# ROYAL SCHOOL OF HUMANITIES AND SOCIAL SCIENCE (RSHSS)

## DEPARTMENT OF ADMINISTRATIVE SERVICES

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

### FOR

## BA in Administrative Services
## (4 YEARS SINGLE MAJOR)

**W.E.F**
AY-2023-24

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## 1. **Preamble**

 The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society. If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence. Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability. The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, CURRICULUM FRAMEWORK 2023-24 (NEP2020) introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of

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

## 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 program, 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 2023-24.

## 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 Sociology 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 by12 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 4 years degree course which is divided into 8 semesters as under.

| Semester | Course Credits | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Major | Minor | ID | AEC | SEC | VAC | SI | RP | |
| I | 6 | 3 | 3 | 2 | 3 | 3 | 0 | 0 | **20** |
| II | 6 | 3 | 3 | 2 | 3 | 3 | 0 | 0 | **20** |
| III | 8 | 4 | 3 | 2 | 3 | 0 | 0 | 0 | **20** |
| IV | 12 | 6 | 0 | 2 | 0 | 0 | 0 | 0 | **20** |
| V | 12 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | **20** |
| VI | 16 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | **20** |
| VII | 16 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | **20** |
| VII | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 12 | **20** |
| | **80** | **32** | **9** | **8** | **9** | **6** | **4** | **12** | **160** |

A student pursuing 4 years undergraduate program in Administrative Services shall be awarded Degree with research in that discipline on completion of 8th Semester if he/she secures 160 Credits.

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) programs 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 Administrative Services 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 Administrative Services 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**

| Sl.no. | Graduate Attribute | The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:) |
|---|---|---|
| GA1 | Disciplinary Knowledge | acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study. |
| GA 2 | Complex problem solving | solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations. |
| GA 3 | Analytical & Critical thinking | apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples. |
| GA 4 | Creativity | create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence. |
| GA 5 | Communication Skills | listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media. |
| GA 6 | Research-related skills | develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to |

| | | |
|---|---|---|
| | | problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work. |
| GA 7 | Collaboration | work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team. |
| GA 8 | Leadership readiness/qualities | plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision. |
| GA 9 | Digital and technological skills | use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data. |
| GA 10 | Environmental awareness and action | mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. |

## 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 and Learning Outcomes relating to B.A. (Honours) Degree Programme in Administrative Services

| PLO-1 | **Knowledge of Administrative services and its application**<br><br>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. |
|---|---|
| PLO-2 | **Complex Problem Solving related to Administration**<br><br>Ability to solve administrative issues, understanding and skills required for identifying problems and issues relating to Administration. |
| PLO-3: | **Developing an analyzing and problem-solving attitude**<br><br>Enable students to focus on socio-political and economic issues and administrative problems and ability to suggest measures to solve those problems by analyzing them. |
| PLO-4 | **Moral ethical and creative understanding of issues**<br><br>Demonstrate subject-related skills that a student can use in further studies and future projects with moral and ethical justification by creatively understanding a situation. |
| PLO-5 | **Enhancing leadership quality**<br><br>Ability to participate, contribute and provide collective academic challenges in the subject domain. Enhance the students to build communication in leadership quality, co-operation and co-ordination to accomplish the task. |
| PLO- | **Focus on Research competence** |

| | |
|---|---|
| 6 | Capable the students to use and operate computer literacy and knowledge to study not only administrative services but also for the entire understanding in life so that it will help them in research related activities. |
| PLO-7 | **Developing interest for Higher Academic collaboration**<br>Ability to listen to and read carefully various viewpoints and engage with high level academic deliberations and collaborations. |
| PLO-8 | **Developing Leadership Qualities**<br>Ensuring that the students are given leadership qualities by making them engage with the society at large. |
| PLO-9 | **Developing aptitude for digital learning**<br>Ability to make students to use digital platforms to enhance their learning capacity |
| PLO-10 | **Developing Interdisciplinary Learning**<br>Enable the students to pursue inter-disciplinary subject knowledge |

**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 program 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%** |

**B.A. (Hons.) Administrative Services**
**Programme Structure**

| | | 1st semester | | |
|---|---|---|---|---|
| Sl. No. | Subject Code | Names of subjects | Level of Course | Credit |
| | | **Major (Core) Subjects** | | |
| 1 | ADM182C101 | Principles of Public Administration | Level 100 | 3 |
| 2 | ADM182C102 | Organizational Behavior and Accountability | Level 100 | 3 |
| | | **Minor Subjects** | | |
| 3 | ADM182M101 | Indian Political System | Level 100 | 3 |
| | | **Inter Disciplinary I** | | |
| 4 | IDC-1 | IKS-1 | Level 100 | 3 |
| | | **Ability Enhancement Course I** | | |
| 5 | AEC-1 | Communicative English-1 | Level 100 | 2 |
| | | **Skill Enhancement Course I** | | |
| 6 | SEC-1 | Exit Poll | Level 100 | 3 |
| | | **Value Added Course I** | | |
| 7 | | To be chosen from a pool of courses | Level 100 | 3 |
| | | | **Total credits** | **20** |

| | | 2nd Semester | | |
|---|---|---|---|---|
| Sl. No. | Subject Code | Names of subjects | Level of Course | Credit |
| | | **Major (Core) Subjects** | | |
| 1 | ADM182C201 | Comparative Public Administration and Development | Level 100 | 3 |
| 2 | ADM182C202 | Climatology and Oceanography | Level 100 | 3 |
| | | **Minor Subjects** | | |
| 3 | ADM182M102 | Electoral System in India | Level 100 | 3 |
| | | **IDC II** | | |
| 4 | IDC-2 | Area Studies | Level 100 | 3 |
| | | **AEC II** | | |
| 5 | AEC-2 | Communicative English- II | Level 100 | 2 |
| | | **SEC II** | | |
| 6 | SEC- 2 | Constitutional Studies | Level 100 | 3 |
| | | **VAC II** | | |
| 7 | | To be chosen from a pool of courses | Level 100 | 3 |
| | | | **Total credits** | **20** |

