



**Royal School of Humanities and Social Science  
(RSHSS)**

**Department of Public Administration**

**COURSE STRUCTURE & SYLLABUS  
(BASED ON NATIONAL EDUCATION POLICY 2020)**

**FOR  
BA in PUBLIC ADMINISTRATION  
(4 YEARS SINGLE MAJOR)**

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## **1.Preamble**

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized

disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedagas, Indian Astronomy, Fine Arts, Metallurgy, etc. At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

## Abbreviations

1. Cr. - Credit
2. Major - Core Courses of a Discipline
3. Minor - May/may not be related to Major.
4. SEC - Skill Enhancement Course
5. VAC - Value Addition Course
6. AEC - Ability Enhancement Course
7. GEC - Generic Elective Course
8. IKS - Indian Knowledge System
9. AICTE - All India Institute of Technical Education
10. CBCS - Choice Based Credit System
11. HEIs - Higher Education Institutes
12. MSDE - Ministry of Skill Development and Entrepreneurship
13. NAC - National Apprenticeship Certificate
14. NCrF - National Credit Framework
15. NCVET - National Council for Vocational Education and Training
16. NEP - National Education Policy
17. NHEQF - National Higher Education Qualification Framework
18. NSQF - National Skill Qualifications Framework
19. NTA - National Testing Agency
20. SDG - Sustainable Development Goals
21. UGC - University Grants Commission
22. VET - Vocational Education and Training
23. ME-ME - Multiple Entry Multiple Exit
24. OJT - On Job Training
25. NCH - Notional Credit Hours

## **2. Introduction:**

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning. The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy
- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.

- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

### 3. Approach to Curriculum Planning

Credits in Indian Context:

#### Choice Based Credit System (CBCS) By UGC

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters and research degree programmes.

#### Definitions

##### 3.2.1 Academic Credit:

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework;

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

Note: The Department may consider any such combination by due approval from the Dean of



Academics and The Vice -Chancellor before placing to the Board of Studies (BoS) & Academic Council. Some Theory based papers should have 22/23 physical classes to adhere to 30 NCH. The division of credits should depend upon the Course of Study, level of the students admitted (slow/fast learners).

#### Course of Study:

Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

#### Disciplinary Major

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

#### 3.2..4. Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

#### 3.2..5. Courses from Other Disciplines (Interdisciplinary):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Public Administration, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

**Ability Enhancement Courses (AEC):** Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

**Skill Enhancement Course (SEC):** These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction.

A student shall have the choice to choose from a list, a defined track of courses offered from 1st to 3rd semester.

### **Value-Added Courses (VAC):**

**i. Understanding India:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

**ii. Environmental science/education:** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

**iii. Digital and technological solutions:** Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

**iv. Health & Wellness, Yoga education, sports, and fitness:** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and

spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities. These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking. Indian knowledge systems; scientific temperament of students.

Summer Internship /Apprenticeship: The intention is induction into actual work situations.

All students

must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

Community engagement and service: The curricular component of 'community engagement and service' seeks to expose students to the socioeconomic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

2.2.9.2. Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will

aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a firsthand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

**Indian Knowledge System:** In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e. min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP ). The students may be encouraged to take these courses, preferably during the first four semesters of the UG programme. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

**Experiential Learning:**

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student.

Experiential learning is of two types:

- a. Experiential learning as part of the curricular structure of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program-internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.
- b. Experiential learning as active employment (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program.

In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

#### **4. Award of Degree in the BA Public Administration**

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

Undergraduate programmes of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

1. The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
2. UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
3. 3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.
4. 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements.
5. 4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students, who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

(Note: UG Degree Programmes with Single Major: A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. Also the 4-year Bachelor's degree programme with Single Major is considered as the preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.)

. The Post Graduate Programme structure and duration of study offered by the University will include:

- 2-year PG programme (with the option of having the second year devoted entirely to research) for those who have completed a 3-year Bachelor's programme.
- 1-year PG programme for students who have completed a 4-year Bachelor's degree; and
- Integrated 5-year Bachelor's/Master's programme.
- 2-year PG programme (with the option of having the second year devoted entirely to research) for those who have completed a 4-year Bachelor's programme may also opt for a 2 years PG.
- The Ph.D. programme shall require a PG degree or a 4-year Bachelor's degree.

**Award of Degree and Credit Structure with ME-ME( In the BA Public Administration Program)**

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG	3	120	X	X	X



Degree (Major)					
4-year UG Degree (Honours)	4	160	x	x	x

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs)	Years to Complete
4-year UG Degree (Honors with Research)	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

## 5. Graduate Attributes

Introduction: As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected Graduate Attributes acquired through one or more modes of learning, including direct in-person or face-to-face instruction, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes must include,

- capabilities that help widen the current knowledge base and skills,
- gain and apply new knowledge and skills,
- undertake future studies independently, perform well in a chosen career, and
- play a constructive role as a responsible citizen in society. The graduate profile/attributes are acquired incrementally through development of cognitive levels and

describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed. Graduate attributes include,

- **learning outcomes** that are specific to disciplinary areas relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts.
- **generic learning outcomes** that graduate of all programmes of study should acquire and demonstrate.

### Graduate Attributes:

Table: 7: The Learning Outcomes Descriptors and Graduate Attributes

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:)
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study
GA2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations
GA3	Analytical & Critical thinking	Apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples
GA4	Creativity	Create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.

GA5	Communication Skills	Listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA6	Research-related skills	Develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the
		field/ in personal research work.
GA7	Collaboration	Work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision
GA9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA10	Environmental awareness and action	Mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

**6. Programme Learning Outcomes (PLO)** The outcomes described through learning outcome descriptors are attained by students through learning acquired on the completion of a programme of study relating to the chosen fields of learning, work/vocation, or an area of professional practice. The term ‘programme’ refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes that must be attained for the award of a specific certificate/diploma/degree. Programme learning outcomes (PLOs) include outcomes that are specific to disciplinary areas of learning associated with the chosen field (s) of learning. The programme learning outcomes will focus on knowledge and skills that prepare students for further study, employment, and responsible citizenship.

**Programme Learning Outcomes relating to BA in Public Administration**

Students graduating with the degree BA (Public Administration) will be able to achieve the following:

**PLO 1: Knowledge of Public Administration**

- Ability to attain knowledge and understanding of the academic field of Public Administration, its different learning areas and applications, and its linkages with related disciplinary areas/subjects

**PLO 2: Develop Ability to Solve Complex Problems**

- Ability to classify areas of concern in administration and identify sources to explore answers for the same.

**PLO 3: Develop the Skill of Analytical and Critical Thinking**

- Ability to substantiate critical analysis of administrative issues in the society

**PLO 4: Develop the Ability to Create**

- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).

**PLO 5: Develop Communication Skill**

- Ability to communicate with all concerned stakeholders, community leadership and with society at large regarding complex social, political and administrative activities confidently and effectively.

- Ability to set direction; motivating and inspiring team members to engage with the team objectives/vision.
- Ability to listen to and read carefully various viewpoints and engage with them

**PLO 6: Develop the ability to conduct Research**

- Ability to develop a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating;
- Ability to recognize cause-and-effect relationships,

**PLO 7: Develop skills for collaborative works/teamwork**

- Possess knowledge and understanding of group dynamics, recognize opportunities and contribute positively to collaborative multidisciplinary scientific research,
- Demonstrate a capacity for selfmanagement and teamwork, decision-making based on open-mindedness, objectivity and rational analysis in order to achieve common goals and further self-learning as also that of others.

**PLO 8: Develop Leadership readiness/qualities**

- Capability for mapping out the tasks of a team or an organization, setting direction; motivating and inspiring team members to engage with the team objectives/vision;
- Using management skills to follow the mapped path to the destination in a smooth and efficient way.

**PLO 9: Develop Digital and Technological Skills**

- Ability to use digital sources for critical reading and presentations.
- Ability to work independently and carry out personal research, postulate questions and search for answers.

**PLO 10: Create Environmental Awareness and develop solutions**

- Ability to explain and analyze the effects of environmental degradation, climate change, and pollution.
- Able to develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

**7.Course Learning Outcomes (CLOs)** The programme learning outcomes are attained by learners through the essential learnings acquired on the completion of selected courses of study within a programme of study. The term ‘course’ is used to mean the individual courses of study that makes up the scheme of study for a programme. Programme Specific Outcomes in BA PublicAdministration

PSO1: Ability to apply knowledge of Public Administration with principles and theory.

PSO2: Ability to identify, formulate and solve administrative problems

PSO3: Ability to conduct empirical studies for scientific social science research as well as to analyze and interpret them.

PSO4: Knowledge of contemporary social, political, and administrative and economic issues

## 8. Teaching Learning Process

Teaching and learning in this programme involves classroom lectures as well as tutorial and remedial classes.

'Credit' is recognition that a learner has completed a prior course of learning, corresponding to a qualification at a given level. For each such prior qualification, the student would have put in a certain volume of institutional or workplace learning, and the more complex a qualification, the greater the volume of learning that would have gone into it. Credits quantify learning outcomes that are subject achieving the prescribed learning outcomes to valid, reliable methods of assessment. The credit points will give the learners, employers, and institutions a mechanism for describing and comparing the learning outcomes achieved. The credit points can be calculated as credits attained multiplied with the credit level. The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks). Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, internships, and community engagement and service.

- Lecture courses: Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- Tutorial courses: Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice.

Practicum or Laboratory work: A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.

- Seminar: A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.

- Internship: A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations. Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.
- Studio activities: Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic-focused experiential work.
- Field practice/projects: Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.
- Community engagement and service: Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of ‘community engagement and service’ will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems



## 9. Assessment Methods

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
<b>A</b>	<b>Continuous Evaluation</b>				
I	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	45%
II	Home Assignment		1-3	H	
iii	Project		1	P	
IV	Seminar		1-2	S	
V	Viva-Voce/Presentation		1-2	V	
vi	MSE	MSE shall be of 10 marks	1-3	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
<b>B</b>	<b>Semester End Examination</b>		1	SEE	50%
	Project				<b>100%</b>

10. Program Structure(8 semesters)

**11. STRUCTURE OF THE SYLLABUS FOR 4 YEAR UG PROGRAMME**

12. SCHOOL NAME - Royal School of Humanities and Social Sciences  
 13. DEPARTMENT NAME - Public Administration  
 14. PROGRAMME NAME - B.A. Public Administration

1 <sup>st</sup> SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P-C
Major (Core)	PBA182M101	Introduction to Public Administration	100	3	2-1-0-3
	PBA182M102	Administrative Theory	100	3	2-1-0-3
		Swayam MOOC			
Minor	PBA182N101	Citizens and Administration	100	3	2-1-0-3
Interdisciplinary (IDC)		IKS-1	100	3	2-1-0-3
Ability Enhancement course (AEC)		Communicative English	100	1	1-0-0-1
		Behavioural Science-I	100	1	1-0-0-1
Skill Enhancement Course (SEC)	PBA182S121	Data Analysis-1	100	3	2-1-0-3
Value Added Course (VAC)		one course from basket of courses	100	3	2-1-0-3
<b>TOTAL CREDIT FOR 1<sup>st</sup> SEMESTER</b>				20+ credit of Swayam MOOC	
2 <sup>nd</sup> SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P-C
Major (Core)	PBA182M201	Indian Administration	100	3	2-1-0-3
	PBA182M202	Public Financial Administration	100	3	2-1-0-3
		Swayam MOOC			
Minor	PBA182N201	Issues in Public Administration	100	3	2-1-0-3
IDC		IKS-2	100	3	2-1-0-3
AEC		Communicative English	100	1	1-0-0-1

		Behavioural Science-I	100	1	1-0-0-1
SEC	PBA182S221	Data Analysis-II	100	3	2-1-0-3
VAC		one course from basket of courses	100	3	2-1-0-3
<b>TOTAL CREDIT FOR 2<sup>nd</sup> SEMESTER</b>				20 +credit of Swayam MOOC	
<b>3<sup>rd</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P-C</b>

Major (Core)	PBA182M301	Administrative Thought	200	4	3-1-0-4
	PBA182M302	Public Personnel Administration	200	4	3-1-0-4
		Swayam MOOC			
Minor	PBA182N301	Development Administration	200	4	3-1-0-4
IDC	PBA182I301	Right Based Governance	200	4	3-1-0-4
AEC		Communicative English	200	1	1-0-0-1
		Behavioural Science-III	200	1	1-0-0-1
SEC	PBA182S321	Data Analysis-III	200	4	3-1-0-4
<b>TOTAL CREDIT FOR 3<sup>rd</sup> SEMESTER</b>				22+ credit of Swayam MOOC	
<b>4<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P-C</b>
Major (Core)	PBA182M401	Regulatory Governance	200	4	3-1-0-4
	PBA182M402	Comparative Public Administration	200	4	3-1-0-4
	PBA182M403	Administrative Ethics in Governance	200	4	3-1-0-4
		Swayam MOOC			
Minor	PBA182N401	International Organizations	200	3	2-1-0-3

	PBA182N402	Rural Local Administration	200	3	2-1-0-3
AEC		Communicative English	200	1	1-0-0-1
		Behavioural Science-III	200	1	1-0-0-1
<b>TOTAL CREDIT FOR 4<sup>th</sup> SEMESTER</b>				20+ credit of Swayam MOOC	
<b>5<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P-C</b>
Major (Core)	PBA182M501	Right Based Governance	300	4	3-1-0-4
	PBA182M502	Environmental Administration and Policy	300	4	3-1-0-4
	PBA182M503	E-Governance	300	4	3-1-0-4
Minor	PBA182N501	Urban Local Administration	200	4	3-1-0-4
Summer Internship	PBA182M521	Internship Report	300	4	0-0-4-4
<b>TOTAL CREDIT FOR 5<sup>th</sup> SEMESTER</b>				20	
<b>6<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P-C</b>
Major (Core)	PBA182M601	Social Welfare Administration	300	4	3-1-0-4
	PBA182M602	Disaster Management	300	4	3-1-0-4
	PBA182M603	Cyber Security Administration	300	4	3-1-0-4
	PBA182M604	Educational Administration	300	4	3-1-0-4
Minor	PBA182N601	Social Audit	200	4	3-1-0-4
<b>TOTAL CREDIT FOR 6<sup>th</sup> SEMESTER</b>				20	
<b>7<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P-C</b>
Major (Core)	PBA182M701	Health Administration	400	4	3-1-0-4
	PBA182M702	Economic Administration	400	4	3-1-0-4
	PBA182M703	International Relations	400	4	3-1-0-4

	PBA182M704	NGOs and Sustainable Development	400	4	3-1-0-4
Minor	PBA182N701	Organizational Development	300	4	3-1-0-4
<b>TOTAL CREDIT FOR 7<sup>th</sup> SEMESTER</b>				20	
<b>8<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P-C</b>
Major (Core)	PBA182M801	RM-301( Advance data Analysis Techniques)	400	4	3-1-0-4
Minor	PBA182N801	Research Methodology	300	4	3-1-0-4
Project / Dissertation	PBA182M821	Dissertation/Research Project	400	12	
Dissertation/Research Project Or 400 level 3 advanced course Core					
	PBA182M802	Public Policy and Governance	400	12	3-1-0-4
	PBA182M803	Public Enterprise Management	400		3-1-0-4
	PBA182M804	Administrative Law	400		3-1-0-4
<b>TOTAL CREDIT FOR 8<sup>th</sup> SEMESTER</b>				20	

## Detailed Syllabus

Semester – I
<b>Paper I/Subject Name: Introduction to Public Administration</b> <b>Type of Course: Major</b> <b>Subject Code: PBA182M101</b> <b>Course Level:100</b> <b>L-T-P-C – 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b>

### Course Objective:

To familiarize students about the evolution and growth of the discipline of Public Administration, basic principles and approaches of Public Administration, and basic concepts and dynamics (both ecological and others) relating to Public organizations.

