



**ADIKAVI NANNAYA UNIVERSITY: RAJMAHENDRAVARAM**  
**Single Major B.A. Political Science (w.e.f:2023-24A.B)**

**Single Major**  
**Common Papers (w.e.f. AY 2023-24)**  
**SEMESTER-I**

**Paper – 1 Fundamentals of Social Sciences**

Theory	Credits:	hrs/week

**Learning objectives:** The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT.

**Learning Outcomes:** On successful completion of the course the student will be able to:

1. Learn about the nature and importance of social science.
2. Understand the Emergence of Culture and History
3. Know the psychological aspects of social behaviour
4. Comprehend the nature of Polity and Economy
5. Knowledge on application of computer technology

**Unit – I – What is Social Science?**

1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

**Unit -II: Understanding History and Society**

1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and Chronology of Indian History

**Unit – III – Society and Social Behaviour**

1. Definition, Nature and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society
4. Thought process and Social Behavior

**Unit – IV – Political Economy**

1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts
4. Economic Growth and Development - Various aspects of development

**Unit - V – Essentials of Computer**

1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals
4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques – Privacy and Data Protection



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**Reference Books**

1. The social sciences: An Integrated Approach by James M. Henslin and Danniel F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson

**Activities:**

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.



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**SEMESTER-I**

**Paper – II Perspectives on Indian Society**

Theory	Credits:	hrs/week
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**Learning objectives:** The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

**Learning Outcomes:** On successful completion of the course the student will be able to:

1. Learn about the significance of human behavior and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy

**Unit – 1 – Man in Society**

1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns
4. Human Life – Social Influence and Social Impact

**Unit-II: Indian Heritage and Freedom Struggle in India**

1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music and Yoga
3. Rise of Nationalism Under British Rule in brief (1857-1947)
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

**Unit – 3 – Indian Constitution**

1. Philosophical Foundations of Indian Constitution
2. Elements of Indian Constitution
3. Study of Rights in Indian Constitution
4. Directive principles to State

**Unit – 4. Indian Economy**

1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

**Unit – 5 - Impact on Society & Analytics**

1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences



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**Single Major B.A. Political Science (w.e.f:2023-24A.B)**

**References**

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

**Activities:**

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.



## ***Course - I & II Model Paper (70 Marks)***

***SECTION A (Multiple Choice Questions)***

**$30 \times 1 = 30 M$**

***30 Multiple Choice Questions (Each Unit 6 Questions)***

***SECTION B (Fill in the blanks)***

**$10 \times 1 = 10 M$**

***10 Fill in the Blanks (Each Unit 2 Questions)***

***SECTION C (Very short answer questions)***

**$10 \times 1 = 10 M$**

***10 Very short answer questions (Each Unit 2 Questions)***

***SECTION D (Matching) (From 5 Units)***

**$2 \times 5 = 10 M$**

**1 A**

**B**

**C**

**D**

**E**

**2 A**

**B**

**C**

**D**

**E**

***SECTION E (True or False)***

**$10 \times 1 = 10 M$**

***10 True or False (Each Unit 2 Questions)***



## **Semester II**

### **Fundamentals of Political Science**

**Learning Objective:** The student will be able to understand the nature, various approaches, knowledge of the state and its origin and evolution of the modern state in Political Science.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Learn nature, importance, and relationship with other social sciences.
- Understand the traditional and modern approaches.
- Know the origin and evolution of the state.
- Comprehend the development of social contract theory.
- Understand the birth of modern state.

#### **Unit – I: Introduction:**

1. Definition Nature of Political Science
2. Scope and Importance of Political Science
3. Relations with allied disciplines: History and Economics
4. Relations with allied disciplines: Philosophy and Sociology

#### **Unit – II: Approaches:**

1. Approaches to the study of Political Science:
2. Traditional Approaches: Philosophical, Historical.
3. Modern Approaches: Behavioral and Post-Behaviouralism
4. Modern Approaches: System Approach and Structural - Functional

#### **Unit – III: State**

1. Definition of the State, Nature
2. Elements of the State
3. Theories of Origin of the State: Divine Origin
4. Theories of Origin of the State: Force and Evolutionary

#### **Unit – IV: Theory of Social Contract**

1. Social Contract Theory: Origin of the theory
2. Social Contract Theory: Thomas Hobbes
3. Social Contract Theory: John Locke
4. Social Contract Theory: Jean Jacques Rousseau

#### **Unit – V: Modern State**

1. Concepts of Modern State: Meaning, Origin
2. Nature of Modern State
3. Welfare State: Origin
4. Nature of Welfare State

#### **Unit-wise proposed activities & evaluation:**

1. **Assignments:** A two-minute presentation on the topic.
2. **Discussion:** Team evaluation by the faculty.
3. **Quiz Program:** Based on the scores.
4. **Classroom Seminar:** Faculty evaluation.
5. **Open forum:** A PPT presentation