| 3rd Semester | | | | |
|---|---|---|---|---|
| Sl. No. | Subject Code | Names of subjects | Level of Course | Credit |
| Major (Core) Subjects | | | | |
| 1 | ADM182C301 | Public Administration and Administrative Law | Level 200 | 4 |
| 2 | ADM182C302 | State and District Administration | Level 200 | 4 |
| Minor Subjects | | | | |
| 3 | ADM182M301 | Public Sector Undertakings and Organisation | Level 200 | 4 |
| IDC III | | | | |
| 4 | IDC | Will select from a basket of courses | N/A | 3 |
| AEC III | | | | |
| 5 | | English MIL/Regional Language | N/A | 2 |
| SEC III | | | | |
| 6 | SEC | Will select from a basket of courses | N/A | 3 |
| | | | Total credits | 20 |

| 4th Semester | | | | |
|---|---|---|---|---|
| Sl. No. | Subject Code | Names of subjects | Level of Course | Credit |
| Major (Core) Subjects | | | | |
| 1 | ADM182C401 | Public Policies and Plan Priorities | Level 200 | 4 |
| 2 | ADM182C402 | Rural and Urban Local Government | Level 200 | 4 |
| 3 | ADM182C403 | Indian Polity and Constitution | Level 200 | 4 |
| Minor Subjects | | | | |
| 4 | ADM182M401 | International Relations | Level 200 | 3 |
| 5 | ADM182M402 | Peace and Conflict Management | Level 200 | 3 |
| AEC IV | | | | |
| 6 | | English MIL/Regional Language | N/A | 2 |
| | | | Total credits | 20 |

| 5th Semester | | | | |
|---|---|---|---|---|
| Sl. No. | Subject Code | Names of subjects | Level of Course | Credit |
| Major (Core) Subjects | | | | |
| 1 | ADM182501 | Indian Economy and Economy of Assam | Level 300 | 4 |
| 2 | ADM182502 | Indian Geography and Geography of Assam | Level 300 | 4 |
| 3 | ADM182503 | Public Sector Undertakings and Organization | Level 300 | 4 |
| Minor Subjects | | | | |
| 4 | ADM182M501 | Indian Polity and Constitution | Level 200 | 4 |
| Internship | | | | |

| 5 | | | N/A | 4 |
|---|---|---|---|---|
| | | | **Total credits** | **20** |

| 6th Semester | | | | |
|---|---|---|---|---|
| **Sl. No.** | **Subject Code** | **Names of subjects** | **Level of Course** | **Credit** |
| **Major (Core) Subjects** | | | | |
| 1 | ADM182C601 | Indian Economics | Level 300 | 4 |
| 2 | ADM182C602 | Political and Administrative System of Assam | Level 300 | 4 |
| 3 | ADM182C603 | World Geography | Level 300 | 4 |
| 4 | ADM182C604 | Post-Independence History | Level 300 | 4 |
| **Minor Subjects** | | | | |
| 5 | ADM182M601 | Biodiversity, Environment, Security and Disaster Management in Assam | Level 200 | 4 |
| | | | **Total credits** | **20** |

| 7th Semester | | | | |
|---|---|---|---|---|
| **Sl. No.** | **Subject Code** | **Names of subjects** | **Level of Course** | **Credit** |
| **Major (Core) Subjects** | | | | |
| 1 | ADM182C701 | Internal Security of India | Level 400 | 4 |
| 2 | ADM182C702 | Ethics in Administration | Level 400 | 4 |
| 3 | ADM182C703 | Indian Geography: Physical | Level 400 | 4 |
| 4 | ADM182C704 | Research Methodology I | Level 400 | 4 |
| **Minor Subjects** | | | | |
| 5 | ADM182M701 | Public policy and administration in India | Level 300 | 4 |
| | | | **Total credits** | **20** |

| 8th Semester | | | | |
|---|---|---|---|---|
| **Sl. No.** | **Subject Code** | **Names of subjects** | **Level of Course** | **Credit** |
| **Major (Core) Subjects** | | | | |
| 1 | ADM182C801 | World History | Level 400 | 4 |
| 2 | ADM182C802 | Research Methodology II | Level 400 | 4 |
| **Dissertation/Research Project** | | | | |
| | | **Dissertation/Research Project** | | 12 |
| | | **In lieu of Dissertation/Research Project** | | |
| 1 | ADM182M801 | Assam History and Ahom Administration | Level 200 | 4 |
| 2 | ADM182M802 | International Relations and Foreign Affairs | | |
| 3 | ADM182M803 | Human Rights: Theory and Practice | | |

| | | | Total credits | 20 |
| --- | --- | --- | --- | --- |

| Semester – I (Major-1) |
|---|
| **Paper I/Subject Name: Principles of Public Administration**<br> **Subject Code:ADM182C101**<br> **L-T-P-C – 3-0-0-3**<br> **Credit Units: 3**<br> **Scheme of Evaluation: (T)**<br> **Level of Course: 200** |

## Course Objectives

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

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

| CO 1 | remember the scope and significance of Public Administration. | BT 1 |
|---|---|---|
| CO 2 | to understand the basic principles and concepts of public administration | BT 2. |
| CO 3 | to apply various techniques and theories related to public administration | BT 3. |
| CO 4 | analyze various management techniques. | BT 4 |

