Learning Outcomes based Curriculum Framework (LOCF) for

B. A. (Honours)
PUBLIC ADMINISTRATION
Undergraduate Programme
2019

UNIVERSITY GRANT COMMISSION
Bahadur Shah Zafar Marg
New Delhi – 110002
Foreword

UGC has been taking several initiatives for quality improvement in higher education system in the country. Curriculum revision is one of the focus areas of these initiatives. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the higher educational system. The ever evolving and fast changing educational technology have posed various challenges as far as curriculum in the Higher Educational Institutions (HEIs) is concerned. The curriculum requires to be updated more often keeping in view the latest developments in the society and to address the society’s needs from time to time.

The Quality Mandate notified by UGC was discussed in the Conference of Vice-Chancellors and Directors of HEIs during 26-28th July, 2018; wherein it was inter-alia resolved to revise the curriculum based on Learning Outcome Curriculum Framework (LOCF).

Learning Outcome Curriculum Framework (LOCF) aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. Besides this, students will attain various 21st century skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self directed learning etc. A note on LOCF for undergraduate education is available on the UGC website www.ugc.ac.in. It can serve as guiding documents for all Universities undertaking the task of curriculum revision and adoption of outcome based approach.

To facilitate the process of curriculum based on LOCF approach, UGC had constituted subject specific Expert Committees to develop model curriculum. I feel happy to present the model curriculum to all the HEIs. Universities may revise the curriculum as per their requirement based on this suggestive model within the overall frame work of Choice Based Credit System (CBCS) and LOCF.

I express my gratitude and appreciation for the efforts put in by the Chairperson/Member/Co-opted members/experts of the committees for developing model curriculum. I also take the opportunity to thank Prof. Bhushan Patwardhan, Vice-Chairman, UGC for providing guidance to carry forward this task. My sincere acknowledgement to Prof. Rajnish Jain, Secretary, UGC for all the Administrative support. I also acknowledge the work done by Dr. (Mrs.) Renu Batra, Additional Secretary, UGC for coordinating this important exercise.

All the esteemed Vice-Chancellors are requested to take necessary steps in consultation with the Statutory Authorities of the Universities to revise and implement the curriculum based on the learning outcome based approach to further improve the quality of higher education.

New Delhi
30th July, 2019

(Prof. D. P. Singh)
Chairman
University Grants Commission
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PREAMBLE

The Learning Outcomes based Curriculum prepared for the B.A. (Hons.) Public Administration subject primarily intends to help the learners in understanding the objectives of studying an Undergraduate Programme and specifically the discipline of Public Administration. This curriculum will help them in understanding, critically engaging, analysing and appreciating the societal and market relevance of the discipline of Public Administration.

It is worth mentioning here that the B.A. (Hons.) Public Administration Undergraduate Program framed as per the LOCF Guidelines under CBCS is a model for reference and the Higher Education Institutions conducting such academic programmes will have enough freedom in incorporating suitable modifications keeping in view the global, national and regional contexts and skill requirements for various employment sectors. Moreover, the list of readings, web resources, reports etc. are only indicative and do not pre-empt further exploration.

The learning outcomes of the various courses and the whole programme are modifiable keeping in view the advancement in the related fields of knowledge or practice and the changing requirements of the stakeholders, which are complex, diverse and culturally specific.

The academic entities offering the B.A. (Hons.) Public Administration programme are expected to encourage their faculty to adopt the suggested pedagogical innovations, in addition to teaching/learning processes recommended, so that the intended Course/ Programme learning outcomes can be achieved.
1. Introduction

The learning outcomes based curriculum framework (LOCF) for B. A. (Hons.) Public Administration is intended to prepare a curriculum which enables the graduates to respond to the contemporary societal needs of public governance and equip them with necessary knowledge, wisdom and skills relevant for local, national and international governance. The framework will assist in developing an understanding of the principles, institutions and their ecological concerns, processes and issues of local/regional, national and international levels of public governance on completion of the B. A. (Hons.) Public Administration programme. The framework also intends to allow for greater flexibility and innovation in curriculum design and syllabus development, teaching-learning process and assessment of student learning levels.

