



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

**Department of Administrative
Services**

**Learning Outcomes-based Curriculum Framework (LOCF) for
Undergraduate Programme**

BA in Administrative Services

SESSION 2022-2023

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1. Preamble

Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation.

A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess.

The new curriculum of BA-Honours in Administrative Services under the Assam Royal Global University will be in the line of the Civil Services Examination and will enable the students to face major competitive exams.

1.1 Introduction:

At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement. Looking at all these new concepts and progress, the detailed syllabus of BA (H) – Administrative Services has been designed and decided to be implemented from the academic session 2022-23.

1.2 Approach to Curriculum Planning

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Administrative Services is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii)

assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

1.2.1 Nature and Extent of Bachelor’s Degree Programme in Administrative Services (Honours)

A bachelor’s degree in Administrative Services is a 3 years degree course which is divided into 6 semesters as under.

| Sl. No. | Semester | Credits |
|---------|-----------------------------|---------|
| 1 | BA 1 st Semester | 24 |
| 2 | BA 2 nd Semester | 24 |
| 3 | BA 3 rd Semester | 24 |
| 4 | BA 4 th Semester | 24 |
| 5 | BA 5 th Semester | 24 |
| 6 | BA 6 th Semester | 24 |
| 7 | Total | 144 |

A student pursuing 3 years undergraduate programme with research in a specific discipline shall be awarded an appropriate Degree in that discipline on completion of 6th Semester if he/she secures 144 Credits. Similarly, for certificate, diploma and degree, a student needs to fulfil the associated credits. An illustration of credits requirements in relation to the type of award is illustrated below:

Bachelor's Degree (Honours) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills, and values that a student intends to acquire to look for professional avenues or move to higher education at the postgraduate level.

Bachelor's Degree (Honours) programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the field of study/profession. Thus, BA (Honours) Course in Economics aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

1.2.2 Aims of Bachelor's Degree (Honours) Programme in Administrative Services:

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for BA-Honours degree in Economics are-

1. To impart the basic knowledge of all the subjects related to Civil Services.
2. To impart more multi-disciplinary and holistic course curriculum.
3. To ensure that the students do not fear the Civil Services Syllabus.
4. To develop the learner into competent and efficient in the field of Administration.
5. To prepare socially responsible administrators and professionals with global vision.

1.3 Graduate Attributes for Administrative Services

GA-1 Disciplinary knowledge and Understanding:

Enable students to understand comprehensive knowledge and understanding of political and administrative institutions working in the state and concepts related to the disciplines of Administrative Services. Facilitate the student better understanding of the core courses by offering students of BA in Political Science Programme to choose any discipline from a wide range of subjects/papers as his/her generic electives. Moreover, a wide range of skilled based papers are designed to improve the skill of the students.

GA-2 Critical and Analytical Thinking:

Enable students to build his/her ability to have a good sense of critical ability and ability to judge a situation on the basis of which he/she is expected to analyze a given situation and take decisions.

GA-3 Problem solving:

Ability to generalize from what students has learnt and applies their competencies to solve different problems of socio-economic and political issue that he faces in his day to day running of the administration.

GA-4 Moral and ethical awareness/reasoning:

Capable of conducting their work with honesty and precision thus avoiding unethical behaviour such as taking bribe, favoritism, corruption, etc.. Ability and enhance the students to build a strong moral and ethical character which will serve as the foundation to serve the society and the state at large.

GA 5: Teamwork and Time Management:

Enhance the students to participate constructively in class discussions, project, term papers, assignment, etc. within the stipulated time frame and thereby develop team spirit.

GA 6: Digital Literacy and Self-Directing Learning:

Ability to work independently in terms of reading literary and critical texts, to carry out personal research, postulate questions and search for answers by using digital sources, and read and evaluate them critically.

GA 7: Communication Skills and Leadership Readiness:

Enable the students of political science to speak and write clearly in standard academic domain by understanding socio-economic, political and administrative arena.

GA-8: Lifelong learning:

Capable of self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of workplace through knowledge/skill development/re-skilling.

1.4 Qualification Descriptors for a Bachelor's Degree Programme in Administrative Services

The qualification descriptors for a Bachelor's Degree programme in Administrative Services may include the following:

- Demonstrate
 - (i) A systematic or coherent understanding of the various subjects involved in the Competitive Exams
 - (ii) Knowledge that will help them clear the Competitive Exams
 - (iii) Skills in areas related to specialization area relating the subfields and current developments UPSC and State services.
- Use knowledge, understanding and skills required for identifying problems and issues relating to administration.
- A keen interest in research and the study of Administrative Services.
- Meet one's own learning needs, drawing on a range of current research and development work and professional materials;
- Demonstrate subject-related and transferable skills that are relevant to administrative related issues in our day to day activities.
- Develop analytical power and logical approach to problem-solving
- Good oral and written communication abilities
- Able to work independently or with team members

1.5 Programme Outcomes relating to B.A. (Honours) degree programme in Administrative Services

PO-1: Ability to attain systematic or coherent knowledge and understanding of the academic field of academic field of Administration, its different learning areas and applications, and its linkages with related disciplinary areas/subjects.

PO-2: Ability to understand administrative knowledge, understanding and skills required for identifying problems and issues relating to Administration.

PO-3: Enable students to focus on socio-political and economic issues and administrative problems and ability to suggest measures to solve those problems.

PO-4: Demonstrate subject-related skills that a student can use in further studies and future projects with moral and ethical justification.

PO-5: Ability to participate, contribute and provide collective academic challenges in the subject domain. Enhance the students to build leadership quality, co-operation and co-ordination to accomplish the task.

PO-6: Capable the students to use and operate computer literacy and knowledge to study not only political science but also for the entire understanding in life.

PO-7: Ability to listen to and read carefully various viewpoints and engage with high level academic deliberations.

PO-8: Ability to understand and skill to evaluate various social and political issues for further research and critical analysis.

Programme Specific Outcomes of Administrative Services

PSO-1: Knowledge of administration, contemporary social, political, and economic issues

PSO-2: Ability to apply knowledge in terms of problem solving and other issues.

PSO-3: Ability to perform as an Public Servants and policy makers

PSO-4: Acquiring knowledge, competency, and confidence to take up career in Indian Administrative Service and other allied services.

1.6 Teaching-Learning Process

Teaching and learning in this programme involve classroom lectures as well tutorials.

It allows-

- The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention.
- Written assignments and projects submitted by students
- the project-based learning
- Group discussion
- Home assignments
- Quizzes and class tests
- PPT presentations, Seminars, interactive sessions
- Socio-economic survey
- Co-curricular activity etc.
- Industrial Tour or Field visit

1.7 Assessment Methods

| | Component of Evaluation | Marks | Frequency | Code | Weightage (%) |
|----------|------------------------------|--|-----------|------|---------------|
| A | Continuous Evaluation | | | | |
| i | Analysis/Class test | Combination of any three from (i) to (v) with 5 marks each | 1-3 | C | 25% |
| 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 | Semester End Examination | | 1 | SEE | 70% |
| | Project | | | | 100% |

2. Learning Outcomes of different types of courses for BA (Honours) in Administrative Services

| |
|-----------------------------------|
| BA (H) Administrative Services |
| Programme Structure |

| 1st semester | | | | | | | |
|--|--------------|---|---|---|---|---|-----------|
| Sl.No. | Subject Code | Names of subjects | L | T | P | C | TCP |
| Core Subjects | | | | | | | |
| 1 | ADM182C101 | Principles of Public Administration | 3 | 1 | 0 | 4 | 4 |
| 2 | ADM182C102 | Organisational Behaviour and Accountability | 3 | 1 | 0 | 4 | 4 |
| 3 | ADM182C103 | Evolution of Indian Administration and Constitutional Framework | 3 | 1 | 0 | 4 | 4 |
| Ability Enhancement Compulsory Courses (AECC) | | | | | | | |
| 4 | CEN982A101 | Communicative English-I | 1 | 0 | 0 | 1 | 1 |
| 5 | BHS982A104 | Behavioural Science-I | 1 | 0 | 0 | 1 | 1 |
| Skill Enhancement Courses (SEC) | | | | | | | |
| 6 | ADM182S101 | Exit Polls | 2 | 0 | 4 | 2 | 2 |
| Value Added Courses (VAC) | | | | | | | |
| 7 | | Will select one course from a basket of courses | 2 | 0 | 0 | 2 | 2 |
| Generic Elective | | | | | | | |
| 8 | POL182G101 | Indian Political System | 3 | 0 | 0 | 3 | 3 |
| 9 | POL182G102 | Electoral System in India | 3 | 0 | 0 | 3 | 3 |
| Total credits | | | | | | | 24 |

| 2nd Semester | | | | | | | |
|--|--------------|---|---|---|---|---|-----------|
| Sl.No. | Subject Code | Names of subjects | L | T | P | C | TCP |
| Core Subjects | | | | | | | |
| 1 | ADM182C201 | Comparative Public Administration and Development | 3 | 1 | 0 | 4 | 4 |
| 2 | ADM182C202 | Climatology and Oceanography | 3 | 1 | 0 | 4 | 4 |
| 3 | ADM182C203 | Union Government Law and Order Administration | 3 | 1 | 0 | 4 | 4 |
| Ability Enhancement Compulsory Courses (AECC) | | | | | | | |
| 4 | CEN982A201 | Communicative English-II | 1 | 0 | 0 | 1 | 1 |
| 5 | BHS982A204 | Behavioural Science-II | 1 | 0 | 0 | 1 | 1 |
| Skill Enhancement Courses (SEC) | | | | | | | |
| 6 | ADM182S201 | Constitutional Studies | 2 | 0 | 4 | 2 | 2 |
| Value Added Courses (VAC) | | | | | | | |
| 7 | | Will select one course from a basket of courses | 2 | 0 | 0 | 2 | 2 |
| Generic Elective | | | | | | | |
| 8 | POL182G201 | Nature of Indian Political Processes | 3 | 0 | 0 | 3 | 3 |
| 9 | POL182G202 | Peace and Conflict Management | 3 | 0 | 0 | 3 | 3 |
| Total credits | | | | | | | 24 |

| 3rd Semester | | | | | | | |
|--|--------------|---|---|---|---|---|-----------|
| Sl.No. | Subject Code | Names of subjects | L | T | P | C | TCP |
| Core Subjects | | | | | | | |
| 1 | ADM182C301 | Public Administration and Administrative Law | 3 | 1 | 0 | 4 | 4 |
| 2 | ADM182C302 | State and District Administration | 3 | 1 | 0 | 4 | 4 |
| DSE | | | | | | | |
| 3 | ADM182D301 | Public Sector Undertakings and Organisation | 4 | 0 | 0 | 4 | 4 |
| Ability Enhancement Compulsory Courses (AECC) | | | | | | | |
| 4 | CEN982A01 | Communicative English-II | 1 | 0 | 0 | 1 | 1 |
| 5 | BHS982A04 | Behavioural Science-II | 1 | 0 | 0 | 1 | 1 |
| Internship | | | | | | | |
| 6 | | 4 weeks internship/Project | 4 | 0 | 4 | 2 | 2 |
| Value Added Courses (VAC) | | | | | | | |
| 7 | | Will select one course from a basket of courses | 2 | 0 | 0 | 2 | 2 |
| Generic Elective | | | | | | | |
| 8 | POL182G301 | Electoral System in India | 3 | 0 | 0 | 3 | 3 |
| 9 | POL182G302 | Public Administration | 3 | 0 | 0 | 3 | 3 |
| Total credits | | | | | | | 24 |

