



**List of Courses Focus on Employability/ Entrepreneurship/  
Skill Development**

**Department : Political Science**

**Programme Name : B.A.**

**Academic Year : 2018-19**

***List of Courses Focus on Employability/ Entrepreneurship/Skill Development***

Sr. No.	Course Code	Name of the Course
01.	SS/POL/DSC-501	Human Rights in a Comparative Perspective
02.	NA	Summer Internship
03.	SS/POL/GE/404	United Nations and Global Conflicts
04.	SS/POL/DSE-603	India's Foreign Policy in a Globalizing World
05.	AEC	Public Opinion and Survey Research
06.	NA	Legislative Practices and Procedures

**Scheme and Syllabus**



	Skill Enhancement Course (SEC -2)		4	4	
		<b>TOTAL CREDITS</b>	28	28	
	SUMMER Internship: 15 days (Optional)	Swayam Swachhta / NSS / Industrial/ others	2	2	
	<b>TOTAL CREDITS SECOND YEAR</b>		58	58	
V	Core-11	SS/POL/C-511	Classical Political Philosophy	5	5
	Core -11 Tutorial	SS/POL/C-T-511	Tutorial-11 based on Core-11	1	1
	Core -12	SS/POL/C-512	Indian Political Thought-I	5	5
	Core -12 Tutorial	SS/POL/C-T-512	Tutorial-12 based on Core-12	1	1
	Discipline Specific Elective (DSE-1)	SS/POL/DSE-501	A. Human Rights in a Comparative Perspective B. Development Process and Social Movements in Contemporary India	5	5
	DSE-1 - Tutorial	SS/POL/DSE-T-501	Tutorial-1 based on DSE-1	1	1
	Discipline Specific Elective (DSE-2)	SS/POL/DSE-502	A. Human Rights in a Comparative Perspective B. Development Process and Social Movements in Contemporary India	5	5
	DSE-2 - Tutorial	SS/POL/DSE-T-502	Tutorial-2 based on DSE-2	1	1
		<b>TOTAL SEMESTER CREDITS</b>		24	24
	VI	Core-13	SS/POL/C-613	Modern Political Philosophy	5
Core -13 Tutorial		SS/POL/C-T-613	Tutorial-13 based on Core-13	1	1
Core -14		SS/POL/C-614	Indian Political Thought-II	5	5
Core -14 Tutorial		SS/POL/C-T-614	Tutorial-14 based on Core-14	1	1
Discipline Specific Elective (DSE-3)		SS/POL/DSE-603	A. India's Foreign Policy in a globalizing world B. Understanding South Asia	5	5
DSE-3 - Tutorial		SS/POL/DSE-T-603	Tutorial-3 based on DSE-3	1	1
Discipline Specific Elective (DSE-4) +		SS/POL/DSE-604	A. India's Foreign Policy in a globalizing world B. Understanding South Asia	5	5
DSE-4 - Tutorial		SS/POL/DSE-T-604	Tutorial-4 based on DSE-4	1	1
		<b>TOTAL SEMESTER CREDITS</b>		24	24
	<b>TOTAL CREDITS THIRD YEAR</b>		48	48	
<b>SIX SEMESTERS</b>		<b>TOTAL Credits</b>	156		

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- India and Lying A Foundation of Indian Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I*, Education Deptt., Government of Maharashtra, Mumbai.
- B. Ambedkar, (2003) 'Buddhism paved way for Democracy and Socialistic Pattern of Society', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai.
- B. Ambedkar, (2003) 'Failure of Parliamentary Democracy will Result in Rebellion, Anarchy and Communism', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai.
- B. Ambedkar, (2003) 'Prospects of Democracy in India', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai.
- B. Ambedkar, (2003) 'People cemented by feeling of one country, One Constitution and One Destiny, Take the Risk of Being Independent', in *Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai.
- Ambedkar, Evidence before South Borough committee on Franchise, Available at <http://www.ambedkar.org/ambcd/07.%20Evidence%20before%20the%20Southborough%20Committee.htm>.
- Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, *CAD Vol. VII*, Lok Sabha Secretariat, Government of India, 3rd Print.
- Ambedkar, (2003), 'Depressed Classes against Second Chamber: Dr. Ambedkar on Joint Parliamentary Committee Report Provision for Better Representation Demanded', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-I*, Education Deptt., Government of Maharashtra, Mumbai.
- Ambedkar, (1987) 'Buddha or Karl Marx', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3*, Education Deptt., Government of Maharashtra, Mumbai.
- S. Thorat, (2007) 'Economic System, Development and Economic Planning', in S. Thorat and Aryama (eds), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers.
- B. Ambedkar, (1991) 'Labor and Parliamentary Democracy and Welfare', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10*, Education Deptt., Government of Maharashtra, Mumbai.
- B. Mungekar, (2007) 'Labour Policy' in S. Thorat and Aryama (eds), *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, Delhi: Rawat Publishers.
- B. Ambedkar, (2003) 'Trade Union must Enter Politics to Protect their Interests', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai.
- B. Ambedkar, (1991) 'Why Indian Labour determined to War', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10*, Education Deptt., Government of Maharashtra, Mumbai.