The LOCF for B.A. (Hons.) Public Administration has been prepared in the backdrop of the changing landscape of the theory and practice of Public Administration and the curricular structure provided by the UGC; this may be modified without sacrificing the spirit of CBCS and LOCF.

2. Learning Outcomes Based Approach to Curriculum Planning

The learning outcomes-based approach implies that when an academic program is planned, desirable learning outcomes are identified and considered in the formulation of the program. Course contents, learning activities and assessment types are designed to be consistent with the achievement of desired learning outcomes. The learning outcomes are in terms of knowledge, professional attitude, work ethics, critical thinking, self-managed learning, adaptability, problem solving skills, communication skills, interpersonal skills and group/team work. At the end of a particular course/program, assessment is carried out to determine whether the desired outcomes are being achieved. This outcome assessment provides feedback to ensure that elements in the teaching and learning environment are acting to nurture, with the aim to facilitate the desired outcomes. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes which in turn help not only in curriculum planning and development, but also in delivery and
review of the academic program.

The overall objectives of the learning outcomes-based curriculum framework are to-

- Help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes that are expected to be demonstrated by the holders of the qualification;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes or attributes a graduate of a program should be capable of demonstrating on successful completion of the program of study;
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of academic research and the program.

2.1 Nature and extent of B. A. (Hons.) Public Administration

B.A. (Hons.) Public Administration is a theoretical and application oriented academic program which needs to develop specialized knowledge and skills among the graduates to engage themselves in Public governance and its related activities. In recent years, mega developments like information and communication technology, liberalization, privatization, globalization, decentralization and growing role of the civil society have impacted the role of the state and its agencies. It has changed the citizens’ interface with the governance and market forces. Innovative citizen-centric practices in governance have been adopted across the world. The concerns for good governance and citizen centric governance have become important objectives in addition to the traditional narratives of efficiency, economy and effectiveness. Policy process and performance have become the central theme of intellectual debate and discourse. This kind of all-round transformation has created the need for well informed and proficient manpower for discharging regulatory responsibilities and delivering a set of quality services to the satisfaction of the citizens. This manpower can be developed only with flexible, adaptive and progressive training
programs. The key areas of study within the subject area of B. A. (Hons.) Public Administration comprise compulsory courses on Introduction to Public Administration, Administrative Theory, Indian Administration, Public Policy and Governance, Public Personnel Administration, Rural Local Governance, Public Financial Administration, Urban Local Governance, Research Methods, Comparative Public Administration, Development Administration and Administrative Ethics and Governance. The Discipline Specific courses are on Regulatory Governance, Health Administration, Administrative Law, Rights Based Governance, Disaster Management, Educational Administration, Environment Policy and Administration, NGOs and Sustainable Development, to cover almost all aspects of public governance. Besides this, skill enhancements courses on Personality Development and Communication Skills, Management of NGOs, Social Audit, E-Governance, Web Based Administration, Secretarial Practice, Training of Community Resource Persons, Negotiation and Conflict Management, Data Base Administration, Monitoring and Evaluation of Development Programs, Service Quality Management, Cyber Crime Administration have also been added to infuse vocational and practical skills among the students of this academic program.

This Learning Outcomes-based Model Curriculum of B. A. (Hons.) Public Administration is designed to provide a better learning experience to the graduates. Besides, imparting disciplinary knowledge, the curriculum aims to equip the graduates with practical competencies and leadership which will provide them high professional competence in the field.

2.2 Aim of B. A. (Hons.) Public Administration
The overarching aims of the B. A. (Hons.) Public Administration are to:

- Provide students with learning experiences that develop broad knowledge and understanding of key concepts of Public Administration and equip them with advanced knowledge and understanding for analyzing and performing the tasks concerning public affairs;
- Develop students’ ability to apply the acquired knowledge and skills to the solution of specific theoretical and applied problems in Public Administration settings;
- Develop abilities in students to come up with innovative prescriptions/solutions for the
benefit of society, by diligence, leadership, team work and lifelong learning;

- Provide students with skills that enable them to get employment in public, private, non-governmental sectors; pursue higher studies; participate in quality research assignments.