### Course Outcomes:

On successful completion of the course the students will be able to:		
SI. No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Relate</b> about the current administrative system of our country.	BT 1
CO 2	<b>Compare</b> the various schools of administrative thought and theories.	BT 2
CO 3	<b>Apply</b> the decision making process, leadership style in the organization	BT 3
CO 4	<b>Analyse</b> the Growth and Trends in Public Administration	BT 4

### Detailed Syllabus:

Modules	Course Contents	Periods
I.	<b>Introduction :</b> <b>Public Administration as a Discipline:</b> Meaning, Nature, Scope, Dimensions and Significance of the discipline and its relations with Political Science, Management, Law and Economics. Public and Private Administration. Evolution of Public Administration, Minnowbrook Conferences (I, II & III)	15

<b>II.</b>	<b>Growth and Trends in Public Administration:</b> New Public Administration (NPA), New Public Management (NPM), Globalization and Public Administration, Paradigm Shift from Government to Governance, New Public Service (NPS), Feminist Perspectives	<b>15</b>
<b>III.</b>	<b>Organization and its Principles:</b> Organization: Meaning, Basis and Forms of Organizations. Principles of Organization: Hierarchy, Unity of Command, Span of Control, Coordination, Authority and Responsibility, Supervision and Control, Centralization, Decentralization and Delegation	<b>15</b>
<b>IV</b>	<b>Chief Executive, Leadership and Accountability:</b> Chief Executive: Meaning, Types, Functions and Role; Line, Staff and Auxiliary Agencies; Headquarter and Field relationships; Decision Making; Communication; Leadership; Accountability	<b>15</b>
		<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Exp. Learning</b>
<b>60 Hrs</b>	---	<b>30 hrs ( Group discussion, case studies, problem solving)</b>

### **Text Books**

1. Avasthti, A and Maheshwari, S R (2013) Public Administration. Lakshmi Narain Agarwal: Agra
2. Basu, Rumki (2008) Public Administration: Concepts and Theories. Sterling Publishers: New Delhi

### **Reference books**

1. Denhardt, Janet V and Denhardt, Robert B (2015) The New Public Service: Serving, NotSteering (4<sup>th</sup> Edition). Routledge: New York
2. Drucker, Peter F (1993) Management: Tasks, Responsibilities, Practices. Harper Collins:New York
3. Drucker, Peter F (2008) The Essential Drucker. Harper Collins: New York
4. Dunleavy, P (1992) Democracy, Bureaucracy and Public Choice. Harvester Wheatsheaf:Aldershot, UK
5. Fesler, James W (2007) Elements of Public Administration. Read Books: Worcestershire,UK

#### **Additional Readings:**

1. Bhagwan, Vishnoo; Bhushan, Vidhya and Mohla, Vandana (2010) Public Administration.S. Chand: Jalandhar
2. Bhambri, C. P. (2010) Public Administration Theory and Practice(21<sup>st</sup>Edition). Educational Publishers: Meerut
3. Bhattacharaya, Mohit (2008) New Horizons of Public Administration. Jawahar Publishersand Distributors: New Delhi
4. Bhattacharya, Mohit (2012) Public Administration: Issues and Perspective. JawaharPublishers and Distributors: New Delhi
5. Chakrabarty, Bidyut and Chand, Prakash (2012) Public Administration in a Globalizingorlnd: Theories and Practices. Sage: New Delhi

Semester – I
<p><b>Paper 2/Subject Name:</b> Administrative Theory</p> <p>Type of Course: Major</p> <p><b>Subject Code: PBA182M102</b></p> <p><b>Course Level: 100</b></p> <p><b>L-T-P-C – 2-1-0-3</b></p> <p><b>Credit Units: 3</b></p> <p><b>Scheme of Evaluation: Theory</b></p>

#### **Course Objective:**

To enhance the ability to analyze and understand different approaches to



administration, the developments taking place in the discipline of Public Administration

**Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>SI. No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Relate</b> the elements, theories and principles of Public Administration as a discipline	<b>BT 1</b>
<b>CO 2</b>	<b>Compare</b> about the developments taking place in the discipline of Public Administration	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> New Public Service; and Post Modernism, Feminism	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> the dynamics and role of the bureaucracy and administration	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Indian and Classical Theories:</b> Kautilya; Scientific management (Taylor and his associates); Bureaucratic theory of organization (Weber); Administrative management theory (Henry Fayol, Luther Gulick and others).	<b>15</b>
<b>II.</b>	<b>Human Relations and Behavioural Theories:</b> Human Relations theory (Elton Mayo and his Colleagues); Behavioral theory (Chester Barnard and Herbert Simon)	<b>15</b>
<b>III.</b>	<b>Administrative Behaviour Theories:</b> Leadership; Communication; and Motivation (Maslow and Herzberg)	<b>15</b>
<b>IV</b>	<b>Modern Administrative Theories:</b> Minnowbrook Perspectives; New Public Service; and Post Modernism, Feminism	<b>15</b>
<b>TOTAL</b>		<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Exp. Learning</b>
<b>60 Hrs</b>	---	<b>30 hrs ( Group discussion, case studies, problem solving)</b>

### **Text Books**

1. Avasthti, A and Maheshwari, S R (2013) Public Administration. Lakshmi Narain Agarwal:Agra
2. Basu, Rumki (2008) Public Administration: Concepts and Theories. Sterling Publishers:New Delhi

### **Reference books**

1. Denhardt, Janet V and Denhardt, Robert B (2015) The New Public Service: Serving, NotSteering (4<sup>th</sup> Edition). Routledge: New York
2. Drucker, Peter F (1993) Management: Tasks, Responsibilities, Practices. Harper Collins:New York
3. Drucker, Peter F (2008) The Essential Drucker. Harper Collins: New York
4. Dunleavy, P (1992) Democracy, Bureaucracy and Public Choice. Harvester Wheatsheaf:Aldershot, UK
5. Fesler, James W (2007) Elements of Public Administration. Read Books: Worcestershire,UK

### **Additional Readings:**

1. Bhagwan, Vishnoo; Bhushan, Vidhya and Mohla, Vandana (2010) Public Administration.S. Chand: Jalandhar
2. Bhambri, C. P. (2010) Public Administration Theory and Practice(21<sup>st</sup>Edition).Educational Publishers: Meerut
3. Bhattacharaya, Mohit (2008) New Horizons of Public Administration. Jawahar Publishersand Distributors: New Delhi
4. Bhattacharya, Mohit (2012) Public Administration: Issues and Perspective.

Jawahar Publishers and Distributors: New Delhi

5. Chakrabarty, Bidyut and Chand, Prakash (2012) Public Administration in a Globalizing World: Theories and Practices. Sage: New Delhi

Semester – I
<b>Paper 1 /Subject Name: Citizens and Administration</b>
<b>Type of Course: Minor</b>
<b>Subject Code: PBA182N101</b>
<b>Course Level:100</b>
<b>L-T-P-C – 2-1-0-3</b>
<b>Credit Units: 3</b>
<b>Scheme of Evaluation: Theory</b>

### Course Objectives

To enhance the ability to understand citizen centric administration and citizen charter, the decentralization and delegation process in India

### Course Outcomes:

On successful completion of the course the students will be able to:		
SI. No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the citizen centric administration, citizen charter.	BT 1
CO 2	Compare and contrast the Grievance Redressal Mechanism and Agencies for Redressal of Grievances at centre and state levels.	BT 2
CO 3	Identify the Agencies, Significance and Limitations of citizen participation in the administration	BT 3
CO 4	Analyse Consumer Protection Act and Working of the Consumer Courts in India	BT 4

Modules	CourseContents	Periods
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<b>I.</b>	Concept of Citizen Centric Administration: Evolution, Concept, Features and Significance. Functions of Government: Regulatory functions, Service providing functions and Developmental functions	<b>15</b>
<b>II.</b>	Citizens' Charters: Evolution, Features and Applications. Citizens' Participation in Administration: Concept, Agencies, Significance and Limitations	<b>15</b>
<b>III.</b>	Decentralization and Delegation: Concept and Benefits. Grievance Redressal Mechanism: Grievance-Meaning and Agencies for Redressal of Grievances at centre and state levels	<b>15</b>
<b>IV</b>	Consumer Protection: Consumer Protection Act and Working of the Consumer Courts in India. National Consumer Disputes Redressal Commission	<b>15</b>
<b>TOTAL</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Exp. Learning</b>
<b>60 Hrs</b>	---	<b>30 hrs ( Group discussion, case studies, problem solving)</b>

### **Text Books**

1. Arora, K., 2006, Public Administration in India – Tradition, Trends and transformation, Paragon International Publishers, New Delhi.
2. Baghel, C.L. & Kumar Yogendra, 2005, Public Administration – Functional Structure and Administrative Reforms, Vol-2, Kanishka Publishers Distributors, New Delhi.

### **Reference Books**

1. Bhattacharya, Mohit, 1979, Bureaucracy and Development Administration, Uppal Publishing House, New Delhi.
2. Sharma, A. Ram, 2005, Public Administration Today, Shree Publishers & Distributors, New Delhi.

### **Additional Readings:**

1. Arora. K. Ramesh, 2001. People Centred Administration, Aalekh Publishers, Jaipur.
2. Bhattacharya, Mohit (2012) Public Administration: Issues and Perspective. Jawahar Publishers and Distributors: New Delhi
3. Chakrabarty, Bidyut and Chand, Prakash (2012) Public Administration in a Globalizing World: Theories and Practices. Sage: New Delhi

Semester – 1(SEC)
Paper /Subject Name: Data Analysis-I
Subject Code: PBA182S121
Course Level:100
L-T-P-C – 2-1-0-3
Credit Units: 3
Scheme of Evaluation: theory+ Practical

**Course Objective:**

This is a skill enhancement course for data collection techniques and analysis. The students will be given hands on training on using statistical and computing software to better visualize and understand data concepts.

**Course Outcomes:**

On completion of this course students will be expected to

CO	Contents	BT Level
CO1	Recall the methods of data collection.	BT level 1
CO2	Develop Questionnaire.	BT level 2
CO3	Make use of organization and visual representation of data.	BT level 3
CO4	Inference with the help of sampling techniques as a tool of research.	BT level 4

**4. Detailed Syllabus:**

**5.**

Modules	Course Contents	Periods
<b>I</b>	Introduction; Different types of questions, Measurement error in questions: Bias and variance; Standardized and conversational interviewing;	<b>15</b>
<b>II</b>	Questionnaire Design and implementing the questionnaire	<b>15</b>
<b>III</b>	Sampling and Weighting- types of sampling, Designing a sample from population	<b>15</b>
<b>IV</b>	Sampling as a tool of research-	

#### Text Books

1. Ahuja , Ram (2003).Research Methods. Jaipur: Rawat
2. Goode,W.J.&Hatt,P.K.(2006).Methods in Social Research. New Delhi: McGraw Hill Series.

#### Reference Books:

1. Levine, D., Stephan, D., Szabat, K. (2017). Statistics for managers using Microsoft Excel, 8th ed. Pearson.
2. Tattar, P., Ramaiah, S., Manjunath, B. (2018). A course in statistics with R. Wiley.

#### Semester – I

Paper I/Subject Name: Introduction to Indian Knowledge System - I  
 Subject Code: IKS992I101  
 L-T-P-C – 2-1-0-3  
 Credit Units: 3  
 Course Level: 100  
 Scheme of Evaluation: Theory

Course objectives: This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

Course Outcomes: On completion of this course students will be able to –

CO	Course Outcome	BT Level
CO1	Recall the rich heritage of Indian knowledge systems	BT1
CO2	Describe the contribution of Indian knowledge systems to the world	BT2
CO3	Demonstrate knowledge of sociocultural and ethnolinguistic diversity that constitutes the soul of Bharatvarsha	BT3
CO4	Apply traditional knowledge and techniques in day-to-day life	BT4
CO5	Distinguish knowledge traditions that originated in the Indian subcontinent	BT5

Units	Course Contents	Periods
I	Introduction to Indian Knowledge Systems (IKS): -What is the Indian Knowledge System? -Definition of Indigenous/ Traditional Knowledge -Scope, and Importance of Traditional Knowledge. Ancient India- Bharat Varsha: -People of Ancient Bharat Varsha - Our great natural heritage: The great Himalayas and the rivers. - The civilizations of the Sindhu-Ganga valley, and the Brahmaputra valley. -Our coastal plains. -Our Nature: Forests and	15

	Minerals -Ancient Indian Traditional Knowledge and Wisdom about nature and climate.	
<b>II</b>	Indian Heritage of Knowledge: -Ancient Indian Knowledge: The Vedas and its components-the Vedangas -Ancient Indian books and treaties: The Sastras. -The Great Indian Epics: The Ramayana and The Mahabharata, -Epics and religious treaties of ancient Assam: Introduction to Madhav Kandali's Ramayan and Srimanta Sankardev's Dasam Skandha Bhagavat of the Puranas. -Ancient Traditional Knowledge-The Agamas -The ancient Buddhist knowledge: Tripitaka: Vinaya, Sutta and Abhidhamma Pitaka Languages and language studies in India: -What is linguistics? - Script and Language -Alphabet of the Indian languages Varnamala: Origin, Evolution, and phonetic features. -Languages of India -Important texts of Indian languages: Skills Siksha, Expression/Pronunciation-Nirukta, Grammar-Vyakarana, Poetic rhythmChandas. -Paninian Grammar: A Brief Introduction Introduction to Fine Arts and Performing Arts of India: -Ancient Indian classical music and dance forms: The Science of Dramas-Natyasastra and the Science of Music-Gandharva-Veda. - Aesthetics in Indian Art and Culture. Folk music and traditional dance forms of the Northeast.	<b>15</b>
<b>III</b>	Indian Science & Technology -Ancient India's contribution to Mathematics- Number System. Algebra and Arithmetic, Geometry and Trigonometry. -Origin of Decimal system in India; nomenclature of numbers in the Vedas. Zero and Infinity. Sulbasutras. Contribution of Brahmagupta and Sridhar Acharya to Mathematics. Important texts of Indian mathematics. Indian Astronomy: Planetary System. Motion of the Planets. Velocity of Light. Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies. Indian Metal Works: Mining Techniques. Types of Metals. Tools & Techniques for Metal Smelting with examples. Metalworks in pre-modern India: Special reference to NE India.	<b>15</b>
<b>IV</b>	Contribution of Ancient India to Health Sciences: -Traditional Indigenous systems of medicines in India: - Ayurveda and Yoga: Elements of Ayurveda: Gunas and Doshas, Pancha Mahabhuta and Sapta-dhatu. -Concept of disease in Ayurveda -Ayurvedic lifestyle practices: Dinacharya and Ritucharya. -Important Ayurvedic Texts -Hospitals in Ancient India -Ayurveda: Gift of India to the modern world.	<b>15</b>

EL	The experiential learning sessions may include: Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems. Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge. Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System. Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems. Practical Demonstrations: Conducting workshops or sessions to demonstrate traditional practices, such as yoga, Ayurveda, Vastu Shastra, etc., for the students.	<b>30</b>
	<b>TOTAL</b>	<b>90</b>

**Textbooks:**

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Private Ltd.
2. Mukul Chandra Bora, Foundations of Bharatiya Knowledge System. Khanna Book Publishing

**Reference Books:**

1. Baladev Upadhyaya, Samskrta Śāstrom ka Itihās, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, Sūtrasthāna and Śārīrasthāna, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrottana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, Indian Economy, and Polity in Eighteenth-century Chengalpattu, in J. K. Bajaj ed., Indian Economy and Polity, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

**Semester: 1<sup>st</sup>**

**Type of Course:** AEC UG Programme

**Course Code:** CEN982A101

**Course Title:** CENI: Introduction to Effective Communication

**Total credits:** 1

**Course level:** 100;

**L-T-P-C** 1-0-0-1

**Scheme of Evaluation:** Theory and Practical

**Course Objective:** To understand the four major aspects of communication by closely examining the processes and outlining the most effective way to communicate with interactive activities.



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

CO	Course Outcome	Blooms Taxonomy Level
CO1	<b>List</b> the elements and processes that make for successful communication and <b>recognize</b> every day activities that deserve closer attention in order to improve communication skills	<b>BT1</b>
CO2	<b>Contrast</b> situations that create barriers to effective communication and <b>relate</b> them to methods that are consciously devised to overcome such hindrance	<b>BT2</b>
CO3	<b>Apply</b> language, gestures, and para-language effectively to avoid miscommunication and <b>articulate</b> one's thoughts and build arguments more effectively	<b>BT3</b>

Detailed Syllabus		
Units	Course Contents	Periods
I	Introduction to Effective Communication <ul style="list-style-type: none"> <li>Listening Skills               <ul style="list-style-type: none"> <li>The Art of Listening</li> <li>Factors that affect Listening</li> <li>Characteristics of Effective Listening</li> <li>Guidelines for improving Listening skills</li> </ul> </li> </ul>	5
II	<ul style="list-style-type: none"> <li>Speaking Skills               <ul style="list-style-type: none"> <li>The Art of Speaking</li> <li>Styles of Speaking</li> <li>Guidelines for improving Speaking skills</li> <li>Oral Communication: importance, guidelines, and barriers</li> </ul> </li> </ul>	5
III	<ul style="list-style-type: none"> <li>Reading Skills               <ul style="list-style-type: none"> <li>The Art of Reading</li> <li>Styles of Reading: skimming, surveying, scanning</li> <li>Guidelines for developing Reading skills</li> </ul> </li> </ul>	5
IV	<ul style="list-style-type: none"> <li>Writing Skills               <ul style="list-style-type: none"> <li>The Art of Writing</li> <li>Purpose and Clarity in Writing</li> <li>Principles of Effective Writing</li> </ul> </li> </ul>	5

**Texts:**

1. Rizvi,M.Ashraf.(2017).*Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi,P. D.and Chaturvedi, Mukesh. (2014).*Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta.(2011).*Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15hours	-	10hours <ul style="list-style-type: none"> <li>- Movie/Documentary /Podcasts screening</li> <li>- Peer teaching</li> </ul>

#### Semester-I

Subject Name: Behavioural Sciences -1

UG Ist semester

Course code:BHS982A102

L-T-P-C 1-0-0-1

Credit: 1

Scheme of evaluation: Theory + Practical

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course Outcomes: On completion of the course the students will be able to

CO	contents	BT Level
CO1	Understand self & process of self exploration	BT1
CO2	Learn about strategies for development of a healthy self esteem	BT2
CO3	Apply the concepts to build emotional competencies.	BT3

#### Detailed Syllabus:

Modules	Course Contents	Periods
I.	Introduction to Behavioral Science Definition and need of Behavioral Science,Self: Definition components, Importance of knowing self, Identity Crisis,Gender and Identity, Peer Pressure, Self image: Self Esteem, Johari Window ,Erikson's model	4

<b>II</b>	Foundations of individual behavior Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	<b>4</b>
<b>III</b>	Behaviour and communication. Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	<b>4</b>
<b>IV</b>	Time and Stress Management Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	<b>4</b>
	<b>TOTAL</b>	<b>16</b>

#### Text books

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3 Management;
2. Pfeiffer & Company Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
3. K.Alex, Soft skills; S.Chand.

<b>Semester – II</b>
<b>Paper 1/Subject Name: Indian Administration</b> <b>Type of Course: Major</b> <b>Subject Code:PBA182M201</b> <b>Level of course: 100</b> <b>L-T-P-C – 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b>

#### Course Objective:

The objective of the course is to introduce the students with the different constitutional organizations in India.

**Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>SI. No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Recall</b> about the evolution and growth of Indian administration, Familiarity with the constitutional framework on which Indian administration is based	<b>BT 1</b>
<b>CO 2</b>	<b>Explain</b> the in-built control mechanisms over constitutional bodies in particular and administration in General	<b>BT 2</b>
<b>CO 3</b>	<b>Apply</b> the constitutional provisions and dynamics of union -state relationships	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> the institutions and mechanism in force for citizen-state interface	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Evolution &amp; Constitutional Framework:</b> Evolution of Indian Administration during Ancient, Medieval and British period; Constitutional Framework of Indian Administration; and Salient Features of Indian Administration	<b>15</b>
<b>II.</b>	<b>Union Government:</b> President; Prime Minister & Council of Ministers; Central Secretariat, Cabinet Secretariat, Cabinet Committees, Prime Minister Office; Ministry of Home Affairs and Finance Ministry.	<b>15</b>
<b>III.</b>	<b>Constitutional Institutions, Union State Relations &amp; Control over Administration:</b> Election Commission of India; Union Public Service Commission; Union State Relations (Legislative, Executive and Financial); Parliamentary, Executive and Judicial Control over Administration, NITI Ayog.	<b>15</b>

<b>IV</b>	Citizen and State Interface: Citizens' Grievances Redressal Institutions and Mechanisms; Institutional Mechanism for Prevention of Corruption: Central Vigilance Commission; Lok Pal and Lok Ayukta; Politician and Civil Servant relationship.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Exp. Learning</b>
<b>60 Hrs</b>	---	<b>30 hrs ( Group discussion, case studies, problem solving)</b>

#### **Text books:**

1. Arora, Ramesh K. and Goyal, Rajni (1997) Indian Public Administration: Institutions and Issues. New Age International Publishers: New Delhi
2. Avasthi, A and Avasthi, A P (2004) Indian Administration. Lakshmi Narain Aggarwal: Agra
- Balfour, Lady Betty (2015) Lord Lytton's Indian Administration 1876-1880 The Untold History. Gyan Books: New Delhi

#### **Reference books**

1. Ghuman, B S; Monga, Anil and Johal, Ramanjit Kaur (Eds.) (2012) Corruption and Quality of Governance: Experiences of Select Commonwealth Countries. Aalekh Publishers: Jaipur
2. Kangle R P (1972) The Kautilya Arthshastra. Motilal Banarsidass: New Delhi
3. Kapur, Devesh; Mehta, Pratap Bhanu and Vaishnav, Milan (Eds.) (2017) Rethinking Public Institutions in India. Oxford University Press: New Delhi
4. Maheshwari, S R (2000) Indian Administration. Orient Longman: New Delhi
5. Palmer, N D (1961) Indian Political System. George Allen and Unwin : London
- Sarkar, Jadunath Sir (1972) Mughal Administration. M.C.

Sarkar: Calcutta

**Additional Readings:**

1. Basu, D D (2013) Introduction to the Constitution of India (21<sup>st</sup> Edition). Lexus Nexus: New Delhi
2. Chakraborty, Bidyut (2016) Indian Administration. Sage: New Delhi  
Cott, J E Woola (1986) British Rule in India. Anmol: Delhi
3. Fadia, B L and Fadia, Kuldeep (2017) Indian Administration, (New Edition). Sahitya Bhawan: Agra
4. Sharma, Ashok(2016) Administrative Institutions in India. RBSA Publishers: Jaipur
5. Sharma, M (2007) Indian Administration. Anmol: New Delhi
6. Sharma, Prabhu Datta and Sharma, B M(2009) Indian Administration: Retrospect andProspect. Rawat Publications: Jaipur

Semester – II
<b>Paper 3/Subject Name: Public Financial Administration</b> <b>Type of Course: Major</b> <b>Subject Code: PBA182M202</b> <b>Level of course: 100</b> <b>L-T-P-C – 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:**

The objective of the course is to enable students to understand Public Financial Administration, public budgeting, public financial institutions and financial resource mobilization strategies and dynamics of Indian fiscal federalism

**Course Outcomes:**

On successful completion of the course the students will be able to:		
Sl. No	Course Outcome	Blooms Taxonomy Level

<b>CO 1</b>	<b>Define</b> Public budgeting, Public financial institutions and financial resource mobilization strategies in the Indian context	<b>BT 1</b>
<b>CO 2</b>	<b>Compare and contrast</b> various aspects of Public Financial Administration in general and in the Indian context in particular	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> the system and dynamics of Indian fiscal federalism	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> the role of Comptroller and Auditor General in a public financial administration.	<b>BT 4</b>

#### Detailed Syllabus:

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Introduction:</b> Meaning and Significance of Public Finance and Public Financial Administration. Budget: Concept, Principles and Budget as an Instrument of Financial Administration, Public Policy and Management	<b>15</b>
<b>II.</b>	<b>Budgetary systems:</b> Concept and Types of Budgets: Traditional Budgeting; Performance Budgeting; and Zero-Base Budgeting. Budget Preparation, Authorisation and Execution with special reference to India	<b>15</b>
<b>III.</b>	<b>Financial Institutions and Union–State Financial relations:</b> Union Ministry of Finance: organisation, functions and role.	<b>15</b>
	Finance Commission: composition, functions and role. Monetary and Fiscal Policies and their significance. Union-State Financial Relations	

<b>IV</b>	<b>Resource Mobilization, Tax Administration and Financial Control:</b> Resource Mobilization: Tax and Non-Tax Sources, Public Borrowings and Deficit Financing. Tax Administration: Principles; Issues and Reforms. Concept of Audit: Role of Comptroller and Auditor General. Legislative control over finances with special reference to Parliamentary Committees	<b>15</b>
<b>TOTAL</b>		<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Exp. Learning</b>
<b>60 Hrs</b>	---	<b>30 hrs ( Group discussion, case studies, problem solving)</b>

#### **Text books**

1. Mahajan, Sanjeev Kumar and Mahajan, Anupama Puri (2014) Financial Administration in India. PHI Learning : New Delhi
2. Chand, P (2010) Control of Public Expenditure in India (2<sup>nd</sup> Edition). Allied Publishers: New Delhi.

#### **Reference books**

1. Khan, Aman and Hildreth, W Bartley (2003) Case Studies in Public Budgeting and Financial Management, Revised and Expanded (2<sup>nd</sup> Edition). Routledge: New York
2. Lall, G S (1979) Public Finance and Financial Administration in India. HPJ Kapoor: New Delhi
3. Rabin, Jack and Stevens, Glenn L (2001) Handbook of Fiscal Policy (1<sup>st</sup> Edition). Routledge: London
4. Sury, M M (1990) Government Budgeting in India. Commonwealth Publishers: New Delhi
5. Thavaraj, M J K (2001) Financial Administration in India (6<sup>th</sup> Edition). Sultan



Chand: Delhi

**Additional Readings:**

1. Chand, P (2010). Performance Budgeting (2<sup>nd</sup> Edition). Allied Publishers: New Delhi.
2. Frank, Howard A (2006) Public Financial Management (1<sup>st</sup> Edition). CRC Press, Taylor & Francis Group: New York
3. Gupta, B N (2006) Indian Federal Finance and Budgetary Policy. Chaitanya Publishing House: Allahabad
4. Thompson, Fred and Green, Mark T (Eds.) (1998) Handbook of Public Finance (1<sup>st</sup> Edition). Marcel Dekker: New York

Semester – II
<b>Paper 1/Subject Name: Issues in Public Administration</b> <b>Type of course: Minor</b> <b>Subject Code: PBA182N201</b> <b>Level of Course: 100</b> <b>L-T-P-C – 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b>

**Course Objectives**

To enhance the ability to explain issues pertaining to Accountability in Public Administration and Integrity in Administration and the emerging issues of Good Governance and Right to Information

**Course Outcomes:**

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Demonstrate</b> the difference in Generalists and Specialist Relationship in the Indian	<b>BT 2</b>
CO 2	<b>Explain the</b> accountability in Public Administration	<b>BT 2</b>
CO 3	<b>Identify</b> the means and agencies for checking Corruption at Union and State Level	<b>BT 3</b>
CO 4	<b>Analyse</b> the issues to Indian administration..	<b>BT 4</b>

**Course Outline**

<b>Modu les</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	Accountability in Public Administration: Parliamentary, Executive and Judicial Control over Administration. Lok Pal and Lok Ayukta.	<b>15</b>
<b>II.</b>	Integrity in Administration: Means and Agencies for checking Corruption at Union and State Level.	<b>15</b>
<b>III.</b>	Emerging Issues: Good Governance, Right to Information. Consumer Protection Act, 2005.	<b>15</b>
<b>IV</b>	Political and Permanent Executive. Generalists and Specialist Relationship. Administrative Reforms.	<b>15</b>
		<b>60</b>

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Exp. Learning</b>
<b>60 Hrs</b>	---	<b>30 hrs ( Group discussion, case studies, problem solving)</b>

### **Text Books**

1. Battacharya Mohit, 1987, Public Administration: Structure, Process and Behaviour, The World Press Pvt. Ltd., Calcutta.
2. Bhambri C.P. 1985. Public Administration, Educational Publishers: Meerut.

### **Reference Books**

1. Administrative Reforms Commission, 1968. Report on the Machinery Government of India and its procedures of work.
2. Basu, Durga Das, 2004, Introduction to the Constitution of India, Twelfth Edition; Prentice Hall of India: New Delhi.
3. Chaturvedi, T.N. 1980. Secrecy in Government, IIPA, New Delhi.
4. Jabbara, Joseph G. and Dwivedi, O.P. (ed) 1998, Public Service Accountability, Kumarian Press Inc., Bloonfield CT, U.S.A.

### **Additional Readings:**

1. Chanda, Ashok. 1968. Indian Administration; G. Allen and Unwin: London
2. Jain R.B. 1976, Contemporary Issues in Public Administration; Vishal Publications: New Delhi.
3. Kothari, Shanti and Ramashray Roy, 1969, Relations between Politicians and Administrators at the District level; IIPA and the Centre for Applied Politics: New Delhi.
4. Maheshwari, Shriram. 1990. Indian Administration: Orient Longman: New Delhi.
5. Paul, S, 1994, Strengthening Public Accountability: New Approaches and Mechanisms. Public Affairs Centre, Bangalore.

Semester – II (SEC)
<b>Subject Name: Data Analysis-II</b> <b>Course Level -100</b> <b>Subject Code: PBA182S221</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit: 3</b> <b>Scheme of Evaluation: Theory + Practical</b>

**Course Objective:** This course is designed to introduce students to the basics of techniques of data collection and classification.

**Course Outcomes:**

On completion of this course students will be expected to-

CO	Course Outcomes	BT Level
CO1	Define and understand techniques of data collection	BT-1
CO2	Identify challenges relating to data collection.	BT-2
CO3	Organise raw data collected from the field.	BT-3
CO4	Apply in data analysis	BT-4

**Detailed Syllabus:**

Modules	Topics (if applicable) & Course Contents	Periods
I	<b>Data-</b> Types, Methods of collection of data, Questionnaire and Schedule-Preparation, characteristics of a good questionnaire, Questions and questionnaire design, Sample and Census- Merits and demerits	15
II	Sampling techniques, Random and Non-random sampling, Merits, and demerits of all methods. Sampling and non-sampling errors.	15
III	Organization of Raw Data- variables, Series Classification of data, Text, Tabular, Graphical and Diagrammatic presentation.	15

<b>IV</b>	Techniques of Survey, Organizational surveys, Secondary survey data, Weights and missing data, Data reduction and scaling, Multivariate analysis of survey data . Survey-based experiment	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Text/Reference Books:**

1. Levine, D., Stephan, D., Szabat, K. (2017). Statistics for managers using Microsoft Excel, 8th ed. Pearson.
2. Tattar, P., Ramaiah, S., Manjunath, B. (2018). A course in statistics with R. Wiley.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
30 Hours	45 Hours	<b>15 Hours</b> <ul style="list-style-type: none"> <li>• Home Assignment – 5 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 2 Hours</li> </ul>

**Semester – II**

Paper II/Subject Name: Introduction to Indian Knowledge System - II Subject Code: IKS992I201 L-T-P-C – 2-1-0-3 Credit Units: 3 Course Level: 100 Scheme of Evaluation: Theory
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Course objectives: This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

Course Outcomes: On completion of this course, students will be expected to –

CO	contents	BT Level
<b>CO1</b>	Recall traditional Indian knowledge traditions constituting Indian culture	<b>BT1</b>
<b>CO2</b>	Summarize differences between classical literature in Sanskrit and other Indian languages	<b>BT2</b>
<b>CO3</b>	Compare knowledge traditions originating in NE India	<b>BT3</b>
<b>CO4</b>	Appreciate the contribution of Indian Knowledge Systems to the world	<b>BT4</b>

<b>Units</b>	<b>Course Contents</b>	<b>Periods</b>
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<b>I</b>	Indian Classical Literature Indian Classical Literature: A Brief Introduction. - Ancient Indian Spritual Poetics-Kavya: Contribution of Kalidasa Diversity and Indian Culture: - Diversity and Indian Culture - Indigenous Faith and Religion -Preservation of culture and indigenous knowledge The Purpose of Knowledge - Understanding Self-Awareness and Spirituality. -Indian concept and purpose of Knowledge and Education - Understanding Spirituality and Materialism: Para and Apar Vidya	<b>15</b>
<b>II</b>	Methodology of Indian Knowledge System: - Shruti and Smriti traditions. -Intoduction to Shastras. -Manuscriptology: The art and science of documenting knowledge. - Repositories of ancient manuscripts with special reference to the Northeast India. Indian Architecture and Town Planning: - Introduction ancient Indian architecture. - Sthapatya-Veda: An Introduction - Indigenous tools & techniques for town planning & Temple Architecture. Lothal, Mohan Jo Daro. - Temple Art: Lepakshi Temple, Jagannath Puri Temple, Konark Sun Temple. - Vernacular architecture of Assam: Special reference to Brahmaputra Valley	<b>15</b>
<b>III</b>	Indian Agriculture: - Agriculture: Significance in Human Civilization. - Sustainable Agriculture. - Historical significance of agriculture and sustainable farming in India. - Step Cultivation of India: Special reference to Northeast India. - Wet rice cultivation of Assam. Indian Textiles: What is Textile? - Tradition of cotton and silk textiles in India. - The historical contribution of textile and weaving to the Indian economy. - Varieties of textiles and dyes developed in different regions of India with special reference to Northeast India	<b>15</b>
<b>IV</b>	Indian Polity and Economy: - Understanding Kingdom and Chiefdom - Role of a king - The Indian idea of a well-organized polity and flourishing economy. - The Chakravarti System: Administrative System of Ancient Bharatvarsha. - Village administrative system: Northeast India. - Arthashastra: Brief synopsis The outreach of Indian Knowledge System across Geographical Boundaries - Indian Languages. - Scripts. - Linguistics. - Ayurveda. - Yoga and Meditation. - Textile - Decimal value place system-based arithmetic, Algebra and Astronomy	<b>15</b>
<b>EL</b>	The experiential learning sessions may include: Field Visits: Organizing visits to historical sites, museums, traditional craft centers, and other places relevant to Indian knowledge systems. Interactive Sessions: Engaging students in discussions with experts and practitioners in various fields of Indian knowledge systems to gain insights and practical knowledge. Online Lecture Series: Providing the students with online lectures by distinguished experts in the field of the Indian Knowledge System. Hands-on Activities: Providing opportunities for students to participate in activities related to traditional arts, crafts, music, dance, agriculture, etc., to understand the practical aspects of Indian knowledge systems.	<b>30</b>

	Practical Demonstrations: Conducting workshops or sessions to demonstrate traditional practices, such as yoga, Ayurveda, Vastu Shastra, etc., for the students.	
	TOTAL	90

**Textbooks Books:**

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), Introduction to Indian Knowledge System: Concepts and Applications. PHI Learning Private Ltd.
2. Mukul Chandra Bora, Foundations of Bharatiya Knowledge System. Khanna Book Publishing

**Reference Books:**

1. Baladev Upadhyaya, Samskrta Śāstrom ka Itihās, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, Sūtrasthāna and Śarīrasthāna, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century, Dharampal Classics Series, Rashtrottthana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, Indian Economy and Polity in Eighteenth century Chengal pattu, in J. K. Bajaj ed., Indian Economy and Polity, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

**Semester: 2<sup>nd</sup>**

**Type of Course:** AEC(w.e.f.2023-24) UG Programme  
**Course Code:** CEN982A201  
**Course Title:** CEN II: Approaches to Verbal and Non-Verbal Communication  
**Course level:** 100, **Credits:** 1,  
**L-T-P-C:** 1-0-0-1,  
**Scheme of Evaluation:** Theory and Practical

**Course Objectives**

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

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

CO	Course Outcome	BT Level
CO1	List the different types of technical communication, their characteristics, their advantages and disadvantages.	BT1

<b>CO2</b>	<b>Explain</b> the barriers to communication and ways to overcome them.	<b>BT2</b>
<b>CO3</b>	<b>Identify</b> the means to enhance conversation skills.	<b>BT3</b>
<b>CO4</b>	<b>Determine</b> the different types of non-verbal communication and their significance.	<b>BT 4</b>

### Detailed Syllabus

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
I	<b>Technology Enabled Communication</b> Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organizations Telephone, Teleconferencing, Fax, Email, Instant messaging, Blog, Podcast, Videos, videoconferencing, social media	<b>4</b>
II	<b>Communication Barriers</b> Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, Physiological, Methods to overcome barriers to communication.	<b>4</b>
III	<b>Conversation skills/Verbal Communication</b> Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	<b>4</b>
IV	<b>Non-verbal Communication</b> Body language-Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/Modulation, Proxemics, Haptics, Artifacts, Chronemics,	<b>4</b>
	<b>Total</b>	<b>16</b>

### Texts:

1. Rizvi, M.Ashraf.(2017).*Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi,P. D.and Chaturvedi,Mukesh. (2014).*Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta.(2011).*Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
15hours	-	10hours <ul style="list-style-type: none"> <li>- Movie/Documentary screening</li> <li>- Field visits</li> <li>- Peer teaching</li> <li>- Seminars</li> <li>- Library visits</li> </ul>

Semester-II

Subject Name: Behavioural Sciences -II

UG 2st semester

Course code: BHS982A202

L-T-P-C 1-0-0-1

Credit: 1

Scheme of evaluation: theory+practical

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course Outcomes: On completion of the course the students will be able to

CO	contents	BT Level
CO1	Develop an elementary level of understanding of culture and its implications on personality of people.	BT1
CO2	Understand the concept of leadership spirit and to know its impact on performance of employees.	BT2
CO3	Understand and apply the concept of Motivation in real life.	BT3

**Detailed Syllabus:**

Modules	Course Contents	Periods
<b>I</b>	Culture and Personality Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	<b>4</b>
<b>II</b>	Attitudes and Values Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	<b>4</b>
<b>III</b>	Motivation Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory & Theory X and Y)	<b>4</b>
<b>IV</b>	Leadership Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	<b>4</b>
	TOTAL	<b>16</b>



Text books

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management;
2. Pfeiffer & Company Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.
3. Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

Semester – III
<b>Paper 1/Subject Name: Administrative Thought</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M301</b> <b>Level of Course: 200</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>
<b>Course Objectives</b>

To make the student aware of theories and thoughts of various classical, neo-classical and modern thinkers in the area of administration and organization.