| 4th Semester | | | | | | | |
|--|--------------|---|---|---|---|---|-----------|
| Sl.No. | Subject Code | Names of subjects | L | T | P | C | TCP |
| Core Subjects | | | | | | | |
| 1 | ADM182C401 | Public Policies and Plan Priorities | 3 | 1 | 0 | 4 | 4 |
| 2 | ADM182C402 | Rural and Urban Local Government | 3 | 1 | 0 | 4 | 4 |
| DSE | | | | | | | |
| 3 | ADM182D401 | Indian Polity and Constitution | 3 | 1 | 0 | 4 | 4 |
| Ability Enhancement Compulsory Courses (AECC) | | | | | | | |
| 4 | CEN982A01 | Communicative English-II | 1 | 0 | 0 | 1 | 1 |
| 5 | BHS982A04 | Behavioural Science-II | 1 | 0 | 0 | 1 | 1 |
| Skill Enhancement Courses (SEC) | | | | | | | |
| 6 | ADM182S401 | Film Studies | 2 | 0 | 4 | 2 | 2 |
| Value Added Courses (VAC) | | | | | | | |
| 7 | | Will select one course from a basket of courses | 2 | 0 | 0 | 2 | 2 |
| Generic Elective | | | | | | | |
| 8 | POL182G401 | International Relations | 3 | 0 | 0 | 3 | 3 |
| 9 | POL182G402 | Peace and Conflict Management | 3 | 0 | 0 | 3 | 3 |
| Total credits | | | | | | | 24 |

Semester – I

Paper I/Subject Name: Principles of Public Administration
Subject Code:ADM182C101
L-T-P-C – 4-0-0-4
Credit Units: 4
Scheme of Evaluation: (T)

Course Objective:

The purpose of this is to give students a thorough understanding of the principles of administration so that the students will be able to start preparing for the Civil Services

1. To help the students to analyze the basic principles and approaches of Public Administration.
2. The course will also increase student’s ability to comprehend the dynamics (both ecological and others) relating to Public organizations

Learning Outcomes:

Having successfully completed this module a student will be able to learn-

1. the evolution and growth of the discipline of Public Administration.
2. basic principles and approaches of Public Administration.
3. basic concepts and dynamics (both ecological and others) relating to Public organizations.

Detailed Syllabus:

| Modules | Topics (if applicable) & Course Contents | Periods |
|----------------|--|----------------|
| I. | Introduction : Public Administration 1. Meaning, scope and significance of Public Administration; 2. Wilson's vision of Public Administration; 3. Evolution of the discipline and its present status | 12 |

| | | |
|--------------|---|-----------|
| II. | <p>New Public Administration</p> <ol style="list-style-type: none"> 1. New Public Administration; 2. Public Choice approach; 3. Challenges of liberalization, Privatization, Globalization; 4. Good Governance: concept and application; 5. New Public Management | 12 |
| III. | <p>Administrative Theories</p> <ol style="list-style-type: none"> 1. Scientific Management and Scientific Management movement; 2. Classical Theory; 3. Weber's bureaucratic model - its critique and post-Weberian Developments; 4. Dynamic Administration (Mary Parker Follett) | 12 |
| IV | <p>Human Relations theory</p> <ol style="list-style-type: none"> 1. Human Relations School (Elton Mayo and others); 2. Functions of the Executive (C.I. Barnard); 3. Simon's decision-making theory; 4. Participative Management (R. Likert, C. Argyris, D. McGregor). | 12 |
| TOTAL | | 48 |

Reference 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
3. Bhambri, C. P. (2010) Public Administration Theory and Practice(21stEdition). Educational Publishers: Meerut
4. Bhattacharaya, Mohit (2008) New Horizons of Public Administration. Jawahar Publishers and Distributors: New Delhi
5. Bhattacharya, Mohit (2012) Public Administration: Issues and Perspective. Jawahar Publishers and Distributors: New Delhi
6. Chakrabarty, Bidyut and Chand, Prakash (2012) Public Administration in a Globalizing World: Theories and Practices. Sage: New Delhi
7. Denhardt, Janet V and Denhardt, Robert B (2015) The New Public Service: Serving, Not Steering (4th Edition). Routledge: New York
8. Drucker, Peter F (1993) Management: Tasks, Responsibilities, Practices. Harper Collins: New York

Semester – I

Paper I/Subject Name: Organizational Behavior and Accountability
Subject Code: ADM182C102
L-T-P-C – 4-0-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objective:

1. To help the students analyze the theories and principles of Administration as a discipline.
2. The course will also increase student's ability to comprehend the dynamics and role of the bureaucracy and administration.
3. To enhance the student's decision making ability and develop communication skills.

Learning Outcomes:

1. Students will acquire the knowledge of the elements and principles of Administration as a discipline
2. It will help students acquire theoretical clarity of basic concepts associated to administration and administrative behavior.
3. It will develop student's capacity to understand the dynamics and role of the bureaucracy and administration.

Detailed Syllabus:

| Modules | Topics (if applicable) & Course Contents | Periods |
|----------------|---|----------------|
| I. | Administrative Behavior: 1. Process and techniques of decision-making; 2. Communication 3. Morale | 12 |
| II. | Motivational and Leadership theories 1. Motivation Theories 2. Content, process and contemporary Theories of Leadership: Traditional and Modern | 12 |
| III. | Organizations Theories 1. Systems, contingency; 2. Structure and forms: Ministries and Departments, Corporations, Companies | 12 |

| | | |
|--------------|---|-----------|
| IV | Boards and Commissions <ol style="list-style-type: none"> 1. Boards and Commissions; 2. Ad hoc and advisory bodies; 3. Headquarters and Field relationships; 4. Regulatory Authorities; 5. Public - Private Partnerships. | 12 |
| TOTAL | | 48 |

Text Books:

1. George, C S (1974) The History of Management Thought. Prentice Hall: New Delhi
2. Gross, B (1968) Organizations and their Managing. Free Press: New York
3. Laxmikanth, M (2017) Administrative Theory. McGraw Hill Education: New Delhi
4. Mouzelis, N P (2009) Organization and Bureaucracy – An Analysis of Modern Theories. Routledge: London
5. Prasad, D R; Prasad, V S; Satyanarayana, P; and Pardhasaradhi, Y (2017) Administrative Thinkers. Sterling: New Delhi
6. Waldo, D (1948) The Administrative State. Ronald Press: New York
7. White, Leonard D (1948) Introduction to the Study of Public Administration (3rd Edition). Macmillan: New York

Reference Books:

8. Appleby, Paul (1947) Toward Better Public Administration, Public Administration Review, Vol. 7, No. 2, Pp. 93–99
9. Blau, P M (1987) Bureaucracy in Modern Society. Random House: New York
10. Clapp, Gordon (1948) Public Administration in an Advancing South, Public Administration Review Vol. 8, No. 2.Pp. 169–75
11. Denhardt, Robert B and Denhardt, Janet V (2009) Public Administration: An Action Orientation (6th Edition). Thomson Wadsworth: Belmont CA
12. Etzioni, A (1964) Modern Organizations. Prentice Hall: New Delhi

Semester – I

Paper I/Subject Name: Evolution of Indian Administration and Constitutional framework
Subject Code: ADM182C103
L-T-P-C – 4-0-0-4
Credit Units: 4
Scheme of Evaluation: Theory

Course Objective:

1. Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general.
2. Will understand how Constitutional rules are framed.

Learning outcome:

Students are expected to learn-

1. Knowledge about the evolution and growth of Indian Administration Basic rules of differentiation, matrices and integration
2. Familiarity with the constitutional framework on which Indian Administration is based.
3. Understanding issues of administration.

Detailed Syllabus:

| Modules | Topics (if applicable) & Course Contents | Periods |
|----------------|--|----------------|
| I. | Evolution of Indian Administration 1. Kautilya's Arthashastra; 2. Mughal administration | 12 |
| II. | Legacy of British rule in politics and administration 1. Indianization of Public Services, 2. Revenue Administration, 3. District Administration, 4. Local Self-Government. | 12 |

| | | |
|--------------|---|-----------|
| III. | Philosophical and Constitutional framework of government 1. Salient features and value premises; 2. Constitutionalism; 3. Political culture | 12 |
| IV | Bureaucracy 1. Bureaucracy and democracy; 2. Bureaucracy and development | 12 |
| TOTAL | | 48 |

Text Books:

1. Dr. J. N. Pandey, Constitutional Law of India, 2014, Central Law Agency
2. V.N. Shukla, *Constitution of India*, 2014, Eastern Book Agency
3. M.P. Jain, *Indian Constitutional Law*, 2013, Lexis Nexis, Delhi

Reference Books:

1. D.D. Basu, (1994)*Introduction to the Indian Constitution of India*, , Prentice Hall of India Private Ltd., New Delhi
2. H. M. Seervai,(2013) *Constitutional Law of India*, , Universal Law Publishing Co., Reprint,
3. Arora, Ramesh K. and Goyal, Rajni (1997) *Indian Public Administration: Institutions and Issues*. New Age International Publishers: New Delhi
4. Avasthi, A and Avasthi, A P (2004) *Indian Administration*. Laksmi Narain Aggarwal: Agra
5. Balfour, Lady Betty (2015) *Lord Lytton’s Indian Administration 1876-1880 The Untold History*. Gyan Books: New Delhi
6. Basu, D D (2013) *Introduction to the Constitution of India (21st Edition)*. Lexus Nexus: New Delhi
7. Chakraborty, Bidyut (2016) *Indian Administration*. Sage: New Delhi
8. Cott, J E Woola (1986) *British Rule in India*. Anmol: Delhi
9. Glanville Austin,(1999,) *Indian Constitution-Cornerstone of the Nations*, Oxford University Press
10. P.M. Bakshi,(2014) *The Constitution of India*, , Universal Law Publishing Co.

| Semester – I |
|---|
| Paper I/Subject Name: Exit Polls Subject Code: ADM182S121 L-T-P-C – 2-0-4-2 Credit Units: 2 Scheme of Evaluation: Practical-Project + Viva |

Course objectives:

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.

