

Politician Padhao Andolan



PPDB

Politician Padhao, Desh Bachao

Founding manifesto and curriculum in public leadership and governance.

3 proposed years | 6 semesters | 36 modules | 1,800 learning hours

Purpose: prepare people to understand constitutional government, evaluate public choices, manage resources responsibly and demonstrate practical service competence.

Status: Version 1.0 is an independent programme proposal. It is not a recognised degree, a BBA/BCom equivalent, an accredited qualification or an eligibility requirement for election. Admissions, faculty, fees and delivery dates have not been announced.

The movement name is Politician Padhao Andolan. PPDB is the flagship learning programme. Any completion award should be described as an independent programme completion certificate unless and until a different status is formally established.

Ten commitments.

01. The Constitution comes first.

We will teach constitutional values, rights, duties and the limits of public power. Every policy should be examined for its effect on liberty, equality, justice and human dignity.

02. Public office demands preparation.

We call on aspiring and serving representatives to keep learning about law, economics, public finance and administration. We will offer voluntary learning pathways and practical assessments.

03. Learning belongs to everyone.

Degrees, English fluency, wealth and social background do not define a person's capacity to serve. We will design accessible learning in Indian languages and value lived experience alongside formal study.

04. Public money deserves public scrutiny.

We will teach people to read budgets, question procurement, track spending and examine outcomes. Our own movement will publish its funding sources, spending summaries and relevant conflicts of interest.

05. Evidence must support every claim.

We will distinguish facts, opinion and satire; link to original sources; check context before publishing; and correct errors visibly. We will challenge misinformation even when it favours people we agree with.

06. Every citizen deserves equal respect.

We will examine public services through the experiences of women, children, people with disabilities and underserved communities. Disagreement must never become dehumanisation, harassment or discrimination.

07. Promises need plans.

We will ask what a promise costs, who has authority to deliver it, how it will be funded and when results can be measured. A slogan becomes useful only when it can be translated into a workable plan.

08. Service begins where people live.

We will make ward, village and neighbourhood work central to learning. Listening, documenting problems and following up with the responsible institutions are essential leadership skills.

09. One standard, across parties.

We will apply the same evidence and accountability standards to every political party and representative. We will welcome learners with different beliefs and protect independent teaching and assessment.

10. We must practise what we ask of leaders.

We will publish our curriculum, assessment criteria, editorial corrections and programme results. Education is a lifelong responsibility, and our own work must remain open to questioning and improvement.

The pledge: I will learn before I claim, listen before I decide, and account for the public trust I hold.

The learning model.

Audience and access

Aspiring and serving representatives, civic volunteers, students and interested citizens. Proposed entry: ability to engage with basic reading and numeracy, with a bridge course for learners who need support. No degree, party membership or English-fluency requirement is proposed. Pilot recruitment should begin with adults.

Structure and workload

Six semesters, each with six 50-hour modules: 300 hours per semester and 1,800 hours overall. A typical taught module comprises 15 facilitated, 20 guided self-study and 15 applied hours. Practicum and capstone hours are allocated to supervision, fieldwork, project work and defence. Suggested semester rhythm: 15 learning weeks at 20 hours per week; assessment can follow in a separate window.

Learning methods

Seminars, case discussions, spreadsheet exercises, primary-source reading, public-service observation, simulations and supervised projects. Each module should have a lesson plan, original teaching notes, dated source list, sample assignment and marking rubric before delivery. This document defines the syllabus; it is not a full textbook or a complete set of lectures.

Languages and accessibility

Initially develop Hindi and English materials. Expand regional languages with competent facilitators. Permit oral, written or accessible equivalent assessment when it measures the same outcome. Supply captions, readable formats and reasonable accommodations.

Completion and progression

Proposed internal standard: 50% in each module, completion of required fieldwork and passing the capstone and viva. Learners receive feedback and one structured reassessment opportunity before an academic review. Attendance is monitored for support; demonstrated competence determines completion.

What makes this similar to BBA/BCom

A sequenced semester system, economics and accounting foundations, research methods, assessed assignments, practical experience and a final project. Similarity is structural only: no academic-credit equivalence, university affiliation or external recognition is claimed.