#### **References:**

1. Political Ideologies-An Introduction: Andrew Heywood
2. Principles of Political Science: A.C. Kapoor
3. Contemporary Political Theory: J.C.Johari
4. An Introduction to Political Theory: O.P.Gauba
5. Political Theory: Eddy Ashirvadam & K.K.Misra



## **Concepts & Ideologies of Political Science**

**Learning Objectives:** The student will be able to learn the concepts like law, liberty, equality, rights, and power, Ideologies like liberalism, individualism, anarchism, and fascism and various Isms like Socialism, Marxism, multiculturalism, and nationalism.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Learn the significance of concepts.
- Understand the law and liberty.
- Know equality and power and its constituents.
- Experience the rights and its theories.
- Understanding of political ideologies.

### **Unit – I: Law & Liberty:**

1. Law: Meaning, Definition, Nature
2. Law: Types of Law - Sources of Law
3. Liberty: Meaning, Definition, Nature
4. Liberty: Types of Liberty

### **Unit – II: Equality & Power:**

1. Equality: Meaning, Definition, Nature
2. Equality: Types of Equality
3. Power: Meaning, Definition, Nature
4. Authority and Legitimacy: Meaning, Definition, Nature

### **Unit – III: Rights:**

1. Rights: Meaning, Nature
2. Rights: Classification of Rights
3. Theories of Rights: Natural, Legal, Historical
4. Theories of Rights: Idealistic, Social & Welfare

### **Unit – IV: Ideologies:**

1. Liberalism
2. Individualism
3. Anarchism
4. Fascism

### **Unit – IV: Isms**

1. Socialism
2. Marxism
3. Multiculturalism
4. Nationalism

### **Unit-wise proposed activities & evaluation:**

#### **Celebrations on International Human Rights Day**

1. **Group Discussion:** Team evaluation by the faculty.
2. **Debate:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Faculty evaluation.
5. **Peer Teaching:** A PPT presentation.

### **References:**

1. Modern Political Theory: S.P.Varma
2. Principles of Political Science: A.C. Kapoor
3. Contemporary Political Theory: J.C.Johari
4. An Introduction to Political Theory: O.P.Gauba
5. Political Theory: Ideas & Concepts: Sudheela Ramaswamy





## **5. Political Institutions**

**Learning Objectives:** The student will have a vivid picture of various political institutions like legislature, executive, judiciary, forms of government, democratic system, and pressure groups.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Understand the organs of the government.
- Learn the theory of separation of powers.
- Comprehend the forms of government.
- Know the rights and its theories.
- Acquaint with political ideologies.

### **Unit – I: Organs of Government:**

1. Legislature: Unicameral and Bicameral
2. Legislature: Power and Functions
3. Executive: Types, Powers, and Functions
4. Judiciary: Powers and Functions

### **Unit – II: Separation of Powers:**

1. Theory of Separation of Powers: Meaning, Nature
2. Montesquieu's doctrine of separation of powers
3. Advantages & Disadvantages
4. Case study of USA & UK

### **Unit – III: Forms of Government:**

1. Unitary form of Governments: Merits and Demerits
2. Federal form of Government: Merits and Demerits
3. Parliamentary form of Government: Merits and Demerits
4. Presidential form of Government: Merits and Demerits

### **Unit – IV: Democracy:**

1. Democracy: Meaning, Definition, Significance
2. Theories and Principles of Democracy
3. Types of Democracy
4. Condition for the success of democracy

### **Unit – V: Political Parties, Pressure Groups and Public Opinion:**

1. Political Parties: Meaning, Definition, Classification of Political Parties: National
2. Classification of Political Parties: Regional, Functions of Political Parties.
3. Pressure Groups: Meaning, Definition, and Types
4. Public Opinion: Meaning, Definition, and Significance

### **Unit-wise proposed activities & evaluation:**

#### **Celebrations on International Day of Democracy**

1. **Quiz Program:** Marks scored by teams.
2. **Debate:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Study Project:** Faculty evaluation.

### **References:**

1. Modern Political Theory: S.P.Varma
2. Principles of Political Science: A.C. Kapoor
3. Contemporary Political Theory: J.C.Johari
4. An Introduction to Political Theory: O.P.Gauba
5. Political Theory: R.C.Agarwal



## **6. Indian Constitution**

**Learning Objectives:** The student will understand the intricacies of the Constitution, its evolution, development, and insights of feature of Indian Constitution with due stress on fundamental rights, duties, and directive principles of state policy.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Know the origin and evolution of the Constitution.
- Understand of Constitutional Development of India.
- Comprehend the feature of Indian Constitution.
- Identify the rights and duties.
- Understanding the notion of theory of basic structure.