**Course Outcomes:**

On successful completion of the course the students will be able to:		
SI. No	Course Outcome	Blooms Taxonomy Level
CO 1	Define classical and modern approaches of administration	BT 1
CO 2	Compare and contrast classical and behavioural theories of administration.	BT 2
CO 3	Identify the different motivational theories.	BT 3
CO 4	Analyse the ancient, ecological and modern management thoughts of administration	BT 4

Modules	Course Contents	Periods
I.	Classical Approach Identity of Public Administration: Woodrow Wilson Principles of Management: Henri Fayol, Luther Gulick and L.B. Urwick Scientific Management: Frederick Winslow Taylor Bureaucratic Theory: Max Weber, Karl Marx	15

<b>II.</b>	Human Relations and Behavioural Approach Elton Mayo (Hawthorne Experiments) Mary Parker Follett (Conflict and Leadership) Chester I. Barnard (Functions of Executive) Herbert Simon (Decision making)	<b>15</b>
<b>III.</b>	Chris Argyris (Immaturity-Maturity Theory) Rensis Likert (Systems Management) Motivation: Abraham Maslow (Needs Hierarchy); Frederick Herzberg (Motivation – Hygiene); Douglas McGregor (Theory X and Theory Y)	<b>15</b>
<b>IV</b>	Fred W. Riggs (Ecological Approach) Peter Drucker (Modern Management) Vincent Ostrom (Public Choice Theory) Kautilya (Principles and elements of public administration; Saptanga Theory of State; Recruitment and Training)	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Keywords:** Classical Approach , Human Relations and Behavioural Approach, Motivation, Ecological Approach

### **Text Books**

1. Maheshwari, S. R. (2003). Administrative Thinkers (2nd Edition). Delhi: Macmillan India Limited
2. Ostrom, Vincent and Allen, Barbara. (2007). The Intellectual Crisis in American Public Administration. Alabama: The University of Alabama Press.
3. Prasad, D. R. & Prasad, V.S., Satyanarayana, P., Pardhasaradhi, Y. (2017). Administrative Thinkers. New Delhi: Sterling.
4. Sapru, R.K. (2006). Administrative Theories and Management Thought. New Delhi:
5. Pugh D.S., Hickson D.J. & Hinings C.R. (2007). Writers on Organizations. Harmondsworth: Penguin.
6. Evans, Michael. (2004). Karl Marx. London: Routledge.
7. Fadia, B.L. and Fadia, Kuldeep. (2017). LokPrashasan. Agra: SahityaBhawan.

### **Reference Books**

1. Pugh, Derek S. (Ed.) (1990). Organization Theory: Selected Readings. Third Edition.

London: Penguin Business

2. Mouzelis, N. P. (2009). Organization and Bureaucracy – An Analysis of Modern Theories. London: Routledge.

3. Ostrom (2015). Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press: Cambridge, U.K.

Semester – III
<b>Paper 2/Subject Name: Public Personnel Administration</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M302</b> <b>Level of Course: 200</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:**

This course is designed to provide a good grounding and an in depth understanding of Public personnel Administration, its issues, career systems, Public personnel system of the India.

**Course Outcomes:**

On successful completion of the course the students will be able to:		
Sl. No	Course Outcome	Blooms Taxonomy Level
CO 1	Define Public personnel Administration, its issues, career systems and other terms covering various aspects of personnel administration	BT 1
CO 2	Explain the Public personnel system of the Indian Republic .	BT 2
CO 3	Identify the Code of Conduct for All India, recent civil service reforms	BT 3
CO 4	Analyse the Salary Administration; Performance Appraisal and Promotion mechanism	BT 4

**Detailed Syllabus:**

Modules	CourseContents	Periods
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<b>I.</b>	<b>Introduction:</b> Public Personnel Administration: Meaning, Nature and Scope; Issues in Public Personnel Administration: Neutrality, Ethics and Accountability	<b>15</b>
<b>II.</b>	<b>Civil Service System:</b> Career Systems – Concepts and types; Classification – Concepts and types; Recruitment; Training; Salary; Code of Conduct	<b>15</b>
<b>III.</b>	Public Personnel system in India-I: Constitutional Provisions; Classification; Recruitment; Recruitment agencies at the Union and State levels; Training; Salary Administration; Performance Appraisal and Promotion mechanism	<b>15</b>
<b>IV</b>	Public Personnel system in India-II: Code of Conduct for All India, Central Services and State Civil Services; Disciplinary Action; Employer-Employees Relations-Right to Form Association, Joint-Consultative Council; Central Administrative Tribunal; Recent Civil Service Reforms	<b>15</b>
		<b>60</b>

### **Text books**

1. Bhayana, S S and Singh S (2016) Public Personnel and Financial Administration (4<sup>th</sup> Edition). New Academics: Jalandhar
2. Davar, Rustom S (2008) Personnel Management and Industrial Relations in India (2<sup>nd</sup> Edition).Vikas Publishing House: New Delhi
3. Flipppo, Edwin B (2008) Principles of Personnel Management (4<sup>th</sup> Edition). McGraw Hill:Kogakusha
4. Rabin, Jack; Vocino, Thomas; Hildreth, W Bartley; and Miller, J Gerald (2008) Handbook of Public Personnel Administration. Taylor & Francis: United Kingdom

### **Reference books**

1. Sarkaria Commission (1988) Report of the Commission on Centre-State Relations. Government of India: New Delhi. Available on: [interstatecouncil.nic.in/report-of-the-sarkaria-commission/sarkaria-commission-report](http://interstatecouncil.nic.in/report-of-the-sarkaria-commission/sarkaria-commission-report).

2. Koontz, H and O'Donnell, Cyril (2008) Principles of Management (5<sup>th</sup> Edition). McGrawHill:Tokyo
3. Pigors, Paul and Myers, Charles A (1969) Personnel Administration: A Point of View and a Method ( 6<sup>th</sup> Edition). McGraw Hill: New York
4. Saxena, A P (2010) Training and Development in Government. Indian Institute of PublicAdministration: New Delhi
5. Second Administrative Reforms Commission (2010) Refurbishing of PersonnelAdministration - Scaling New Heights - 10th Report. Government of India: New Delhi

Stahl, O Glenn (1971) Public Personnel Administration (6<sup>th</sup> Edition). Oxford and IBHPublishing : New Delhi

Semester – III
<b>Paper 1/Subject Name: Development Administration</b> <b>Type of course: Minor</b> <b>Subject Code: PBA182N301</b> <b>Level of Course: 200</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:** This course is designed to introduce basic concepts and principles of Development Administration to the students of Public Administration.

**Learning outcomes:**

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Define</b> Development Administration – Administration for Development	<b>BT 1</b>
CO 2	<b>Explain</b> basic concepts and significance of Development Administration	<b>BT 2</b>
CO 3	<b>Identify</b> the special nature of Development Administration.	<b>BT 3</b>
CO 4	<b>Examine</b> Changing nature of Development Administration.	<b>BT 4</b>

Modules	CourseContents	Periods
<b>I.</b>	Introduction Meaning and Growth of Development Administration – Scope and Significance of Development Administration – Administration for Development.	<b>12</b>
<b>II.</b>	Thrust Areas Thrust Areas: Political Development, Social Development and Economic Development – Development in International Context – Changing nature of Development Administration	<b>12</b>
<b>III.</b>	Concepts Growth and Development – Sustainable Development. Theories and Models Distinction between Development Administration and General Administration – Riggs model of Development Administration – Ecological dimensions of Development Administration – Theories and assumptions of	<b>12</b>

	Development Administration	
<b>IV</b>	Emerging Issues Bureaucracy and development – Development in the era of Liberalization, Privatization and Globalization – Impact of Globalization on Development Administration in developing Countries – Development Administration at various spatial levels.	<b>12</b>
		<b>48</b>

### Text Books

1. Paleker, S.A. Development Administration, PHI Learning, New Delhi, 2012
2. Ali Farazmand, Handbook of Comparative and Development Public Administration, New York: Marcel Dekker, 2001.

### Reference Books:

1. Hari Mohan Mathur, Administering Development in Their World Constraints and Choices, New Delhi, Sage Publications in India Pvt Ltd., 1986
2. Chaturvedi, T.N, Development Administration, IIPA, 1984
3. Fred W.Riggs, Frontiers of Development Administration, Durham; Duke University Press, 1970.
4. Prayag Mehta, Bureaucracy, Organizational Behavior and Development, Sage Publications India Pvt.Ltd., 1989.
5. Pai Panandikar V.A., Development Administration in India, Macmillan, 1974.

### Additional Readings

1. Chatarjee SK., Development Administration with special reference to India, New Delhi; Surjeet Publications; 1981
2. Esman, Milton J., CAG and the Study of Public Administration. In F. W. Riggs (Ed.), The frontiers of development administration (pp.41-71). Durham, North Carolina: Duke University Press, 1970.
3. Heady, F, Public administration: A comparative perspective (5th ed.). New York: Marcel Dekker, 1996.
4. Heaphey, J., Comparative Public Administration: Comments on current Characteristics. Public Administration Review, 28(3), 242-249, 1968.
5. Montgomery, J., Approaches to Development Politics, Administration and Change, New York: McGraw Hill, 1966.

Semester – III (SEC)
Paper /Subject Name: Data Analysis-III Subject Code: PBA182S321 L-T-P-C – 3-1-0-4 Credit Units: 4 Scheme of Evaluation: Theory+Practical

**Course Objective:** Microsoft Excel is one of the most used products of Microsoft office. It is used for data entry, data analysis, data presentation, or calculation. The best thing about Microsoft Excel is that this totally depends on your skill level. You can use MS Excel for any beginner or advanced level task it will be equally efficient & easy to use in either

case. This MS Excel course is Advance Level or Expert Level training especially for engineers, data analysts, data scientists, students, teachers, or researchers, or for anyone who has basic or intermediate level Microsoft Excel knowledge & now wants to learn Advance Level, MS Excel.

CO	Contents	BT Level
CO1	Recall how to import & consolidate the data.	BT level 1
CO2	Demonstrate how to analyse data.	BT level 2
CO3	Apply of Pivot Tables & Charts	BT level 3
CO4	Analyse various Charts & Tables for research purpose	BT level 4

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#### Unit-1

Difference between Excel 2003, 2007 and 2010,2013,2016, Use of Excel, its boundaries & features Basic Formula BODMAS /∓Formulae that Add / Subtract / Multiply / Divide Formula Error Checking, The Sum Function Absolute Referencing Problems with Absolute / Relative Cell Referencing, Creating Absolute / Mixed References

#### Unit-2

The VLOOKUP/ HLOOKUP Functions PivotTables Creating, Formatting Simple PivotTables Creating /∓ Formatting a PivotTable ∓Page Field in a PivotTable Modifying a PivotChart

#### Unit-3

Statistical Functions Using The∓Using The SUMIF / COUNTIF Functions AVERAGE / COUNT / LARGER / SMALLER Functions Microsoft Excel Charts The Average Function The Date Function 3 Time Functions in Excel A Time table Project, Financial Projects The Student Averages Project.

#### Unit-4

Importing & Exporting Data Importing Data from Database / Text Files / Web Changing External Data Range∓Exporting Data Conditional Logic in Excel The IF Function Conditional Formatting in excel. Count IF, Count IFS 4 SUMIF, SUMIFS

#### Text-Books

1. Advanced Excel Essentials, Jordan Goldmeire; 2019; Apress, India

#### Reference Books:

1. Manish Nigam ; Data Analysis with Excel, BPB Publications; First edition (1 January 2019), India

#### Semester: 3<sup>rd</sup>

**Type of Course:** AEC(w.e.f.2023-24) UG Programme

**Course Code:**CEN982A301

**Course Title:** CEN III–Fundamentals of Business Communication

**Course level:**200,

**Total Credits:** 1,

**L-T-P-C:**1-0-0

**Scheme of Evaluation:** Theory and Practical

**Course Objective:** The aim of the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

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



CO Level	Course Outcome	Blooms Taxonomy Level
CO1	<b>Define and list</b> business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	<b>BT1</b>
CO2	<b>Demonstrate</b> confident verbal communication skills through persuasive presentations, active listening, and clear articulation to engage and influence diverse stakeholders.	<b>BT2</b>
CO3	<b>Apply</b> effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	<b>BT3</b>

Detailed Syllabus		
Units	Course Contents	Periods
I	<b>Business Communication: Spoken and Written</b> <ul style="list-style-type: none"> <li>The Role of Business Communication</li> <li>Classification and Purpose of Business Communication</li> <li>The Importance of Communication in Management</li> <li>Communication Training for Managers</li> <li>Communication Structures in Organizations</li> <li>Information to be Communicated at the Workplace</li> <li>Writing Business Letters, Notice, Agenda and Minutes</li> </ul>	5
II	<b>Negotiation Skills in Business Communication</b> <ul style="list-style-type: none"> <li>The Nature and Need for Negotiation <ul style="list-style-type: none"> <li>Situations requiring and not requiring negotiations</li> </ul> </li> <li>Factors Affecting Negotiation <ul style="list-style-type: none"> <li>Location, Timing, Subjective Factors</li> </ul> </li> <li>Stages in the Negotiation Process <ul style="list-style-type: none"> <li>Preparation, Negotiation, Implementation</li> </ul> </li> <li>Negotiation Strategies</li> </ul>	5
III	<b>Ethics in Business Communication</b> <ul style="list-style-type: none"> <li>Ethical Communication</li> <li>Values, Ethics and Communication</li> <li>Ethical Dilemmas Facing Managers</li> <li>A Strategic Approach to Business Ethics</li> <li>Ethical Communication on the Internet</li> <li>Ethics in Advertising</li> </ul>	5

<b>IV</b>	<b>Business Etiquettes and Professionalism</b> <ul style="list-style-type: none"> <li>• Introduction to Business Etiquette</li> <li>• Interview Etiquette</li> <li>• Social Etiquette</li> <li>• Work place Etiquette</li> <li>• Netiquette</li> </ul>	<b>5</b>
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**Texts:**

1. *Business Communication* by Shalini Verma
2. *Business Communication* by P.D.Chaturvedi and Mukesh Chaturvedi
3. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
15hours	-	10hours <ul style="list-style-type: none"> <li>- Movie/Documentary screening</li> <li>- Field visits</li> <li>- Peer teaching</li> <li>- Seminars</li> <li>- Library visits</li> </ul>

**Semester-III**

Subject Name: Behavioural Sciences -III

UG 3<sup>rd</sup> semester

Course code: BHS982A302

L-T-P-C 1-0-0-1

Credit: 1

Scheme of evaluation: theory+practical

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations .To enable the students to understand the process of problem solving and creative thinking.