Year-level milestones

Year 1: explain institutions and document a local service issue. Year 2: prepare evidence-based policy and a costed delivery plan. Year 3: complete supervised service and defend an integrated constituency development portfolio.

Understand the republic

Constitutional foundations, clear thinking and the citizen's perspective.

PPDB101 | Constitution & Citizenship | 50 hours

Topics: Preamble and constitutional values; rights and duties; separation of powers; reading constitutional provisions.

Outcome: Explain how a constitutional principle affects an everyday public issue.

Assessment: An 800-word illustrated citizen's guide with primary-source references.

PPDB102 | Institutions & Indian Democracy | 50 hours

Topics: Parliament and legislatures; executive and judiciary; Union-state-local responsibilities; oversight institutions.

Outcome: Map which institution has authority over a public problem.

Assessment: An institution-responsibility map and an oral explanation.

PPDB103 | Economics for Public Life | 50 hours

Topics: Scarcity and incentives; supply and demand; inflation and employment; public goods and externalities.

Outcome: Explain a policy trade-off without confusing correlation and causation.

Assessment: Compare two responses to a local economic problem.

PPDB104 | Communication & Listening | 50 hours

Topics: Plain-language writing; active listening; inclusive meetings; respectful disagreement.

Outcome: Summarise opposing views fairly and communicate a clear response.

Assessment: A recorded listening exercise and a bilingual public notice.

PPDB105 | Data & Digital Literacy | 50 hours

Topics: Percentages and ratios; spreadsheets; charts and sampling; source verification and AI limitations.

Outcome: Check a numerical claim and present its uncertainty honestly.

Assessment: An annotated fact-check and a reproducible spreadsheet.

PPDB106 | Community Observation Lab | 50 hours

Topics: Service mapping; observation methods; consent and privacy; field notes and reflection.

Outcome: Document a community issue without presenting anecdotes as a representative survey.

Assessment: The semester civic map, field notes and reflective discussion.

SEMESTER CHALLENGE

Create a neighbourhood civic map: list five public services, identify the responsible institutions and document one service gap without collecting unnecessary personal data.

Learn how government works

Administration, local institutions, public finance and ethical judgement.

PPDB201 | Public Administration | 50 hours

Topics: Administrative hierarchy; policy implementation; service standards; grievance handling.

Outcome: Trace a service request through the responsible administrative process.

Assessment: A process map identifying delays and practical improvements.

PPDB202 | Local Government & Federalism | 50 hours

Topics: Panchayats and municipalities; division of responsibilities; local revenue; participation and consultation.

Outcome: Distinguish national frameworks from state-specific local arrangements.

Assessment: A comparison of two local responsibilities using the applicable state sources.

PPDB203 | Public Finance & Accounting | 50 hours

Topics: Revenue and expenditure; capital and recurring costs; budget estimates and actuals; basic financial statements.

Outcome: Read a simple public budget and explain a variance.

Assessment: A budget worksheet with assumptions, calculations and commentary.

PPDB204 | Ethics & Conflicts of Interest | 50 hours

Topics: Public duty; gifts and competing interests; ethical dilemmas; disclosure and recusal.

Outcome: Recognise an ethical conflict and justify a transparent response.

Assessment: An ethics case memo and a model disclosure register.

PPDB205 | Indian Society & Inclusion | 50 hours

Topics: Social inequality; gender and disability inclusion; rural-urban differences; access to services.

Outcome: Identify who a policy may exclude and propose a practical remedy.

Assessment: An accessibility and inclusion review of a public service.

PPDB206 | Citizen Service Lab | 50 hours

Topics: Complaint documentation; public information requests; referral pathways; follow-up tracking.

Outcome: Prepare a clear service request while minimising sensitive information.

Assessment: The semester service report and a simulated grievance file.

SEMESTER CHALLENGE

Prepare a ward or village service report explaining one problem, available evidence, the correct authority and a realistic escalation route.

Turn issues into policy

Policy design, legislation, elections and the delivery of essential services.

PPDB301 | Public Policy Design | 50 hours

Topics: Problem definitions; stakeholder mapping; theory of change; option appraisal.