Learning Outcomes:

- After completion of the course learners will develop knowledge of exit polls and its techniques.
- Develop the skill of joining a news agency

| Module | Content | Periods |
|---------------|---|----------------|
| I | Electoral Process in India 1 A brief study of the Election Commission of India. 2 Major Political Parties in India | 6 |
| II | Meaning of Exit Polls 1. What are Exit Polls 2. Pre and Post Poll Analysis | 6 |
| III | Impact of Exit Polls 1. Impact of Exit Polls on the general Public 2. Procedure of Exit Polls in India | 6 |
| IV | Role of Media Houses 1. Why Exit Polls are important. 2. Role of the Media Houses in Exit Polls. | 6 |
| Total | | 24 |

Reference Books:

1. Richa Singh, Opinion Polls and Exit Polls in India: A Study, Orient Publication, New Delhi, 2019
2. S Y Quraishi, The Great March of Democracy: Seven Decades of Indian Election's, Penguin Publications, 2019

| AECC - 1 (1ST SEMESTER) | |
|--|--|
| AECC-1/Subject Name: Communicative English- I: Developing Oral Communication and Listening Skills | |
| Subject Code: CEN982A101 | |
| L-T-P-C – 1-0-0-1 | |
| Credit Units: 1 | |
| Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech | |
| Continuous Evaluation: 30 Marks | |
| Semester End Examination: | |
| Component A – Written Examination = 30 Marks | |
| Component B +C – Viva-Voce + Extempore speech = 40 Marks | |

Course Objective:

The objective of the course is to introduce students to oral communication skills in English by engaging them to meaningful discussion and interactive activities.

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

- Have a knowledge of Communication process, verbal, and non-verbal

communication

- Improve the skill of listening processes
- Develop a life skill on oral group communication- group discussion leadership skills, team management.
- Have a basic idea of language styles – oral and written communication.

Detailed Syllabus:

| Modules | Topics (if applicable) & Course Contents | Periods |
|---------|--|---------|
| I. | Basics of Communication- Introduction Communication - definition – meaning – elements - basics of communication - communication process - importance of communication Components of Communication Types/forms of Communication (Oral-written, Formal-Informal (Grapevine), Interpersonal-Intrapersonal, Mass- Group, Verbal-Non Verbal External communication, Organizational Communication- Upward, Downward, horizontal, Diagonal) Non-verbal Communication - Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/ modulation Proxemics , Haptics, Artifactics, Chronemics | 4 |
| II. | The Listening Process Types of Listening – Superficial, Appreciative, Focused, Evaluative, Attentive, Emphatic, Listening with a Purpose , Barriers to Communication, Barriers to Listening | 4 |
| III. | Focus on Oral Group Communication Nature of group communication, Characteristics of successful Group Communication Selection of group discussion-subject knowledge, leadership skills, team management Group Discussion Strategies | 4 |
| IV | Language Styles- Oral and Written Communication Technical Style, ABC of technical communication- accuracy, using exact words and phrases, brevity, clarity, Objectivity of Technical Writing , Impersonal language, Objectivity in professional | 4 |

Textbooks:

Rizvi, M. Ashraf. (2008). *Effective Technical Communication* (11 reprint). New Delhi: Tata McGraw Hill.

Reference Books:

- Koneru, Aruna.(2017) *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021
- Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking*. (5th edition). St. Martin’s. ISBN-13:978-1457670404

AECC – 2 (1st Semester)

| |
|--|
| AECC-2/Subject Name: Behavioural Science - I |
| Subject Code: BHS982A102 |
| L-T-P-C – 1-0-0-1 |
| Credit Units: 1 |
| Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech |
| Continuous Evaluation: 30 Marks |
| Semester End Examination: |
| Component A – Written Examination = 30 Marks |
| Component B +C – Viva-Voce + Extempore speech = 40 Marks |

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 this course students will be expected to -

- Understand self-identity and identity crisis
- Understand self-esteem.
- Have in depth knowledge of foundation of individual behaviour.
- Develop a life skill on Time management
- Have an idea on barriers of communication.

| Module s | Course Contents | Periods |
|-------------|--|-----------|
| I | Understanding Self Understanding of Self ,What is self?, Components of Self-self identity, Identity crisis, Definition self confidence, self image, Johari Window, Self Esteem, High and Low Self-esteem, Erikson's model. | 4 |
| II | Foundations of individual behavior Personality- structure, determinants, personality traits, Perception-Perceptual Process, Attribution, Errors in perception, Stereotyping, Racial Profiling, Learning- Theories of learning. | 4 |
| III | Managing self Time management: Introduction-the 80:20, sense of time management, Three secrets of time management, Effective scheduling, Stress management, effects of stress, kinds of stress-sources of stress, Signs of stress, Stress management tips. | 4 |
| IV | Behaviour and communication. Behaviour as a barrier to Communication , ways to overcome the barriers, Non-verbal communication-body language (voluntary and involuntary body language) forms of body language, Interpreting body language | 4 |
| | | 16 |

Text books

- Soft skills by Dr.K.Alex, S.Chand.

- Organisational behaviour by S.P Robbins, Judge , Vohra 18th Ed.

Semester – II

**Paper I/Subject Name: Comparative Public
Administrative & Development
Subject Code:ADM182C201
L-T-P-C – 4-0-0-4
Credit Units: 4
Scheme of Evaluation: Theory**

Course Objective:

1. This course will help the students to understand the connection between democracy and Public administration,
2. To identify the political and administrative possibilities inherent in democracy and analyze the issues relating to the governance.

Learning Outcomes:

Students are expected to learn-

1. the knowledge and conceptual clarity of approaches, indices, and models of comparative Public Administration
2. Students will acquire clarity of administrative systems and their accountability mechanisms of UK, USA and France
3. It will help them in Civil Services

Detailed Syllabus:

| Modules | Topics (if applicable) & Course Contents | Periods |
|----------------|---|----------------|
| I. | Comparative Public Administration 1. Historical and sociological factors affecting administrative systems; 2. Administration and politics in different countries 3. UK USA FRANCE | 12 |
| II. | Status of Comparative Public Administration 1. Ecology and administration; 2. Riggsian models and their critique | 12 |

| | | |
|--------------|---|-----------|
| III. | <p>Development Dynamics</p> <ol style="list-style-type: none"> 1. Concept of Development; 2. Changing profile of development administration; 3. 'Antidevelopment thesis'; 4. Bureaucracy and development; | 12 |
| IV | <p>Impact of Liberalization</p> <ol style="list-style-type: none"> 1. Impact of liberalization on administration in developing countries; 2. Women and development - the self-help group movement. 3. Strong state versus the market debate | 12 |
| TOTAL | | 48 |

Text Books:

1. *Comparative Politics: A Development Approach*, Almond, G.A. and G.B. Powell Jr. 1966, New Delhi, Amerind Publishing Company.
2. *Inducing Client Focus in Bureaucracy: The Citizen Charter in India*, Arvind K. Sharma & Indu Sharma, 2002, IIPA, New Delhi
3. *Administrative Accountability in the Westminster Democracies: Towards a new conceptual framework*, 1995, B. Stone, Governance, 8(4), Oct, .
4. *Public Administration: A Comparative Perspective*, Ferrel Heady, 1996, New Delhi, Prentice hall India (P) Ltd, 1994.

Reference Boooks:

1. H.B. Gartz (eds.), *Structural Adjustment, Public Policy and Bureaucracy in Developing Societies*, 1994, New Delhi, Har Anand Publications.
2. G. Jabbra and O.P. Dwivedi (eds.), *Public Service Accountability: A Comparative Perspective*, 1998, West Hartford, Kumarian Press.
3. N. Lewis and P. Birkesshaw, *When Citizens Complain: Reforming Justice and Administration*, 1999, Buckingham, Open University Press.

4. T.N. Chaturvedi, *Comparative Public Administration*, Jaipur, 1999, Research Publications.
5. V.N. Vishwanathan, *Comparative Public Administration*, 1997, New Delhi, Sterling Publishers Pvt. Ltd.,

Arora, R K and Sharma, S (Eds.) (1992) *Comparative and Development Administration*:

| Semester – II |
|--|
| Paper I/Subject Name: CLIMATOLOGY AND OCEANOGRAPHY Subject Code:ADM182C202 L-T-P-C – 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory |

Course Objective:

- This course is designed as an Understand the atmospheric elements, processes and resultant weather and climates.
- Comprehend the impact of climates on planet earth.

Learning Outcomes

1. Students will be acquainted with the oceanic processes, ocean floor topography and marine resources
2. They will have an idea of Geography which is a very important component of Civils
3. It will help immensely in Prelims of Civil Services.

Detailed Syllabus:

| Modules | Topics (if applicable) & Course Contents | Periods |
|----------------|---|----------------|
|----------------|---|----------------|

| | | |
|--------------|--|-----------|
| I. | <p>Earth's Atmosphere</p> <ol style="list-style-type: none"> 1. The structure and composition of Earth's atmosphere; Elements of weather and climate; Factors affecting the distribution of temperature; Vertical and horizontal and seasonal distribution of temperature 2. Insolation and heat budget; Temperature inversion; Atmospheric pressure and circulation of planetary winds; Air masses and their characteristics | 12 |
| II. | <p>Climatology</p> <ol style="list-style-type: none"> 1. Cyclones: Tropical Cyclones, Temperate Cyclones, Monsoon - Origin and Mechanism, Jet Streams 2. Atmospheric Moisture: Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation Types, Stability and Instability 3. Climatic Regions, Climate change and global warming, El Nino. | 12 |
| III. | <p>Oceanography</p> <ol style="list-style-type: none"> 1. Ocean floor topography of Indian, Atlantic and Pacific oceans; 2. Oceanic water Movements: Waves, Currents, Tsunamis and Tides. | 12 |
| IV | <p>Ocean Related Issues</p> <ol style="list-style-type: none"> 1. Ocean Salinity and Temperature: Distribution and Determinants. 2. Coral Reefs and Marine Deposits and Ocean Resources. | 12 |
| TOTAL | | 48 |

Text Books:

1. Barry, R. G. and Carleton, A. M., 2001: *Synoptic and Dynamic Climatology*, Routledge, UK.
2. Barry, R. G. and Chorley, R. J., 1998: *Atmosphere, Weather and Climate*, Routledge, New York.

3. Critchfield, H. J., 1987: *General Climatology*, Prentice-Hall of India, New Delhi
4. Lal, D.S., 2001, *Climatology*, Chaitanya Publishing House, Allahabad
5. Singh, S. *Climatology*, 2007, Sharada Pustak Bhawan, Allahabad
6. Strahler, Arthur. N., 1987: *Modern Physical Geography*, John Wiley and Sons, New York, Singapore.
7. Strahler, A., 2018: *Introducing Physical Geography*, John Wiley and Sons, New York, Singapore.
9. Trewartha G. T. and Horne L. H., 1980: *An Introduction to Climate*, McGraw-Hill.
10. Kershaw S., 2000: *Oceanography: An Earth Science Perspective*, Stanley Thornes, UK.
11. King C. A. M., 1962: *Oceanography for Geographers*, Edward Arnold.
12. Sharma R. C. and Vatal M., 1980: *Oceanography for Geographers*, Chaitanya Publishing House, Allahabad.
13. Thurman H. V., 1996: *Essentials of Oceanography*, Prentice-Hall, New Jersey

Reference Books:

1. Anikouchine W. A. and Sternberg R. W., 1973: *The World Oceans: An Introduction to Oceanography*, Prentice-Hall.
2. Batten L. J., 1979: *Fundamentals of Meteorology*, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
3. Boucher K., 1975: *Global Climates*, Halstead Press, New York.

