



## ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(w.e.f. Academic Year 2023 – 24)

**Minor**

**Program: Political Science**

| No. | Paper                               | Hours | Credits |
|-----|-------------------------------------|-------|---------|
| 1   | Fundamentals of Political Science   | 4     | 4       |
| 2   | Indian Constitution                 | 4     | 4       |
| 3   | Indian Government                   | 4     | 4       |
| 4   | Dynamics of Indian Political System | 4     | 4       |
| 5   | E-Governance                        | 4     | 4       |
| 6   | Local Administration                | 4     | 4       |

## 1. 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

## 2. 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

### 3. 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

#### 4. 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

## **5. 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.

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.

## 6. 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.