#### 4. United Nations and Global Conflicts

**Course Objective:** This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved

  
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since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system. ①

#### I. The United Nations

(a) An Historical Overview of the United Nations

(b) Principles and Objectives

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect (e) Millennium Development Goals

#### II. Major Global Conflicts since the Second World War

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia

#### III. Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms

#### Reading List

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education.

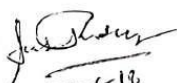
Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum.

Gareis, S.B. and Warwick, J. (2005) *The United Nations: an introduction*. Basingstoke: Palgrave.

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty- first century'. London: Verso.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press.

  
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C) DISCIPLINE SPECIFIC ELECTIVE

I. Human Rights in a Comparative Perspective

**Course objective:** This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

- a. Human Rights: Theory and Institutionalization
- b. Understanding Human Rights: Three Generations of Rights
- c. Institutionalization: Universal Declaration of Human Rights
- d. Rights in National Constitutions: South Africa and India

II. Issues

- a. Torture: USA and India
- b. Surveillance and Censorship: China and India
- c. Terrorism and Insecurity of Minorities: USA and India
- d. Structural Violence
- e. Caste and Race: South Africa and India
- f. Gender and Violence: India and Pakistan
- g. Adivasis/Aboriginals and the Land Question: Australia and India

Reading List

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture', *Universal Human Rights*, Vol. 1(4).

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson.

D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson.

U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

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		others			
		TOTAL CREDITS	24	24	
	<b>SUMMER Internship: 15 days (Optional)</b>	Swayam Swachhta / NSS / Industrial/ others	2	2	
	<b>TOTAL CREDITS FIRST YEAR</b>		<b>50</b>	<b>50</b>	
III	Core-5	SS/POL/C-305	Introduction to Comparative Government and Politics	5	5
	Core -5 Tutorial	SS/POL/C-T- 305	Tutorial-5 based on Core-5	1	1
	Core -6	SS/POL/C-306	Perspectives on Public Administration	5	5
	Core -6 Tutorial	SS/POL/C-T- 306	Tutorial-6 based on Core-6	1	1
	Core - 7	SS/POL/C-307	Perspectives on International Relations and World History	5	5
	Core - 7 Tutorial	SS/POL/C-T- 307	Tutorial-7 based on Core-7	1	1
	Generic Elective GE- 3	SS/POL/GE- 303	<u>1A Nationalism in India</u> <u>1B Gandhi and the</u> <u>Contemporary World</u> <u>1C Understanding Ambedkar</u> <u>1D United Nations and Global</u> <u>Conflicts</u>	5	5
	Generic Elective - Tutorial	SS/POL/GE-T- 303	Tutorial-3 based on Generic Elective-3	1	1
	Skill Enhancement Course (SEC -1)			4	4
		<b>TOTAL SEMESTER CREDITS</b>		<b>28</b>	<b>28</b>
IV	Core-8	SS/POL/C-408	Political Processes and Institutions in Comparative Perspective	5	5
	Core -8 Tutorial	SS/POL/C-T- 408	Tutorial-8 based on Core-8	1	1
	Core -9	SS/POL/C-409	Public Policy and Administration in India	5	5
	Core -9 Tutorial	SS/POL/C-T- 409	Tutorial-9 based on Core-9	1	1
	Core - 10	SS/POL/C-410	Global Politics *	5	5
	Core - 10 Tutorial	SS/POL/C-T- 410	Tutorial-10 based on Core-10	1	1
	Generic Elective GE- 4	SS/POL/GE- 404	<u>1A Nationalism in India</u> <u>1B Gandhi and the</u> <u>Contemporary World</u> <u>1C Understanding Ambedkar</u> <u>1D United Nations and Global</u> <u>Conflicts</u>	5	5
	Generic Elective - Tutorial	SS/POL/GE-T- 404	Tutorial-4 based on Generic Elective-4	1	1