Garrison T., 1998: *Oceanography*, Wordsworth Company, Belmont

| Semester – II |
|--|
| Paper I/Subject Name: Union Government, Law and Order Administration Subject Code:ADM182C203 L-T-P-C – 4-0-0-4 Credit Units: 4 Scheme of Evaluation: Theory |

Course Objective:

1. To gain a detailed understanding of the salient features, sources and form of government in the country by studying the provisions of the Constitution of India.

2. To study the nature of the Constitution by focusing on the centre-state relationship in the federal structure of the country.

Learning Outcomes:

Students are expected to learn-

1. Knowledge about the evolution and growth of Indian Administration It also enables the students to understand optimization techniques with the help of mathematics.
2. Familiarity with the constitutional framework on which Indian Administration is based.
3. the art of logical inference and decision making.

Detailed Syllabus:

| Modules | Topics (if applicable) & Course Contents | Periods |
|----------------|---|----------------|
| I. | Organs of Union Government 1. Executive, 2. Parliament, 3. Judiciary - structure, functions, work processes; 4. Recent trends; Intra governmental relations | 12 |
| II. | Union Government and Administration 1. Cabinet Secretariat; 2. Prime Minister's Office; 3. Central Secretariat; 4. Ministries and Departments; Boards; Commissions; 5. Attached offices; 6. Field organizations. | 12 |
| III. | Law and Order Administration 1. British legacy; 2. National Police Commission; 3. Investigative agencies; | 12 |
| IV | Role of central and state agencies 1. Role of central and state agencies including paramilitary forces in maintenance of law and order and countering insurgency and terrorism; 2. Criminalization of politics and administration; 3. Police-public relations; 4. Reforms in Police. | 12 |
| TOTAL | | 48 |

Text Books:

1. Introduction to the Constitution of India, D.D. Basu, 2011, Lexis Nexis
2. Constitutional Law of India, Central Law Agency, 2014, Dr. J.N. Pandey
3. Constitution of India, V.N. Shukla, 2014 Eastern Book Agency
4. Indian Constitutional Law, M.P. Jain, 2013, New Delhi, Lexis Nexis

References:

1. H.M. Seervai, Constitutional Law of India, Universal Law Publishing Co., 2013, Reprint.
2. Granville Austin, The Indian Constitution – Cornerstone of a Nation, 1999, Oxford University Press
3. P.M. Bakshi, The Constitution of India, 2014, Universal Law Publishing, 2014

| Semester – II |
|---|
| Paper I/Subject Name: Constitutional Studies Subject Code: ADM182S221 L-T-P-C – 2-0-4-2 Credit Units: 2 Scheme of Evaluation: Practical – Project + Viva |

Course objectives:

This is a skill enhancement course for making use of the Constitution of India for Civil Services

Learning Outcomes:

- After completion of the course learners will develop knowledge of Constitution
- Will have a better understanding about the Constitution.

| Module | Content | Periods |
|---------------|--|----------------|
| I | 1. Introduction; The role of the Constituent Assembly. 2. The Soul of the Constitution: Preamble | 6 |
| II | Chapter III 1. The Fundamental Rights 2. Critique of the Fundamental Rights: Few Debates | 6 |
| III | Chapter IV 1. The Directive Principles of the Indian Constitution 2. The debate between Directive Principles and Fundamental Rights | 6 |
| IV | 1. The Tenth Schedule, Fundamental Duties 2. Election to the President of India, Eight Schedule. | 6 |
| | | 24 |

Text Books:

1. DD Basu, (2019) Constitution of India, India Law House
2. M Laksmikanth, (2017) Indian Polity, Fifth Edition, Tata McGraw Hill

References::

1. V Bhagwan, (2008) Indian Government and Politics, Omson Publications
2. S Kashyap, (2001) Our Constitution: An Introduction, NBI

| AECC – 3 (2ND SEMESTER) | |
|--|---|
| AECC-3/Subject Name: | Communicative English- II: Conversation and Public Speaking |
| Subject Code: | CEN982A201 |
| L-T-P-C – 1-0-0-1 | |
| Credit Units: 1 | |
| Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech | |
| Continuous Evaluation: 30 Marks | |
| Semester End Examination: | |
| Component A = Written Examination = 30 Marks | |
| Component B + C = Viva-Voce + Extempore speech = 40 Marks | |

Course Objective: The objective of the course is to give students a platform to enhance their speaking and conversational skills in English by engaging them in meaningful discussions and interactive activities.

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

- Improve speaking skill.
- Develop a life skill on conversation.
- Improve the skill of public speaking.

Detailed Syllabus:

| Modules | Topics (if applicable) & Course Contents | Periods |
|----------------|--|----------------|
| I. | Speaking Skills Speaking – The Art of Speaking, Goals, Speaking Styles, The Speaking Process Importance of Oral Communication, Choosing the form of Communication, Principles & Guidelines of Successful Oral Communication, Barriers to Effective Oral Communication Three aspects of Oral Communication – Conversing, Listening and Body Language Intercultural Oral Communication | 4 |
| II. | Conversational Skills : Listening and Persuasive Speaking Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control | 4 |
| III. | Transactional Analysis The Role of Intonation , Strokes, Psychological Characteristics of Ego States (The Parent, The Adult, The Child), Structure and Aspects of Human Personality Analysing Transactions – Complementary Transactions, Crossed Transactions, Duplex or Ulterior Transactions, How to Identify the Ego States of Interacting Individuals, How to Manage Conversations, Structural Analysis, Certain Habits of Ineffective Conversationalists | 4 |

| | | |
|--------------|--|-----------|
| IV | Public Speaking Business Presentation and Speeches – Difference Elements of a Good Speech – Planning, Occasion, Audience, Purpose, Thesis, Material Organising and Outlining a Speech Outline, Types of Delivery Guidelines for Delivery – Verbal Elements, Non-Verbal Elements, Vocal Elements, Visual Elements, Controlling Nervousness and Stage Fright | 4 |
| TOTAL | | 16 |

Text/Reference Books:

- Mehra, Payal. (2012). *Business Communication for Managers*: Dorling Kindersley (India) Pvt. Ltd. Page 75 – 83. ISBN 978-81-317-5865-6
- Raman, Meenakshi and Singh, Prakash.(2012). *Business Communication* (2nd Edition): Oxford University Press. Page 123 – 165.ISBN-13:978-0-19-807705-03
- Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press. Page 137 – 148 ISBN-13:978-0-19-806529-6
- Sengupta, Sailesh.(2011) *Business and Managerial Communication*. New Delhi : PHI Learning Pvt. Ltd. Page 136-153.ISBN-978-81-203-4435-8

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|---|
| AECC-4 (2nd Semester) |
|---|

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|--|
| AECC-4/Subject Name: Behavioural Science - II |
| Subject Code: BHS982A202 |
| L-T-P-C – 1-0-0-1 |
| Credit Units: 1 |
| Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech Continuous Evaluation: 30 Marks Semester End Examination: Component A – Written Examination = 30 Marks Component B +C – Viva-Voce + Extempore speech = 40 Marks |

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 this course students will be expected to -

- Understand culture and personality
- Understand Value.
- Demonstrate leadership.
- Develop a life skill on motivation

| Module s | Course Contents | Periods |
|---------------------|---|----------------|
| I | Culture and Personality Relation Between Culture and Personality with Relevant Examples, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework. | 4 |
| II | Attitudes and Values Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values, changes of values with time, male & female values differences. | 4 |
| III | Leadership Definition of leadership, types of leadership, Leadership Continuum Transformational & transactional Leadership, Ethical Leadership. | 4 |
| IV | Motivation Definition of motivation with example, Theories of Motivation (Maslow & X and Y) Applications of motivation. | 4 |
| | | 16 |

Text books:

- Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).
- Organisational behaviour by S.P Robbins, Judge , Vohra 18th Ed.

Semester – III

Paper I/Subject Public Administration and Administrative Law

Subject Code: ADM182C301

L-T-P-C – 2-0-4-2

Credit Units: 2

Scheme of Evaluation: Practical – Project + Viva

Course objectives:

1. To help the students to analyze the various aspects of personnel administration.
2. The course will also increase student's ability to comprehend the Civil Service Reforms.

Learning Outcomes:

1. Conceptual clarity related to Public personnel Administration, its issues, career systems and other terms covering various aspects of personnel administration
2. Detailed understanding of the Public personnel system of the Indian Republic.
3. Critical understanding of issues like Employee associations, Adjudication institutions and processes and Civil Service Reforms.

| Module | Content | Periods |
|---------------|---|----------------|
| I | Unit-1 Personnel Administration 1. Importance of human resource development; 2. Recruitment, 3. Training, 4. Career advancement, 5. Position classification, | 6 |
| II | Unit-2 Terms and Conditions 1. Discipline, 2. Performance appraisal, 3. Promotion, 4. Pay and service conditions; 5. Employer- employee relations, 6. Grievance redressal mechanism; 7. Code of conduct; 8. Administrative ethics. | 6 |

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| | | |
| III | Unit-3 Civil Services 1. Constitutional position; 2. Structure, recruitment, 3. Training and capacity-building; 4. Good governance initiatives; 5. Staff associations; 6. Political rights; 7. Civil service neutrality; 8. Civil service activism. | 6 |
| IV | 1. Unit-4 Administrative Law 2. Meaning, scope and significance; 3. Dicey on Administrative law; 4. Delegated legislation; 5. Administrative Tribunals. | 6 |
| | | 24 |

Text Books:

1. *Public Systems Management*, Kumar De, Barun, 2016, New Age International Publications.
2. *Human Resource Management*, V.S.P.Rao, 2007, Excel Books, New Delhi
3. *Human Resource Management*, Sun India Publications, A. K. Singh et. 2005, New Delhi.