### **Unit – I: Constitution:**

1. Constitution: Meaning, Definition, & Origin
2. Evolution of Constitution
3. Classification of the Constitutions: Written and Unwritten
4. Classification of the Constitutions: Rigid and Flexible

### **Unit – II: Ideological Base of the Indian Constitution:**

1. Constitutional Development in India during British Rule
2. Minto-Morley Reforms, 1909
3. Montague-Chelmsford Reforms, 1919
4. Government of India Act, 1935

### **Unit – III: Features of Indian Constitution:**

1. Constituent Assembly: Nature, Composition,
2. Constituent Assembly: Socio-Economic, Philosophical Dimensions
3. Indian Constitution: Preamble
4. Indian Constitution: Salient Features

### **Unit – IV: Rights & Duties:**

1. Fundamental Rights
2. Directive Principles of State Policy
3. Differences between Fundamental Rights and Directive Principles of State Policy
4. Fundamental Duties

### **Unit – V: Theory of Basic Structure:**

1. Doctrine of Basic Structure of the Constitution: Origin & Growth
2. Judicial Interpretations: Golaknath Case, 1967
3. Judicial Interpretations: Kesavananda Bharathi Case, 1973
4. Judicial Interpretations: Minerva Mills Case, 1980

### **Unit-wise proposed activities & evaluation:**

**Celebrations** on Indian Constitutional Day.

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

### **References:**

1. An Introduction to the Constitution of India: D. D. Basu
2. Constitutional Government in India: M. V. Pylee
3. Politics in India: Rajani Kothari
4. Indian Government and Politics: B.L. Fadia
5. Concise Encyclopedia of Indian Constitution: Subhash Kashyap



### **Western Political Thought: Ancient & Medieval**

**Learning Objectives:** The student gets a holistic understanding of the ancient and medieval times prevailed in Europe and, influence of religion on the State.

**Learning Outcomes:** On successful completion of the course the students will be able to:

1. Understand the fundamental contours classical, western political philosophy,
2. Understand the concepts of Plato and Aristotle
3. Understand the basic features of medieval political thought and shift from medieval to modern era.
4. Understand the influence of religion and its impact on the State.
5. Critically analyse the evolution of western political thought.

**Unit: I:**

1. History of Western Political Thought
2. Plato: Rule of Philosopher Kings
3. Theory of Justice
4. Ideal State and Education

**Unit: II:**

1. Aristotle: Theory of State
2. Classification of Governments
3. Citizenship and Slavery
4. Theory of Revolutions

**Unit: III:**

1. Cicero: On Law and Justice
2. Cicero: Influence on Western Political Thought
3. St. Augustine of Hippo: Religious and Political conditions in Europe & Africa
4. St. Augustine of Hippo: Theory of Two Cities

**Unit: IV:**

1. St. Thomas Aquinas: Political Philosophy
2. St. Thomas Aquinas: Four Cardinal Principles
3. William of Ockham: Political Philosophy
4. William of Ockham: Influence and legacy

**Unit: V**

1. Niccolo Machiavelli: Conditions of Europe and Italy
2. Niccolo Machiavelli: Human Nature
3. Niccolo Machiavelli: Suggestions to Prince
4. Niccolo Machiavelli: State and Statecraft

**Unit-wise proposed activities & evaluation:**

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.



**References:**

1. A History of Political Theory: George H. Sabine
2. A History of Political Thought-Plato to Marx: S. Mukherjee & Sushila Ramaswamy
3. Ancient and Medieval Political Thinkers-From Plato to Padua: P.B.Rathod
4. Political Thought: C.L.Wayper
5. Western Political Thought: B.N.Ray



## **7. Indian Federal System**

**Learning Objectives:** The student will get awareness on Union – State relations, federal process, electoral system, constitutional development in the local governments with 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Know the importance of Centre – State Relations.
- Learn the Indian federal process.
- Assess the electoral process in India.
- Estimate the Panchayat Raj System.
- Understand 73<sup>rd</sup> & 74<sup>th</sup> Constitutional Amendment Acts.

### **Unit – I: Centre - State Relations:**

1. Features of Indian Federal System
2. Centre-State Relations: Legislative
3. Centre-State Relations: Administrative
4. Centre-State Relations: Financial

### **Unit – II: Federal Processes:**

1. Emerging Trends in Centre-State Relations
2. Recommendations of Sarkaria Commission
3. Recommendations of M.M.Punchi Commission
4. Role of Governor

### **Unit – III: Electoral Processes:**

1. Election Commission of India: Powers and Functions
2. Issues of Electoral Reforms
3. Determinants of Voting Behaviour
4. Problems of Defections: Anti-Defection Law

### **Unit – IV: Panchayati Raj System:**

1. Evolution of Panchayati Raj System
2. Recommendations: Balwanta Rai Committee, Ashok Mehta Committee
3. Rural Governments: Structure, Powers, and Functions
4. Urban Governments: Structure, Powers, and Functions.