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- 'ASKING ABOUT Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)
- R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers.
- A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.
- S. Kumar and P. Rai, (2013) 'Chapter I', in *Measuring Voting Behaviour in India*, New Delhi: Sage.
- R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21.
- M. McDermott and K. A. Frankovic, (2003) 'Horse Race Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67.
- K. Warren, (2001) 'Chapter 2', in *In Defense of Public Opinion Polling*, Boulder: Westview Press.
- W. Cochran, (2007) 'Chapter 1', *Sampling Techniques*, John Wiley & Sons.
- G. Gallup, (1948) *A Guide to Public Opinion Polls*. Princeton: Princeton University Press.
- D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth: Penguin.

## 2. Legislative Practices and Procedures

**Course objective:** To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders. monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

### I. Powers and functions of people's representative at different tiers of governance


Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.

### II. Supporting the legislative process

How a bill becomes law. role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

### III. Supporting the Legislative Committees

Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

  
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#### IV. Reading the Budget Document

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

#### V. Support in media monitoring and communication

Types of media and their significance for legislators: Basics of communication in print and electronic media.

#### Reading List

M. Madhavan, and N. Wahi, (2008) *Financing of Election Campaigns* PRS, Centre for Policy Research, New Delhi

S. Vanka, (2008) *Primer on MPLADS*, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>, Accessed: 19.04.2013

Government of India (Lok Sabha Secretariat), (2009) *Parliamentary Procedures (Abstract Series)*, Available at <http://164.100.47.132/LssNew/abstract/index.aspx>,

P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', *Journal of Democracy*, Vol. 18(2)

A. Celestine, (2011) *How to Read the Union Budget* PRS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/>

G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', *State Legislatures*, Vol. 31(3).

N. Jayal and P. Mehta (eds), (2010) *The Oxford Companion to Politics in India*, Oxford University Press: New Delhi,

B. Jalan, (2007) *India's Politics*, New Delhi: Penguin.

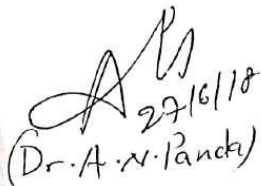
R. Guha, (2007). *India After Gandhi*, Macmillan: New Delhi.

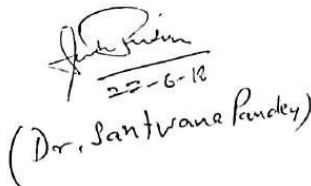
*Parliamentary Procedures (Abstract Series)* published by Lok Sabha, Available at <http://164.100.47.132/LssNew/abstract/index.aspx>, website: [www.loksabha.nic.in](http://www.loksabha.nic.in),

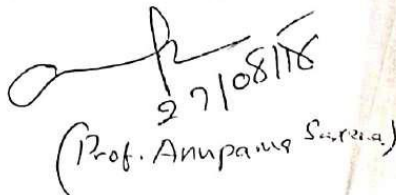
*Committees of Parliament. Parliamentary Procedure, Ministry of Parliamentary Affairs*, Available at [http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-12.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-12.htm),

*Primer on the Budget Process* published by PRS, Available at <http://www.prsindia.org/parliamenttrack/primers/the-budget-process-484/>,

P. Keefer and S. Khemani, (2009) 'When Do Legislators Pass On "Pork"? The Determinants of Legislator Utilization of a Constituency Development Fund in India', in *World Bank Policy Research Working Paper Series* 4929, pp. 1-45. Available at SSRN: <http://ssrn.com/abstract=1405160>,

  
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Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', *Occasional Publication* 22, New Delhi: India International Centre (IIC).

M. S. Anand, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage.

V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh'. in *Economic and Political Weekly*, XLI (16).

A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.

B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University Press.

S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.

G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.

G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.