References::

1. Bhayana, S S and Singh S (2016) *Public Personnel and Financial Administration* (4th Edition). New Academics: Jalandhar
2. Davar, Rustom S (2008) *Personnel Management and Industrial Relations in India* (2nd Edition).Vikas Publishing House: New Delhi
3. Flippo, Edwin B (2008) *Principles of Personnel Management* (4th 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
5. Koontz, H and O'Donnell, Cyril (2008) Principles of Management (5th Edition). McGraw Hill:Tokyo
6. Pigors, Paul and Myers, Charles A (1969) Personnel Administration: A Point of View and a Method (6th Edition). McGraw Hill: New York
7. 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)

Semester – III

Paper I/Subject State and District Administration

Subject Code: ADM182C302

L-T-P-C – 2-0-4-2

Credit Units: 2

Scheme of Evaluation: Practical – Project + Viva

Course objectives:

1. To help the students to analyze the democratic decentralization in India.
2. The course will also increase student's ability to comprehend the constitutional and administrative ramifications of decentralization.

Learning Outcomes:

1. Students will to understand constitutional provisions/stipulations for democratic decentralization in India, identify the political and administrative possibilities inherent in decentralization and analyze the issues relating to the decentralization.
2. The student will have an insight into centre-state relations and development management.

| Module | Content | Periods |
|---------------|--|----------------|
| I | Unit-1 Union-State Relation 1. Union-State administrative, 2. legislative and financial relations; 3. Role of the Finance Commission; | 12 |
| II | Unit-2 State Government 1. Governor; 2. Chief Minister; 3. Council of Ministers; 4. Chief Secretary; 5. State Secretariat; 6. Directorates. | 12 |
| III | Unit-3 District Administration 1. District Administration since Independence: 2. Changing role of the Collector; 3. Union state- local relations; | 12 |

| | | |
|----|---|----|
| IV | Unit-4 Development management 1. Imperatives of development management and law and order administration; 2. District administration and Democratic Decentralization. | 12 |
| | | 48 |

Text Books:

1. *Public Administration: A Reader*, Chakrabarty Bidyut and Mohit Bhattacharya (ed), 2003, Oxford University Press, New Delhi.
2. *Panchayat Raj in India: Emerging Trends Across the States*, Joshil. R. P. and G.S. Narwani, 2002, Rawat Publications, Jaipur, New Delhi.

References:

1. Vayunandan E, Mathew D, “*Good Governance: Initiatives in India*”, 2003, Prentice Hall of India Private Limited, New Delhi.
2. Mishra, S.N, Mishra, Sweta, “*Decentralised Governance,*” 2002, Shipra Publications, New Delhi.

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| Semester – III |
| Paper I: Public Sector Undertakings and Organization |
| Subject Code: ADM182D501 |
| L-T-P-C – 2-0-4-2 |
| Credit Units: 2 |
| Scheme of Evaluation: Practical – Project + Viva |

Course objectives:

1. To help the students to analyze the Regulatory Authorities; Public - Private Partnerships.
2. The course will also increase student's ability to comprehend the Problems of autonomy, accountability, and control; Impact of liberalization and privatization..

Learning Outcomes:

1. Understand various aspects of Public Sector and Public Sector Undertakings in India.
2. Analyze various forms of organization of governing boards
3. Knowledge about privatization and performance of central public sector enterprises in India.

| Module | Content | Periods |
|---------------|---|----------------|
| I | Unit-1 Public Sector Undertakings Public sector in modern India; Forms of Public Sector Undertakings | 12 |
| II | Unit-2 Problems Public Sector Undertakings Problems of Autonomy, Accountability, and control; Impact of Liberalization and Privatization. | 12 |
| III | Unit-3 Organizations Theories systems, contingency Structure and forms: Ministries and Departments, Corporations, Companies. | 12 |

| | | |
|----|---|----|
| IV | Unit-4 Boards and Commissions Boards and Commissions; Ad hoc and advisory bodies; Headquarters and Field relationships; Regulatory Authorities; Public - Private Partnerships. | 12 |
| | | 48 |

Text Books:

1. *Economics, planning and public administration*, Dubhashi, P.R.(1976).. Bombay: Somaiya, Publications, Pvt. Ltd.
2. *Public sector economics: theory, policy and practice*, Bailey,S.J.(2001).. 2nd ed.London: Palgrave.

References::

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.

Semester – IV

Paper I: Public Policies and Plan Priorities

Subject Code: ADM182C401

L-T-P-C – 4-0-4-2

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course objectives:

- 1.To help the students to analyze the basic concepts such as public policy, policy analysis, public policy process and governance
- 2.The course will also increase student’s ability to comprehend the policy analysis.

Learning Outcomes:

- 1.The students will understand Public Policy and its formulation and Public Policy in Indian context.
2. Learning various approaches and types of Public Policy will create more curiosity among the students to opt for research in the future.

| Module | Content | Periods |
|---------------|--|----------------|
| I | Unit-1 Public Policy 1. Models of policy-making and their critique; 2. Processes of conceptualization State theories and public policy formulation. | 12 |
| II | Unit-2 Planning 1. Planning, 2. Implementation, 3. Monitoring, 4. Evaluation and Review and their limitations; | 12 |
| III | Unit-3 Plans and Priorities 1. Machinery of planning; 2. Role, composition and functions of the Planning Commission and the National Development Council; | 12 |

| | | |
|----|--|----|
| | 3. 'Indicative' planning;. | |
| IV | Unit-4 Union, State and District level Planning 1. Process of plan formulation at Union and State levels; 2. Constitutional Amendments (1992) and Decentralized Planning for economic development and social justice. | 12 |
| | | 48 |

Text Books:

1. *The Policy Making Process*, E. Lindblom Charles: 1968 Englewood Cliffs, NJ Prentice Hall Incorporation, 1986.
2. *Policy and Bureaucracy*, E. Jacob Charles: 1967, P. Van Nostrand Co.
3. *An Introduction to the Study of Public Administration Policy*, 986, Jones Charles O., Brooks Cole Pub. Co., Monterey California (3rd Ed.) 1.

References::

1. O. Pardeep Sahni: *Public Policy, Conceptual Dimension*, 1987 Allahabad: Kitab Mahal.
2. Richard M. Hodgetts and Jr. Max. S. Wortman: *Administrative Policy – Text and Cases in The Policy Science*, 1969, New York: Wiely. George A. Steiner: *Top Management Planning*, Macmillan.
3. R.B. Jain: *Policy and Parliament in India*, Indian Institute of Public Administration, New Delhi.
4. Anderson, J E (2005) *Public Policy Making* (6th Edition). Houghton Mifflin: New York Ayyar, 5. Vaidyanathan R V (2009) *Public Policy Making in India*. Pearson: New Delhi Basu, D D (2011) 6. *Constitution of India* (20th Edition). Prentice Hall of India: New Delhi
7. Chakraborti, Rajesh (2017) *Public Policy in India*. Oxford University Press: New Delhi
8. Chakraborty, Bidyut and Chand, Parkash (2016) *Public Policy: Concept, Theory and Practice*. Sage: New Delhi

Semester – IV

Paper I: Rural and Urban Local Government

Subject Code: ADM182C402

L-T-P-C – 2-0-4-2

Credit Units: \$

Scheme of Evaluation: Practical – Project + Viva

Course objectives:

1. To help the students to analyze the role and relationships of rural local democratic decentralized institutions (PRIs) with other
2. The course will also increase student's ability to comprehend the PRIs related issues and institutions

Learning Outcomes:

1. Acquiring the theoretical knowledge and understanding of the evolution and growth of rural local governance with special reference to Panchayati raj institutions
2. Gaining insights about composition, role and functions, resources of Panchayati raj institutions

| Module | Content | Periods |
|---------------|---|----------------|
| I | Unit-1 Rural Local Administration 3. Institutions and Agencies since independence; 4. 73rd Constitutional Amendment. | 12 |
| II | Unit-2 Rural Development 1. Rural Development Programs; 2. Foci and Strategies; 3. Decentralization and Panchayati Raj; | 12 |
| III | Unit-3 Urban Local Government 1. Municipal governance: main features, structures, finance and problem areas; 2. 74th Constitutional Amendment; | 12 |

| | | |
|----|---|----|
| | | |
| IV | Unit-4 Urban development 3. Global local debate; 4. New localism; 5. Development dynamics, 6. Politics and administration with special reference to city management. | 12 |
| | | 48 |

Text Books:

1. *Rural development administration in the 21st century*, Surat Singh , Deep & Deep Publication, 2006.
2. *Local Government: Rural and Urban*, Manoj Sharma ;Anmol Publisher, 2004.
3. *Rural Development in India, Some Facts*, National Institute of Rural Development, Hyderabad, NIRD, 1999.
4. *Rural Development Administration*, P.R.Dubhashi, 1990, Bombay, Popular Prakashan,
5. *Rural Development Administration Under Democratic Decentralisation* V.R.Gaikwad, 1990, New Delhi, Wiley Eastern, 1990.

References::

1. V.Savalinga Prasad, *Panchayats and Development*, 1991, New Delhi, Light and Life
2. GKatar Singh, *Rural Development Principles, Policies and Management*, 1996, New Delhi, Sage Publications,
3. S.R.Maheshwari, *Rural Development in India*, 1995, New Delhi, Sage Publications.
4. A.K.Srivastava, *Integrated Rural Development in India: Policy and Administration*, 1996, Delhi, Deep and Deep Publication.
5. *Urban Development & Administration*, K. K. Bhatnagar, K. K. Gadeock, 2007, HCM Rajasthan State Institute of Public Administration, 2007.
6. *Revitalised Urban Administration in India: Strategies and Experiences* 2002, U.B. Singh, Gyan Publishing House.
7. *Urban Government*, Bake Benjamin, 1990

Semester – IV

Paper I: Indian Polity and Constitution

Subject Code: ADM182D401

L-T-P-C – 2-0-4-2

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course objectives:

1. Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general
2. Delineating the constitutional provisions and dynamics of union -state relationships

Learning Outcomes:

1. Knowledge about the evolution and growth of Indian Administration
2. Familiarity with the constitutional framework on which Indian Administration is based.
3. Grasping the role of Union Executive
4. Awareness about the institutions and mechanism in force for citizen-state interface

| Module | Content | Periods |
|---------------|---|----------------|
| I | Unit-I Preamble Features, Amendment and Committees, Constitution of India - Historical Background, Drafting committee and the making of the Constitution, Union and its Territory - State reorganization, Federal nature | 12 |
| II | UNIT-II Citizenship PIO, NRI, OCI and Pravasi Bharatiya Divas, Citizenship Amendment Act and Recent Developments Fundamental Rights (FR) - Important Amendments, Writs and recent developments related to FRs Fundamental Duties (FD) - Significance and Criticism Directive Principles of State Policy (DPSP) - Features Classification and Popular SC Judgments and Important Amendments related to DPSP | 12 |
| III | UNIT-III Administration of Special Areas | 12 |

| | | |
|----|--|----|
| | Schedule 5 and 6, Constitution Bodies, Non-Constitution Bodies, Tribunals Special Provisions to SC, ST, Minorities, Backward Cl Anglo-Indians Comparison of the Indian Constitutional Scheme with That Other Countries Parliament & State Legislatures | |
| IV | UNIT-IV Salient Features of Representation of People's Act Appointment to Various Constitutional Posts Statutory, Regulatory & Quasi-Judicial Bodies - NITI, RI NHRC, CBI, CVC, NIC and many other. | 12 |
| | | 48 |

Text Books:

4. Basu, D D (2013) Introduction to the Constitution of India (21st Edition). Lexus Nexus: New Delhi
5. Chakraborty, Bidyut (2016) Indian Administration. Sage: New Delhi
6. Cott, J E Woola (1986) British Rule in India. Anmol: Delhi

References::

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. Laksmi Narain Aggarwal: Agra
3. Balfour, Lady Betty (2015) Lord Lytton's Indian Administration 1876-1880 The Untold History. Gyan Books: New Delhi

SEMESTER - 5

| Semester – V (CORE) |
|---|
| Paper I: Indian Economy and Economy of Assam Subject Code: ADM182C501 L-T-P-C – 3-1-0-4 Credit Units: 4 Scheme of Evaluation: Practical – Project + Viva |

Course Objectives

1. To help the students to analyze the tax structure in India.
2. The course will also increase student's ability to comprehend the different aspects of economy of Assam.