Course Outcomes: On completion of the course the students will be able to

CO	contents	BT Level
CO1	Understand the process of problem solving and creative thinking.	BT1
CO2	Develop and enhance of skills required for decision-	BT2

	making.	
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### Detailed Syllabus:

Modules	Course Contents	Periods
<b>I</b>	Problem Solving Process Defining problem, the process of problem solving, Barriers to problem solving(Perception, Expression, Emotions, Intellect ,surrounding environment)	<b>4</b>
<b>II</b>	Thinking as a tool for Problem Solving What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: -Making Predictions and Reasoning. -Memory and Critical Thinking. - Emotions and Critical Thinking.	<b>4</b>
<b>III</b>	Creative Thinking - Definition and meaning of creativity, - The nature of creative thinking :Convergent and Divergent thinking, - Idea generation and evaluation (Brain Storming) - Image generation and evaluation. - The six-phase model of Creative Thinking: ICEDIP model	<b>4</b>
<b>IV</b>	Building Emotional Competence Emotional Intelligence – Meaning, components,Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	<b>4</b>
	<b>TOTAL</b>	<b>16</b>

### Text books

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management;
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Semester – IV
<b>Paper 1/Subject Name: Regulatory Governance</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M401</b> <b>Level of Course: 200</b> <b>L-T-P-C – 3-1-0-4</b>
<b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

### Course Objective:

To enhance the ability to understand the significance and rationale of regulatory governance, the issues of independence, transparency and inhibiting factors and their remedies of regulatory governance in Indian context

**Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>Sl. No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Define</b> administrative process of regulation and regulatory governance	<b>BT 1</b>
<b>CO 2</b>	<b>Explain the</b> mechanism and efficacy of regulators in various leading sectors	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> theoretical perspectives relating to regulation, regulatory governance and independent regulatory commissions.	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> the issues of independence, transparency and inhibiting factors and their remedies of regulatory governance in Indian context	<b>BT 4</b>

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Introduction:</b> Regulation – concept, rationale and theories; Regulatory Governance – Concept, significance and limitations; and Independent Regulatory Commission – concept and rationale	<b>12</b>
<b>II.</b>	<b>Issues in Regulatory Administration:</b> Independence of regulator; Transparency and accountability of regulator; Failures or inhibiting factors in regulatory Administration and their remedies	<b>12</b>

<b>III.</b>	<b>Sectoral Regulation:</b> Telecom – Telecom Regulatory Authority of India (TRAI) - structure, functions and role; Insurance – Insurance Regulatory and Development Authority of India (IRDAI) - structure, functions and role; and Electricity – Central Electricity Regulatory Commission (CERC) - structure, functions and role	<b>12</b>
<b>IV</b>	<b>Sectoral Regulation:</b> Higher Education: University Grants Commission (UGC) – composition, functions and role; Food Safety – Food Standards and Safety Authority of India (FSSAI) - structure, functions and role; and Environment – Central Pollution Control Board (CPCB) - composition, functions and role	<b>12</b>
		<b>48</b>

### **Text Books**

1. Baldwin, R; Cave, M and Lodge, M (2011) Understanding Regulation: Theory, Strategy and Practice. Oxford University Press: London
2. Pollitt C., Managerialism and the Public Services: The Anglo-American Experience, Oxford: Basil Blackwell, 1990.

### **Reference Books**

1. Government of India (2006) Approach to Regulation: Issues and Options. Planning Commission: New Delhi
2. Government of India (2009) Creating an Effective Regulatory Framework, 13<sup>th</sup> Report, Chapter-6, Second Administrative Reforms Commission, Ministry of Personnel, Public Grievances and Pensions, Department of Administrative Reforms and Public Grievances: New Delhi
3. Government of India (2011) Report of the Working Group on Business Regulatory Framework: Towards Optimal Regulatory Government in India: New Delhi

### **Additional Readings:**

1. Richard Boyle, Towards a New Public Service, Dublin: Institute of Public

Administration, 1995.

2. Janos Bertok, Trust in Government: Ethics Measures in OECD Countries, OECD, 2000.
3. David Harvey, A Brief History of Neo-liberalism, Oxford: Oxford University Press, 2005.

Semester – IV
<b>Paper 2/Subject Name: Comparative Public Administration</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M402</b> <b>Level of Course: 200</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:**

To enhance the ability to analyze approaches, indices, and models of comparative Public Administration, Administration in UK, USA, Japan.

**Course Outcomes:**

On successful completion of the course the students will be able to:		
Sl. No	Course Outcome	Blooms Taxonomy Level
CO 1	Define approaches, indices, and models of comparative Public Administration	BT 1
CO 2	Compare and contrast administrative systems and their accountability mechanisms of UK, USA and France.	BT 2
CO 3	Identify the local governmental system, grievance redressal mechanisms and relevance of comparative approach in globalized perspective	BT 3
CO 4	Analyse the relevance of Comparative Public Administration in the era of Liberalization, Privatization and Globalization	BT 4

Modules	Course Contents	Periods
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<b>I.</b>	<b>Introduction:</b> Comparative Public Administration: Meaning, Nature, Scope and Significance. Salient Features of Administration in Developed & Developing Countries: Social, Economic, Political and Administrative.	<b>12</b>
<b>II.</b>	<b>Approaches:</b> Structural Functional Approach; Behavioural Approach; and Ecological Approach	<b>12</b>
<b>III.</b>	<b>Administrative Systems &amp; Accountability :</b> Salient features of Administration in UK, USA, Japan, Chief Executive of UK, USA, Japan. Accountability: Control Machinery of UK, USA, Japan.	<b>12</b>
<b>IV</b>	Local government of UK, USA, Japan. Grievance Redressal Machinery of UK, USA, Japan. Relevance of Comparative Public Administration in the era of Liberalization, Privatization and Globalization	<b>12</b>
<b>TOTAL</b>		<b>48</b>

### **Text Books**

1. Arora, R K and Sharma, S (Eds.) (1992) Comparative and Development Administration: Ideas and Actions. Arihant Centre for Administrative Change: Jaipur
2. Bhatt, A and Ranjan, R (2010) Comparative Government and Politics (1<sup>st</sup> Edition). Anmol Publications: New Delhi

### **Reference Books**

1. Farazmand, A (Ed.) (2001) Handbook of Comparative and Development Public Administration ( 2<sup>nd</sup> Edition). Marcell Dekker: New York
2. Heady, Ferrel (2001) Public Administration: A Comparative Perspective (6th Edition). Marcel Dekker: New York
3. Nadkarni, Vidya and Noonan, Norman C (Eds.) (2013) Emerging Powers in a Comparative Perspective: The Political and Economic Rise of the BRIC Countries. Bloomsbury Academic: London

### **Additional Readings:**

1. Ray, S N (2004) Modern Comparative Politics: Approaches, Methods and Issues. PrenticeHall of India: New Delhi
2. Riggs, F W (1961) The Ecology of Public Administration. Asia Publishing House: Bombay.

3. Chaturvedi, T N (1994) Tulnatmak LokPrashashan. College Book Depot: Jaipur
4. Dahiya, Sewa Singh and Singh, Ravindra (2012) Comparative Public Administration. Sterling Publishers: New Delhi

Semester – IV
<b>Paper 2/Subject Name: Administrative Ethics in Governance</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M403</b> <b>Level of Course: 200</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

#### Course Objectives

To enhance the ability to explain the philosophy of ethics with special reference to ethics in Public life and accountability of Public services.

#### Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Demonstrate</b> the difference in Right, Duty, Freedom, Equality, Fraternity, Karma, Purusharthas, and Dharma	<b>BT 2</b>
CO 2	<b>Explain the</b> Issues of Inequality, Abortion, Foeticide, Suicide, Environment Degradation, Capital Punishment; and Nature of Moral Dilemmas	<b>BT 2</b>
CO 3	<b>Identify</b> the issues of Ethics in Public Life	<b>BT 3</b>
CO 4	<b>Examine</b> the Causes, Remedies and Institutional Arrangements for fighting Corruption in India.	<b>BT 4</b>

#### Course Outline

Modu les	Course Contents	Periods
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<b>I.</b>	Introduction: Ethics – concept and significance; Key concepts – Right, Duty, Freedom, Equality, Fraternity, Karma, Purusharthas, and Dharma. Contribution of Kautilya: Character Building, Measures to tackle Corruption; Contribution of Mahatma Gandhi – Satyagraha and Truth. Contribution of Western Administrative Thinkers to Ethics with special reference to Socrates (Moral Theory) and Immanuel Kant (Deontological Theory)	<b>12</b>
<b>II.</b>	Applied Ethics: Issues of Inequality, Abortion, Foeticide, Suicide, Environment Degradation, Capital Punishment; and Nature of Moral Dilemmas	<b>12</b>
<b>III.</b>	Ethics in Public Life: Civil Service Neutrality and Anonymity; Significance of Ethical and Moral Values in Governance. Code of Ethics and Code of Conduct for Civil Services in India	<b>12</b>
<b>IV</b>	Probity in Governance: Corruption – Causes, Remedies; Institutional Arrangements for fighting Corruption in India: CVC, CBI, Lokpal and Lokayukta	<b>12</b>
		<b>48</b>

#### **Text Books**

1. Arora, Ramesh K (Ed.) (2014) Ethics, Integrity and Values in Public Service. New Age International: New Delhi
2. Bhargava, R (2006) Politics and Ethics of the Indian Constitution. Oxford University Press: New Delhi

#### **Reference Books**

1. Chakraborty, Bidyut (2016) Ethics in Governance in India. Routledge: New Delhi
2. Chaturvedi, T N (Ed.) (1996) Ethics in Public Life. IIPA: New Delhi
3. Godbole, M (2003) Public Accountability and Transparency: The Imperatives of Good Governance. Orient Longman: New Delhi

#### **Additional Readings:**

1. Hooja, R (2008) Corruption, Ethics and Accountability: Essays by an Administrator. IIPA: New Delhi Mathur,
2. B P (2014) Ethics for Governance: Reinventing Public Services. Routledge Taylor and Francis Group: New Delh
3. Michael J. Sandel(2007)Justice: A Reader, Oxford University Press

Semester – IV
<b>Paper 3/Subject Name: International Organizations</b> <b>Type of course: Minor</b> <b>Subject Code: PBA182N401</b> <b>Level of Course: 200</b> <b>L-T-P-C – 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:**

To enhance the ability to analyze the role of International Organizations, Non-State Actors, World Financial Institutions

**Course Outcomes:**

On successful completion of the course the students will be able to:		
Sl. No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Define</b> International Organizations, Non States Actors	<b>BT 1</b>
CO 2	<b>Compare</b> and <b>contrast</b> the role and relationships International Organization and Global Governance	<b>BT 2</b>
CO 3	<b>Identify</b> the United Nations Peacekeeping Operation	<b>BT 3</b>
CO 4	<b>Analyse</b> role and relationships of International Financial Institutions Breton Woods System WTO	<b>BT 4</b>

Modules	CourseContents	Periods
<b>I.</b>	Introduction to International Organizations and Global Governance Rationale and Scope	<b>12</b>
<b>II.</b>	Historical Legacy of International Organization and Global Governance The League of Nations The United Nations United Nations in the Post-Cold Cold War Era Reforming the United Nations Peacekeeping Operation UN and Humanitarian Intervention UN and Global Environmental Issues	<b>12</b>
<b>III.</b>	International Financial Institutions Breton Woods System WTO	<b>12</b>

<b>IV</b>	. Non States Actors in Global Governance Globalization and Non-States Actors • Global Civil Society • Sports and International Organisation • MNCs, TNCs	<b>12</b>
<b>TOTAL</b>		<b>48</b>

### Text Books

1. Abbot, Kenneth and Snidal, Duncan, "Why States Act Through Formal Organizations", Journal of Conflict Resolution Vol. 42, No. 1 February 1998, pp. 3-32
2. Albrecht Schnabel & Ramesh Thakur, "From An Agenda for Peace to the Brahmi Report: Towards a New Era of UN Peace Operation"

### Reference Books

1. Barnett, Michael and Duvall, Raymond (Eds), Power in Global Governance (Cambridge University Press)
2. Devesh Kapur, "The IMF: A Cure or a Curse?" Foreign Policy, No 111 (summer, 1998) , pp 114-129
3. Fred Haliday, "Global Governance: Prospects and Problems, Citizenship Studies, Vol 4, No 1, 2000
4. Inis Claude, Swords into Plowshares: The Problems and Progress of International Organizations( Delhi: Anupam Publications(reprint), 1987)
5. Karns, Margaret P. and Mingst, Karen A., International Organizations: The Politics and Process of Global Governance (New Delhi: Viva Books, 2005)

### Additional Readings

1. Margaret E Keck & Kathryn Sikkink, Activist Beyond Borders: Advocacy Network in International Politics (Cornell Univ Press, 1998)
2. Peter Coffey, " The Background to and the Creation of the Original Bretton Woods System" in Peter Coffey & Robert J Riley, Reforms of the International Institutions, the IMF, World Bank and the WTO
3. Roland Paris, "Peacekeeping and the Constraints of Global Culture" ,European Journal Of International Relations, Vol 9 (3), 2003, pp 441-73
4. Thomas G Weiss & Karen E Young, "Compromise and Credibility: Security Council Reform?, Security Dialogue
5. Vijay Kelkar, Vikash Yadav and Praveen Chaudhry, "Reforming the Governance of the International Monetary Fund"

### Semester – IV

**Paper 2/Subject Name: Rural Local Administration**  
**Type of course: Minor**  
**Subject Code: PBA182N402**  
**Level of Course: 200**  
**L-T-P-C – 2-1-0-3**  
**Credit Units: 3**  
**Scheme of Evaluation: Theory**

**Course Objective:**

To enhance the ability to analyze Urbanization, role of Rural local government and Development Programmes

**Course Outcomes:**

On successful completion of the course the students will be able to:		
SI. No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Define</b> urban and rural local government, democratic decentralization	<b>BT 1</b>
CO 2	<b>Compare</b> and <b>contrast</b> the role and relationships of rural local democratic decentralized institutions (PRIs) with other related issues and institutions	<b>BT 2</b>
CO 3	<b>Identify</b> the composition, role, functions, and resources of rural and urban local bodies	<b>BT 3</b>
CO 4	<b>Analyse</b> role and relationships of rural local democratic decentralized institutions (PRIs) with other related issues and institutions	<b>BT 4</b>

Modules	Course Contents	Periods
I.	<b>Introduction:</b> Evolution of Local Governance in India. focusing on constitutional provisions, community development program and committees and commissions on panchayati raj constituted by the Government of India.	12
II.	<b>Panchayati Raj Institutions:</b> 73rd Constitutional Amendment Act, 1992; Gram Sabha – composition, functions and role; Gram Panchayat – composition, functions and role; Panchayat Samiti – composition, functions and role; and Zila Parishad – composition, functions and	12

	role	
<b>III.</b>	<b>Institutional Framework for PRIs:</b> District Rural Development Agency; District Planning Committee; State Election Commission; State Finance Commission	<b>12</b>
<b>IV</b>	<b>Issues in Rural Governance:</b> Panchayati Raj Finance; Devolution of powers, functions and Activity Mapping; Panchayati Raj Bureaucracy in Rural Development.	<b>12</b>
<b>TOTAL</b>		<b>48</b>

### **Text Books**

1. Agarwal, Amba (2005) Fiscal Decentralization: Financing of Panchayati Raj Institutions in India. Serial Publications: New Delhi
2. Baluchamy, S (2004) Panchayati Raj Institutions. Mittal Publications: New Delhi
- Bhadouria, B D S and Dubey, V P (1989) Panchayati Raj and Rural Development. Commonwealth Publishers: New Delhi

### **Reference Books**

1. Dube, M P and Padalia, Munni (Eds.) (2002) Democratic Decentralization and Panchayati Raj in India. Anamika Publishers: New Delhi
2. Maheshwari, S R (2003) Local Government in India. Lakshmi Narain Agarwal: Agra
3. Maheswari, Shriram (2008) Local Government in India, Lakshmi Narain Agarwal: Agra
- Malik, A S (2012) Rural Leadership: Emerging Trends. Deep & Deep Publications: New Delhi
4. Biju, M R (2008) Panchayati Raj System in India: A Symbol of Participatory Democracy and Decentralized Development. Kaniska Publication: New Delhi
5. Dharmaraj, Sengmalam (2008) Panchayati Raj System in India. Abhijeet Publications: New Delhi

**Additional Readings:**

1. Mathew, George and Jain L C (Eds.) (2005) Decentralisation and Local Governance. Orient Blackswan : New Delhi
2. Mathur, Kuldeep (2013) Oxford India Short Introductions: Panchayati Raj. Oxford: New Delhi
3. Mathur, S N (1996) New Panchayati Raj in Action. Mittal Publications: New Delhi
4. Mathur, S N (1997) Nyaya Panchayats as Instruments of Justice. ISS : New Delhi
5. Narwani, G S and Joshi, R P ( 2002) Panchayat Raaj in India: Emerging Trends Across the States. Rawat Publications: Jaipur
6. Ram, D Sundar (2008) Role of Panchayati Raj Institutions in 60 Years of Independent India: Vision of the Future. Academy of Grassroot Studies and Research: Tirupati

**Semester: 4<sup>th</sup>****Type of Course:** AEC(w.e.f.2023-24) UG Programme**Course Code:** CEN982A401**Course Title:** CEN IV: Business Communication: Concepts and Skills**Course level:** 200,**Total Credits:** 1, L-T-P-C:1-0-0,**Scheme of Evaluation:** Theory and Practical

**Course Objectives:** This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

**Course Outcomes:** After the successful completion of the course, the students will be able to

CO Level	Course Outcome	Blooms Taxonomy Level
CO2	<b>Demonstrate</b> understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	<b>BT2</b>
CO3	<b>Develop</b> professional documents to meet the objectives of the workplace	<b>BT3</b>

<b>CO3</b>	<b>Identify</b> different life skills and internet competencies required in personal and professional life.	<b>BT3</b>
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<b>Detailed Syllabus</b>		
<b>Units</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Presentation Skills</b> Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	<b>5</b>
<b>II</b>	<b>Business Writing</b> Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	<b>5</b>
<b>III</b>	<b>Preparing for jobs</b> Employability and Unemployability, Bridging the Industry-Academia Gap Knowing the four- step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interview, what does a job interview assess, Strategies of success at interviews, participating in group discussions.	<b>5</b>
<b>IV</b>	<b>Digital Literacy and Life Skills</b> <b>Digital literacy:</b> Digital skills for the 21st century, College students and technology, information management using Web space, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. <b>Life Skills:</b> Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem- solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Application of life skills: opening and operating bank accounts, applying for PAN, Passport, online bill payments, ticket booking, gas booking	<b>5</b>

**Texts:**

1. *Business Communication* by Shalini Verma

**References:**

1. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15hours	-	10hours <ul style="list-style-type: none"> <li>- Movie/Documentary screening</li> <li>- Field visits</li> <li>- Peer teaching</li> <li>- Seminars</li> <li>- Library visits</li> </ul>

#### Semester-IV

Subject Name: Behavioural Sciences -IV

UG 4th semester

Course code: BHS982A402

L-T-P-C 1-0-0-1

Credit: 1

Scheme of evaluation: theory+practical

Course objectives: : To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course Outcomes: On completion of the course the students will be able to

CO	contents	BT Level
CO1	Understand the importance of individual differences	BT1
CO2	Develop a better understanding of self in relation to society and nation	BT2
CO3	Facilitation for a meaningful existence and adjustment in society	BT3

#### Detailed Syllabus:

Modules	Course Contents	Periods
<b>I</b>	Managing Personal Effectiveness Setting goals to maintain focus, Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	4
<b>II</b>	Positive Personal Growth Understanding & Developing positive	4



	emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	
<b>III</b>	Handling Diversity Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	<b>4</b>
<b>IV</b>	Developing Negotiation Skills Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	<b>4</b>
	<b>TOTAL</b>	<b>16</b>

#### Text books

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management;
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

<b>Semester – V</b>
<b>Paper 1/Subject Name: Right Based Governance</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M501</b> <b>Level of Course: 300</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

#### Course Objectives

To enhance the ability to explain meaning of Rights Based Governance; Right to Health and other positive rights; Right to Privacy; Rule of Law; Enforcement of Human Rights in India.