3. Graduate Attributes

Graduate Attributes (GAs) form a set of individually assessable outcomes, which collectively indicate the graduate’s potential to acquire competence of an individual to perform certain tasks/ duties/responsibilities. The Graduate Attributes of B. A. (Hons.) Public Administration are as follows:

**GA1. Disciplinary Knowledge:** Acquire in-depth knowledge of theory and practice of Public Administration, including the wider and global perspective, with an ability to compare, evaluate, analyze existing situations and new knowledge, and integration of the same for enhancement of knowledge.

**GA2. Critical Thinking:** Analyze complex social/administrative problems critically; apply independent judgment for analyzing information to make intellectual and/or rational decisions for conducting social enquiry in a wider theoretical, practical and policy context.

**GA3. Analytical Reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and gaps in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and addressing opposing viewpoints.

**GA4. Research-related Skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

**GA5. Problem Solving:** Think laterally and originally, conceptualize and solve social/administrative problems, consider and examine a wide range of information for those problems and arrive at a rational, feasible, optimal decision after considering the legitimacy, democratic principles, efficiency and economy and above all the public interest
in a specific cultural, societal and environmental setting.

**GA6. Usage of Modern Tools:** Create, select, learn and apply appropriate techniques, resources, and managerial/administrative practices and modern IT tools, including prediction and modeling to complex social/administrative situations.

**GA7. Collaborative and Multidisciplinary Work:** Possess knowledge and understanding of group dynamics, recognize opportunities and contribute positively to collaborative multidisciplinary scientific research, demonstrate a capacity for self-management and teamwork, decision-making based on open-mindedness, objectivity and rational analysis in order to achieve common goals and further self-learning as also that of others.

**GA8. Communication:** Communicate with all concerned stakeholders, community leadership and with society at large regarding complex social, political and administrative activities confidently and effectively, endowing the graduate with abilities such as, being able to comprehend and write effective reports and design documentation by adhering to appropriate standards, make effective presentations, and give and receive clear instructions.

**GA9. Multicultural Competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective and the capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

**GA10. Leadership Readiness/Qualities:** Capability for mapping out the tasks of a team or an organization, setting direction; motivating and inspiring team members to engage with the team objectives/vision; and using management skills to follow the mapped path to the destination in a smooth and efficient way.

**GA11. Life-long Learning:** Recognize the need for and have acquired the ability to engage in life-long independent learning, with a high level of enthusiasm and commitment, to unceasingly improve knowledge and competence.

**GA12. Ethical Practices and Social Responsibility:** Acquire professional and intellectual integrity, professional code of conduct, ethics of research and scholarship, thoughtfulness of the impact of research outcomes on professional practices and an understanding of the responsibility to contribute to the community for sustainable development of society.
4. **Qualification Descriptors**

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect the following:

1. Disciplinary knowledge and understanding
2. Skills & Ability
3. Global competencies that all students in any academic field of study should acquire/attain and demonstrate.

**4.1 Qualification descriptors for B. A. (Hons.) Public Administration program:** Some of the expected learning outcomes that a student should be able to demonstrate on completion of a B. A. (Hons.) Public Administration program may include the following:

**Knowledge & Understanding**

- Demonstrate extensive knowledge of the disciplinary foundation in the various fields of Public Affairs and Administration, as well as insight into contemporary research and development.
- Demonstrate specialized methodological knowledge in the specialized areas of Public Administration/ Governance in terms of the principles, theoretical knowledge and practices adopted.

**Skills & Ability**

- Demonstrate the basic and conceptual understanding of the discipline and ability to apply this knowledge in comprehending administrative situations for arriving at a conclusion and suggest a set of alternatives.
- Demonstrate ability to evaluate an administrative phenomenon/system or administrative program and suggest necessary measures to realize the desired objectives in an effective manner.
- Demonstrate ability to apply one’s knowledge, skills, tools and techniques learned to identify and analyze complex real-life problems and take appropriate decisions.
and apply those decisions as per the social needs keeping in view the larger public interest.