### **Unit – V: Constitutional Amendment Act: 73<sup>rd</sup> & 74<sup>th</sup>:**

1. Democratic Decentralization
2. 73<sup>rd</sup> Constitutional Amendment Act
3. 74<sup>th</sup> Constitutional Amendment Acts
4. Challenges and Prospects

### **Unit-wise proposed activities & evaluation:**

**Celebrations on Panchayat Raj Day.**

**Collection of Election statistics.**

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

### **References:**

1. An Introduction to the Constitution of India: D. D. Basu
2. Democratic Political Process: M.R. Biju
3. Indian Polity: Laxmikanth
4. Democratic Decentralisation and Grossroot Leadership in India: Subharata Dutta
5. Panchayat Raj System and Development Planning: Hari Prasad Chhetri



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#### 7. Indian Government

**Learning Objectives:** The student gets a glimpse of the nominal and real executive, legislatures of the Union and the States, and the judiciary system.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Know the President and Parliament of India.
- Understand the Prime Minister & Council of Ministers.
- Assess the Governor and his role.
- Reflect the role of Chief Minister and Council of Ministers.
- Judge the role of Judiciary.

#### Unit – I: President & Parliament:

1. President of India: Mode of Election & Impeachment
2. President of India: Powers and Functions
3. Parliament: Composition – Lok Sabha & Rajya Sabha
4. Parliament: Powers and Functions

#### Unit – II: Prime Minister & Council of Ministers:

1. Prime Minister: Powers and Functions
2. Prime Minister: Role in Coalition Politics
3. Council of Ministers: Powers and Functions
4. Legislative Committees: PAC, Estimates Committee, CPE

#### Unit – III: State Executive:

1. Governor: Powers and Functions
2. Governor: Role
3. Legislature: Composition – Legislative Council & Legislative Assembly
4. Legislature: Powers and Functions

#### Unit – IV: State Executive:

1. Chief Minister: Powers and Functions
2. Council of Ministers: Powers and Functions
3. Business Advisory Committee
4. Standing committees

#### Unit – V: Judiciary:

1. Supreme Court-Composition and
2. Appointments, Powers, and Functions
3. Judicial Review, Judicial Activism
4. National Judicial Appointments Commission and Judicial Reforms

#### Unit-wise proposed activities & evaluation:

##### Role Play on Mock Parliament

1. **Assignments:** A two-minute presentation on the topic.
2. **Discussion:** Team evaluation by the faculty.
3. **Open forum:** A PPT presentation
4. **Quiz Program:** Based on the scores.
5. **Classroom Seminar:** Faculty evaluation.

#### References:

1. An Introduction to the Constitution of India: D. D. Basu
2. Government and Politics of India: Morris Jones
3. Indian Polity: Laxmikanth
4. Indian Government and Politics: B.L. Fadia
5. Concise Encyclopedia of Indian Constitution: Subhash Kashyap



## **8. Indian Federal System**

**Learning Objectives:** The student will get awareness on Union – State relations, federal process, electoral system, constitutional development in the local governments with 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Know the importance of Centre – State Relations.
- Learn the Indian federal process.
- Assess the electoral process in India.
- Estimate the Panchayat Raj System.
- Understand 73<sup>rd</sup> & 74<sup>th</sup> Constitutional Amendment Acts.

### **Unit – I: Centre - State Relations:**

1. Features of Indian Federal System
2. Centre-State Relations: Legislative
3. Centre-State Relations: Administrative
4. Centre-State Relations: Financial

### **Unit – II: Federal Processes:**

1. Emerging Trends in Centre-State Relations
2. Recommendations of Sarkaria Commission
3. Recommendations of M.M.Punchi Commission
4. Role of Governor

### **Unit – III: Electoral Processes:**

1. Election Commission of India: Powers and Functions
2. Issues of Electoral Reforms
3. Determinants of Voting Behaviour
4. Problems of Defections: Anti-Defection Law

### **Unit – IV: Panchayati Raj System:**

1. Evolution of Panchayati Raj System
2. Recommendations: Balwanta Rai Committee, Ashok Mehta Committee
3. Rural Governments: Structure, Powers, and Functions
4. Urban Governments: Structure, Powers, and Functions.