Outcome: Separate a problem from a preferred solution and compare alternatives.

Assessment: A 1,500-word options brief with evidence and limitations.

PPDB302 | Legislative Process & Drafting | 50 hours

Topics: Bills and amendments; committees and scrutiny; legislative questions; rules and implementation.

Outcome: Explain the stages of a proposal and draft a focused scrutiny question.

Assessment: A simulated committee submission and legislative question.

PPDB303 | Elections & Democratic Practice | 50 hours

Topics: Election institutions; candidate information; election conduct guidance; expenditure transparency.

Outcome: Locate current official guidance and explain democratic process fairly.

Assessment: A sourced election-process explainer; no campaign targeting exercise.

PPDB304 | Health & Education Systems | 50 hours

Topics: Primary care and prevention; school systems; access and quality; service outcome indicators.

Outcome: Evaluate a service proposal using access, quality and feasible delivery measures.

Assessment: A district-level health or education improvement note.

PPDB305 | Jobs, Enterprise & Livelihoods | 50 hours

Topics: Labour markets; skills and employability; small businesses; informal work and social protection.

Outcome: Compare employment proposals using costs, incentives and beneficiary needs.

Assessment: An appraisal of two local livelihood interventions.

PPDB306 | Policy Research Lab | 50 hours

Topics: Literature review; interviews; survey limitations; citations and research integrity.

Outcome: Build a traceable evidence file and disclose research limitations.

Assessment: The semester policy brief with an evidence appendix.

SEMESTER CHALLENGE

Write a policy brief comparing three options for a local issue, including doing nothing, with costs, trade-offs and an implementation recommendation.

Manage resources responsibly

Project delivery, audit, infrastructure and inclusive digital government.

PPDB401 | Budgeting & Fiscal Choices | 50 hours

Topics: Tax and non-tax revenue; transfers and grants; debt and deficits; expenditure prioritisation.

Outcome: Explain how a proposal will be funded and what may be displaced.

Assessment: A costed budget amendment using clearly labelled assumptions.

PPDB402 | Procurement, Audit & Integrity | 50 hours

Topics: Procurement stages; competition and specifications; audit evidence; fraud indicators and due process.

Outcome: Identify procurement risks without treating red flags as proof of wrongdoing.

Assessment: A procurement-risk review of a hypothetical project.

PPDB403 | Project & Programme Management | 50 hours

Topics: Scope and scheduling; responsibility allocation; risk registers; monitoring and change control.

Outcome: Translate an objective into milestones, owners and measurable outputs.

Assessment: A delivery plan, schedule and risk register.

PPDB404 | Infrastructure & Environment | 50 hours

Topics: Water and sanitation; transport and housing; environmental trade-offs; maintenance and resilience.

Outcome: Evaluate a project over its whole life, including upkeep and distributional effects.

Assessment: A public-infrastructure options and maintenance note.

PPDB405 | Digital Governance & Privacy | 50 hours

Topics: Digital public services; accessibility; data protection principles; cybersecurity and responsible AI.

Outcome: Design a service that remains usable for people with limited digital access.

Assessment: A service blueprint with offline access and privacy safeguards.

PPDB406 | Public Budget Lab | 50 hours

Topics: Cost estimation; sensitivity analysis; open-data checks; public presentation.

Outcome: Defend a project budget and show how changing assumptions affect it.

Assessment: The semester project file and an open budget presentation.

SEMESTER CHALLENGE

Produce a costed public-service project with a scope, budget, responsible agencies, milestones, procurement risks and outcome measures.

Lead with judgement

Negotiation, institutional accountability, crisis response and evaluation.

PPDB501 | Leadership & Negotiation | 50 hours

Topics: Team responsibilities; conflict resolution; negotiation interests; constructive coalition-building.

Outcome: Negotiate a practical agreement while stating limits and trade-offs.

Assessment: A negotiation simulation and self-assessment.

PPDB502 | Justice, Rights & Accountability | 50 hours

Topics: Access to justice; grievance and oversight bodies; administrative fairness; due process.

Outcome: Explain available institutional routes without offering individual legal advice.

Assessment: A sourced accountability-route guide for a hypothetical case.