**Competence**

- Communicate his or her understanding, knowledge and arguments effectively and professionally both in writing and by means of presentation to different audiences in the local, national and international context.
- Ability to work in a collaborative manner in a team, contributions to the management, planning and implementation.
- Ability to contribute as a team member in a developmental project plan and its implementation – evaluate its outcomes and report its results in a proper manner.
- Ability to identify the personal need for further knowledge relating to the current and emerging areas of study by engaging in lifelong learning practices.

5. **Program Learning Outcomes of B. A. (Hons.) Public Administration**

The learner who completes three years undergraduate program in Public Administration would earn an Honours degree in the discipline. The learning outcomes that a student should be able to demonstrate on completion of this Hons. degree level program would involve academic, behavioural and social competencies

5.1 **Academic Competence**

- Disciplinary knowledge and methods including data analysis and computer literacy.
- Basic professional skills pertaining to psychological testing, assessment and counselling.
- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- Ability to relate and connect concepts with personal experiences and using critical thinking.
- Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.
• Ability to use various e-resources and social media and negotiating with technological challenges.
• Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.
• Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

5.2 Personal & Behavioural Competence
• Self-development, health and hygiene, self-regulation skills.
• Developing positive attributes such as empathy, compassion, social participation, and accountability.
• Developing cultural and historical sensibility particularly indigenous traditions, socio-cultural context and diversity.
• Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
• Appreciating and tolerating different perspectives.
• Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

5.3 Social Competence
• Collaboration, cooperation and realizing the power of groups and community.
• Analyzing social problems and understanding social dynamics.
• Gender sensitization including gender respect, respect for one’s own gender, dealing with gender confusion and gender identity issues.
• Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc.).
• Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviour such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.
Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society)

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3.3 Gender sensitivity & awareness of gender fluidity issues
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<td>2.1 Self-development &amp; self-regulation skills</td>
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<td>2.2 Social skills (empathy) and accountability</td>
<td>Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y, Y</td>
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<td>2.3 Cultural &amp; historical sensibility</td>
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<td>2.4 Conversation competence &amp; communication skills</td>
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<td>2.5 Appreciating diverse perspectives</td>
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<td>2.6 Ability to work in groups and teams (negotiations)</td>
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<td>Program Outcomes</td>
<td>Personality Development &amp; Communicati on Skills</td>
<td>Manageme nt of NGOs</td>
<td>Socia l Audit</td>
<td>E- Governan ce</td>
<td>Web Based Administrati on</td>
<td>Secretari al Practice</td>
<td>Training of Communit y Resources</td>
<td>Negotiatio n and Conflict Manageme nt</td>
<td>Data Base Administrati on</td>
<td>Monitoring and Evaluation of Developme nt Programs</td>
<td>Service Quality Manageme nt</td>
<td>Cyber Crime Administrati on</td>
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<td>Social Competence</td>
<td>3.1 Collaboration, cooperation &amp; community feel</td>
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<td>3.2 Understanding social dynamics &amp; social problems</td>
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<td>3.3 Gender sensitivity &amp; awareness of gender fluidity issues</td>
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<td>3.4 Ethical, social &amp; ecological responsibility</td>
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<td>3.5 Moral and ethical awareness &amp; reasoning</td>
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</tbody>
</table>
1. **Structure of B. A. (Hons.) Public Administration**

The aims of B A (Hons.) Public Administration are achieved by Core (Foundation) Courses and Elective (Specialization) Courses. The Core Courses are essential to provide basic knowledge of a discipline and framed to promote common educational premises for the same. The specialized courses, on the other hand, allow the students to acquire knowledge in various specializations and subject combinations as per the CBCS requirements.