Learning Outcomes

1. Understand the concept, need and importance of planning and mobilization of resources.
2. Insight on banking and tax structure in India.
3. Understand the Government Budgeting and Industrial Policies in India.

Detailed Syllabus:

| Module | Content | Periods |
|--------|---|---------|
| I | Unit-I Planning in India 1. Meaning of Planning, Significance 2. Imperative, Indicative and Structural Planning, 3. Objectives of Planning, Achievements & Failures of Indian Planning, 4. NITI Aayog vs. Planning Commission. | 12 |
| II | UNIT-II Mobilization of Resources 1. Types of Resources – Financial, Human, Natural etc., | 12 |

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|-----|---|----|
| | <p>2. Government Resources – Tax & Non-Tax (or Fiscal & Monetary Policy),</p> <p>3. Banking Sector & NBFCs, External Sources – FDI, ODA etc.,</p> <p>4. Public Borrowing & Management of Public Debt,</p> | |
| III | <p>UNIT-III Industrial Policies</p> <p>1. Phases of Industrial Growth and Industrial Policy Before and After 1991,</p> <p>2. Linkage Between Economic Reforms and Economic Outcomes,</p> <p>3. Weaknesses and Failures of Industrial Policies, SEZ Make in India, Atmanirbhar Bharat Abhiyan</p> | 12 |
| IV | <p>UNIT-IV Economy of Assam</p> <p>1. Macro overview of economy, Major agricultural, industrial and service sector issues,</p> <p>2. Growth, development and planning</p> <p>3. Major development projects, programs and schemes</p> | 12 |
| | | 48 |

Text Books:

1. Dutt Rudder and K.P.M Sunderam (2017). Indian Economy. S Chand & Co. Ltd. New Delhi.
2. Mishra S.K & V.K Puri (2017). Indian Economy and –Its Development Experience. Himalaya Publishing House.
3. Singh, Ramesh, (2016): Indian Economy, Tata-McGraw Hill Publications, New Delhi.
4. Dhingra, I.C., (2017): March of the Indian Economy, Heed Publications Pvt. Ltd.,
5. Banik,N. (2015). The Indian Economy: A Macroeconomic Perspective. Sage Publication.
6. Datt,G., and Majajan, A. (2017). Indian Economy. New Delhi: S. Chand and Co.
7. Kapila, U. (2011). Indian Economy: Performance and Policies. Academic Foundation, India.
8. Singh, R. (2017). Indian Economy. New Delhi: Tata McGraw-Hill Education.

Reference Books:

1. Gillespie, Andrew (2014). Foundations of Economics (3rd Edition). Oxford University Press, Oxford
2. Hoag, A.J and Hoag, J. H. (2010). Introductory Economics (4th Edition). Chennai: World Scientific Publishing Co. Pte. Ltd.
3. Mankiw, N. (2014). Principles of Economics (3rd Edition). South Western: Mason.
4. Samuelson, P.A., and William Nordhaus (2009): Economics, TataMcGraw-Hill.

Semester – V (CORE)

Paper I: : Indian Geography and Geography of Assam

Subject Code: ADM182C502

L-T-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

- 1] To help the students to analyze the agriculture Problems in India.
2. The course will also increase student's ability to comprehend Human Geography - Demographics, Census data, Mineral and industries in India, Economic infrastructure.

Learning Outcomes

1. To understand the basics of geography and Climate in India.
2. Analyze agriculture Problems in India.
3. Knowledge about Human Geography.

Detailed Syllabus:

| Module | Content | Periods |
|--------|---|---------|
| I | Unit-I Basics of Indian Geography 1. Latitude, Longitude, Boundaries, etc, 2. Physical features of India - Himalaya, Pleateau, plains, desert and Island | 12 |
| II | UNIT-II Indian River systems 1. Characteristics, comparison and significance, 2. Climate in India - Monsoon, El-Nino, La-Nino, seasonal Cyclones, 3. Rainfall distribution in India | 12 |
| III | UNIT-III Agriculture and Allied 1. Agriculture and Problems faced in India, 2. Agriculture and Allied-characteristics and Problems, 3. Biodiversity, National Parks, Biosphere reserves, etc. | 12 |

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|----|--|----|
| IV | UNIT-IV Human Geography 1. Demographics and Census data, 2. Mineral and industries in India 3. Economic infrastructure - Transportation, Energy resources. | 12 |
| V | UNIT- V Geography of Assam 1. Broad physical features and Major Physiographic divisions, 2. Natural Resources of Assam, Climate and Natural vegetation, 3. Wild life and Bio-diversity, 4. Mines and minerals | 12 |

TEXTBOOKS:

5. Sharma, T. C. 2003: India - Economic and Commercial Geography. Vikas Publ., New Delhi.
6. Singh R. L., 1971: India: A Regional Geography, National Geographical Society of India.
7. Singh, Jagdish 2003: India - A Comprehensive & Systematic Geography, Gyanodaya Prakashan, Gorakhpur.
8. Spate O. H. K. and Learmonth A. T. A., 1967: India and Pakistan: A General and Regional Geography, Methuen.
9. Tirtha, Ranjit 2002: Geography of India, Rawat Pubs., Jaipur & New Delhi.
10. Pathak, C. R. 2003: Spatial Structure and Processes of Development in India. Regional Science Assoc., Kolkata.
11. Tiwari, R.C. (2007) Geography of India. Prayag Pustak Bhawan, Allahabad
12. Sharma, T.C. (2013) Economic Geography of India. Rawat Publication, Jaipur

Reference books:

1. Deshpande C. D., 1992: India: A Regional Interpretation, ICSSR, New Delhi.
2. Johnson, B. L. C., ed. 2001. Geographical Dictionary of India. Vision Books, New Delhi.
3. Mandal R. B. (ed.), 1990: Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective.
4. Sdyasuk Galina and P Sengupta (1967): Economic Regionalisation of India, Census of India

Semester – V (DSE)

Paper I: Public Sector Undertakings and Organization

Subject Code: ADM182D501

L-T-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

1. To help the students to analyze the Regulatory Authorities; Public - Private Partnerships.
2. The course will also increase student's ability to comprehend the Problems of autonomy, accountability, and control; Impact of liberalization and privatization..

Learning Outcomes

1. Understand various aspects of Public Sector and Public Sector Undertakings in India.
2. Analyze various forms of organization of governing boards
3. Knowledge about privatization and performance of central public sector enterprises in India.

Detailed Syllabus:

| Module | Content | Periods |
|---------------|---|----------------|
| I | Unit-1 Public Sector Undertakings Public sector in modern India; Forms of Public Sector Undertakings | 12 |
| II | Unit-2 Problems Public Sector Undertakings Problems of Autonomy, Accountability, and control; Impact of Liberalization and Privatization. | 12 |
| III | Unit-3 Organizations Theories Systems, contingency Structure and forms: Ministries and Departments, Corporations, Companies. | 12 |
| IV | Unit-4 Boards and Commissions | 12 |

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|--|---|--|
| | Boards and Commissions; Ad hoc and advisory bodies; Headquarters and Field relationships; Regulatory Authorities; Public - Private Partnerships. | |
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Text Books

1. *Economics, planning and public administration*, Dubhashi, P.R.(1976).. Bombay: Somaiya, Publications, Pvt. Ltd.
2. *Public sector economics: theory, policy and practice*, Bailey,S.J. (2001).. 2nd ed.London: Palgrave.

Reference Books

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.

Semester – V (DSE)

Paper I: Indian Polity and Constitution

Subject Code: ADM182D502

L-T-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

1. Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general
2. Delineating the constitutional provisions and dynamics of union -state relationships

Learning Outcomes

1. Knowledge about the evolution and growth of Indian Administration
2. Familiarity with the constitutional framework on which Indian Administration is based.
3. Grasping the role of Union Executive
4. Awareness about the institutions and mechanism in force for citizen-state interface

Detailed Syllabus:

| Module | Content | Periods |
|---------------|--|----------------|
| I | Unit-I Preamble and Indian Constitution <ol style="list-style-type: none">1. Features, philosophy and Amendment,2. Constitution of India - Historical Background,3. Drafting committee and the making of the Constitution,4. Union and its Territory - State reorganization | 12 |
| II | <ol style="list-style-type: none">1. UNIT-II Citizenship2. Citizenship Amendment Act and Recent Developments3. Fundamental Rights (FR) - Important Amendments and recent developments related to FRs4. Fundamental Duties (FD) - Significance and Criticism5. Directive Principles of State Policy (DPSP) - Features, Classification and Popular SC Judgments and Important Amendments related to DPSP | 12 |

| | | |
|-----|---|----|
| III | <ol style="list-style-type: none"> 1. UNIT-III Administration of Special Areas 2. Schedule 5 and 6, Constitution Bodies, 3. Non-Constitution Bodies, Tribunals 4. Special Provisions to SC, ST, Minorities, Backward Class, Anglo-Indians | 12 |
| IV | <p>UNIT-IV Salient Features of Representation of People's Act</p> <ol style="list-style-type: none"> 1. Appointment to Various Constitutional Posts 2. Statutory, Regulatory & Quasi-Judicial Bodies - NITI, RBI, NHR, CBI, CVC, NIC and many other. | 12 |

TEXTBOOKS

4. Basu, D D (2013) Introduction to the Constitution of India (21st Edition). Lexus Nexus: New Delhi
5. Chakraborty, Bidyut (2016) Indian Administration. Sage: New Delhi
6. Cott, J E Woola (1986) British Rule in India. Anmol: Delhi

Reference 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. Laksmi Narain Aggarwal: Agra
3. Balfour, Lady Betty (2015) Lord Lytton's Indian Administration 1876-1880 The Untold History. Gyan Books: New Delhi

Semester – V (DSE)

Paper I: Social Systems and Social Thinkers

Subject Code: ADM182D503

L-T-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

1. The students will understand the basic concepts of the Indian Society.
2. They will be able to comprehend the basic ideas and link it with the UPSC preparation

Learning Outcomes

1. Students will understand the society better and will be able to comprehend social issues.
2. Students will be able to use the basics of the Sociological thinkers to understand the social problems.

