

**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 5<sup>th</sup> Semester**

(To Choose One pair from the Four alternative pairs of SECs)

Uni Code	Course Number	Name of Course	Hours/Week	Credits	Marks	
					IA – 20 Filed Work 5	Sem End
	6 & 7					
	6A	Political Reporting	5	4	25	75
	7A	Legal Literacy-Rights Awareness	5	4	25	75
OR						
	6B	E-Governance	5	4	25	75
	7B	Local Administration	5	4	25	75
OR						
	6C	Office Management	5	4	25	75
	7C	Personnel Administration	5	4	25	75
OR						
	6D	Electoral Politics and Voting Behaviour	5	4	25	75
	7D	Legislative Procedures and Practices	5	4	25	75

Note-1: 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.

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 6A: **POLITICAL REPORTING**  
(Skill Enhancement Course (Elective), 4 credits)

**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 grass 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**

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.

### III. 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, London, Cambridge University Press, 2014
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 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.

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.

Course 7A: **LEGAL LITERACY- RIGHTS AWARENESS**  
(Skill Enhancement Course (Elective), 4 credits)

**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**

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.

### III. 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.Chockalingam (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 Sheffiled, Alternate Dispute Resolution: What it is and How it works, Universal Law Books and Publishers, New Delhi, 2012.
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.
13. Pandey, Laws relating to Criminal Justice :Challenges and Prospects in K.Sankaran and U.Singh, Towards Legal Literacy, New Delhi, Oxford University Press, 2008, pp.61-77.
14. S.K.Garg, Guide to Lok Adalats and Free Legal Services under Legal Services Authorities Act, New Delhi, 2018.
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.

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 6 B: **E GOVERNANCE**  
(Skill Enhancement Course (Elective), 4 credits)

**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**

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, 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**

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.

### **III. 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.
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.

### **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**

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.

### **III. 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(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 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.

Four - Year B.A. (Hons)  
Domain Subject: **POLITICAL SCIENCE**  
IV Year B. A.(Hons) – Semester – V  
Max Marks: 100  
Course 6C: **OFFICE MANAGEMENT**  
(Skill Enhancement Course (Elective), 4 credits)

**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**

Introduction to Office, Office structure-Office Management: Meaning, Nature, Importance, Elements and Functions of Office Management-Basic Principles of office management.

**Unit: 2**

Office organization: Definition, Characteristics-Office Planning, Accommodation, Layout and Office Environment.

**Unit: 3**

Office Record Management-Objectives and Importance-Filing System: Steps in filing, Essentials for filing, Classification and arrangements of files, Modern filing methods using Information and Communication Technology and devices-Indexing: Essentials of a good indexing and Records retention and Micro filing.

**Unit: 4**

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

**Unit: 5**

Form Letters: Meaning, Principles, Factors in designing office forms-Supervisory Skills-Importance of Motivation and Leadership-Issues in Office Management-Recent trends: e-office, use of modern appliances and application of IT in office management.

### III. References:

1. R.S.N.Pillai&Bagavathi, Office Management, S.Chand Publishers, New Delhi, 2014.
2. R.K.Chopra, Office Management, Himalaya Publishing House, New Delhi, 2016.
3. B.N.Tandon, Manual of Office Management and Correspondence, S.Chand Publications, New Delhi, 2014.
4. Sudhir Andrews, Front Office Management and Operations, Tata McGraw Hill Publishing Co. Ltd, India, New Delhi, 2008.
5. Balachandran V, Office Management, Tata McGraw Hill Publishing Co. Ltd, India, New Delhi, 2009.
6. Bhatia R.C, Principles of Office Management, Lotus Press, New Delhi, 2005.
7. Sharma, R.K & Others, Office Management, Kalyani Publishers, New Delhi, 1991.
8. Chopra, R.K, Modern Office and Its Management, Himalaya Publishing House, Hyderabad, 2008.
9. Niraj Kumar, Modern Office Management, New Royal Book Co, Lucknow, 2013.
10. Gopal Krishnan and Sundaresan, M, Material Management: An Integrated Approach, Prentice Hall of India, New Delhi, 2014.
11. Satyasarayana, J, E-Government, Prentice Hall of India, New Delhi, 2015.
12. Kooiman, J (ed), Modern Governance: New Government-Society Interactions, Sage Publications, London, 2014.
13. Bhatnagar, S.C, E-Government: From Vision to Implementation, Sage Publications, New Delhi, 2014.
14. Singhal. A and Evertt, Rogers, India's Information Revolution, Sage Publications, New York, 1990.
15. Srinivas Vallabhan, S.V, Computer Application in Business, Sultan Chand & Sons, New Delhi, 2014.
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.