### Detailed Syllabus:

| Mo dule s | Topics (if applicable) & Course Contents | Periods |
|---|---|---|
| I. | **Introduction: Public Administration**<br>1. Meaning, scope and significance of Public Administration;<br>2. Wilson's vision of Public Administration;<br>3. Evolution of Public Administration | 15 |
| II. | **New Public Administration**<br>1. New Public Administration: Concepts and Approaches<br>2. Challenges of liberalization, Privatization, Globalization;<br>3. Good Governance: Concept and Application; | 15 |
| III. | **Administrative Theories**<br>1. Scientific Management and It's Movement;<br>2. Weber's bureaucratic model - its critique and<br>3. Post-Weberian Developments; | 15 |

| | | | |
|---|---|---|---|
| **IV** | **Human Relations theory**<br>1. Human Relations School (Elton Mayo and others);<br>2. Functions of the Executive (C.I. Barnard);<br>3. Simon's Decision-Making Theory; | **15** | |
| **TOTAL** | | **60** | |

<table>
<tr><td colspan="3" align="center"><strong>CREDIT DISTRIBUTION</strong></td></tr>
<tr><td><strong>Lectures/Tutorials</strong></td><td><strong>Practicum</strong></td><td><strong>EL</strong></td></tr>
<tr><td><strong>60 hours</strong></td><td><strong>-</strong></td><td><strong>30 hours</strong></td></tr>
<tr><td></td><td></td><td><strong>(Documentary, News paper analysis, Book Review, Assembly visit)</strong></td></tr>
</table>

**Text Books**

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

2. Denhardt, Janet V and Denhardt, Robert B (2015) The New Public Service: Serving, Not Steering (4th Edition). Routledge: New York

3. Drucker, Peter F (1993) Management: Tasks, Responsibilities, Practices. Harper Collins: New York

**Reference Books:**

4. Avasthti, A and Maheshwari, S R (2013) Public Administration. Lakshmi Narain Agarwal: Agra

5. Basu, Rumki (2008) Public Administration: Concepts and Theories. Sterling Publishers: New Delhi

6. Bhambri, C. P. (2010) Public Administration Theory and Practice(21stEdition). Educational Publishers: Meerut

7. Bhattacharaya, Mohit (2008) New Horizons of Public Administration. Jawahar Publishers and Distributors: New Delhi

8. Bhattacharya, Mohit (2012) Public Administration: Issues and Perspective. Jawahar Publishers and Distributors: New Delhi

| Semester – I (Major- 2) |
|---|
| **Paper I/Subject Name: Organizational Behavior and Accountability**<br>**Subject Code: ADM182C102**<br>**L-T-P-C – 3-0-0-3**<br>**Credit Units: 3**<br>**Scheme of Evaluation: Theory**<br>**Level** |

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

**After successful completion of the course, :**

| | | |
|---|---|---|
| **CO 1** | The students will be able to remember leadership and organizational theories. | **BT 1** |
| **CO 2** | The students will be able to understand the process and techniques of decision making. | **BT 2** |
| **CO 3** | The students will be able to apply organizational theories. | **BT 3** |
| **CO 4** | The students will be able to analyze the structure of various institutions. | **BT 4** |

**Detailed Syllabus:**

| Modules | Topics (if applicable) & Course Contents | Periods |
|---|---|---|
| **I.** | **Administrative Behavior:**<br>1. Process and techniques of decision-making;<br>2. Communication<br>3. Moral | **15** |
| **II.** | **Motivational and Leadership theories**<br>1. Motivation Theories<br>2. Content, process and contemporary theories of Leadership: Traditional and Modern | **15** |
| **III.** | **Organizations Theories**<br>1. Systems, contingency;<br>2. Structure and forms: Ministries and Departments, Corporations, Companies | **15** |
| **IV** | **Boards and Commissions**<br>1. Ad hoc and advisory bodies;<br>2. Regulatory Authorities; | **15** |

| | 3. Public - Private Partnerships. | |
|---|---|---|
| | **TOTAL** | **60** |

| CREDIT DISTRIBUTION | | |
|---|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **60 hours** | **-** | **30 hours** |
| | | **(Documentary, News paper analysis, Book Review, Assembly visit)** |

<u>**Text Books**</u>**:**

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

*Reference Boooks:*

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

| Semester – I (Minor) |
|---|
| **Paper I/Subject Name: Indian Political System** |
| **Subject Code: POL182M101** |
| **L-T-P-C – 3-0-0-3** |
| **Credit Units: 3** |
| **Scheme of Evaluation: Theory** |
| **Level of Course: 100** |

**Course Objective**

*To make the students understand the making of the constitution of India and its salient features. The object shall be achieved by dealing with the understanding the concepts of the organs of the government. It will introduce the students with the role of electoral process in Indian political system and the changing nature of the political parties in the Indian Politics.*

**After successful completion of the course, the students will be**

| CO 1 | Able to define the basic political institutions and its nature along with the Constitution of India. | BT 1 |
|---|---|---|
| CO 2 | Enable the students to know about the organs of the government of India and the nature of federalism, party system and the changing roles of the electoral system in India | BT 2 |
| CO 3 | Able to determine and examine the role of public institutions in social development | BT 3 |
| CO 4 | Enable to debate on the issues of public importance | BT 4 |

**Detailed Syllabus:**

| Modules | Topics (if applicable) & Course Contents | Periods |
|---|---|---|
| I. | **Unit I: Making of the Constitution**<br><br>1. Philosophy of the Constitution,<br>2. Basic structure and salient features of the Constitution of India | 15 |

| | | | |
|---|---|---|---|
| II. | **Unit II: Rights and Duties in the Indian Constitution**<br>1. Fundamental Rights and Fundamental Duties<br>2. Directive Principles of State Policies | | **15** |
| III. | **Unit III: Organs of the Government**<br><br>**1.** Composition and role of Legislature, Executive & Judiciary:<br>2. Independence of Judiciary, High courts and supreme court;<br>3. Judicial Review<br>4. Judicial Activism | | **15** |
| IV | **Unit IV: Nature of Indian Federalism, Politics and Elections**<br><br>1. Features of Federalism,<br>2. Federal and Non Federal or Unitary features of the Constitution of India<br>3. Secularism,<br>4. Caste in Politics | | **15** |
| | **TOTAL** | | **60** |

| CREDIT DISTRIBUTION | | |
|---|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **60 hours** | **-** | **30 hours** |
| | | **(Documentary, News paper analysis, Book Review, Assembly visit)** |