### **Unit – V: Constitutional Amendment Act: 73<sup>rd</sup> & 74<sup>th</sup>:**

1. Democratic Decentralization
2. 73<sup>rd</sup> Constitutional Amendment Act
3. 74<sup>th</sup> Constitutional Amendment Acts
4. Challenges and Prospects

### **Unit-wise proposed activities & evaluation:**

**Celebrations on Panchayat Raj Day.**

**Collection of Election statistics.**

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

### **References:**

1. An Introduction to the Constitution of India: D. D. Basu
2. Democratic Political Process: M.R. Biju
3. Indian Polity: Laxmikanth
4. Democratic Decentralisation and Grossroot Leadership in India: Subharata Dutta
5. Panchayatraj System and Development Planning: Hari Prasad Chhetri



## **9. Dynamics of Indian Political System**

**Learning Objectives:** The student gets an outline of the social and political dynamics, various regulatory institutions, governing mechanisms, and significance of civil services.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Know the social dynamics of India.
- Understand the political dynamics.
- Measure the regulatory institutions in India.
- Acquaint with the governing mechanisms.
- Learn the role of Civil Services.

### **Unit – I: Social Dynamics:**

1. Role of Caste
2. Role of Religion
3. Role of Language
4. Social Media & Politics

### **Unit – II: Political Dynamics:**

1. Politics of Reservation
2. Criminalization of Politics
3. Regionalism in India
4. Internal threats to Security

### **Unit – III: Regulatory Institutions:**

1. NITI Ayog
2. Finance Commission
3. Comptroller and Auditor General of India
4. Central Vigilance Commission

### **Unit – IV: Governing Mechanisms:**

1. Central Information Commission
2. Lokpal
3. Lok Ayukta
4. Right to Information Act, 2005

### **Unit – V: Civil Services:**

1. UPSC: Powers & Functions
2. Neutrality and integrity of Civil Services: All India Services
3. Administrative Reforms Commission: I ARC Recommendations, 1966
4. Administrative Reforms Commission: II ARC Recommendations, 2005

### **Unit-wise proposed activities & evaluation:**

**Celebrations on Civil Services Day.**

**Webinar on Social – Political dynamics**

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

### **References:**

1. Social Justice and the Constitution of India: C.B.Raju
2. Caste and Reservation in India: V.K.Garg
3. Indian Polity: Laxmikanth
4. Indian Administration: Vishnoo Bhagwan & Vidya Bhushan
5. Government and Politics in India: S.H.Patil



## **10. Western Political Thought: Ancient & Medieval**

**Learning Objectives:** The student gets a holistic understanding of the ancient and medieval times prevailed in Europe and, influence of religion on the State.

**Learning Outcomes:** On successful completion of the course the students will be able to:

- Understand the fundamental contours classical, western political philosophy,
- Understand the concepts of Plato and Aristotle
- Understand the basic features of medieval political thought and shift from medieval to modern era.
- Understand the influence of religion and its impact on the State.
- Critically analyse the evolution of western political thought.

### **Unit: I:**

1. History of Western Political Thought
2. Plato: Rule of Philosopher Kings
3. Theory of Justice
4. Ideal State and Education

### **Unit: II:**

1. Aristotle: Theory of State
2. Classification of Governments
3. Citizenship and Slavery
4. Theory of Revolutions

### **Unit: III:**

1. Cicero: On Law and Justice
2. Cicero: Influence on Western Political Thought
3. St. Augustine of Hippo: Religious and Political conditions in Europe & Africa
4. St. Augustine of Hippo: Theory of Two Cities

### **Unit: IV:**

1. St. Thomas Aquinas: Political Philosophy
2. St. Thomas Aquinas: Four Cardinal Principles
3. William of Ockham: Political Philosophy
4. William of Ockham: Influence and legacy

### **Unit: V**

1. Niccolo Machiavelli: Conditions of Europe and Italy
2. Niccolo Machiavelli: Human Nature
3. Niccolo Machiavelli: Suggestions to Prince
4. Niccolo Machiavelli: State and Statecraft

### **Unit-wise proposed activities & evaluation:**

1. **Assignment:** Marks obtained.
2. **Discussion:** Faculty evaluation.
3. **Essay writing:** Based on understanding and scores.
4. **Classroom Seminar:** Peer evaluation.
5. **Debate:** Evaluation by faculty.

### **References:**

1. A History of Political Theory: George H. Sabine
2. A History of Political Thought-Plato to Marx: S. Mukherjee & Sushila Ramaswamy
3. Ancient and Medieval Political Thinkers-From Plato to Padua: P.B.Rathod
4. Political Thought: C.L.Wayper
5. Western Political Thought: B.N.Ray



## **11. Indian Political Thought**

### **Learning Outcomes:**

1. Enriches about variety of ancient Indian political thoughts.
2. Understands the contributions of Kautilya.
3. Creates awareness on political ideologies of 19<sup>th</sup> century social reformers.
4. Familiarizes the political philosophy of religious reformers.
5. Imparts knowledge on nationalist political thinkers.