PPDB503 | Crisis & Disaster Governance | 50 hours

Topics: Preparedness; coordination roles; public information; recovery and vulnerable groups.

Outcome: Develop a role-based response plan with reliable communication.

Assessment: A tabletop exercise for a flood, heatwave or service disruption.

PPDB504 | Monitoring & Evaluation | 50 hours

Topics: Outputs and outcomes; baseline and indicators; evaluation designs; unintended consequences.

Outcome: Choose measures that test whether a policy improved people's lives.

Assessment: An evaluation plan with baseline, comparison strategy and limitations.

PPDB505 | Public Communication & Information Integrity | 50 hours

Topics: Source checking; interviews and briefings; misinformation response; corrections and responsible satire.

Outcome: Deliver an accurate public briefing and correct an error transparently.

Assessment: A press-briefing simulation and an editorial corrections log.

PPDB506 | Supervised Service Practicum | 50 hours

Topics: Placement goals; professional conduct; reflective work logs; supervisor feedback.

Outcome: Contribute to a defined service task and distinguish personal work from institutional results.

Assessment: A 50-hour supervised placement or approved equivalent, report and viva.

SEMESTER CHALLENGE

Complete a supervised service placement or approved equivalent community project. Keep a work log, assess one delivery challenge and obtain supervisor feedback.

Demonstrate public-service competence

Bring constitutional reasoning, public finance and implementation together.

PPDB601 | Constituency Planning | 50 hours

Topics: Needs assessment; priority setting; inter-agency responsibilities; consultation and delivery limits.

Outcome: Draft a plan that distinguishes a representative's role from executive authority.

Assessment: A constituency needs and priorities chapter.

PPDB602 | Applied Policy Studio | 50 hours

Topics: Urban services or rural livelihoods; stakeholder evidence; intervention design; trade-off analysis.

Outcome: Develop one specialisation in depth using a transparent evidence trail.

Assessment: A specialisation chapter supporting the final portfolio.

PPDB603 | Promise-to-Plan Workshop | 50 hours

Topics: Feasibility; costing and funding; timelines and dependencies; public scorecards.

Outcome: Convert a public promise into a measurable, funded implementation proposal.

Assessment: A one-year scorecard for three proposed commitments.

PPDB604 | Public Hearing & Deliberation | 50 hours

Topics: Meeting design; balanced participation; testimony and questioning; documented responses.

Outcome: Facilitate a fair hearing and record how public input changes a proposal.

Assessment: A simulated public hearing and response-to-feedback note.

PPDB605 | Capstone Development Project | 50 hours

Topics: Problem and evidence; financial plan; implementation and evaluation; ethics and limitations.

Outcome: Integrate learning into a feasible public-service portfolio.

Assessment: A 5,000-7,000-word portfolio or accessible equivalent with supporting data.

PPDB606 | Capstone Defence & Reflection | 50 hours

Topics: Evidence defence; budget challenge; inclusion challenge; professional development.

Outcome: Defend the portfolio under questioning and identify remaining learning needs.

Assessment: A 30-minute panel viva and a personal development plan.

SEMESTER CHALLENGE

Defend a constituency development portfolio: needs assessment, three priorities, a costed plan, responsibility map, inclusion review, risk register and one-year scorecard.

Prove what you can do.

Standard taught modules

Knowledge checks 20%; written analysis 30%; applied assignment 30%; presentation or viva 20%. At least 50% overall is required in every module. Assessment may be adapted for accessibility while preserving the learning outcome.

Labs: PPDB106, 206, 306 and 406

Process log and evidence trail 20%; practical output 50%; reflection and viva 30%. The semester challenge is the lab assessment, not an additional 50-hour course.

Practicum: PPDB506

Supervisor feedback 30%; documented work and output 40%; reflection and viva 30%. Require a verified 50-hour work log. Where a placement is unavailable, approve an equivalent supervised community project before work begins.

Capstone: PPDB605 and PPDB606

The 100 combined hours include 50 hours for portfolio development and 50 for review, revision, hearing preparation and defence. PPDB605: problem and evidence 25%, cost and feasibility 25%, delivery and evaluation 25%, ethics and inclusion 15%, clarity and referencing 10%. PPDB606: evidence defence 40%, response to challenge 30%, reflective judgement 30%. Each module must be passed separately.