The courses are planned in a manner that the generic or foundational courses along with courses focusing on skill, with a wide range of application, are covered during the first two years of the undergraduate program. Specialized courses to prepare students to build professional competence can be introduced in later semesters. It is pertinent to understand that the educational institutions in India have varied level of physical infrastructure, faculty strength, academic resources and availability of expertise; therefore, the basket of courses or specialized courses of discipline to be offered to students would vary from institution to institution. Efforts need to be made to provide diversity of courses and specializations in order to develop necessary skills to enhance employment opportunities.

The courses under CBCS are designed to have a strong interface between regular and online learning modes, thereby, actively utilizing national knowledge network resources. It is expected that the faculty would utilize both virtual and physical class rooms through video lectures, small group discussions, tutorials and individual presentations. Community engagement may be incorporated through socially driven small scale research projects, workshops, field training exercises and simulations utilizing currently available knowledge systems and technological facilities. The credit system used in this curriculum requires 40-50 hours (minimum) of active academic engagement for one course in one semester.

**6.1 Course Learning Outcomes**

This document gives autonomy and freedom to the Board of Studies to design the structure and choose the course for the undergraduate program. This framework is not to create a uniform course across the country, but to reinforce the cornerstones of good quality, respect local concerns and equal global standards. Four kinds of courses have been suggested here
- 1) Core Courses (CC), 2) Elective or Discipline Specific Elective Courses (DSC), 3) Skill Enhancement Courses and 4) General Elective Courses (GEC).

**Core Courses (CC):**

These are the courses which provide the basic understanding of the discipline of Public Administration. As stated earlier, Indian educational institutions are endowed with varying levels of physical, academic and human resources and also provided the autonomy to decide the structure of their undergraduate programmes and courses to be taught. However, in order to maintain a requisite standard certain core courses must be included in an academic program. This helps in providing a universal recognition to the said academic program. The Core courses in the B A (Hons.) programme are:

1. Introduction to Public Administration
2. Administrative Theory
3. Indian Administration
4. Public Policy and Governance
5. Public Personnel Administration
6. Rural Local Governance
7. Regulatory Governance
8. Public Financial Administration
9. Urban Local Governance
10. Environment Policy and Administration
11. Research Methods
12. Comparative Public Administration
13. Development Administration
14. Administrative Ethics and Governance
**Discipline Specific Elective Courses:**

These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature. They are listed below:

1. Health Administration
2. Administrative Law
3. Rights Based Governance
4. Disaster Management
5. Educational Administration
6. NGOs and Sustainable Development

**Skill Enhancement Courses**

These courses focus on developing skills or proficiencies in the student, and aim at providing hands-on training. Skill enhancement courses can be opted by the students of any other discipline, but are highly suitable for students pursuing their academic program in Public Administration. The suggested courses are:

1. Personality Development and Communication Skills
2. Management of NGOs
3. Social Audit
4. E-Governance
5. Web Based Administration
6. Secretarial Practice
7. Training of Community Resource Persons
8. Negotiation and Conflict Management
9. Data Base Administration
10. Monitoring and Evaluation of Development Programmes
11. Service Quality Management
12. Cyber Crime Administration

**Generic Elective Courses:**

The Generic Elective courses are designed for the students who are pursuing graduation degree program other than in the discipline of Public Administration. The students pursuing degree in Public Administration program have to opt General Elective course offered by other disciplines as per the CBCS policy and availability of resources with the educational institution. In other words, the scope of the General Elective Courses is very wide owing to the diversity of the disciplinary background from which students opt these courses. A list of courses which may be offered in the Public Administration as an Generic Elective Courses includes:

1. Introduction to Public Administration
2. Indian Administration

**Credit Scheme**

Universities may have the freedom to address the teaching requirements according to local, and regional conditions. The credits earned would depend on the scheme adopted by the University for the various subjects. It is expected that one course should carry 4 credits if it is taught for four hours throughout the week as per the UGC norms. The 6 credits formula will be used as follows:

One theory period of one hour = 1 credit

One tutorial period of one hour = 1 credit

Two practicum period of one hour = 1 credit

**Course Credit**

**Theory courses with tutorial per week:** 5 hour + 1 tutorial for a group of 10 students of one hour (6 Credits)

**Skill Enhancement Courses per week:** 2 hour theory + 4 Practical for a group of 10 students (4 Credits)
Course Structure
B. A. (Hons.) Public Administration