#### Course Outcomes:

<b>On successful completion of the course the students will be able to:</b>		
<b>SI No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Demonstrate</b> the difference in ‘right based governance’ and ‘welfare-based governance’	<b>BT 2</b>
<b>CO 2</b>	<b>Compare</b> and <b>contrast</b> Government Welfare Schemes and Rights based approach	<b>BT 2</b>

<b>CO 3</b>	<b>Identify</b> Rights Based Governance in India: Meaning of Rights Based Governance; Right to Health and other positive rights; Right to Privacy.	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> issues and Challenges in International Context; Human Rights in Global Health: Rights-Based Governance for a Globalizing World	<b>BT 4</b>

### Course Outline

<b>Modu les</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	Human Rights and Right to Health: Birth and Origin of Health & Human Rights; Evolution of the Health & Human Rights Movement; Difference between 'Rights based Governance' and 'Welfare based Governance' in the context of India; The Future of Human Rights based Governance and Accountability	<b>12</b>
<b>II.</b>	Government Welfare Schemes and Rights based approach: The Right to Information Act, 2005; Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) in 2005; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Right of Children to Free and Compulsory Education Act, 2009	<b>12</b>
<b>III.</b>	Rights Based Governance in India: Meaning of Rights Based Governance; Right to Health and other positive rights; Right to Privacy; Rule of Law; Enforcement of Human Rights in India: National Human Rights Commission(NHRC), State Human Rights Commissions, National Commission for Women, Scheduled Castes, Scheduled Tribes and Child Rights Commissions; Role of Judiciary in protecting these rights	<b>12</b>
<b>IV</b>	Human Rights - International Perspective: Universal Declaration of Human Rights; International Humanitarian Law; Issues and Challenges in International Context; Human Rights in Global Health: Rights-Based Governance for a Globalizing World	<b>12</b>
		<b>48</b>

### Text Books

1. Albritton, R B and Bureekul, T (2009) A Comparative Survey of Democracy, Governance and Development. Global Barometer: Chile
2. Denhardt, R B and Denhardt, J V (2009) Public Administration: An Action Orientation (6th Edition). Wadsworth: Boston

### Reference Books

1. Mamta Mokta and Deepak Kumar, Implementation of Right to Information Act, 2005 in

Himachal Pradesh a study, Scholars's Press

2. Barthwal, C P (Ed.) (1998) Social Justice in India, Bharat Book Centre: Lucknow

### Additional Readings

1. Chaturvedi, T N and Chandra, S K (1980) Social Administration, Development and Change. IIPA: New Delhi
2. Report (2011) Namibia labour force survey of 2008. Institute for Public Policy and Research: Windhoek

Semester – V
<b>Paper 2/Subject Name: Environmental Administration and Policy</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M502</b> <b>Level of Course: 300</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

### Course Objectives

To enhance the Knowledge and understanding of the issues pertaining to environment, energy and natural resources especially in scientific, economic, political and institutional perspectives and the Indian environment policies and their implementation

### Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Define</b> Biodiversity, Waste Management, Ecosystem Balance; Natural Resource Conservation & Management; Environmental	<b>BT 1</b>
CO 2	<b>Explain</b> Basic Issues, Environmental Impact of Population Growth and Agenda for Action	<b>BT 2</b>
CO 3	<b>Identify</b> the environmental issues and different agencies for the environmental administration.	<b>BT 3</b>
CO 4	Examine the national and international Environment Policies.	<b>BT 4</b>

### Course Outline

<b>Modules</b>	<b>CourseContents</b>	<b>Periods</b>
<b>I.</b>	Conceptual constructs: Environment, Healthy Environment, Climate, Biodiversity, Waste Management, Ecosystem Balance; Natural Resource Conservation & Management; Environmental Hazards and Risk Management. Population and Environment: Basic Issues, Environmental Impact of Population Growth and Agenda for Action	<b>12</b>
<b>II.</b>	Environment Policies and Evaluation: National Environment Policy, 2006; Environmental Impact Assessment; and Impact Prediction, Evaluation and Mitigation	<b>12</b>
<b>III.</b>	Environmental Administration: Ministry of Environment; Central Pollution Control Board – Structure, Functions and Role; State Pollution Control Board – Structure, Functions and Role; National Green Tribunal	<b>12</b>
<b>IV</b>	International Perspective: Global Environment Issues – Water Contamination, Atmospheric Pollution, Acid Rain, Noise Pollution and control strategies thereof. Important International conferences on Environment – Rio Earth Summit, 1992; Kyoto Protocol, 1997; Interstate and International Cooperation for Environment Protection – Role of UNEP; Sustainable Development Goals and Environment	<b>12</b>
		<b>48</b>

**Keywords:.** Natural Resource Conservation, National Environment Policy, Environmental Administration, Central Pollution Control Board, Global Environment Issues

#### **Text Books**

1. Bhatt, M S; Ashraf, S; and Illiyan, A (Eds.) (2008) Problems and Prospects of Environment Policy: Indian Perspective. Aakar Books: Delhi

2. Divan, S and Rosencranz, A (2001) Environmental Law and Policy in India (18th Edition). Oxford University Press: New Delhi

### Reference Books

1. Kulkarni, V and Ramachandra, T V (2006) Environmental Management. TERI Press: New Delhi
2. Roberts, J (2011) Environmental Policy (2nd Edition). Routledge: Abingdon, Oxon
3. Uberoi, N K (2007) Environmental Management (2nd Edition). Excel Books: New Delhi

### Additional Readings:

1. UNEP (2015) Embedding the Environment in Sustainable Development Goals. Post 2015 Discussion Paper 1 Version
2. Dwivedi, O P (1997) India's Environmental Policies, Programmes and Stewardship. Palgrave Macmillan: London, UK
3. Krishnamoorthy, B (2017) Environmental Management: Text and Cases (3rd Edition). PHI Learning: New Delhi

Semester – V		
<b>Paper 3/Subject Name: E-governance</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M503</b> <b>Level of Course: 300</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>		
<b>Course Objectives</b> To enhance the ability to explain need, importance and Significance of e-Governance, Theories of eGovernance, and Models of e-Governance		
<b>Course Outcomes:</b>		
<b>On successful completion of the course the students will be able to:</b>		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Demonstrate the difference in Pre -National e-Governance Plan and Post NeGP (NeGP	BT 2

<b>CO 2</b>	<b>Explain the</b> e-Governance Initiatives in area of Government to Citizens (G2C), Government to	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> the ssues & Challenges for e-Governance	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> e-Readiness; Digital Divide (Gender, Geographic, Economic, Social and Political) Challenges	<b>BT 4</b>

### Course Outline

<b>Modu les</b>	<b>Course Contents</b>	<b>Periods</b>
<b>1.</b>	Concepts and Initiatives : Meaning, Definitions, Scope (Including stages and types of interactions in e-Governance) and Significance of e-Governance, Theories of eGovernance (Six perspectives and six theories). Models of e-Governance (The General Information Dissemination Model, the Critical Information Dissemination Model, the Advocacy Model, the Interactive Model	<b>12</b>
<b>II.</b>	Growth of e-Governance initiatives in India, Pre -National e-Governance Plan and Post NeGP (NeGP 2006). e-Governance Initiatives in area of Government to Citizens (G2C), Government to Business (G2B) and Government to Government G2G)	<b>12</b>
<b>III.</b>	Legal Framework, Issues & Challenges for e-Governance: I T Act – 2001 (ICT Act and important features of the Act); Information and Cyber Security. Case studies related to e-governance practices in rural and urban areas.	<b>12</b>
<b>IV</b>	e-Readiness; Digital Divide (Gender, Geographic, Economic, Social and Political); Challenges; Resistance to Change, Capacity Building, Adaptation of Technology and Administrative Reforms	<b>12</b>
		<b>48</b>

### Text Books

1. Bhatnagar, S C (2004) E-Government: From Vision to Implementation. Sage: New Delhi
2. Milakovich, Michael E. (2012) Digital Governance - New Technologies for improving

Public Service and Participation. Routledge: New York

### Reference Books

1. Mamta Mokta(2009) Challenges in Governance, Anamika publishers, New delhi-2011,
2. Pardhasaradhi, Y. (2009) E-Governance and Indian Society. Kanishka: New Delhi

### Additional Readings:

1. Raab, C. Bellamy; C. Staylor, J. ; Dutton, W. H. and Peltu, M. (1996) The information polity: electronic democracy, privacy and surveillance, in W.H. Dutton (Ed.) Information and Communication Technologies; Visions and Realities. Oxford University Press: Oxford
2. Satyanarayana, J. (2006) E-Government. PHI: New Delhi

Semester – V
<b>Paper 1/Subject Name: Urban Local Administration</b> <b>Type of course: Minor</b> <b>Subject Code: PBA182N501</b> <b>Level of Course: 200</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

#### Course Objective:

To enhance the ability to analyze Urbanization, role of Urban and Development Programmes and Urban Governance

#### Course Outcomes:

On successful completion of the course the students will be able to:		
SI. No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Define</b> urban and local government, democratic decentralization	<b>BT 1</b>
CO 2	<b>Compare</b> and <b>contrast</b> the role and relationships of local democratic decentralized institutions with other related issues and institutions	<b>BT 2</b>
CO 3	<b>Identify</b> the composition, role, functions, and resources of urban localbodies	<b>BT 3</b>
CO 4	<b>Analyse</b> role and relationships of rural local democratic decentralized institutions with other related issues and institutions	<b>BT 4</b>

<b>Modules</b>	<b>CourseContents</b>	<b>Periods</b>
<b>I.</b>	<b>Introduction:</b> Evolution of Local Governance in India. focusing on constitutional provisions, community development program and committees and commissions on panchayati raj constituted by the Government of India. Urbanization: Concept; Trends; Challenges	<b>12</b>
<b>II.</b>	<b>Organizational Framework for Urban Governance:</b> 74 <sup>th</sup> Constitutional Amendment Act; Structure, Composition and Functions of Metropolitan Committees, Municipal Corporations, Municipal Councils and Nagar Panchayats; State Finance Commission; State Election Commission.	<b>12</b>
<b>III.</b>	<b>Urban Development Programmes and Urban Governance:</b> Urban Development Programmes like AMRUT, NUHM etc.; SMART cities and other recent trends; Sources of Finance of Urban Local Government; Personnel Administration; Bureaucracy and Local Governance.	<b>12</b>
<b>IV</b>	<b>Issue Areas in Urban Governance:</b> State-Local relations; Rural-Urban relations; Globalization and Urban governance; Administrative Reforms in Local Governance.	<b>12</b>
<b>TOTAL</b>		<b>48</b>

#### **Text Books**

1. Maheshwari, S R (2003) Local Government in India. Lakshmi Narain Agarwal: Agra
2. Agarwal, Amba( 2005) Fiscal Decentralization: Financing of Panchayati Raj Institutions in India. Serial Publications: New Delhi

#### **Reference Books**

1. Dube, M P and Padalia, Munni (Eds.) (2002) Democratic Decentralization and



PanchayatiRaj in India. Anamika Publishers: New Delhi

2. Maheswari, Shriram (2008) Local Government in India, Lakshmi Narain Agarwal:  
Agra
3. Malik, A S ( 2012) Rural Leadership: Emerging Trends. Deep & Deep Publications: New Delhi
4. Mathew, George and Jain L C (Eds.) (2005) Decentralisation and Local Governance. Orient Blackswan : New Delhi

**Additional Readings:**

1. Mathur, Kuldeep (2013) Oxford India Short Introductions: Panchayati Raj. Oxford: New Delhi
2. Mathur, S N (1996) New Panchayati Raj in Action. Mittal Publications: New Delhi
3. Mathur, S N (1997) Nyaya Panchayats as Instruments of Justice. ISS : New Delhi
4. Narwani, G S and Joshi, R P ( 2002) Panchayat Raaj in India: Emerging Trends Across the States. Rawat Publications: Jaipur
5. Ram, D Sundar (2008) Role of Panchayati Raj Institutions in 60 Years of Independent India: Vision of the Future. Academy of Grassroot Studies and Research: Tirupati

Semester – VI
<b>Paper 1/Subject Name: Social Welfare Administration</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M601</b> <b>Level of Course: 300</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

Semester – VI
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**Course Objectives**

To enhance the ability to explain the provisions related to Welfare of SC/ST, Women and Children, Aged of Drug Addicts .

**Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>SI No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Demonstrate</b> the difference in Concept of Welfare State: and Philosophy Social Welfare	<b>BT 2</b>
<b>CO 2</b>	<b>Explain</b> the Social Legislation in India	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> the Role of NGOs/Voluntary Organisations for Social Welfare	<b>BT 3</b>
<b>CO 4</b>	<b>Examine</b> the different organizations, Programmes and Administration for Welfare	<b>BT 4</b>

### Course Outline

<b>Modul es</b>	<b>Course Contents</b>	<b>Periods</b>
<b>1.</b>	<b>Social Welfare :</b> Concept and Significance Welfare State: Concept and Philosophy Social Welfare Administration: Nature, Scope and Significance	<b>12</b>
<b>II.</b>	<b>Social Legislation in India :</b> 1. An Overview Protection of Women from Domestic Violence Act, 2005 2. The Juvenile Justice (Care and Protection of Children) Act, 2015	<b>12</b>
<b>III.</b>	Union Ministry of Social Justice and Empowerment; State Social Welfare Department; Central Social Welfare Board; State Social Welfare Board Role of NGOs/Voluntary Organisations for Social Welfare	<b>12</b>
<b>IV</b>	Welfare of SC/ST Policy, Programmes and Administration for Welfare of Women and Children Policy, Programmes and Administration for Welfare of Aged Policy, Programmes and Administration for Welfare of Drug Addicts	<b>12</b>
		<b>48</b>

### Text Books

1. Social Welfare Administration, Sachdeva. D.R. (2009). Allahabad: KitabMahal.
2. Sankhdher Bulsara, J.F. & Verma (2006). Perspective in Social Welfare in India. New Delhi: S. Chand & Co. Chowdhary

### Reference Books

- Social Welfare Administration, . D.P. (1976). Delhi: Atma Ram and Sons. Encyclopedia of Social Change. Vol. 5. New Delhi: Anmol Publishers.
- Annual report of Ministry of Social Justice and Empowerment, Government of India, 2022

**Paper 2/Subject Name: Disaster Management**

**Type of course: Major**

**Subject Code: PBA182M602**

**Level of Course: 300**

**L-T-P-C – 3-1-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Theory**

**Course Objectives**

To enhance the ability to explain Application of Science and Technology for Disaster Management: Role of Geoinformatics/ Information and Communication Technology Systems in Disaster Management.