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 7C: **PERSONNEL ADMINISTRATION**  
(Skill Enhancement Course (Elective), 4 credits)

**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**

Personnel Administration: Concept, Nature, Scope and Significance-Hierarchy in Personnel Administration-Roles and Responsibilities of Personnel Administrative Officers- Bureaucracy: Meaning, Characteristics, Nature, Importance and its role in modern state.

**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**

Training: Meaning, Objectives, Types and Significance-Training Institutions in India-Promotion-Promotion procedure-Career Planning, Evaluation and Development-Motivation and Morale-Performance Appraisal.

**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:

1. Avasthi Maheswari, Public Administration, Lakshminarayan Agarwal, Agra, 2008.
2. Goel, S.L, Personnel Administration, Deep and Deep Publications, New Delhi, 2009.
3. Sharma, M.P, Public Administration Theory and Practice, Kitab Mahal, Allahabad, 2005.
4. Tripathi P.C, Human Resource Development, S.Chand Publications, New Delhi, 2016.
5. David E.Kalaingar, Public Personnel Management, IPMA, Prentice Hall Inc, Eaglewood Chiffs, New Jersy, 1986.
6. C.M.Jain, Public Personnel Administration, College Book Depot, Jaipur, 2003
7. K.Aswarthappa, Human Resource Management : Text and Cases, Tata McGraw Hill, New Delhi, 2008
8. V.S.P.Rao, Human Resource Management, Excel Books, New Delhi, 2007
9. O.GlennStanl, Public Personnel Administration, Oxford IBH Publication Co, New Delhi, 2008.
10. Chatterjee.Bhaskar, Human Resource Management, Sterling Publications, New Delhi, 2009.
11. Administrative Reforms Commission, 1969, Report on Personnel Administration.
12. Government of India, Second ARC, Tenth Report on Refurbishing of Personnel Administration.
13. Jain, R.B, Aspects of Personnel Administration, IIPA, New Delhi, 2008.
14. Maheswari Sriram, Public Administration in India: The Higher Civil Service, Oxford University Press, New Delhi, 2007.
15. Naff, Katherine C, Norma M, Riccucci, Personnel Management in Government, Politics and Process, Tayolr& Francis, New York, 2014.
16. Tead, Ordway, Personnel Administration, University of California Libraries.
17. Pundrik Ojha & Kiran Sharma, Personnel Administration, Raj Publishers, Agra, 2018.
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.

Course 6 D: **ELECTORAL POLITICS AND VOTING BEHAVIOUR**  
(Skill Enhancement Course (Elective), 4 credits)

**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**

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.

### **III. 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.Bhambhari, Politics in India since Independence, Delhi, Shipra Publications, 1990.
4. J.C.Aggarwal&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.
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.

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.

Course 7 D: **LEGISLATIVE PROCEDURES AND PRACTICES**  
(Skill Enhancement Course (Elective), 4 credits)

**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**

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

### III. 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.prsindia.org>.
5. Kaul, M.N. &S.L.Shakdher, Practice and Procedure of Parliament, New Delhi, Lok Sabha Secretariat, 2016.
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.

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)**

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**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)**

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&

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