### **Unit I: Sources of Ancient Indian Political Thought**

1. Sources of Ancient Indian Political Thought (Vedas, Upanishads, Ramayana & Mahabharata)
2. Manu - Elements of State - Duties of King – Manu Dharma – Varna System

### **Unit II: Kautilya and his Artha shastra**

1. Kautilya – King & Kingship
2. Saptanga theory – Mandal Theory

### **Unit III: Social Reformers**

1. Raja Rammohan Roy – Brahma Samaj – Social and Religious reforms
2. Jyotiba Phule – Satya Shodak Samaj - Champion of Equal Rights
3. Ishwar Chandra Vidhya Sagar – Bethune Society – Women Education
4. Sarojini Devi – Women’s Indian Association – Women empowerment

### **Unit IV: Religious Reformers**

1. Vivekananda – Ramakrishna Mission – Speech at World Parliament of Religions
2. Swami Dayananda Saraswathi – Arya Samaj – Back to Vedas
3. Bala Gangadhar Tilak - Father of the Indian Revolution – National Education

### **Unit V: Modern Nationalist Thinkers**

1. M.K. Gandhi – Ahimsa – Satya – Satyagraha – Trusteeship
2. Dr. B.R. Ambedkar – Views on Indian Society – Social Movements
3. Jawaharlal Nehru – Panchsheel – Non-Alignment Movement
4. Sardar Patel – Unification of India
5. Pandit Deen Dayal Upadhyaya – Integral Humanism

### **References:**

1. Modern Indian Political Thought, H.R Mukhi, SBD Publishers, Delhi, 2004.
2. Indian Political Thought, R.C Gupta, Ram Chandra Gupta, Lakshmi Narain Agarwal, Agra,2005.
3. Indian Political Thinkers, Dr. Vishnoo Bhagwan, Atma Ram & Sons, Delhi, 1996.
4. Modern Indian Political Thought, V.P Verma, Lakshmi Narain Agarwal, Agra
5. Ancient Indian Political Thought & Institutions by H.R Mukhi, SBD Publishers, Delhi, 2008.
6. Modern Indian Political Thought, V.P.Verma, Lakshmi Narayan Agarwal,Agra,1974.
7. Indian Political Thinking in the 20th Century, A. Appadurai, South Asia Publishers, New Delhi, 1987.
8. Dr. Baba sahib Ambedkar, writings and speeches vol: I, II, III and VIII

**Activities:** Assignments – Quiz – Group Discussion – Classroom Debates – Documentaries from You tube – Preparation of Albums



## **12. E GOVERNANCE**

### **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.

### **Unit: 1**

Brief Introduction to Governance-E-Governance –Meaning, Definition, Nature, Scope, Objectives and Significance-Domains of E-Governance- E-Governance and Good Governance-Global trends in the growth of E-Governance.

### **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, etendering, 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**

E-Governance-Transparency and Accountability at gross root level-Issues and Challenges: Digital Divide, Capacity Building, Cyber Security in Cyber Crimes, Socio-political implications, Issues of integration, Networking with NGOs.

### **References:**

1. B.Sreenivas Raj, E-Governance Techniques-Indian and Global Experiences, New Century Publications, New Delhi, 2008.
2. Subhash Bhatnagar, Unlocking E-Government Potential-Concepts, Cases and Practical Insights, Sage Publications, New Delhi, 2009.
3. Y.Parthasaradhi, E-Governance and Indian Society, Kanishka Publications, New Delhi, 2009.



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4. R.P.Sinha, E-Governance in India, Initiatives and Issues in India, Centre for Public Policy, 2006.Anil Kumar Dhiman, E-Governance –Good Governance using ICTs, S.K.Book Agency, New Delhi, 2017.
5. Ashok Aggarwal, Governance-Case Studies, University Press India Pvt. Ltd, Hyderabad, 2017.
6. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

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

**a) Mandatory:**

7. **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.,
8. **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.

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

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

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

11. Unit Tests /Internal Examinations

**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.



### **13. Local Administration**

#### **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.

#### **Unit: 1**

Local Government: Meaning, Nature and Importance, Thoughts on Local Governments by M.K.Gandhi, Jawaharlal Nehru and Dr.B.R.Ambedkar, Important Committees: Balwant Rai Mehta (1957), Ashok Mehta (1978), L.M.Singhvi(1986).

#### **Unit: 2**

Decentralization of powers (Political, Administrative and Economic) from the States to Local Institutions- 73<sup>rd</sup> and 74<sup>th</sup> Constitutional 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 programmes i.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.

#### **References:**

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018
2. Niraja Gopal Jayal, Representing India: Ethnic Diversity and Governance of Public Institutions, 2006, Palgrave Mc Millan Publications.
3. R Venkata Ravi, Empowering Rural India: Experiments and Experiences, Kanishka Publishers, New Delhi, 2006.
4. Sawalia Bihari Verma, Empowerment of the Panchayati Raj Institutions in India, Sarup and Sons, New Delhi, 2006.
5. World Bank, Empowerment in Practice: Analysis and Implementation, World Bank Institute, Washington D.C.
6. S.Chandrasekhar, Panchayati Raj and Financial Resources, Regal Publications, 2008, New Delhi.