Total Credits: 148

<table>
<thead>
<tr>
<th>Semes ter (Credits)</th>
<th>Core Courses (CC)</th>
<th>Ability Enhancement Compulsory Courses (AECC)</th>
<th>Skill Enhancement Courses (SEC)</th>
<th>Discipline Specific Elective Courses (DSE)</th>
<th>Generic Elective Courses (GE)</th>
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</thead>
<tbody>
<tr>
<td>I  (22)</td>
<td>DSC-01: Introduction to Public Administration</td>
<td>AECC-1: English/Hindi/MIL Communication/ Environmental Science</td>
<td>Total Credits: 2x4=08</td>
<td>Total Credits: 04x6=24</td>
<td>GE1: Introduction to Public Administration</td>
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<tr>
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<td>DSC-02: Administrative Theory</td>
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<td>II  (22)</td>
<td>DSC-03: Indian Administration</td>
<td>AECC-2: Environmental Science/English/Hindi/ MIL Communication</td>
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<td>GE2: Indian Administration</td>
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<td>DSC-04: Public Policy and Governance</td>
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<td>III (28)</td>
<td>DSC-05: Public Personnel Administration</td>
<td>SEC 1: (Any ONE of following): 1.Personality Development and</td>
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<td>GE3: Comparative Public Administration</td>
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</tbody>
</table>
| DSC-06: Rural Local Governance | Communicatio
n Skill
2. Management
of NGOs
3. Social Audit
4. E-
Governance
5. Web Based Administration
6. Secretarial Practice |
|-------------------------------|---------------------------------------------------------------|
| DSC-07: Regulatory Governance | SEC 2: (Any ONE of following):
7. Training of Community Resource Persons
8. Negotiation and Conflict Management
9. Data Base Administration
10. Monitoring and Evaluation of Development Programmes
11. Service Quality Management
12. Cyber Crime Administration |
| IV(28) | GE4: Administrative Ethics and Governance |
| DSC-08: Public Financial Administration | |
| DSC-09: Urban Local Governance | |
| DSC-10: Environmental Policy and Administration | |
| V (24) | DSE1: (Any One of following):
1. Health Administration
2. Administrative Law
3. Rights
4. Based Governance |
| DSC - 11: Research Methods | |
| DSC 12: Comparitive Public Administration | DSE-2: (Any ONE of following):  
1. Health Administration  
2. Administrative Law  
3. Rights Based Governance |
|---|---|
| VI (24) DSC 13: Development Administration | DSE-3: (Any ONE of following):  
4. Disaster Management  
5. Educational Administration  
6. NGOs and Sustainable Development |
| DSC 14: Administrative Ethics and Governance | DSE-4: (Any ONE of the following):  
4. Disaster Management  
5. Educational Administration  
6. NGOs and Sustainable Development |
A. **CORE COURSES(C)**

Credits: 06 each

**Semester-I**
1. Introduction to Public Administration
2. Administrative Theory

**Semester-II**
3. Indian Administration
4. Public Policy and Governance

**Semester-III**
5. Public Personnel Administration
6. Rural Local Governance
7. Regulatory Governance

**Semester-IV**
8. Public Financial Administration
9. Urban Local Governance
10. Environmental Policy and Administration

**Semester-V**
11. Research Methods
12. Comparative Public Administration

**Semester-VI**
13. Development Administration
14. Administrative Ethics and Governance

B. **DISCIPLINE SPECIFIC ELECTIVE COURSES(DSE)**

Credits: 06 each (4 courses to be selected)

**Semester-V**
1. Health Administration
2. Administrative Law
3. Rights Based Governance

**Semester-VI**
4. Disaster Management
5. Educational Administration
6. NGOs and Sustainable Development

C. SKILL ENHANCEMENT COURSES (SEC)
Credits: 04 each (02 courses to be selected)

Semester-III
1. Personality Development and Communication Skills
2. Management of NGOs
3. Social Audit
4. E-Governance
5. Web Based Administration
6. Secretarial Practice

