discussions, Quiz, Debates etc.
   8. Invited lectures and presentations on related topics by experts in Cyber Security especially the Police personnel associated with the cases of IT Act.
A.P. State Council of Higher Education  
Semester-wise Revised Syllabus under CBCS, 2020-21

Course Code:  
Four - Year B.A. (Hons)  
Domain Subject: POLITICAL SCIENCE  
IV Year B. A.(Hons) – Semester – V  
Max Marks: 100

Course 7B: LOCAL ADMINISTRATION  
(Skill Enhancement Course (Elective), 4 credits)

I. Learning Outcomes:  
Students at the successful completion of the course will be able to;

1. Understand the existing context of Local Government Institutions in India.  
2. Have knowledge on the need of empowerment and autonomy of LGIs.  
3. Provide an overview on financial resources and constitutional provisions.  
4. Analyse the issues, problems and conflicts in Local Administration.  
5. Develop communication skills to interact with the elected members and officials.  
6. Enhance skills for observation, organizing, networking, documentation.

II. Syllabus:(Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

Unit: 1  

Unit: 2  
Decentralization of powers (Political, Administrative and Economic) from the States to Local Institutions- 73rd and 74thConstitutional Amendment Acts-Empowering Local Governments-Decision making powers during crisis and disasters-Relationship between local government authorities and Central and State Government service providers-Role of District Collector in strengthening LGIs.  

Unit: 3  
Revenue raising avenues for Local Governments-Grants, Aid and support from Centre and State Governments-Public Private Partnerships-Concept of Local Development-Village as a unit, SWOC analysis of a village, existing conditions, expected developmental opportunities, the gap, natural, government and private resources, year-wise planning, finances required -Role of Local Governments in implementation of welfare and developmental programmesi.e., (MGNREGS), (SGSY), (IAY) and (PURA).
Unit: 4
Challenges for Local Administration, Financial, administrative and Political Constraints-Public relations in Local Administration-Need for training for elected representatives and other stakeholders-Audit training and Participatory training.

Unit: 5
Preparation of Reports-Minutes and Documentation-Types of Reports, Content of Minutes-Methods of Documentation-Best practices of Reporting on functioning of Local Administration-Use of ICT in documentation.

III. References:
1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018
7. Rajesh Tondon and Mohini Kak (Eds), Citizen Participation and Democratic Governance, New Delhi, 2016.
10. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

IV. Co-Curricular Activities *(Training of students by the teacher: Total 10 hours):*

a) Mandatory:
1. FOR TEACHER: Training of students by teacher in the classroom fora total of not less than10 hours on techniques of identifying financial resources to local bodies, skilling on various components involved in auditing of accounts, analyzing the data of beneficiaries of welfare schemes by using statistical tools, preparation of minutes and reports, imparting
technical skills with regard to communication and procedures and practices in documentation.

2. **FOR STUDENT**: Students have to visit to a Rural Local Government Institution, understand its profile, sources of revenue and expenditure, identify major issues and challenges, analyse its development and welfare initiatives, record the experiences, collecting data on implementation of poverty alleviation, employment generation schemes sponsored by governments and interpretation of data and indicate suggestions for better functioning **(or)**

Participate in regular Gram Sabha meeting observe and record the proceedings and outcome of the meeting, indicate suggestions for better functioning of Gram Sabha **(or)** students may take a village as a unit, make SWOC analysis and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. **Suggested Fieldwork/Project work Format**:
   - Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

4. Max marks for Fieldwork/Project work Report: 05

5. Unit Tests /Internal Examinations

b) **Suggested Co-Curricular Activities**
   1. Training of students by a related field expert.
   2. Reading Local Daily newspaper either print or online.
   3. Reading Editorial pages, blogs and websites for various ideological perspectives.
   4. Assignments.
   5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
   6. Carry out a resource mapping of a selected area.
   7. Plan and organize a capacity building session for the stakeholders
   8. Seminars, Group discussions, Quiz, Debates etc.
   9. Invited lectures and presentations on related topics by experts in Local Administration.
   10. Make visit to a Self-Help Group or NGO, interact with its members and record their experiences.
   11. Conduct an interview with an important person at the District Level using a structured schedule (District Panchayat Officer / CEO of Zilla Parishad / District Collector) and document their interventions in local administration and record their experiences.
I. **Learning Outcomes:**
Students at the successful completion of the course will be able to;

1. Understand fundamental knowledge of Office Management that can be applied to a career.
2. Have knowledge on office administration and identify job competencies.
3. Understand the importance of record management and allied sections.
4. Comprehend the administrative process in office
5. Identify the challenges in the background of ICT.
6. Enhance skills, strategies and techniques to compete with the global competencies in office management.

II. **Syllabus:**(Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

**Unit: 1**

**Unit: 2**

**Unit: 3**

**Unit: 4**
Office Communication: Meaning and mailing, Barriers to communication -Correspondence and Report Writing-Types- Periodical reports.