**Textbooks**
1. Austin, G (2013) *The Indian Constitution: Cornerstone of a nation*, 2nd Edition, Oxford university press, New Delhi
2. Dutta, A.R., (2013) *Politics in India; Issues, institutions, processes*, , Arun Prakashan, Guwahati
3. Fadia and Fadia, (2018) *Indian Government and Politics,* Sahitya Bhawan, New Delhi.
4. Kashyap, Subash C (2008) *Our Political System,* National Book Trust, New Delhi

**Reference Books**
5. Sarita (2009) *Federalism in India: A quest for New Identity*; Cambridge University Press, New Delhi
6. Kolhatkar; M.R. (2012) ;*Education and Federalism in India*; Rawat Publications, New Delhi
7. Chander, Prakash (2008), *Indian Government and Politics,* Cosmos Bookhive, New Delhi.
8. Jayal and Mehta, (2011) *The Oxford Companion To Politics in India*, Oxford Publications, New Delhi.

9. Roy and Sopariwala, (2019) *The Verdict: Decoding India's Elections*, Vintage Books, New Delhi.

**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.*

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

| | | |
|---|---|---|
| **CO 1** | The students will be able to remember the importance of communication. | **BT 1**. |
| **CO 2** | The students will be able to understand the significance of verbal communication | **BT 2**. |
| **CO 3** | The students will be able to apply various techniques of verbal and non-verbal communication | **BT 3**. |
| **CO 4** | The students will be able to analyze the process of communication. | **BT 4** |

**Detailed Syllabus:**

| Modules | Topics (if applicable) & Course Contents | Periods |
|---|---|---|
| **I.** | **Basics of Communication- Introduction**<br>Communication - definition – meaning – elements - basics of communication - communication process - importance of communication<br>Components of Communication<br>Types/forms of Communication (Oral-written, Formal-Informal (Grapevine), Interpersonal-Intrapersonal, Mass- Group, Verbal-Non Verbal External communication, Organizational Communication- Upward, Downward, horizontal, Diagonal)<br>Non-verbal Communication - Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions<br>Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/ modulation Proxemics, Haptics, Artifactics, Chronemics | **4** |
| **II.** | **The Listening Process**<br>Types of Listening – Superficial, Appreciative, Focused, Evaluative, Attentive, Emphatic,<br>Listening with a Purpose , Barriers to Communication, Barriers to Listening | **4** |
| **III.** | **Focus on Oral Group Communication**<br>Nature of group communication, Characteristics of successful Group Communication<br>Selection of group discussion-subject knowledge, leadership skills, team management<br>Group Discussion Strategies | **4** |
| **IV** | **Language Styles- Oral and Written Communication**<br>Technical Style, ABC of technical communication- accuracy, using exact words and phrases, brevity, clarity, Objectivity of Technical Writing - Impersonal language, Objectivity in professional speaking. | **4** |
| | **TOTAL** | **16** |

**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

| Semester-I (AEC – 2) | |
|---|---|
| **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 Objective:**

*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*

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

| CO 1 | The students will be able to remember various aspects of self-identity. | BT 1 |
|---|---|---|
| CO 2 | The students will be able to understand what is self-esteem. | BT 2 |
| CO 3 | The students will be able to apply time management techniques. | BT 3 |
| CO 4 | The students will be able to analyze various barriers to communication. | BT 4 |

**Detailed Syllabus:**

| Modules | 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.

**Paper I/Subject Name: Comparative Public Administrative & Development**
 **Subject Code:ADM182C201**
 **L-T-P-C – 3-0-0-4**
 **Credit Units: 3**
 **Scheme of Evaluation: Theory**
 **Level of Course:100**

**Course Objective:**

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

**On completion of this course students will be expected to -**

| | | |
|---|---|---|
| **CO 1** | The students will be able to remember various approaches and models of comparative public administration. | **BT 1** |
| **CO 2** | The students will be able to understand the concept of approaches and indices. | **BT 2** |
| **CO 3** | The students will be able to apply the conceptual framework of development | **BT 3**. |
| **CO 4** | The students will be able to analyze the impact of liberalization. | **BT 4** |

**Detailed Syllabus:**

| Modules | Topics (if applicable) & Course Contents | Periods |
|---|---|---|
| **I.** | **Comparative Public Administration**<br><br>1. Historical and sociological factors affecting administrative systems;<br>2. Administration and politics in UK, USA and France | **15** |
| **II.** | **Status of Comparative Public Administration**<br><br>1. Ecology and administration;<br>2. Riggsian models and their critique | **15** |

| | | | |
|---|---|---|---|
| **III.** | **Development Dynamics**<br>1. Concept of Development;<br>2. Changing profile of Development Administration;<br>3. Development and People's Participation | | **15** |
| **IV** | **Impact of Liberalization**<br>1. Impact of liberalization on administration in developing countries;<br>2. Women and development - the self-help group movement.<br>3. Strong state versus the market debate | | **15** |
| | **TOTAL** | | **60** |

| CREDIT DISTRIBUTION | | |
|---|---|---|
| **Lectures/ Tutorials** | **Practicum** | **EL** |
| **60 hours** | **-** | **30 hours** |
| | | **(Documentary, News paper analysis, Book Review, Assembly visit)** |

*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 Westminister 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 Books:*
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. Birkeshaw, *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,.