Detailed Syllabus:

| Module | Content | Periods |
|---------------|--|----------------|
| I | Unit-1 Elements of Social Structure. 1. Community and Associations: Groups; Status and role 2. Norms and values of Social Stratification and Mobility. 3. Caste-Class: Difference and Convergence, Welfare State: Concept and Philosophy | 12 |
| II | Unit-2 : Social Change 1. Social Institutions: Marriage and Family 2. Social Change in Contemporary Indian Society. 3. Social Tensions and Resolutions: Communalism and Regionalism. | 12 |
| III | Unit-3 Social Issues 1. Race and Ethnicity 2. Gender: Sexual Division of Labour. 3. Poverty, Unemployment and Welfare Schemes. | 12 |
| IV | Unit-4: Social Thinkers. 1. Emile Durkhiem | 12 |

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| | <p>2. Max Weber and Robert Merton</p> <p>3. Auguste Comte and Karl Marx</p> | |
|--|---|--|

TEXTBOOKS

1. Hobsbawm, Eric., Age of Empire 1875-1914, Delhi: Viking, 1975.
2. Hobsbawm, Eric., Age of Revolution 1789-1848, Delhi: Viking, 1975.
3. Palmer, R.A., A History of Modern World, Macgraw, 1982.
4. Stavrianos, L.S., The World Since 1500, Delhi: Prentice Hall of India, 1965.
5. Stavrianos., L.S., Readings in World History, USA: Allen & Bacon, Inc., 1962.

Reference books:

6. Clark, G., Early Modern Europe, Oxford University Press, 1964.
7. Clough, Shepherd, Economic Development of the Western World, London: Macraw Hill Book Company.
8. Davis, H.A., Outline History of the World. Ed.5 1968.
9. Gay, P and J. Goratty (eds) Columbia History of the World, New York: Harper Row, 1972.
10. Hale, J.R., Renaissance Europe, London: Collins Sons & Co.Ltd., 1971.
11. Hinsley, F.H.(eds) Material Progress and World Wide Problems, 1870-1898, Cambridge University Press, 1976.

Semester – V (DSE)

Paper I: Security

Subject Code: ADM182D504

L-T-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

1. To help the students to analyze the Role of external state and non-state actors in creating challenges to internal security.
2. The course will also increase student's ability to comprehend the NIA, NATGRID, MAC, UAPA, TADA, POTA, NCTC.

Learning Outcomes

1. Understand the concept of Linkages between development and spread of extremism
2. Learn the challenges to internal security through communication networks
3. Analyze Security challenges and their management in border areas.

Detailed Syllabus:

| Module | Content | Periods |
|---------------|---|----------------|
| I | Unit-1 1. Extremism: Meaning and nature 2. Factors Responsible for Spread of Extremism, 3. Steps that State can be taken to Reduce the Spread of Extremism 4. Extremism and Development | 12 |
| II | Unit-2 1. Role of external state and non-state actors in creating challenges to internal security 2. Threats from Non-State Actors like Militancy in Northeast India and Jammu and Kashmir 3. Institutional Framework to Tackle Challenges of Internal Security | 12 |

| | | |
|-----|--|----|
| III | <p>Unit-3 Challenges to internal security through communication networks</p> <ol style="list-style-type: none"> 1. Role of Media & Social Networking Sites in Internal Security Challenges, 2. Challenges in Managing Social Media, 3. Money- laundering and its prevention, | 12 |
| IV | <p>Unit-4 Security challenges and their management in border areas</p> <ol style="list-style-type: none"> 1. Challenges in Managing Border Security – Coastal & Terrestrial, Land Boundary Disputes with Neighbours, 2. India's Policy in Border Area Security Management, 3. Central armed police forces, Central Paramilitary Forces, Security & Intelligence Agencies | 12 |

Text Books:

1. Roland Dannreuther (2007) International Security: The Contemporary Agenda (Polity).
2. John Baylis et al. (2007) Strategy in the Contemporary World: An Introduction to Strategic Studies 2nd Edition (Oxford University Press).
3. Collins, A. (ed.) (2007) Contemporary Security Studies. Oxford: Oxford University Press
4. Williams, Paul (ed) (2008) Security Studies: An Introduction, Routledge
5. Michael E. Brown et al (2005), New Global Dangers: Changing Dimensions of International Security

Reference Books:

1. B. Buzan, O. Waever and J de Wilde, Security: A New Framework for Analysis (1998)
2. David Held (et al), Global Transformations (1999)
3. David Held and A. McGrew, Global Transformations Reader (2000)
4. Michael Sheehan, International Security: An Analytical Survey
5. R Wyn-Jones, Security, Strategy and Critical Theory, 1999
6. Joseph Nye, Understanding International Conflicts (2000)

Semester – V (DSE)

Paper I: Economic Development

Subject Code: ADM182D505

L-T-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

1. To help the students to analyze the Elements of Inclusive Growth, Need for Inclusive Growth, Indicators of Inclusive Growth.
2. The course will also increase student's ability to comprehend the Investment Models, Domestic Investment Models, Public Investment Model, Private Investment Model.

Learning Outcomes

1. Understand about economic development and growth.
2. Insight on Inclusive Growth, employment and Infrastructure.
3. Macro overview of economy

Detailed syllabus

| Module | Content | Periods |
|---------------|---|----------------|
| I | Unit-1 Growth & Development <ol style="list-style-type: none">1. Meaning of Development & Growth and its Differences,2. Determinants of Growth & Development,3. Role of State and Planned Approach, Mixed Economy Approach, Challenges to Development & Growth. | 12 |
| II | Unit-2 Employment and Inclusive Growth: <ol style="list-style-type: none">1. Employment: Meaning, Nature –2. Rural vs. Urban, Formal Vs. Informal,3. What is Inclusive Growth? Its basic Elements and Need for Inclusive Growth, | 12 |

| | | |
|-----|---|----|
| | 4. Indicators of Inclusive Growth, Challenges in Achieving Inclusive Growth in India | |
| III | Unit-3: Land Reforms: <ol style="list-style-type: none"> 1. What is Land Reform? Impact and Problems in Implementation of Land Reforms, 2. Success of Land Reforms, Recent Initiatives - Land Leasing, Land Acquisition, Rehabilitation & Resettlement Act, etc., 3. Phase of Liberalization, Impact on Different Sectors of the Economy. | 12 |
| IV | Unit-4: Investment: <ol style="list-style-type: none"> 1. Understanding Investment and its Need, 2. Types of Investment Models, FDI, FII, etc. 3. Investment Models Followed by India. | 12 |

Text Books:

1. Dutt Rudder and K.P.M Sunderam (2017). Indian Economy. S Chand & Co. Ltd. New Delhi.
2. Mishra S.K & V.K Puri (2017). Indian Economy and –Its Development Experience. Himalaya Publishing House.
3. Singh, Ramesh, (2016): Indian Economy, Tata-McGraw Hill Publications, New Delhi.
4. Dhingra, I.C., (2017): March of the Indian Economy, Heed Publications Pvt. Ltd.,
5. Banik,N. (2015). The Indian Economy: A Macroeconomic Perspective. Sage Publication.
6. Datt,G., and Majajan, A. (2017). Indian Economy. New Delhi: S. Chand and Co.
7. Kapila, U. (2011). Indian Economy: Performance and Policies. Academic Foundation, India.
8. Singh, R. (2017). Indian Economy. New Delhi: Tata McGraw-Hill Education.

Reference Books:

1. Meier, G. M. and Raunch, J. E. (2006). Leading Issues in Economic Development (8th Edition). New York: Oxford University Press.

2. Ray, D. (2004). Development Economics, Seventh Impression. New Delhi: Oxford University Press. 6. Thirlwall, A. P. (2006). Growth and Development (8th Edition). New York: Palgrave Macmillan.
3. Todaro, M. P. and Stephen C. S. (2007). Economic Development (8th Edition). New Delhi: Second Impression, Pearson Education (Singapore) Pvt. Ltd., Indian Branch.

6th Semester

Semester – VI

Paper I: Indian Economics

Course: C1

Subject Code: ADM182C601

L-T-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

1. Understanding the basics of the Indian Economy
2. Awareness about the basic concepts of the Indian Economy

Learning Outcomes

1. Knowledge about the Indian Economic system
2. Understanding the factors behind the Indian Economy
3. Understanding the various mechanisms within the economic system

Detailed syllabus

| Module | Content | Periods |
|--------|---|---------|
| I | Unit1 - National Income <ol style="list-style-type: none">1. Composition, trend and pattern of national income;2. Method of estimation and problem areas;3. Inequality in national income distribution- inter personal and inter regional, Broad development indices; | 12 |
| II | Unit-2 Agriculture <ol style="list-style-type: none">1. Role, nature and cropping pattern; production and productivity trend, causes of low productivity and measures to increase production and productivity;2. Colonial legacy, green revolution, land reforms, problems of agricultural marketing in India- and remedial measures3. Institutional and non-institutional finance; rural indebtedness; post 1991 scenario; | 12 |

| | | |
|-------|---|----|
| III | <p>Unit-3: Industry</p> <p>1. Industry in pre-plan period, second five-year plan and Indian industry,</p> <p>2. Industrial policy- 1956 and 1991, importance and problems of MSME sector, public sector undertaking- importance and problems.</p> <p>3. Disinvestment in India, Industrial sickness, Importance of Service sector in India, Role of Start-ups.</p> | 12 |
| IV | <p>Unit- 4 Economic Reforms in India</p> <p>1. LPG policies; Impact of globalization; Role of Foreign Capital.</p> <p>2. Economic Planning: Background, objectives, Achievements and failures, NITI Aayog.</p> <p>3. Commercial Banks in India, Role of RBI- Traditional, Promotional and development functions</p> | 12 |
| Total | | 48 |

Text Books:

- 1 Indian Economy; Dhar, P K; latest edition; 2017; Kalyani Publishers ; New Delhi
- 2 Rao CH, Hanumantha; *Agriculture, Food Security, Poverty and Environment- Essays on Post-reform India*; latest edition; latest edition; Oxford University Press, Delhi

Reference Books:

1. Dutt and Sundharam; *Indian Economy*; Latest edition; 2017; S chand Company; New Delhi
2. Mishra & Puri; *Indian Economy*; latest edition; 2017; Himalayan Publishing House; New Delhi

Semester – VI

Paper I: Political and Administrative System of Assam

Course: C2

Subject Code: ADM182C602

L-T-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

1. The student will be able to analyze the administrative issues in Assam.
2. The student will be able to understand the functions of various administrative institutions in Assam

Learning Outcomes

1. Understand the administration and governance of Assam.
2. Familiarity with functions and role of various commissions in Assam

Detailed syllabus

| Module | Content | Periods |
|--------|--|---------|
| I | Unit1 - State Government of Assam 1. Governor, 2. Chief Minister, 3. State assembly, 4. High court, | 12 |
| II | Unit-II Public Service Commission 1. Assam Public Service Commission, 3. District Administration, | 12 |
| III | Unit III Independent Commissions 1. State Human Rights Commission, 2. State Election Commission, 3. State Information Commission | 12 |
| IV | Unit-IV Public Policy 1. Public Policy, 2. Legal Rights and Citizen Charter | 12 |

TEXTBOOKS:

4.Purnendu Sekhar Das (ed.) Decentralized Planning and Participatory Rural Development, Delhi: Impact Publisher and Distributors, 2005.