**Unit: 5**
III. References:
16. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

IV. Co-Curricular Activities (Training of students by the teacher: Total 10 hours):

a) Mandatory:
1. **FOR TEACHER**: Training of students by teacher in the classroom or in the field for a total of not less than 10 hours on application of ICT tools in Office Management, utilizing the modern tools through hands on experience, procedures and practices in filing, indexing and maintaining office records, imparting skills on office correspondence.

2. **FOR STUDENT**: Students have to visit to a Government office or industry or private organization and observe the filing system, records management, utilization of manuals
available, application of ICT, communication flow in the organizations, problems encountered by management in communication, record individual observations and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Suggested Fieldwork/Project work Format:
Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

4. Max marks for Fieldwork/Project work Report: 05
5. Unit Tests /Internal Examinations

**b) Suggested Co-Curricular Activities**

1. Training of students by a related field expert in Office Management.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent trends, technological advancements and invention of new appliances that are to be used in modern officer management.
6. Plan and organize a capacity building session for the stakeholders.
7. Seminars, Group discussions, Quiz, Debates etc.
8. Invited lectures and presentations on recent global trends in office management.
9. Make visit to a Government office or reputed industry or private firm interact with its members and record their experiences and gain Hands on Experience of records maintenance, indexing and filing procedures.
I. **Learning Outcomes:**
   Students at the successful completion of the course will be able to;
   1. Understand Personnel Administration that can be applied to a career.
   2. Acquire knowledge on recruitment, selection and training and identify job competencies.
   3. Understand the importance and role of civil services in Indian Governance.
   4. Provide an overview on issues in administration.
   5. Enhance skills, strategies and techniques for redressal of grievances in administration

II. **Syllabus:** (Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

**Unit: 1**

**Unit: 2**
Recruitment: Meaning and Importance, Types of Recruitment, Methods of recruitment with regard to All India, Central and State Services-Union Public Service Commission and State Public Service Commissions-Constitutional provisions and Composition, Functions and Role.

**Unit: 3**

**Unit: 4**
Administrative Ethics-Integrity in administration-Code of Conduct-Common Lapses and Disciplinary Procedure-Employee and Employer Relations-Rights of Civil Servants.

**Unit: 5**
Problems in Personnel Administration-Employees participation in administration-Grievances- Institutional arrangements for settlement of disputes-Change in work place, Counseling and Time Management.
III. References:
6. C.M.Jain, Public Personnel Administration, College Book Depot, Jaipur, 2003
18. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

IV. Co-Curricular Activities(Training of students by the teacher: Total 15 hours):

a) Mandatory:

1. FOR TEACHER: Training of students by teacher in the classroom for a total of not less than 10 hours on techniques of preparation of training schedules, training programmes, conducting interviews as part of selection, preparation of confidential reports, skilling on minutes reporting and maintaining service records, identifying the techniques for settlement of disputes in the organization.
2. **FOR STUDENT:** Students have to visit to a Government office or industry, observe the hierarchy of staff, recruitment and selection process, role and responsibilities, interact/interview the employer and employees in order to know how the strategies and techniques using for resolving disputes relating to personal or organizational issues and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. **Suggested Fieldwork/Project work Format:**

Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

4. Max marks for Fieldwork/Project work Report: 05

5. **Unit Tests /Internal Examinations**

   **b) Suggested Co-Curricular Activities**

   1. Training of students by a related field expert in Personnel Administration.
   2. Reading Local Daily newspaper either print or online.
   3. Reading Editorial pages, blogs and websites for various ideological perspectives.
   4. Assignments.
   5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature with regard to service matters of civil servants.
   6. Plan and organize a capacity building session for the stakeholders
   7. Seminars, Group discussions, Quiz, Debates etc.
   8. Invited lectures and presentations on recent global trends in Personnel Administration.
   9. Make visit to a Government office or reputed industry, interact with its members and record their experiences on job satisfaction, promotions, motivation and institutional arrangements for grievances.
I. Learning Outcomes:
   Students at the successful completion of the course will be able to;

1. Acquaint student with the structure and manner of functioning of Election Commission of India.
2. Understand the political issues in Electoral Politics.
3. Provide an overview on voter turnout, voting behavior in India.
4. Aware of the role of new media and technology in election campaign.
5. Develop an understanding of the required skills for data collection, research in election management.

II. Syllabus: (Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

Unit: 1

Unit: 2
Election Commission of India: Composition, Powers and Functions-Merits and Demerits of Electoral system in India-Political Participation-General Elections in India since 1952-Elections to Local Bodies-State Election Commission.

Unit: 3
Issues in Electoral Politics: Corruption, Money power, rigging, booth capturing, undemocratic party system, politics of Political Defections and Reservations-Need of Reforms in present Electoral System-Reports of Tarkunde, Goswamy, Indrajeet Gupta Committees.

Unit: 4

Unit: 5
Polls, Predictions, Techniques of interpreting collected election data, use of print, electronic and social media in elections.