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

| **Semester – II (Major-2)** |
|---|
| **Paper I/Subject Name: CLIMATOLOGY AND OCEANOGRAPHY** <br> **Subject Code:ADM182C202** <br> **L-T-P-C – 3-0-0-3** <br> **Credit Units: 3** <br> **Scheme of Evaluation: Theory** <br> **Level of Course: 100** |

**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.*

**On completion of this course students will be expected to -**

| CO 1 | The students will be able to remember the structure and composition of earth's atmosphere. | BT 1 |
|---|---|---|
| CO 2 | The students will be able to understand the importance of Geography for civil services. | BT 2 |
| CO 3 | The students will be able to apply concept of climate change. | BT 3 |
| CO 4 | The students will be able to analyze the impact of climate change. | BT 4 |

**Detailed Syllabus:**

| Modules | Topics (if applicable) & Course Contents | Periods |
|---|---|---|
| | **Earth's Atmosphere** | |

| | | |
|---|---|---|
| I. | 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<br><br>**2.** Insolation and heat budget; Temperature inversion; Atmospheric pressure and circulation of planetary winds; Air masses and their characteristics | 15 |
| II. | **Climatology**<br>1. Cyclones: Tropical Cyclones, Temperate Cyclones, Monsoon - Origin and Mechanism, Jet Streams<br>2. Atmospheric Moisture: Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation Types, Stability and Instability<br>3. Climatic Regions, Climate change and global warming, El Nino. | 15 |
| III. | **Oceanography**<br>1. Ocean floor topography of Indian, Atlantic and Pacific oceans;<br>2. Oceanic water Movements: Waves, Currents, Tsunamis and Tides. | 15 |
| IV | **Ocean Related Issues**<br>1. Ocean Salinity and Temperature: Distribution and Determinants.<br>2. Coral Reefs and Marine Deposits and Ocean Resources. | 15 |
| TOTAL | | 60 |

| CREDIT DISTRIBUTION | | |
|---|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **60 hours** | **-** | **30 hours** |
| | | **(Documentary, News paper analysis, Book Review, Assembly visit)** |

*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

*Reference Boooks:*

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.

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

| Semester – II (Major-3) |
|---|
| **Paper I/Subject Name: Union Government, Law and Order Administration** <br> **Subject Code:ADM182C203** <br> **L-T-P-C – 3-0-0-3** <br> **Credit Units: 3** <br> **Scheme of Evaluation: Theory** <br> **Level of Course: 100** |

**Course Objective:**

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

**On completion of this course students will be expected to -**

| CO 1 | The students will be able to remember the stages of growth of Indian administration. | BT 1 |
|---|---|---|
| CO 2 | The students will be able to understand the constitutional framework. | BT 2 |
| CO 3 | The students will be able to apply the art of logical inference. | BT 3 |
| CO 4 | The students will be able to analyze the process of decision making in India | BT 4. |

**Detailed Syllabus:**

| Modules | Topics (if applicable) & Course Contents | Periods |
|---------|------------------------------------------|---------|
| I. | **Organs of Union Government**<br>1. Executive,<br>2. Legislative,<br>3. Judiciary - structure, functions, work processes; | 15 |
| II. | **Union Government and Administration**<br>1. Cabinet Secretariat;<br>2. Prime Minister's Office;<br>3. Ministries and Departments; Boards; Commissions; | 15 |
| III. | **Law and Order Administration**<br>1. British legacy;<br>2. National Police Commission;<br>3. Investigative Agencies; | 15 |
| IV | **Role of Central and State Agencies**<br>1. Role of Central and State Agencies including Paramilitary Forces<br>2. Criminalization of Politics and Administration;<br>3. Police-public relations and Reforms in Police | 15 |
| | **TOTAL** | 60 |

| CREDIT DISTRIBUTION | | |
|---------------------|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **60 hours** | **-** | **30 hours** |
| | | **(Documentary, News paper analysis, Book Review, Assembly visit)** |

**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

**Reference Books**

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 (Minor) | |
|---|---|
| Paper I/Subject Name: Electoral System in India<br> Subject Code: POL182G102<br> L-T-P-C – 3-0-0-3<br> Credit Units: 3<br> Scheme of Evaluation: Theory<br> Level of Course: 100 | |

## Course Objective
*To provide students an understanding of the Electoral processes in India and to familiarize them with the idea of elections in India. To provide students a thorough background in recent trends and changes in the electoral processes in India.*

**After successful completion of the course, the students will be**

| CO 1 | Able to define and learn elections and its related processes in India. | BT 1 |
|---|---|---|

| | | |
|---|---|---|
| CO 2 | Able to understand and familiar with the recent trends in contemporary Indian Elections and its changing nature and process. | BT 2 |
| CO 3 | Enable to examine the interest towards the greater democratic process in India. | BT 3 |
| CO 4 | Able to evaluate and validate the role of election commission and wrong done | BT 4 |

**Detailed Syllabus**:

| Modules | Topics (if applicable) & Course Contents | Periods |
|---|---|---|
| I | **Unit I: The Election Commission of India**<br>1. Structure, composition and functions<br>2. Steps taken to conduct free and fair elections<br>3. Enrolment of new voters | 15 |
| II | **Unit II: Technology and Elections in India**<br>1. History of Indian Elections<br>2. The coming of technology in Elections<br>**3.** Electronic Voting Machines, EPIC, VVAPT, SWEEP | 15 |
| III | **Unit III: Role of Political Parties in the Electoral Process**<br>1. Major Political Parties in India<br>2. Recognition of National and Regional Political Parties in India by ECI, determinants of recognition. | 15 |
| IV | **Unit IV: Systems of Representations in India**<br>1. Representation on People's Act, 1951<br>2. Territorial Representation<br>3. Proportional Representation | 15 |
| | **Total** | 60 |

| CREDIT DISTRIBUTION | | |
|---|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **60 hours** | **-** | **30 hours** |
| | | **(Documentary, News paper analysis, Book Review, Assembly visit)** |