Semester-IV
7. Training of Community Resource Persons
8. Negotiation and Conflict Management
9. Data Base Administration
10. Monitoring and Evaluation of Development Programmes
11. Service Quality Management
12. Cyber Crime Administration

D. GENERIC ELECTIVE COURSES (GE)
Credits: 06 each (For other Under-Graduate Programmes)

Semester-I
1. Introduction to Public Administration

Semester-II
2. Indian Administration

Semester-III
3. Comparative Public Administration

Semester-IV
4. Administrative Ethics and Governance

Note:
1. Universities/Institutions/Departments may wish to add more courses under category C depending on the availability of specialists and other required resources.
2. *Any major deviation in the category A (core courses) is likely to impact the very philosophy of LOCF in Public Administration.*

3. *Departments/Boards of Studies/ Universities should have freedom to arrange courses in the order they deem fit with justification.*

4. *Whenever stakeholders seek to introduce modifications or alterations in the LOCF or CBCS guidelines, they are (a) expected to have adequate and transparent justifications to do so, and (b) to notify the UGC regarding the changes and the justifications thereof.*
SEMESTER-WISE SCHEDULE

SEMESTER - I

COMPULSORY CORE COURSES
Course Code: BA/HON/01/PA/CC-01 Credits: 6

INTRODUCTION TO PUBLIC ADMINISTRATION

Learning outcomes

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

Teaching – Learning methods

Pedagogical methods such as class room lectures and students-teacher interactions, group discussion, quiz, seminar and assignment etc will be used.

Assessment methods

Summative assessment method comprising of assignment, internal/term examination, regularity in classes and end semester final examination.

UNIT – I

UNIT – II

Growth and Trends in Public Administration: New Public Administration (NPA), New Public Management (NPM), Globalization and Public Administration, Paradigm Shift from Government to Governance, New Public Service (NPS), Feminist Perspectives

UNIT – III


UNIT-IV

Chief Executive, Leadership and Accountability: Chief Executive: Meaning, Types, Functions and Role; Line, Staff and Auxiliary Agencies; Headquarter and Field relationships; Decision Making; Communication; Leadership; Accountability

Recommended Readings:
Bhagwan, Vishnoo; Bhushan, Vidhya and Mohla, Vandana (2010) Public Administration. S. Chand: Jalandhar


Robinson, Mark (2015) From Old Public Administration to the New Public Service – Implications for Public Sector Reform in Developing Countries. UNDP Global Centre for Public Service Excellence: Singapore

Waldo, Dwight (1955) The Study of Public Administration. Random House:

Course Code: BA/HON/01/PA/CC-02    Credits: 6

ADMINISTRATIVE THEORY

Learning outcomes

1. Acquiring the knowledge of the elements, theories and principles of Public Administration as a discipline
2. Ability to appraise and update about the developments taking place in the discipline of Public Administration
3. Capacity to understand the dynamics and role of the bureaucracy and administration

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminars and assignment would be used to deliver the course.

Assessment methods

The students are to be evaluated on the basis of their regularity in attending classes, participation in classroom interactions, discussions and quizzes, written, assignments, presentations, mid-term and end-semester examination.

UNIT - I

Indian and Classical Theories: Kautilya; Scientific management (Taylor and his associates); Bureaucratic theory of organization (Weber); Administrative management theory (Henry Fayol, Luther Gulick and others).