**Course Outcomes:**

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Demonstrate</b> the difference in Natural Disasters – Earthquakes, Volcanic Eruptions, Floods, Cyclones; Climate Change; Man-made Disasters – Anthropogenic , Soil Degradation,	<b>BT 2</b>
CO 2	<b>Explain the</b> Mega Disasters of India and Lessons Learnt; Case Studies: Tsunami 2005	<b>BT 2</b>
CO 3	<b>Identify</b> the Application of Science and Technology for Disaster Management	<b>BT 3</b>
CO 4	<b>Analyse</b> the Disaster Risk Reduction – Sustainable Development and Role of NGOs	<b>BT 4</b>

**Course Outline**

Modules	Course Contents	Periods
<b>I.</b>	Conceptual constructs: Disaster – concept and dimensions; Natural Disasters – Earthquakes, Volcanic Eruptions, Floods, Cyclones; Climate Change; Man-made Disasters – Anthropogenic , Soil Degradation, Desertification and Deforestation	<b>12</b>
<b>II.</b>	Disaster Management in India: Organisational Framework for Disaster Administration in India at the Union, State and Local levels (including Nodal Agency, National Disaster Management Authority, State Authority) as per the Disaster Management Act, 2005; National Policy on Disaster Management, 2009; Disaster Profile of India – Mega Disasters	<b>12</b>

	of India and Lessons Learnt; Case Studies: Tsunami 2005 and Kedarnath Floods 2013	
<b>III.</b>	Application of Science and Technology for Disaster Management: Role of Geoinformatics/ Information and Communication Technology Systems in Disaster Management (Remote Sensing, GIS and GPS); Disaster Communication System (Early Warning and its Dissemination); Land Use Planning and Development Regulation	<b>12</b>
<b>IV</b>	Disaster Risk Reduction – Sustainable Development, Inter- state and International Cooperation for Disaster Management; Role of NGOs and Army in Disaster Management and Disaster Management Training, community participation in disaster management, practice elements in the organization and their Execution	<b>12</b>
		<b>48</b>

### **Text Books**

- 1, Dhawan, Nidhi Gauba and Khan, Ambrina Sardar (2012) Disaster Management and Preparedness. CBS Publications: New Delhi.
- 2.Kumar, Rajesh (2018) E-Governance and Disaster Management. GenNext Publications: New Delhi

### **Reference Books**

1. Monappa, K C (2004) Disaster Preparedness. Akshay Public Agencies: New Delhi
2. Narayan, B (2009) Disaster Management. APH Publishing Corporation: New Delhi

### **Additional Readings**

1. Nayak, Shailesh abd Siri Zlatanova (Eds.) (2008) Remote Sensing and GIS Technologies for Monitoring and Prediction of Disasters. Springer: Berlin
2. Palanivel, K; Saravanavel, J; and Gunasekaran, S (2015) Disaster Management. Allied Publishers: New Delhi

<b>Semester – VI</b>
<b>Paper 3/Subject Name: Cyber Security Administration</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M603</b> <b>Level of Course: 300</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>
<b>Course Objectives</b>

To enhance the ability to explain different types of cyber-crimes perpetrated across the globe and enhance their competency for dealing with cyber frauds and deceptions

**Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>SI No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Define</b> the cyber-crimes	<b>BT 1</b>
<b>CO 2</b>	<b>Explain the</b> Information Technology Act and legal frame work of Right to privacy, data	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> the Issues of cyber frauds and deceptions	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> the Dispute Resolution in Cyberspace	<b>BT 4</b>

**Course Outline**

<b>Modu les</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	Introduction to Web Technology and Cyber Laws: Computers and its Impact on Society; Overview of Computer and Web Technology; Freedom of Speech and Expression in Cyberspace; Right to Access Cyberspace – Access to Internet; Right to Privacy; Right to Data Protection.	<b>12</b>
<b>II.</b>	Need for Cyber Law; Cyber Jurisprudence at International and Indian Level. UN & International Telecommunication Union (ITU) Initiatives; Council of Europe – Budapest Convention on Cybercrime; Asia-Pacific Economic Cooperation (APEC); Organization for Economic Co-operation and Development (OECD)	<b>12</b>
<b>III.</b>	Cyber Crimes & Legal Framework: Cyber Crimes against Individuals, Institutions and the State; Offences under IT Act, 2000: Hacking, Digital Forgery, Cyber Stalking/Harassment, Cyber Pornography.	<b>12</b>
<b>IV</b>	Intellectual Property Issues in Cyber Space: Interface with Copyright Law, Patent Law, Trademarks & Domain Names related issues; Dispute Resolution in Cyberspace: Concept of Jurisdiction, Indian Context of Jurisdiction and IT Act, 2000, Dispute Resolutions	<b>12</b>
		<b>48</b>

**Text Books**

1. Mayank Bhushan(2017)Fundamentals of Cyber Security, BPB Publications, Repro Books Limited Mumbai Maharashtra

#### Reference Books

1. Bhansali, S R (2003) Information Technology Act, 2000. University Book House : Jaipur
2. Deva, Vasu (2003) Cyber Crimes and Law Enforcement. Commonwealth Publishers: New Delhi
3. Naib, Sudhir (2011) The Information Technology Act, 2005: A Handbook, Oxford University Press: New York

#### Additional Readings

1. Reed, Chris and Angel, John (Eds.) (2007) Computer Law : The Law and Regulation of Information Technology. Oxford University Press: New York
2. Yatindra Justice (2012) Cyber Laws (5th Edition). Universal Law Publishing Co.: New Delhi
3. Verma, S K and Mittal, Raman (2004) Legal Dimensions of Cyber Space. Indian Law Institute: New Delhi

Semester – VI
<b>Paper 4/Subject Name: Education administration</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M604</b> <b>Level of Course: 300</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

#### Course Objectives

To enhance the ability to explain the different concepts and models education and educational Administration, the National Policy on Education, Sarva Shiksha Abhiyan and institutions and agencies involved in promoting education in India

#### Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define Universalization of Elementary Education (UEE), Non-Formal Education (NFE), Vocationalization of Secondary Education, Autonomous Colleges	BT 1
CO 2	<b>Compare</b> and <b>contrast</b> Right to Education (RTE) Act, 2009; and Implementation and Evaluation of Sarva Siksha Abhiyan (SSA),	BT 2

<b>CO 3</b>	<b>Identify</b> Socio-economic Problems of Educational Development	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse the issues of</b> Equality of Opportunity; Employment and Productivity; Nation Building and Citizenship; and Globalization and Education	<b>BT 4</b>

### Course Outline

<b>Modu les</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	Introduction: Educational Administration – Concept , Significance and Scope; Concepts: Universalization of Elementary Education (UEE), Non-Formal Education (NFE), Vocationalization of Secondary Education, Autonomous Colleges etc.	<b>12</b>
<b>II.</b>	Education Policies: Kothari Commission Report, National Policy on Education, 1986 as modified in 1992 (Plan of Action, 1992); Right to Education (RTE) Act, 2009; and Implementation and Evaluation of Sarva Siksha Abhiyan (SSA), NEP2020	<b>12</b>
<b>III.</b>	Institutions: Union Ministry of Education– Organisational set up and Role with special reference to the Organization of the Department of Education and its responsibilities; University Grants Commission: Structure, Functions and Role; National Council of Educational Research and Training: Structure, Functions and Role	<b>12</b>
<b>IV</b>	Socio-economic Problems of Educational Development: Equality of Opportunity; Employment and Productivity; Nation Building and Citizenship; and Globalization and Education , skill require for employability	<b>12</b>
		<b>48</b>

### Text Books

Ghosh, Sunanda (2009) Education in Emerging Indian Society: The Challenges and Issues. PHI Learning: New Delhi

Ghosh, Suresh Chandra (2015) The History of Education in Modern India (1757-2012) (4thEdition). Orient Blackswan: New Delhi

### Reference Books

Kapur, Devesh and Mehta, Pratap Bhanu (Eds.) (2017) Navigating the Labyrinth – Perspectives on India’s Higher Education. Orient Blackswan: Hyderabad

Lazin, Fred, Matt, Evans and N. Jayaram (Eds.) (2010) Higher Education and Equality of

Opportunities: Cross-National Perspectives. Lexington Books: United Kingdom

Semester – VI
<b>Paper 1/Subject Name: Social Audit</b> <b>Type of course: Minor</b> <b>Subject Code: PBA182N601</b> <b>Level of Course: 200</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

### Course Objectives

To enhance the ability to understand social audit, conduct social audit independently, able to assimilate social audit process and write a social audit report.

### Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define the concept of Social Audit	BT 1
CO 2	Explain the ecology of social audit and impediments of Social Audit	BT 2
CO 3	Identify the application of Social Audit: Tools and modes of social audit.	BT 3
CO 4	Analyse the Case Studies of Social Audits in India.	BT 4

### Course Outline

Modu les	Course Contents	Periods
1.	Conceptual Constructs: Meaning, objectives, principles, types, process, advantages and disadvantages of Social Audit; Social Audit Rules 2011.	12
II.	Ecology of social audit; Impediments of Social Audit, Application of Social Audit: Tools and modes of social audit.	12
III.	Training module; Case Studies – national and international – Dungarpur, Rajasthan; Ananatpur, Andhra Pradesh and likewise from other countries.	12



<b>IV</b>	Project Report (maximum 20 pages)	<b>12</b>
		<b>48</b>

#### Text Books

1. Aggarwal, Nomita (Ed.) (2003) Social Auditing of Environmental Laws in India. New Century Publications: New Delhi

#### Reference Books:

1. Eavani, Farzad; Nazari, Kamran and Emami, Mostafa (2012) Social Audit: From Theory to Practice. Journal of Applied Sciences Research, 8(2),Pp. 1174-1179

#### Additional Readings:

1. Rahim, Mia; Mahmudur, Idowu and Samuel, O (2015) Social Audit Regulation Development, Challenges and Opportunities. Springer: Switzerland
2. Saunders, Peter (1995) Capitalism: A Social Audit (Concept in Social Thought) University of Minnesota Press: Minnesota

Semester – VII
<b>Paper 1/Subject Name: Health Administration</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M701</b> <b>Level of Course:400</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

#### Course Objectives

To enhance the ability to explain the theoretical issues related to healthcare policies, various governmental programs and institutions/organizations at national and international levels, the challenges faced by Public Health Administration

#### Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
<b>CO 1</b>	<b>Recall</b> the Sustainable Development Goals (SDGs) and Public Health; World Health	<b>BT 2</b>
<b>CO 2</b>	<b>Explain the</b> Institutional Framework of Health Administration at national level	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> the Challenges of Public Health Administration	<b>BT 3</b>

<b>CO 4</b>	<b>Examine</b> the structure, functions and role of Medical Council of India, National Institute of Health and Family Welfare	<b>BT 4</b>
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### Course Outline

<b>Modu les</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	Introduction: Public Health Administration – Nature, Significance and Scope; Sustainable Development Goals (SDGs) and Public Health; World Health Organization (WHO) – structure, functions and role in Asia	<b>12</b>
<b>II.</b>	Institutional Framework of Health Administration at national level: Union Ministry of Health and Family Welfare – organization, functions and role; Healthcare Programmes in India – Family Welfare Programme; Reproductive Child Healthcare; Immunization Programme; National Health Mission (NHM)	<b>12</b>
<b>III.</b>	Institutional Framework of Health Administration at state level: Organization, functions and role of the Department of Health; Health Programmes at state level; Administration of Primary Healthcare at the local level	<b>12</b>
<b>IV</b>	Other Healthcare Institutions: National Institute of Health and Family Welfare – structure, functions and role; Medical Council of India – structure, functions and role; Challenges of Public Health Administration	<b>12</b>
		<b>48</b>

### Text Books

1. Ahmad, Alia and Lalitha, N (Eds.) (2013) An Institutional Perspective on Provision of Health Care in India and Bangladesh. Academic Foundation: New Delhi
2. Banerjee, Baratati (Ed.)(2017) DK Taneja's Health Policies & Programmes in India (15th Edition). Jaypee Brothers Medical Publishers: New Delhi

### Reference Books

1. Ballabh, C (2007) Health Care Services in Hospital. Alfa Publication: New Delhi
2. Hanlon, John H (2008) Principles of Public Health Administration. C V Mosley Co. Mahal: St. Louis

### Additional Readings:

1. Henry, Zodinliana Pachuau (2015) Children Under Institutional Care in North-East India. Lambert Academic Publishing: New Delhi

Semester – VII
<b>Paper 2/Subject Name: Economic Administration</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M702</b> <b>Level of Course:400</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

#### Course Objectives

To enhance the ability to explain the economic models of the government, industrial policies and economic legislations, promotional role of State by referring to various promotional and infrastructural public sector undertakings.

#### Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Demonstrate the difference in</b> : Market Mechanism, Perfect Competition, Monopoly, Monopolistic Competition,	BT 2
CO 2	<b>Explain the</b> Economic Legislations in India after Independence.	BT 2
CO 3	<b>Identify</b> the Rationale for Government Intervention; State versus Market Debate Monetary Policy	BT 3
CO 4	<b>Analyse the rationale of</b> Economic Reforms	BT 4

#### Course Outline

Modu les	Course Contents	Periods
1.	Relevance of Economics to Public Administration Concepts: Market Mechanism, Perfect Competition, Monopoly, Monopolistic Competition, National Income Concept and Features: Free Market Economy; Centrally Planned Economy; Mixed Economy	12
II.	Economic Legislation: Rationale, Philosophy and Overview	12

	Industrial (Development and Regulation) Act, 1951 Foreign Exchange Management Act, 1999 Competition Act, 2002	
<b>III.</b>	Economic Administration: Nature and Scope Market Failure: The Rationale for Government Intervention; State versus Market Debate Monetary Policy: Objectives, Instruments and Administration Fiscal Policy: Objectives, Instruments and Administration	<b>12</b>
<b>IV</b>	Sustainable Socio-economic Development; SDGs and the Indian economy Structure and Growth of the Indian Economy Indian Economic Reforms: Concept, Rationale and Evaluation	<b>12</b>
		<b>48</b>

### Text Books

Bailey, S. J. (2001). Public Sector Economics: Theory, Policy and Practice (2nd ed.). London: Palgrave.

Chakraborty, Lekha S. (2016). Fiscal Consolidation, Budget Deficits and the Macro Economy. New Delhi: Sage.

### Reference Books

Mishra, S.K. and Puri, V.K. (2010). Indian Economy: Its Development Experience. New Delhi: Himalaya Publishing House.

Ray, Partha (2013), Monetary Policy, Oxford Press, New Delhi

Semester – VII
<b>Paper 3 /Subject Name: International Relations</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M703</b> <b>Level of Course:400</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

### Course Objectives

To enhance the ability to explain the nature of International Relations

### Course Outcomes:

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level

<b>CO 1</b>	<b>Define</b> International Relations	<b>BT 1</b>
<b>CO 2</b>	<b>Explain the</b> Approaches in International Relations Post-positivist Approach	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> National interest; Security, Anarchy Civil Society; Citizenship,	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> Emerging Theories in IR	<b>BT 4</b>

### Course Outline

<b>Modu les</b>	<b>Course Contents</b>	<b>Periods</b>
<b>1.</b>	The Nature of International Relations :Theory History and scope of the Discipline Traditional and Scientific Approaches in International Relations Post-positivist Approach	<b>12</b>
<b>II.</b>	State, Sovereignty; Power/Hegemony, National interest; Security, Anarchy Civil Society; Citizenship, Identity; Gender; Cosmopolitanism Globalisation, Poststructuralism, Green Politics Traditional Theories in IR Realisms Liberalisms Marxism International Society/English School	<b>12</b>
<b>III</b>	Emerging Theories in IR: An Introduction Critical Theories Constructivisms Post-Structural Theories	<b>12</b>
<b>IV</b>	Major Theories in Contemporary IR Constructivisms Normative Approaches Feminist Theories Postmodernism and IR Theory Post-colonialism and IR	<b>12</b>
		<b>48</b>

#### Text Books:

1. Bajpai, Kanti and Siddharth Mallavarapu (eds.), International Relations In India: Bringing Theory Back Home (New Delhi: Orient Longman, 2005)
2. Baldwin, David, ed., Neorealism and Neoliberalism: The Contemporary Debate (New York: Columbia University Press, 1993).

#### Reference Books:

1. Barnett, Michael, "Social Constructivism," The Globalization of World Politics, pp. 251-270.
2. Baylis, John and Steve Smith, (eds.) The Globalization of World Politics: An Introduction to International Relations. 3rd ed. Oxford: Oxford University Press, 2005

3. Bull, Hedley, *The Anarchical Society: A Study of Order in World Politics* (London: Macmillan, 1977).
4. Burchill, Scott et al, *Theories of International Relations* 4<sup>th</sup> (ed.) (London: Palgrave, 2001)
5. Christian Reus-Smith and Duncan Snidal, (eds.) *Oxford Handbook of International Relations* (2008)

### **Additional Readings**

1. H. J Morgenthau, *Politics Among Nations* (New York: Alfred Knopf, 1951-78), Part I.
2. Jackson and Sorenson, *Introduction to International Relations* Kaplan, Morton 'The New Great Debate: Traditionalism vs. Science in International Relations,' *World Politics* (October 1966).
3. Ken Booth, and Steve Smith (eds) *Positivism and Beyond: International Relations Theory Today* (Oxford: Polity Press, 1995).
4. Keohane, Robert O. and Joseph N. Nye (1977), *Power and Interdependence*. Chapters 1-3.

<b>Semester – VII</b>
<b>Paper 4/Subject Name: NGOs and Sustainable Development</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M704</b> <b>Level of Course:400</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

### **Course Objectives**

To enhance the ability to explain NGO-Government Interface in India with special reference to the NITI Aayog, Ministries and Departments

### **Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>SI No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Define</b> the Concept of the Voluntary Sector	<b>BT 1</b>
<b>CO 2</b>	<b>Explain</b> the Organisational Forms and Governance Structures of NGOs	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> the Issues of Governance; Capacity Building; Autonomy; Ethics Accountability of NGOs	<b>BT 3</b>

<b>CO 4</b>	<b>Analyse the Functions and Working Voluntary Action Network India (VANI) OXFAM India</b>	<b>BT 4</b>
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### Course Outline

<b>Modu les</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	Non-Governmental Organisations (NGOs): Concept, Rationale and Scope National Policy on the Voluntary Sector 2007 NGO-Government Interface in India with special reference to the NITI Aayog, Ministries and Departments	<b>12</b>
<b>II.</b>	Organisational Forms and Governance Structures of NGOs: Trust; Society; Company NGO-Government & NGO-Private sector partnerships: Rationale and practice, Sources of NGO Funding; Government and Foreign Grants: Eligibility, Requirements & Procedures with special reference to Foreign Contributions.	<b>12</b>
<b>III.</b>	Issues of Governance; Capacity Building; Autonomy; Ethics Accountability of NGOs: Rationale, Mechanisms and Problems Formulation of a Welfare/Development Project Proposal including Monitoring and Evaluation arrangements	<b>12</b>
<b>IV</b>	Case Studies: Self Employed Women's Association (SEWA): Organisation, Functions and Working Red Cross Society of India: Organisation, Functions and Working Voluntary Action Network India (VANI) OXFAM India, Self-Help Groups	<b>12</b>
		<b>48</b>

### Text Books

1. Bava, N. (ed.) (1997). Non-Government Organisations in Development: Theory and Practice. New Delhi: Kanishka Publishers.
2. Chandra, Suresh. (2015). Non-Government Organisations. Jaipur: Rawat.