**Textbooks**

1. Fadia and Fadia, (2018) *Indian Government and Politics,* Sahitya Bhawan, New Delhi.
2. Kashyap, Subash C (2008) *Our Political System,* National Book Trust, New Delhi

**Reference Books**
.
3. Chander, Prakash (2008), *Indian Government and Politics,* Cosmos Bookhive, New Delhi.
4. Jayal and Mehta, (2011) *The Oxford Companion To Politics in India*, Oxford Publications, New Delhi.
5. Roy and Sopariwala, (2019) *The Verdict: Decoding India's Elections*, Vintage Books, New Delhi.

| Semester-II (AEC-1) |
|---|
| **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** |

**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.

**On completion of this course students will be expected to -**

| | | |
|---|---|---|
| **CO 1** | The students will be able to remember the importance of speaking skills. | **BT 1** |
| **CO 2** | The students will understand the impact of life skills on conversations. | **BT 2** |
| **CO 3** | The students will be able to apply public speaking skills. | **BT 3** |
| **CO 4** | The students will be able to analyze the characteristics of human personality. | **BT 4** |

**Detailed Syllabus:**

| Modules | Topics (if applicable) & Course Contents | Periods |
|---|---|---|
| **I.** | **Speaking Skills**<br>Speaking – The Art of Speaking, Goals, Speaking Styles, The Speaking Process<br>Importance of Oral Communication, Choosing the form of Communication, Principles & Guidelines of Successful Oral Communication, Barriers to Effective Oral Communication<br>Three aspects of Oral Communication – Conversing, Listening and Body Language<br>Intercultural Oral Communication | **4** |
| **II.** | **Conversational Skills : Listening and Persuasive Speaking**<br>Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette<br>Dialogue Writing, Conversation Control | **4** |

| | | |
|---|---|---|
| **III.** | **Transactional Analysis**<br>The Role of Intonation , Strokes, Psychological Characteristics of Ego States (The Parent, The Adult, The Child), Structure and Aspects of Human Personality<br>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**<br>Business Presentation and Speeches – Difference<br>Elements of a Good Speech – Planning, Occasion, Audience, Purpose, Thesis, Material<br>Organising and Outlining a Speech Outline, Types of Delivery<br>Guidelines for Delivery – Verbal Elements, Non-Verbal Elements, Vocal Elements, Visual Elements, Controlling Nervousness and Stage Fright | **4** |

**Text Books**

1. Mehra, Payal. (2012). *Business Communication for Managers*: Dorling Kindersley (India) Pvt. Ltd. Page 75 – 83. ISBN 978-81-317-5865-6
2. Raman, Meenakshi and Singh, Prakash.(2012). *Business Communication* (2nd Edition): Oxford University Press. Page 123 – 165.ISBN-13:978-0-19-807705-03

**Reference Books:**

3. 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
4. Sengupta, Sailesh.(2011) *Business and Managerial Communication.* New Delhi *: PHI Learning Pvt. Ltd*. Page 136-153.ISBN-978-81-203-4435-8

| | |
|---|---|
| **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 Objective:

*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*

## On completion of this course students will be expected to -

| | | |
|---|---|---|
| **CO 1** | Students will be able to remember various aspects of culture | **BT 1**. |
| **CO 2** | Students will be able to understand the importance of attitudes and values | **BT 2**. |
| **CO 3** | Students will be able to apply leadership skills | **BT 3**. |
| **CO 4** | Students will be able to analyze the aspects of leadership and motivation. | **BT 4** |

## Detailed Syllabus:

| Modules | 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**<br>Attitude's definition: changing our own attitudes, Process of cognitive dissonance<br>Types of Values, Value conflicts, Merging personal and Organisational values, changes of values with time, male & female values differences. | **4** |
| **III** | **Leadership**<br>Definition of leadership, types of leadership, Leadership Continuum Transformational & transactional Leadership, Ethical Leadership. | **4** |
| **IV** | **Motivation**<br>Definition of motivation with example, Theories of Motivation (Maslow & X and Y) Applications of motivation. | **4** |
| | | **16** |

**Text books:**

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

| Semester – III |
|---|
| **Paper I/Subject Public Administration and Administrative Law** |
| Subject Code: ADM182M301 |
| L-T-P-C – 4-0-0-4 |
| Credit Units: 4 |
| 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.

**Detailed Syllabus:**

| Module | Content | Periods |
|---|---|---|
| I | **Unit-1Personnel Administration**<br><br>1. Importance of Human Resource Development;<br>2. Recruitment and Career advancement<br>3. Training, | 20 |

| | | | |
|---|---|---|---|
| II | Unit-2 **Terms and Conditions**<br><br>1. Discipline and Performance appraisal,<br>2. Promotion, Pay and service conditions;<br>3. Employer- employee relations, Grievance redressal mechanism; | | 20 |
| III | Unit-3 **Civil Services**<br><br>1. Constitutional position and Structure<br>2. Recruitment, Training and capacity-building;<br>3. Neutrality and Civil service Activism; Good Governance Initiatives; | | 20 |
| IV | Unit-4 **Administrative Law**<br>1. Meaning, scope and significance;<br>2. Dicey on Administrative law;<br>3. Delegated Legislation; Administrative Tribunals. | | 20 |
| | | | 80 |

| CREDIT DISTRIBUTION | | |
|---|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **60 hours** | - | **30 hours** |
| | | **(Documentary, Newspaper analysis, Book Review, Assembly visit)** |

**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.

**Reference Books**

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

| Semester – III |
| --- |
| **Paper I/Subject State and District Administration** |
| **Subject Code: ADM182M302** |
| **L-T-P-C – 2-0-0-2** |
| **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 understand constitutional provisions/stipulations for democratic decentralization in India and can 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.