Capstone portfolio requirements

Submit a needs assessment; a sourced responsibility map; three priorities; a costed plan with funding assumptions; a risk register; an inclusion review; one-year outcome indicators; consultation records; and limitations. Use a 5,000-7,000-word report or an accessible equivalent with the same evidence.

Academic integrity and fair assessment

Disclose AI assistance and verify its output. Cite primary material, obtain consent for field research and anonymise sensitive data. Review suspected misconduct fairly. Use two reviewers for final portfolios where feasible, written feedback, an appeal route and declared assessor conflicts.

Faculty and programme governance

Before delivery, appoint a programme lead and qualified facilitators covering constitutional studies, economics and public finance, administration, communication and research. Invite practitioners with disclosed affiliations. An independent academic group should review content, source currency and assessment consistency annually.

Start small. Teach well.

A 12-week, 48-hour foundation pilot

Suggested cohort: 20-30 adult learners, subject to staffing. Four hours per week: two facilitated hours, one guided reading hour and one applied hour. The pilot samples the full programme; it does not replace a semester or confer degree credits.

Weeks 1-2

Constitution and citizenship: explain one public issue through constitutional values.

Weeks 3-4

Institutions and local government: build a responsibility map.

Weeks 5-6

Economics and budgets: complete a cost-and-funding worksheet.

Weeks 7-8

Evidence and public communication: fact-check a claim and explain its limits.

Weeks 9-10

Ethics and inclusion: analyse a dilemma and review service accessibility.

Weeks 11-12

Community project and presentation: defend a practical service-improvement note.

Pilot assessment: knowledge checks 20%, responsibility and budget exercises 30%, community project 40%, reflection 10%. Use 50% as a proposed completion threshold and collect baseline/endline learning evidence, completion data and anonymous feedback.

Launch sequence

1. Foundation: settle ownership, programme name, editorial standards and funding disclosures. **2. Academic review:** recruit facilitators, verify sources and approve assessments. **3. Delivery preparation:** write pilot lessons, publish learner terms and accessibility arrangements, and confirm safeguarding and complaints processes. **4. Pilot:** teach and evaluate the 12 weeks. **5. Expansion:** revise content before opening semester one. Announce fees and dates only once delivery capacity is confirmed.

Build on primary sources.

These official materials are starting points for course development. The syllabus, workload and assessments in this document are original proposals, not an adopted curriculum from these institutions. No sponsorship or endorsement is implied.

Constitution of India

Legislative Department: use the current official edition and amendments.

<https://legislative.gov.in/constitution-of-india>

Indian Constitution at Work

NCERT: introductory reading, beginning with Constitution: Why and How?

<https://ncert.nic.in/textbook/pdf/keps201.pdf>

Candidate handbooks and manuals

Election Commission of India: verify the current guidance before teaching election procedures.

<https://www.eci.gov.in/handbooks-manuals-modelchecklist>

Union Budget documents

Ministry of Finance: use the relevant year's Budget at a Glance and expenditure documents.

https://indiabudget.gov.in/budget_archive/budget.asp

Maintain a source register

Before teaching, record the edition, publication date and access date for each source. Recheck current legal provisions and election guidance, and use the relevant state legislation for local-government examples. Use recent audited records for case studies and label fictional figures as teaching assumptions. Link learners to original documents rather than republishing entire textbooks.

Publishing and corrections

For every factual post, keep a claim, source, context and reviewer record. Label opinion and satire. Correct substantive errors with a dated note and preserve a corrections log. Avoid personal allegations without reliable evidence; make fair opportunities for response part of editorial practice. Do not score a real person as competent or incompetent solely from educational qualifications or an isolated video clip.

What remains to be developed

Detailed weekly lesson plans; original teaching materials; question banks and rubrics; faculty appointments; delivery arrangements; learner terms; financial model; and any institutional partnership. This founding edition supplies the identity, manifesto, curriculum architecture, module briefs, assessment scheme and pilot plan needed to begin that work.