G. Rath, (ed.), (2006) *Tribal development in India: The Contemporary Debate*, New Delhi: Sage

M. Mohanty, P. Mukherji and O. Tornquist, (1998) *People's Rights: Social Movements and the State in the Third World*. New Delhi: Sage Publications.

P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.

R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.

### 3. India's Foreign Policy in a globalizing world

**Course objective:** This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

  
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- I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power
- II. India's Relations with the USA and USSR/Russia
- III. India's Engagements with China
- IV. India in South Asia: Debating Regional Strategies
- V. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
- VI. India in the Contemporary Multipolar World

### Reading List

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1).

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs*, Vol. 82 (1).

P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in *India Review*, Vol. 8 (3).

### 4. Understanding South Asia

**Course Objective:** The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types as well as the socio-economic issues of the region in a comparative framework. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

#### I. South Asia- Understanding South Asia as a Region

(a) Historical and Colonial Legacies (b) Geopolitics of South Asia

#### II. Politics and Governance

(a) Regime types: democracy, authoritarianism, monarchy

(b) Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka

#### III. Socio-Economic Issues

(a) Identity politics and economic deprivation: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

#### IV. Regional Issues and Challenges

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D) Ability Enhancement (Skill Based)

Public Opinion and Survey Research

**Course Objective:** this course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

I. Introduction to the course

Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll

II. Measuring Public Opinion with Surveys: Representation and sampling

a. What is sampling? Why do we need to sample? Sample design.

b. Sampling error and non-response

c. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified

III. Survey Research

a. Interviewing: Interview techniques pitfalls, different types of and forms of interview

b. Questionnaire: Question wording; fairness and clarity.

IV. Quantitative Data Analysis

a. Introduction to quantitative data analysis

b. Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics

V. Interpreting polls

Prediction in polling research: possibilities and pitfalls Politics of interpreting polling

Reading List

R. Erikson and K. Tedin, (2011) *American Public Opinion*. 8th edition, New York: Pearson Longman Publishers.

G. Gallup, (1948) *A guide to public opinion polls* Princeton, Princeton University Press, 1948.

G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.

Lokniti Team (2009) 'National Election Study 2009: A Methodological Note', *Economic and Political Weekly*, Vol. XLIV (39)

Lokniti Team, (2004) 'National Election Study 2004', *Economic and Political Weekly*, Vol. XXXIX (51).

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- 'ASKING ABOUT Numbers: Why and How', *Political Analysis* (2013), Vol. 21(1): 48-69, (first published online November 21, 2012)
- R. Erikson and K. Tedin, (2011) *American Public Opinion*, 8th edition, New York, Pearson Longman Publishers.
- A. Agresti and B. Finlay, (2009) *Statistical methods for the Social Sciences*, 4th edition, Upper saddle river, NJ: Pearson-Prentice Hall.
- S. Kumar and P. Rai, (2013) 'Chapter I', in *Measuring Voting Behaviour in India*, New Delhi: Sage.
- R. Karandikar, C. Pyne and Y. Yadav, (2002) 'Predicting the 1998 Indian Parliamentary Elections', *Electoral Studies*, Vol. 21.
- M. McDermott and K. A. Frankovic, (2003) 'Horse Race Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67.
- K. Warren, (2001) 'Chapter 2', in *In Defense of Public Opinion Polling*, Boulder: Westview Press.
- W. Cochran, (2007) 'Chapter 1', *Sampling Techniques*, John Wiley & Sons.
- G. Gallup, (1948) *A Guide to Public Opinion Polls*. Princeton: Princeton University Press.
- D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non Mathematicians*, Harmondsworth: Penguin.

## 2. Legislative Practices and Procedures

**Course objective:** To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders. monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

### I. Powers and functions of people's representative at different tiers of governance

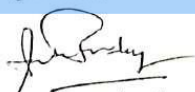
Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.

### II. Supporting the legislative process

How a bill becomes law. role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

### III. Supporting the Legislative Committees

Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

  
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#### IV. Reading the Budget Document

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

#### V. Support in media monitoring and communication

Types of media and their significance for legislators: Basics of communication in print and electronic media.

#### Reading List

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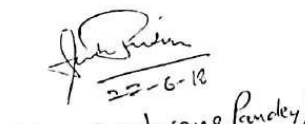
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