**Detailed Syllabus:**

| Module | Content | Periods |
|--------|---------|---------|
| I | **Unit-1 Union-State Relation**<br><br>1. Union-State administrative,<br><br>2. Legislative and Financial relations;<br><br>3.Role of the Finance Commission; | 20 |
| II | **Unit-2 State Government**<br><br>1. Governor;<br><br>2. Chief Minister and Council of Ministers;<br><br>4. State Secretariat; | 20 |
| III | **Unit-3 District Administration**<br><br>1. District Administration since Independence**:**<br>2. Changing role of the Collector;<br>**3.** Union-State-Local relations; | 20 |
| IV | **Unit-4 Development Management**<br><br>1. Imperatives of Development Management; Law and Order Administration;<br>2. District Administration and Democratic | 20 |

| | | |
|---|---|---|
| | Decentralization. | |
| | | 80 |

| CREDIT DISTRIBUTION | | |
|---|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **60 hours** | **-** | **30 hours** |
| | | **(Documentary, Newspaper analysis, Book Review, Assembly visit)** |

**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.

**Reference Books**

1. 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.

| Semester – III (Minor) |
|---|
| Paper I/Subject Name:  SEC (FILM STUDIES) |
| Code: ADM182S321 |
| L-T-P-C – 4-0-0-4 |
| Credit Units: 4 |
| Scheme of Evaluation: Practical – Project + Viva |

**Course Objective**

The aim of the course is

1. Students will demonstrate a comprehensive understanding of the historical evolution and critical dimensions of film studies.

2.Students will develop a nuanced understanding of Bollywood movies and their intersection with politics, identity politics, and social issues in India, enabling them to critically analyze the portrayal of race, gender, class, and sexuality in Indian cinema

**After successful completion of the course, the students will**

| CO 1 | Students will engage in a comparative analysis of regional cinema and its contribution to political awareness, including conducting a movie review of an award-winning regional film | BT 1 |
|---|---|---|
| CO 2 | Students will critically evaluate contemporary issues in film studies, such as the impact of the digital revolution on Indian cinema | BT 2 |

| Modu le | Content | Periods |
|---|---|---|
| I | **Unit –I:**: Introduction to Film Studies<br><br>• Define film studies; historical evolution and critical dimensions within political discourseUnderstanding film as a medium of political expression, | 15 |

| | | cultural influence and ideological representation | |
|---|---|---|---|
| | | • Key political concepts and terminology in film analysis: power dynamics, propaganda and ideology | |
| II | **Unit-II:** Film and Society | | 15 |
| | | • Bollywood movies and politics: Identity politics, issues of race, gender, class, and sexuality | |
| | | • Indian movies and portrayal of social issues | |
| | | • Role and message of Indian cinema | |
| III | **Unit-III:** Contemporary Issues in Film Studies | | 15 |
| | | • Impact of the digital revolution on Indian cinema | |
| | | • Exploration of diversity and inclusiveness in film studies | |
| | | • Issues on film censorship and ethical considerations in the context of Indian society | |
| IV | **Unit IV:** Regional Cinema and Political Awareness | | 15 |
| | | • A movie review on Award winning regional movie | |
| | | • Popular artist and regional cinema | |
| | | • Contribution of regional cinema | |
| | | | 60 |

Reference:

1. History of the French New Wave Cinema - Richard John Neupert

2. Bollywood: A Guidebook to Popular Hindi Cinema - Tejaswini Ganti

3. Chick Flicks: Theories and Memories of the Feminist Film Movement - B. Ruby Rich

4. Cinema Studies: The Key Concepts - Susan Hayward

Textbooks:

1. Film History: An Introduction - Kristin Thompson, David Bordwell

2. Film Studies: An Introduction - Ed Sikov

| **Semester – III (Minor)** |
|---|
| **Paper I/Subject Name:  IDC (Strategic Studies)** |
| **Code:** <br> **L-T-P-C – 3-0-0-3** <br> **Credit Units: 3** <br> **Scheme of Evaluation: Practical – Project + Viva** |

**Course Objectives:**

1. To introduce students to the fundamental concepts and theories of strategic studies.

2. To develop critical thinking skills necessary for analyzing strategic issues and challenges.

3. To explore the interdisciplinary nature of strategy by integrating insights from political science, military studies, economics, and sociology.

4. To foster an understanding of the historical evolution and contemporary relevance of strategic thought and practice.

**After successful completion of the course, the students will**

| **CO 1** | Demonstrate a thorough understanding of key concepts and theories in strategic studies. | **BT 1** |
|---|---|---|

| Modules | Topics (if applicable) & Course Contents | Periods |
|---------|------------------------------------------|---------|
| **CO 2** | Apply interdisciplinary approaches to develop comprehensive strategic solutions. | **BT 2** |

| Modules | Topics (if applicable) & Course Contents | Periods |
|---------|------------------------------------------|---------|
| **I** | **Unit I- Strategic Thought**<br><br>1-Kautilya<br><br>2-Jomini<br><br>3-Carl Von Clausewitz | **15** |
| **II** | **Unit II- War as an Instrument in IR**<br><br>1-Causes of War<br><br>2-Democratic Peace Theory<br><br>3-Global Nuclear Doctrines | **15** |
| **III** | **Unit III- Defence Economics**<br><br>1-Economic Causes of War<br><br>2-International Trade Regimes and National Security<br><br>3-Geo-Economics and its Implications | **15** |
| **IV** | **Unit IV- Science and Technology**<br><br>1-Revolution in Military Affairs (RMA)<br><br>2-Military Industrial Complexes<br><br>3-Dual Use Technology | **15** |

| | Total | 60 |
|---|---|---|

**References**

- Books- Jolle Demmers, Theories of Violent Conflict: An Introduction (Routledge, 2016).