7. Rajesh Tondon and Mohini Kak (Eds), Citizen Participation and Democratic Governance, New Delhi, 2016.
8. Anand Prakash, State and District Administration, Wisdom Press, New Delhi, 2008.
9. N.Lalitha, Rural Development in India: Emerging Issues and Trends, Dominant Publishers, New Delhi, 2014.
10. Web resources suggested by the Teacher concerned and the College Librarian including reading material.

#### **IV. Co-Curricular Activities**

##### **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 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.

##### **Max marks for Fieldwork/Project work Report: 05**

4. 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.



## **14. POLITICAL REPORTING**

### **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.

### **Unit: 1**

Introduction to Political Reporting-Nature-The role of Mass Media in Political Reporting-Press, Radio and Television-State Meaning, Nature and role in Developments-Political Issues and Dynamics.

### **Unit: 2**

Organs of the Government-Union, State and Local Governments and Judiciary-Reporting on their working and assessment- Ethics for political reporter-Role and responsibilities of Press-Freedom of press and its limitations.

### **Unit: 3**

Political News-Meaning, Nature and Forms of Political News-Sources of Political News and its Limitations-Working of Lobbies and Pressure Groups in Political Reporting.

### **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.

### **References:**

1. Raymond Kuhn, Political Journalism New Challenges, New York: New Practices, Rutledge, 2003
2. Gail Sedorkin and Judy Mc gregor, Interviewing – A Guide for Journalist and Writers, Crow's Nest, NSW: Allen and Unwin, 2002
3. R.T.Jangam, Political Analysis, New Delhi: Oxford and IBH Publication, 1997
4. J.C.Johari, Comparative Politics, New Delhi, Sterling Publishers, 2002
5. Robert A. Dahl, Modern Political Analysis, New Delhi : Prentice Hall of India, 2001
6. Davis Merrit, Public Journalism and Public Life, London, 2014
7. Erik Albaek, Arjen Van Dalen, Neel Jebril& Claes H. de.Vreese, Londan, Cambridge University Press, 2014
8. Alok Mehta, Power, Press and Politics, 2021
1. Claes H. de.Vreese, Frank Esser& David Nicolas Hopmann (editors), Comparing Political Journalism (Communication and Society)



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

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

**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.



#### **14. LEGAL LITERACY- RIGHTS AWARENESS**

##### **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.

##### **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 SeizureImportant offences under Indian Penal Code-Offences against Women-Dowry, Sexual harassment and violence, Juvenile justice.

##### **Unit: 3**

Anti-terrorist laws-Implication of security and protection of Human Rights-Laws relating to Consumer rights and Cybercrimes.

##### **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.

##### **References:**

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butter worths, 2018.
2. Kashyap, S, Our Constitution: An Introduction to India's Constitution and Constitutional Laws, New Delhi, National Book Trust, 1994.
3. D.Srivastava, Sexual Harassment and Violence against Women in India : Constitutional and Legal Perspectives in C.Kumar and C.Chowkalingam (eds) Human Rights, Justice and Constitutional Empowerment, Delhi, Oxford University Press, 2015.
4. B.L.Wadhera, Public Interest Litigation- A Handbook, Universal Publications, New Delhi, 2016.
5. Aggarwal, N., Women and Law in India, New Century Publishing House, New Delhi, 2019.
6. Kamala Sankaran and Ujwal Singh (eds), Creating Legal Awareness, Oxford University Press, New Delhi, 2017.
7. Indian Social Institute, New Delhi, Legal Literacy Booklets.
8. P.C.Rao and William Sheffied, Alternate Dispute Resolution: What it is and How it works, Universal Law Books and Publishers, New Delhi, 2012.



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9. Parmanand Singh, Access to Justice and the Indian Supreme Court, 10& 11, Delhi Law Review, 1981-82.
10. J.Kothari, Criminal Law on Domestic Violence, Economic and Political Weekly, 2005, Vol.40 (46), pp., .4843-4849.
11. Centre for Good Governance, Right to Information Act,2005 : A Citizen's Guide
12. A.Pandey, Rights of the Consumer, New Delhi, Indian Social Institute, 2004.

**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.



## **15. ELECTORAL POLITICS AND VOTING BEHAVIOUR**

### **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.

Unit: 1

Electoral Democracy - Electoral Politics in India- Pre and Post-Independence, Nature, Characteristics -Electoral Process: Nature and Significance.

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

Public Opinion: Meaning and its role in Democratic Politics-Voting Behaviour: Meaning, Nature and determinants of voting behavior: Caste, Religion, Language, Region etc.