### Reference Books

1. Government of India (2007). Report of the Steering Committee on Voluntary Sector for The Eleventh Five-Year Plan (Planning Commission (2007). New Delhi: Planning Commission.
2. Handy, C. (1990). Understanding Voluntary Organizations – How to make them Function Effectively. London: Penguin Books.
3. Jain, R. B. (1995). NGOs in Development Perspective. New Delhi: VivekPrakashan. Self Employed Women's Association

### Semester – VII

**Paper 1/Subject Name: Organizational Development**  
**Type of course: Minor**  
**Subject Code: PBA182N701**  
**Level of Course:300**  
**L-T-P-C – 3-1-0-4**  
**Credit Units: 4**  
**Scheme of Evaluation: Theory**

**Course Objective:**

The objective of the course is to Organizational Development and Administrative improvement

**Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>Sl. No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Define.</b> Organizational culture, Organizational Development and Administrative improvement	<b>BT 1</b>
<b>CO 2</b>	<b>Compare and contrast</b> Organizational Change: Cultural, Institutional and Technological	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> Interventions Organisational Analysis and Development of Organisational Structure	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> Goal Setting, Performance Appraisal and Reward Systems Managing Workforce Diversity	<b>BT 4</b>

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	Introduction to Organisation Development: Concept, Relevance, History & Evolution; Concept of Organizational culture The Nature of Planned Change: Theories, Models, Types & Change Agents Challenges of Organizational Change: Cultural, Institutional and Technological	<b>12</b>
<b>II.</b>	Organizational Learning and Transformation; Determinants of Organizational Design Diagnosing the Problem Intervention strategies for organization development - Individual, Group & Interpersonal Interventions Organisational Analysis and Development of Organisational Structure.	<b>12</b>
	Human Resources: Systems and Processes Role of Human Resource in	<b>12</b>



<b>III.</b>	Organizational Change and Development HRM Interventions: Goal Setting, Performance Appraisal and Reward Systems Managing Workforce Diversity	
<b>IV</b>	. Techniques of Administrative Improvement: Organisation and Methods; Qualitative and Quantitative Work Control Innovations in Management; Quality Circles, Total Quality Management Management by Objectives; Performance Measurement in Administration Working of O&M Division of Government of India; Pay Commissions and Administrative Improvement	<b>12</b>
<b>TOTAL</b>		<b>48</b>

### Text Books

1. Maheshwari, S. R. (2002). Administrative Reforms in India. New Delhi: Macmillan India Ltd.
2. Maheshwari, S. R. (2006). Indian Administration. New Delhi: Orient Longman Private Limited

### Reference Books

1. Government of India. (2008). Ministry of Personnel, Public Grievances and Pension.
2. Government of India. (2008). Second Administrative Reforms Commission Reports.
3. Srinath, L.S. (1996). PERT and CPM – Principles and Applications. New Delhi: Affiliated East-West Press. United Nations.
4. Armstrong, Michael. (1995). Handbook of Management Techniques. New Delhi: Excel Books. Page 56 of 65 Brazzel,

### Additional Readings:

1. Department of Personnel and Administrative Reform: Administrative Reforms Wing. Department of Personnel and Training: Report of Sixth Pay Commission.
2. Gopalkrishnan, P. (1999). Handbook of Materials Management. New Delhi: Prentice Hall of India. 7. Government of India. Management in Government. Quarterly

- Journal published by the I.L.O. (2008). Introduction to Work Study. Oxford & IBN Publishing Co. Pvt. Ltd.
3. M. & Jones, B. B. (2006). The NTL Handbook of Organization Development and Change: Principles, Practices, and Perspectives.
  4. Wiley Cummings, T. G. & Worley C. G (2008). Organization Development & Change (9th ed.). Cengage Learning.

Semester – VIII
<b>Paper 1/Subject Name: Advanced Research Methodology</b> <b>Type of course: Major</b> <b>Subject Code: PBA182M801</b> <b>Level of Course:400</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

#### Course Objective:

The objective of the course is to enable students to understand research; Research process, research problem, steps of research and application of research methods in Public Administration

#### Course Outcomes:

On successful completion of the course the students will be able to:		
Sl. No	Course Outcome	Blooms Taxonomy Level
CO 1	understanding on how to identify a research problem and design a valid research project to answer specific research questions	BT 1
CO 2	<b>Compare</b> and <b>contrast</b> observation method, Questionnaire, Interview; Case Study method; Secondary data analysisGet hands-on training in the usage of several open source tools that can assist them in their research endeavors	BT 2
CO 3	<b>Identify</b> the Current trends in researchWrite effective research papers and thesis in the journal designated formats using online tools	BT 3
CO 4	<b>Analyse</b> the application of various types of research designs in Public Administration Know the process of finding good quality journals for research and publishing	BT 4

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	Introduction to Research: Research Philosophy and Types Development of deeper understanding of the dynamics of research philosophy and design and the underlying technology and proficiency Research Design and Types, Application of various types of research designs in Public Administration; Problems of research design.	<b>12</b>
<b>II.</b>	Scientific Method, Measurement and Sampling Techniques: Concept of scientific method; Measurement and scaling concept; Basics of sampling and types of sampling Data collection and Data Visualization Analysis of Data and Techniques Systematic Literature Review and Meta Data Analysis Introduction to different Qualitative Research Methods Developing an understanding about Qualitative and Quantitative Data Analysis, SSRT-Observation method, Questionnaire, Interview; Case Study method; Secondary data analysis;	<b>12</b>
<b>III.</b>	Data preparation, Analysis and Report writing. Writing Research Report and Research Papers using LaTeX Advanced Searching Tools and Referencing Tools Scientific Journal Finder Indexing and Impact Factors	<b>12</b>
<b>IV</b>	Publication Ethics: Patent, Copyright and Plagiarism Creating Research Profile and Collaborations	<b>12</b>
<b>TOTAL</b>		<b>48</b>

### **Text Books**

1. Kothari, C R and Garg, G (2018) Research Methodology: Methods and Techniques. New Age International Publishers: New Delhi
2. Kumar, Ranjit (2011 ) Research Methodology: A Step by Step Guide for Beginner. Sage Publications: London

### **Reference Books**

1. Miller, G J and Yang, K (Eds.) (2007) Handbook of Research Methods in Public Administration. CRC Press: New York
2. Nachmias, C V and Nachmias, D ( 2005) Research Methods in Social Sciences. Hodder Headline Group: London

Additional Readings:

1. Young, de Tim and Perlman, Bruce J (1984) Teaching Research Methodology in Public Administration. Teaching Political Science, Vol.11, Issue 2, pp. 63-69
- McNabb, David E (2017) Research Methods in Public Administration and Non profit Management (4<sup>th</sup> Edition). Routledge: UK

Semester – VIII
<b>Paper 1/Subject Name: Research Methodology</b> <b>Type of course: Minor</b> <b>Subject Code: PBA182N801</b> <b>Level of Course:300</b> <b>L-T-P-C – 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:**

The objective of the course is to enable students to understand research; Research process, research problem, steps of research and application of research methods in Public Administration

**Course Outcomes:**

On successful completion of the course the students will be able to:		
SI. No	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Define</b> research problem, steps of research and application of research methods in Public Administration.	<b>BT 1</b>
CO 2	<b>Compare</b> and <b>contrast</b> observation method, Questionnaire, Interview; Case Study method; Secondary data analysis	<b>BT 2</b>
CO 3	<b>Identify</b> the Current trends in research	<b>BT 3</b>
CO 4	<b>Analyse</b> the application of various types of research designs in Public Administration	<b>BT 4</b>

Modules	Course Contents	Periods
I.	<b>Foundations of Public Administration Research:</b> Key concepts in research methods; Types of research; Research process – Defining research problem, steps of research and application of research methods in Public Administration; Hypothesis; Current trends in research	12

<b>II.</b>	<b>Research Design:</b> Concept and importance; Types of research designs; Application of various types of research designs in Public Administration; Problems of research design	<b>12</b>
<b>III.</b>	<b>Scientific Method, Measurement and Sampling Techniques:</b> Concept of scientific method; Measurement and scaling concept; Basics of sampling and types of sampling	<b>12</b>
<b>IV</b>	<b>Data Collection, Processing and Analysis:</b> SSRT-Observation method, Questionnaire, Interview; Case Study method; Secondary data analysis; Data preparation, Analysis and Report writing.	<b>12</b>
<b>TOTAL</b>		<b>48</b>

### Text Books

3. Kothari, C R and Garg, G (2018) Research Methodology: Methods and Techniques. New Age International Publishers: New Delhi
4. Kumar, Ranjit (2011 ) Research Methodology: A Step by Step Guide for Beginner. Sage Publications: London

### Reference Books

3. Miller, G J and Yang, K (Eds.) (2007) Handbook of Research Methods in Public Administration. CRC Press: New York
4. Nachmias, C V and Nachmias, D ( 2005) Research Methods in Social Sciences. Hodder Headline Group: London

### Additional Readings:

1. Young, de Tim and Perlman, Bruce J (1984) Teaching Research Methodology in Public Administration. Teaching Political Science, Vol.11, Issue 2, pp. 63-69
2. McNabb, David E (2017) Research Methods in Public Administration and Non profit Management (4<sup>th</sup> Edition). Routledge: UK

**Paper 1/Subject Name: Public Policy and Governance**  
**Type of course: Major**  
**Subject Code:PBA182M802**  
**Level of course: 400**  
**L-T-P-C – 3-1-0-4**  
**Credit Units: 4**  
**Scheme of Evaluation: Theory**

**Course Objective:**

To enhance the ability to analyze the basic concepts such as public policy, policy analysis, publicpolicy process and governance, the Public policy process in terms of theoretical formulation and the process, and different public policies and their governance at different levels.

**Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>Sl. No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Define</b> concepts such as public policy, policy analysis, publicpolicy process and governance	<b>BT 1</b>
<b>CO 2</b>	<b>Compare</b> and <b>contrast</b> Public Policy Approaches and Models	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> role of Various stakeholders in Public Policy Making Process	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> different stages of the Public policy process in terms of theoreticalformulation and the process	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Introduction:</b> Public Policy: Concept, Significance and Scope. Policy Analysis: Concept and Significance. Public Policy Approaches and Models with special reference to the Incrementalist and Rationalist Paradigms	<b>12</b>
<b>II.</b>	<b>Concepts and Theories of Governance:</b> Governance as per the World Bank, UNDP and others; Public Choice Theory, Public Value Theory; Governance as Theory, Governance and Public Governance; Role of State, Market and Civil Society in Governance	<b>12</b>

<b>III.</b>	<b>Role of Various stakeholders in Public Policy Making Process:</b> Role of Legislature, Executive, Judiciary, Planning Machinery at the Central and State levels in Policy Making. Role of other Stakeholders in Policy-making: Political Parties, Interest Groups, Mass Media	<b>12</b>
<b>IV</b>	Public Policy Implementation and Evaluation: Approaches to Policy Implementation, Role of Executive (with special reference to Bureaucracy), Legislature, Judiciary, Non- Governmental Organisations, Pressure Groups. Issues in Public Policy Implementation. Policy Evaluation: Approaches to Policy Evaluation: Criteria for Evaluation. Issues in Policy Evaluation	<b>12</b>
<b>TOTAL</b>		<b>48</b>

#### **Text books**

1. Chakraborti, Rajesh (2017) Public Policy in India. Oxford University Press: New Delhi
2. Chakraborty, Bidyut and Chand, Parkash (2016) Public Policy: Concept, Theory and Practice. Sage: New Delhi

#### **Reference books**

1. Anderson, J E (2005) Public Policy Making (6<sup>th</sup> Edition). Houghton Mifflin: New York
2. Ayyar, Vaidyanathan R V (2009) Public Policy Making in India. Pearson: New Delhi
3. Basu, D D (2011) Constitution of India (20<sup>th</sup> Edition). Prentice Hall of India: New Delhi
4. Dolowitz, D P and Marsh, D (2000) Learning from Abroad: The Role of Policy Transfer in Contemporary Policy-Making, Governance: An International Journal of Policy and Administration, 13(1), Pp.5-24.

#### **Additional Readings:**

1. Dubhashi, P R (1986) Policy and Performance. Sage: New Delhi
2. Dye, Thomas (2002) Understanding Public Policy. Pearson: Singapore /New Delhi
3. Ghuman, B S (1994) The Use of Input-Output Analysis in Regional Planning: A Case Study of Punjab. Ajanta Publications: Delhi
4. Henry, Nicholas (2009) Public Administration and Public Affairs (11<sup>th</sup> Edition). Prentice Hall: New Jersey.

**Paper 2/Subject Name: Public Enterprise Management****Type of course : Major****Subject Code: PBA182M803****Level of course: 400****L-T-P-C – 3-1-0-4****Credit Units: 4****Scheme of Evaluation: Theory****Course Objectives**

To enhance the ability to explain the Rationale and Objectives Role of Public Sector in the Indian Economy

**Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>SI No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Demonstrate</b> Organisational Forms: Departmental Undertaking; Public Corporation;	<b>BT 2</b>
<b>CO 2</b>	<b>Explain the Disinvestment</b> Objectives, Methods, Machinery and Assessment	<b>BT 2</b>
<b>CO 3</b>	<b>Identify</b> the different Contracting Out Local Services	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse the</b> Rationale; Performance Contract System/Memorandum of Understanding	<b>BT 4</b>

**Course Outline**

<b>Modules</b>	<b>Topics</b>	<b>Periods</b>
<b>I.</b>	Concept, Rationale and Objectives Role of Public Sector in the Indian Economy ,Organisational Forms: Departmental Undertaking; Public Corporation; and Government Company	
<b>II.</b>	<b>Governing Boards :</b> Types, Functions, Size and Composition ,Legislative Control over Public Enterprises,	
	Ministrial Control over Public Enterprises	
<b>III.</b>	<b>Pricing and Public Enterprise Reforms</b> 1. Rationale; Performance Contract System/Memorandum of Understanding (MOU) 2. Professionalisation of Boards of Governance in India	



<b>IV</b>	<p align="center"><b>Disinvestment :</b></p> <p><b>Disinvestment</b> Objectives, Methods, Machinery and Assessment Privatisation: Theory, Objectives, Methods, Procedure, and Assessment;</p> <p>Lessons from the U.K. Experience Contracting Out: Concept &amp; Rationale; Contracting Out Local Services</p>	

#### **Text Books**

1. Bailey,S.J.(2001).. Public sector economics: theory, policy and practice, 2nd ed. London: Palgrave.

#### **Reference Books**

1. Dubhashi, P.R. (1976). Economics, planning and public administration, Bombay: Somaiya, Publications, Pvt. Ltd.

#### **Additional Readings:**

1. Bos, D. (1991) Privatization: a theoretical treatment .Oxford: Oxford University Press.
2. Administrative Reforms Commission. (1967).Report of study team on Public Sector undertakings .New Delhi: Government of India.

**Paper 3/Subject Name: Administrative Law**

**Type of course: Major**

**Subject Code: PBA182M804**

**Level of Course:400**

**L-T-P-C – 3-1-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Theory**

**Course Objectives:** To enhance the ability to explain the concept of Administrative law, delegated legislation, and Ombudsman.

**Course Outcomes:**

<b>On successful completion of the course the students will be able to:</b>		
<b>SI No</b>	<b>Course Outcome</b>	<b>Blooms Taxonomy Level</b>
<b>CO 1</b>	<b>Demonstrate</b> the difference in Constitutional Law and Administrative Law and Droit Administratif	<b>BT 2</b>
<b>CO 2</b>	<b>Explain the</b> Basics Tools: Rule of Law; Principles of Natural Justice; Judicial Review	<b>BT 2</b>

<b>CO 3</b>	<b>Identify</b> the means of Delegated Legislation and Adjudication	<b>BT 3</b>
<b>CO 4</b>	<b>Analyse</b> the role of Administrative Tribunals, Institution of Ombudsman	<b>BT 4</b>

### Course Outline

<b>Modul es</b>	<b>CourseContents</b>	<b>Periods</b>
<b>I.</b>	Introduction: Administrative Law: Meaning and reasons for its growth. Distinction between Constitutional Law and Administrative Law and Droit Administratif	<b>12</b>
<b>II.</b>	Basics Tools: Rule of Law; Principles of Natural Justice; Judicial Review of Administrative Action - concept and writs	<b>12</b>
<b>III.</b>	Delegated Legislation and Adjudication: Delegated Legislation- concept, rationale, merits and demerits; Administrative Tribunals- concept, merits and demerits; and Central Administrative Tribunal: structure and functions	<b>12</b>
<b>IV</b>	Ombudsman: Institution of Ombudsman: concept and genesis; Central Vigilance Commission: structure, functions, role and significance; and Lok Pal and LokAyukta in India-composition, powers, functions and significance.	<b>12</b>
		<b>48</b>

### Text Books

1. Kagzi, M C J (2008) Indian Administrative Law ( 2nd Edition). Metropolitan: Delhi
2. Massey, I P (2008) Administrative Law. Eastern Book Company: New Delhi

### Reference Books

3. Diwan, P (2007). Indian Constitution (2nd Edition). Law Agency: Allahabad
4. Sharma, S K (2007) Directive Principles and Fundamental Rights. Deep and Deep: New Delhi Swami, P