III. References:
17. Web resources suggested by the Teacher concerned and the College Librarian including reading material.
IV. Co-Curricular Activities (*Training of students by the teacher: Total 10 hours*):

A). Mandatory:

1. **FOR TEACHER**: Training of students by teacher in the classroom for a total of not less than 10 hours on collection of data relating to General Elections to Lok Sabha/Assembly or elections to Local bodies for a particular period, analysis of data by using statistical tools, preparation of questionnaire on voting behavior, identifying techniques for interpretation of election data and imparting skills involved in political campaigning by using new media.

2. **FOR STUDENT**: Students have to visit to nearby residential colony or street or a village, collect data regarding their voting behavior, voter turnout by interviewing the voters using formal and informal questionnaire, interaction with the voters and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Suggested Fieldwork/Project work Format:

   Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

4. Max marks for Fieldwork/Project work Report: 05

5. Unit Tests /Internal Examinations

b). *Suggested Co-Curricular Activities*

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Reading Editorial pages, blogs and websites for various ideological perspectives.
4. Assignments.
5. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
6. Discuss any contemporary practice or event that violates the true spirit of democracy and political equality.
7. Seminars, Group discussions, Quiz, Debates etc.
8. Witness any incident occurred in your surroundings that would be considered for obstacle for reforms in politics
9. Invited lectures and presentations on related topics by experts in Electoral Politics.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Political Defections, Anti-democracy acts of political parties.
11. Arrange Guest Lectures inviting election authorities such as District Returning Officer /Observers / Experts in Election Management.
I. **Learning Outcomes:**

Students at the successful completion of the course will be able to:

6. Make familiar with legislative procedures and practices.

7. Equip the students with the adequate skills of participation in deliberative processes and democratic decision making.

8. Understand complex policy issues, draft new legislation, analyze ongoing bills, make speeches and floor statements.

9. Provide skills to be part of a legislative support team and expose them to real life legislative work.

10. Enhance understanding of procedures, practices, different committees and motions in the House.

II. **Syllabus:**

(Hours: Teaching: 60, Training: 10, Others incl. unit tests: 05)

**Unit: 1**


**Unit: 2**


**Unit: 3**

Drafting of the Bill-First Reading and Departmental Standing Committee-Second and Third Reading-Framing rules and regulations, Passage of the Bill, Consent by the President of India and Gazette Notifications.

**Unit: 4**

Legislative Committees in India: Role in reviewing government policies, finances, programmes and legislation, Types of Committees: Department Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee, Estimates Committee, Business Advisory Committee, Ethics Committee etc.
Unit: 5
Budget process: Reviewing the Union Budget, Examination of Demands for Grants of Ministries, Working of Ministries-Motions and Hours in the House: Question Hour : Rules of putting questions, Types of Questions-Rules relating to Calling Attention Motion, Adjournment Motion, Privilege Motion, Censure Motion, No-Confidence Motion, Cut Motion including Resolutions, Discussion and Short Discussion

III. References:

14. Web resources suggested by the Teacher concerned and the College Librarian including reading material.
IV. Co-Curricular Activities *(Training of students by the teacher: Total 10 hours):*

A). Mandatory:

1. **FOR TEACHER:** Training of students by teacher in the classroom for a total of not less than 10 hours on conducting of a Mock Parliament, Conduct of Sessions, preparation of budget, formulation of policy, Collection and analysis of data for legislation, Imparting skills on asking questions and identifying communication skills.

2. **FOR STUDENT:** Students have to visit to a legislative/ local body unit nearby, observe legislative/ local body meetings, interact with stakeholders, monitor media and press releases, understanding political process and individually submit his / her observation as a hand-written Fieldwork/Project work Report not exceeding 10 pages in the given format to the teacher.

3. Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgements, Index page, Objectives, Step-wise process, Findings, Conclusion and References.

4. Max marks for Fieldwork/Project work Report: 05

5. Unit Tests /Internal Examinations

b). Suggested Co-Curricular Activities

1. Training of students by a related field expert.
2. Reading Local Daily newspaper either print or online.
3. Watching live stream of sessions of Parliament or State Legislature.
4. Reading Editorial pages, blogs and websites for various ideological perspectives.
5. Assignments.
6. Discuss the debates around any recent Ordinance, Bill or Act in the Parliament or State Legislature.
7. Discuss any contemporary practice or event that violates the true spirit of democracy and political equality.
8. Seminars, Group discussions, Quiz, Debates etc.
9. Invited lectures and presentations on related topics by experts in Legislative Procedures.
10. Read the guidelines issued by Supreme Court in landmark cases relating to Political Defections, Anti-democracy acts of political parties.
MODEL QUESTION PAPER PATTERN

Time: 3 Hours  Max. Marks: 75

Section - A (Total 5 x 5 Marks = 25 Marks)

Answer any five of the following. Each answer carries 5 Marks
(At least one question should be given from each unit)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section - B (Total 5 x 10 Marks = 50 Marks)

Answer any five of the following. Each answer carries 10 Marks
(At least one question should be given from each unit)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepared by: Prof. B.V. Raghavulu, Dept. of Political Science & Public Administration, SK University, Anantapur

&

Dr. T.S. Shyam Prasad, Lecturer in Political Science, Government College (Autonomous), Anantapur.