5.Richard C Box, Democracy and Public Administration, Omaha: University of Nebraska, 2006.

6.William T Gormley and Steven J Balla, Bureaucracy and Democracy: Accountability and Performance, CQ Press, 2012.

Reference books:

1.Vayunandan E, Mathew D, “Good Governance: Initiatives in India”, 2003, Prentice Hall of India Private Limited, New Delhi.

2.Mishra, S.N, Mishra, Sweta, “Decentralised Governance,” 2002, Shipra Publications, New Delhi.

3.Jurgen Grote and Bernard Gbikpi, Participatory Governance: Political and Societal Implications, LeskeBudrich, 2002

DSE

Semester – VI

Paper I: World Geography

ADM182D601

L-T-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

Course Objectives

1. To help the students to analyze the Factors Responsible for the Location of Industries
2. The course will also increase student's ability to comprehend Climatology

Learning Outcomes

1. Familiarity with the Universe - Theories, Formation and recent developments, Basic idea about Earth.
2. Grasping the Mass Movements of landforms, Factors Responsible for the Location of Industries
3. Understanding the Climatology - atmosphere, temperature distribution

Detailed Syllabus

| | |
|--|------------------|
| UNIT-I Universe 1. Theories, Formation and recent developments, 2. Basic idea about Earth - motion of the Earth, Inclination of earth axis and seasons, Eclipses, 3. Tides and its effects, Interior of the earth - Lithosphere and its composition | Period-15 |
| 1. UNIT-II The Hydrosphere Ocean relief, Salinity, Ocean currents, Ocean deposits and resources 2. Biosphere - Major Biomes, Flora and fauna, Conservation of Biodiversity 3. Geomorphology - Exogenic and Endogenic movements, Earthquake, Volcanoes, Theories - Continental Drift theory, Plate tectonics, sea floor spread theory | Period-15 |

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|--|-------------------------|
| <p>UNIT-III Economic Geography</p> <ol style="list-style-type: none"> 1. Land Resources, Forest Resources, Water Resources, 2. Mass Movements of landforms, erosion and deposits, 3. Agricultural, Mineral and Energy Resources, 4. Rock system and Classification of Rocks, Factors Responsible for the Location of Industries | <p>Period-15</p> |
| <p>. UNIT-IV Climatology</p> <ol style="list-style-type: none"> 1. Atmosphere, temperature distribution, Clouds, precipitation, 2. Pressure Belts, Winds, Cyclones, Jet Streams, Ozone layer, 3. Geographical Features and their location | <p>Period-15</p> |
| <p>Total Periods</p> | <p>60</p> |

TEXTBOOKS

1. Alexander J. W., 1963: Economic Geography, Prentice-Hall Inc., Englewood Cliffs, New Jersey.
2. Coe N. M., Kelly P. F. and Yeung H. W., 2007: Economic Geography: A Contemporary Introduction, Wiley-Blackwell.
3. Hodder B. W. and Lee Roger, 1974: Economic Geography, Taylor and Francis.
4. Combes P., Mayer T. and Thisse J. F., 2008: Economic Geography: The Integration of Regions and Nations, Princeton University Press.

Reference books:

1. Chandna R. C., 2002: Environmental Geography, Kalyani, Ludhiana.
2. Cunningham W. P. and Cunningham M. A., 2004: Principals of Environmental Science: Inquiry and Applications, Tata Macgraw Hill, New Delhi.
3. Goudie A., 2001: The Nature of the Environment, Blackwell, Oxford.
4. Singh, R.B. (Eds.) (2009) Biogeography and Biodiversity. Rawat Publication, Jaipur
5. Miller G. T., 2004: Environmental Science: Working with the Earth, Thomson BrooksCole, Singapore.

Semester – VI

Paper DSE2- Post-Independence History

Subject Code: ADM182D602

LT-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

1. To help the students to analyze political phenomenon.
2. The course will also increase student's ability to comprehend the relation of India with neighbouring countries.

Learning Outcomes

1. To develop in the students an understanding of National Movement towards Freedom & Partition (1939-1947), Nation Building and Foreign Policy.
2. It explains some important processes of Post independent Economy, Society and Polity- Planned Development, Green Revolution.
3. The student will have an insight into the Non-Aligned Movement, Panchsheel, Wars with Pakistan & China, Nuclear Policy.

Detailed Syllabus

| Module | Content | Periods |
|--------|---|---------|
| I | Unit-1 Towards Freedom & Partition (1939-1947) 1. National Movement During World War II, 2. August Offer, Individual Satyagraha, Growth of Communalism, Peasant Movements, 3. Cripps Mission, Quit India Movement, Wavell Plan, INA, Cabinet Mission, | 12 |
| II | Unit-2 Nation Building and Foreign Policy 1. Partition and Its Aftermath, Integration of Princely States, 2. Reorganization of States, Issue of Official Language, 3. Tribal Consolidation and Regional Aspirations, | 12 |

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|-----|--|----|
| III | Unit-3 Post independent Economy, Society and Polity 1. Planned Development, Green Revolution, Industrial Reforms 2. Popular Movements, Communalism, Indian Women Movements Since Independence, 3. Era of One-Party Dominance, Emergence of Opposition Parties, Emergency: Crisis of Democratic Order, Rise of Regional Parties, and Coalition Era. | 12 |
| IV | Unit-4: Foreign Policy 1. Non-Aligned Movement, Panchsheel, 2. Wars with Pakistan & China, 3. India's Nuclear Policy. | 12 |

TEXTBOOKS

1. Chandra, Bipan, The Rise and Growth of Economic Nationalism in India. New Delhi: Har Anand Publications, 2016.
2. Ishita Banerjee Dube, A History of Modern India, Cambridge University Press, New Delhi, 2015.
3. Guha, Ranajit, 'On some aspects of Historiography of Colonial India', in Ranajit Guha ed. Subaltern Studies I, Delhi: Oxford University Press, 1986.
4. Mishra, B.B., Administrative History of India, Oxford University Press, Delhi, 1983.

Reference books:

5. Alavi, Seema (ed.), The Eighteenth Century in India, New Delhi: Oxford University Press, Reprint 2007.
6. Bayly, C.A., Indian Society and the Making of the British Empire, Cambridge, Cambridge University Press, Reprint, 2014.
7. Bipan, Chandra, Communalism in Modern India, Har Anand Publications, Delhi, 2016.

8. Brown, Judith, Gandhi's Rise to Power: Indian politics 1915-1922, Cambridge: Cambridge University, Press, 1972.
9. Chandra, Bipan et al., India's Struggle for Independence, 1857-1947, Delhi: Viking/Penguin
10. Nanda, B.R., Making of a nation: India's Road to Independence, Delhi: Harper-Collins, 1998.
11. Sarkar, Sumit, Modern India, 1885-1947, Delhi: Pearson Education India, 2014.

Semester – VI

Paper DSE3-Biodiversity, Environment, Security and Disaster Management in Assam

Subject Code: ADM182D603

LT-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives

1. To help the students to analyze the natural resources and biodiversity of Assam
2. The course will also increase student's ability to comprehend the Environmental Problems in Assam.

Learning Outcomes

1. Understand the bio-diversity of Assam, security issues and security management.
2. Analyze the environmental problems, challenges to environment in Assam

Detailed Syllabus

| Module | Content | Periods |
|--------|---|---------|
| I | Unit-1 Bio-diversity of Assam, | 15 |
| II | Unit-II Security issues and security management | 15 |
| III | Unit-III Environment and environmental problems, challenges to environment. | 15 |
| IV | UNIT-IV Disaster Management with relevant emphasis on State of Assam | 15 |
| Total | | 60 |

TEXTBOOKS

- 1, 2 and 3 4. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
5. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
6. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht

Reference books:

1. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
2. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
3. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi.
Chapter

Semester – VI

Paper DSE4- History of Assam

Subject Code: ADM182D604

LT-P-C – 3-1-0-4

Credit Units: 4

Scheme of Evaluation: Practical – Project + Viva

Course Objectives:

1. To help the students to understand the features of the Assamese Culture and Art and Architecture.
2. The course will also increase student's ability to comprehend the effects of British rule on Assam Administration.

Learning Outcomes

1. Familiarity with the important medieval states of Assam
2. Grasping the salient Features of the Assamese Culture and Art and Architecture
3. Understanding the Historical background of the Province of Assam.

Detailed Syllabus

| Module | Content | Periods |
|--------|---|---------|
| I | UNIT-1 The Historical Background of the Province of Assam 1. A general History of Assam; Origin and Antiquity of Pragjyotisha / Kamarupa; 2. The three major ancient dynasties of Assam (the Varmans, Salastambhas and the Palas) and their rule 3. Administrative and Revenue Systems of Ancient Assam | 15 |
| II | UNIT-2 Important Medieval states of Assam 1. The Chutiya Kingdom; Kachari Kingdom; Koch Kingdom and the Ahom Kingdom. 2. Growth of Assamese Nationality and the idea of Bar Axom (Greater Assam); 3. Social and Economic life in Medieval Assam. | 15 |

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|-------|--|----|
| III | UNIT-3: Coming of the British and the Ushering in of Modern Era <ol style="list-style-type: none"> 1. The Treaty of Yandaboo (1826) and the establishment of East India Company's rule in Assam; 2. Changes in Administration; far-reaching effects on the society and economy. 3. Growth of National Consciousness; the Freedom Struggle. Assam after Independence. | 15 |
| IV | UNIT-4 Salient Features of the Assamese Culture <ol style="list-style-type: none"> 1. Art and Architecture; Painting; Music and Dance; 2. Literature; Fairs and Festivals; 3. Leading Personalities. | 15 |
| Total | | 60 |

Text books:

1. A Cultural History of Assam, Barua, B.K., Volume 1, Nagaon, 1951.
2. Studies in the History of Assam, Neog, M., (ed.), Jorhat and Gauhati, 1973.
3. A Comprehensive History of Assam, Barua, S.L., New Delhi, reprint 2015.

Reference Books:

1. Comprehensive History of Assam, Assam Publication Board, Guwahati, 1992.