Unit: 5

Management of Elections: Moral Code of Conduct, Filing Election Nominations and Affidavits Use of new techniques and methods in election campaigns: Membership drive, Responsibility Management, Booth Management, New ways of generating funds, Polling research, Opinion Polls, Predictions, Techniques of interpreting collected election data, use of print, electronic and social media in elections.

### **References:**

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018.
2. P.R.Brass, The Politics of India since Independence, Cambridge, Cambridge University Press, 1974.
3. C.P.Bhambhani, Politics in India since Independence, Delhi, Shipra Publications, 1990.
4. J.C.Agarwal&N.K.Choudari, Election in India, Shipra Publications, New Delhi, 1998.
5. R.Ali, Representative Democracy and Concept of Free and Fair Elections, Deep and Deep Publications, New Delhi, 2006.
6. D.Anand, Electoral Reforms-Curbing Role of Money Power, Indian Institute of Public Administration, New Delhi, 2005.
7. A.Bajpai, Indian Electoral System-An Analytical Study, Nardeen Book Centre, New Delhi, 2002.
8. A.K.Bhagat, Elections and Electoral Reforms in India, Vikas Publications, New Delhi, 2006.



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9. R.P.Bhalla, The Electoral System, Its Operation, and Implications for Democracy in India, Teaching Politics, New Delhi, 1989.
10. R.Hegde, Electoral Reforms-Lack of Political Will, Bangalore, Karnataka State Janata Party, 1987.
11. P.N.Sharma, Elections and National Politics, Shipra Publications, New Delhi, 2004.
12. Eldersveld, S.J, Experimental Propaganda Techniques and Voting Behaviour, The American Political Science Review, New York, 1986.
13. Eldersveld, S.J, Theory and Method in Voting Behaviour Research, The American Political Science Review, New York, 1992.
14. Jain, S, State Funding of Elections and Political Parties in India Journal of the Indian Law Institute, Allahabad, 1999.
15. Sridharan, E, Toward State Funding of Elections in India : A Comparative Perspective on Possible Options, The Journal of Policy Reforms, 3:3, pp.229-254.
16. Rosenblum, N, Political Parties as Membership Groups, Columbia Law Review, 100(3), pp.813-844.
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.

Suggested Fieldwork/Project work Format:

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

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

4. 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



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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.



## **15. Legislative Procedures and Practices**

### **I. Learning Outcomes:**

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

1. Make familiar with legislative procedures and practices.
2. Equip the students with the adequate skills of participation in deliberative processes and democratic decision making.
3. Understand complex policy issues, draft new legislation, analyze ongoing bills, make speeches and floor statements.
4. Provide skills to be part of a legislative support team and expose them to real life legislative work.
5. Enhance understanding of procedures, practices, different committees and motions in the House.

#### **Unit: 1**

Brief Introduction on Legislative bodies, roles and responsibilities-Constitutional Provisions of Legislative Procedures: Articles 107-122, Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Constitution Amendment Bills and Private Member Bills.

#### **Unit: 2**

Powers and Functions of People's Representatives in Legislative Process: Members of Parliament, Members of State Legislatures, Political Heads of Rural and Urban Local Governments.

#### **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

#### **References:**

1. Basu, D.D, Introduction to Constitution of India, Nagpur, Lexis Nexis Butterworths, 2018.
2. Jayal, N.G., and Mehta, P. (eds), The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2007.
3. Bhambri, P.C., Parliamentary Control over State Enterprise in India, Delhi Metropolitan Book Dept, New Delhi, 1998.
4. H.Karla, Public Engagement with the Legislature Process, PRS Centre for Policy Research, New Delhi, 2011 available at <http://www.prssindia.org>.
5. Kaul, M.N. & S.L.Shakdher, Practice and Procedure of Parliament, New Delhi, Lok Sabha Secretariat, 2016.



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6. Mehra, A.K, The Indian Parliament and Democratic Transformation, New Delhi, Routledge, 2017.
7. Pai, Sudha & Kumar, A, (eds), The Indian Parliament : A Critical Appraisal, Orient Black Swan, New Delhi, 2014.
8. Shankar, B. & Rodriguez V, The Indian Parliament : A Democracy at Work, Oxford University Press, New Delhi, 2011.
9. Singh, D, The Indian Parliament : Beyond the Seal and Signature of Democracy, Universal Law Publishing, Gurgaon, 2016.
10. Kapur, D and P.Mehta (eds), Public Institutions in India: Performance and Design, Oxford University Press, New Delhi, 2005.
11. Kapur, D., Mehta, P. & Vaishnab, M (eds), Rethinking Public Institutions in India, Oxford University Press, New Delhi, 2017.
12. Kashyap, S. Reviewing the Constitution, Shipra Publications, New Delhi, 2000.
13. Kashyap, S. Our Parliament, National Book Trust, New Delhi, 2015.
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.

Suggested Fieldwork/Project work Format:

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

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

4. 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.