- Karin Fierke, Critical Approaches to International Security, second edition, (Polity, 2015).

- Tim Jacoby, Understanding Conflict and Violence (Routledge, London and New York, 2007).

- Booth, K. (2014), *International Relations: All that Matters*, (London: John Murray Press). Kindle edition: https://www.amazon.co.uk/International-Relations-All-That-Matters-ebook/dp/B00G5KJ8TI/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=&sr=

Reus Smit, C. (2020), *International Relations: A Very Short Introduction (Very short introductions)*, (Oxford; New York: Oxford University Press). Kindle edition: https://www.amazon.co.uk/International-Relations-Short-Introduction-Introductions-ebook/dp/B0851PLH8R/ref=sr_1_3?dchild=1&keywords=wilkinson+international+relations&qid=1591092582&s=digital-text&sr=1-3

| Semester – IV |
| --- |
| **Paper I: Public Policies and Plan Priorities** |
|   **Subject Code: ADM182M401** |
| **L-T-P-C – 4-0-0-4** |
| **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.

. **Detailed Syllabus:**

| Module | Content | Periods |
|--------|---------|---------|
| I | **Unit-1 Public Policy** <br><br> 1. Models of policy-making and their critique; <br> 2. Processes of conceptualization State theories and public policy formulation. | 20 |
| II | **Unit-2 Planning** <br><br> 1. Planning and Implementation, <br> 2. Monitoring, Evaluation and Review; Their Limitations; | 20 |
| III | **Unit-3 Plans and Priorities** <br><br> 1. Machinery of planning; <br> 2. Role, composition and functions of the Planning Commission and the National Development Council; <br> 3. 'Indicative' planning; | 20 |
| IV | **Unit-4 Union, State and District level Planning** <br><br> 1. Process of plan formulation at Union and State levels; <br> 2. Constitutional Amendments (1992) and Decentralized Planning for economic development and social justice. | 20 |
| | | 80 |

| CREDIT DISTRIBUTION | | |
|---------------------|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **60 hours** | - | **20 hours** |

| | | (Documentary, Newspaper analysis, Book Review, Assembly visit) |
|---|---|---|

**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., Monetary California (3rd Ed.) 1.

**Reference Books**

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
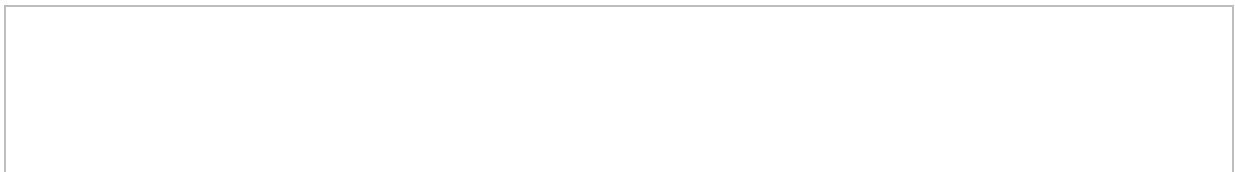
**Paper II: Rural and Urban Local Government**

  **Subject Code: ADM182M402**

  **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 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

**Detailed Syllabus:**

| Module | Content | Periods |
|--------|---------|---------|
| I | **Unit-1 Rural Local Administration**<br><br>3.  Institutions and Agencies since independence;<br>4.  73rd Constitutional Amendment. | 20 |
| II | **Unit-2 Rural Development** | 20 |

| | | 1. Rural Development Programs:<br>2. Foci and Strategies;<br>3. Decentralization and Panchayati Raj; | |
|---|---|---|---|
| III | **Unit-3 Urban Local Government**<br><br>1. Municipal governance: main features, structures, finance and problem areas;<br>2. 74th Constitutional Amendment; | 20 |
| IV | **Unit-4 Urban development**<br><br>3. Global-local debate; New Localism;<br>4. Development Dynamics,<br>5. Politics and Administration with special reference to City Management. | 20 |
| | | 80 |

| CREDIT DISTRIBUTION | | |
|---|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **80 hours** | **-** | **20 hours** |
| | | **(Documentary, Newspaper analysis, Book Review, Assembly visit)** |

**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.

**Reference Books**:

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** <br> **Subject Code: ADM182M403** <br> **L-T-P-C – 3-1-0-4** <br> **Credit Units: 4** <br> **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**<br><br>1. Philosophy, Features and Amendments,<br><br>2. Constitution of India - Historical Background,<br><br>3. Drafting Committee and the making of Constitution, | 20 |
| II | **UNIT-II Citizenship**<br><br>1. PIO, NRI, OCI and Pravasi Bharatiya Divas,<br><br>2. Citizenship Amendment Act<br><br>3. Fundamental Rights (FR) and DPSP- Important Amendments and Conflicts<br><br>4. Fundamental Duties (FD)- Significance and Criticism | 20 |
| III | **UNIT-III Administration of Special Areas**<br><br>1. V Schedule and VI Schedule,<br><br>2. Constitutional Bodies, Non-Constitution Bodies, Tribunals<br><br>3. Special Provisions to SC, ST, Minorities, Backward Class, Anglo-Indians | 20 |
| IV | **UNIT-IV Salient Features of Representation of People's Act**<br><br>1. Appointment to Various Constitutional Posts<br><br>2. Statutory, Regulatory & Quasi-Judicial Bodies- | 20 |

| | | |
|---|---|---|
| | NITI, RBI, NHRC, CBI, CVC,<br><br>3. NIC and many other. | |
| | | 80 |

| CREDIT DISTRIBUTION | | |
|---|---|---|
| **Lectures/Tutorials** | **Practicum** | **EL** |
| **80 hours** | **-** | **20 hours** |
| | | **(Documentary, Newspaper analysis, Book Review, Assembly visit)** |

**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 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.