UNIT – II

Human Relations and Behavioural Theories: Human Relations theory (Elton Mayo and his Colleagues); Behavioral theory (Chester Barnard and Herbert Simon)
UNIT – III

**Administrative Behaviour Theories:** Leadership; Communication; and Motivation (Maslow and Herzberg)

UNIT – IV

**Modern Administrative Theories:** Minnowbrook Perspectives; New Public Service; and Post Modernism

**Recommended Readings:**

- Jerzy, Z (1922) History of Social Thought. West Post: Greenwood


Prasad, D R; Prasad, V S; Satyanarayana, P; and Pardhasaradhi, Y (2017) Administrative Thinkers. Sterling: New Delhi


SEMESTER - II

COMPULSORY CORE COURSES

Course Code: BA/HON/02/PA/CC-03  Credits: 6

INDIAN ADMINISTRATION

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. Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general
   5. Delineating the constitutional provisions and dynamics of union-state relationships
   6. Awareness about the institutions and mechanism in force for citizen-state interface

Teaching/Learning methods

Conventional class room method supplemented with class room interactions, discussions, case studies, workshops on specific themes, independent/group project work on an organization/administrative mechanism and e-resources in the form of films/videos.

Assessment methods

Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end semester examination will help in evaluating the learning levels of students.
UNIT – I

Evolution & Constitutional Framework: Evolution of Indian Administration during Ancient, Medieval and British period; Constitutional Framework of Indian Administration; and Salient Features of Indian Administration

UNIT – II

Union Government: President; Prime Minister & Council of Ministers; Central Secretariat, Cabinet Secretariat, Cabinet Committees, Prime Minister Office; Ministry of Home Affairs and Finance Ministry.

UNIT – III

Constitutional Institutions, Union State Relations & Control over Administration: Election Commission of India; Union Public Service Commission; Union State Relations (Legislative, Executive and Financial); Parliamentary, Executive and Judicial Control over Administration

UNIT - IV

Citizen and State Interface: Citizens’ Grievances Redressal Institutions and Mechanisms; Institutional Mechanism for Prevention of Corruption: Central Vigilance Commission; Lok Pal and Lok Ayukta; Politician and Civil Servant relationship.

Recommended Readings:
Cott, J E Woola (1986) British Rule in India. Anmol: Delhi
Sarkar, Jadunath Sir (1972) Mughal Administration. M.C. Sarkar: Calcutta
Sharma, Ashok (2016) Administrative Institutions in India. RBSA Publishers: Jaipur
Sharma, M (2007) Indian Administration. Anmol: New Delhi
Sharma, Prabhu Datta and Sharma, B M (2009) Indian Administration: Retrospect and Prospect. Rawat Publications: Jaipur
Course Code: BA/HON/02/PA/CC-04  
Credits: 6

PUBLIC POLICY AND GOVERNANCE

Learning outcomes

1. Understanding the basic concepts such as public policy, policy analysis, public policy process and governance
2. Knowledge of different stages of the Public policy process in terms of theoretical formulation and the process
3. Necessary competence to undertake policy analysis

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional class room lectures, class room discussions and interactions, seminars, quizzes, case study analysis, allotted assignments and student presentations on various aspects of policy science incorporated in the course.

Assessment methods

The summative assessment method comprising of regularity in attendance, class room interactions and assignments (preferably case study based), mid-term and end semester examination are to be used for assessing the students.

UNIT - I

UNIT – II
Concepts and Theories of Governance: Governance as per the World Bank, UNDP and others; Public Choice Theory, Public Value Theory; Governance as Theory, Governance and Public Governance; Role of State, Market and Civil Society in Governance

UNIT-III
Role of Various stakeholders in Public Policy Making Process: Role of Legislature, Executive, Judiciary, Planning Machinery at the Central and State levels in Policy Making. Role of other Stakeholders in Policy-making: Political Parties, Interest Groups, Mass Media

UNIT - IV

Recommended Readings:


SEMESTER - III

COMPULSORY CORE COURSES

Course Code: BA/HON/03/PA/CC-05                          Credits: 6

PUBLIC PERSONNEL ADMINISTRATION

Learning outcomes

1. Conceptual clarity re. 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

Teaching-Learning methods

Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops on specific personnel issues, assignments to undertake individual/group project work on the role of civil service or any issue related to it and e-resources in the form of films/videos.

Assessment methods

Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end-semester examination will help in evaluating the learning levels of students.

UNIT - I

UNIT - II

**Civil Service System:** Career Systems – Concepts and types; Classification – Concepts and types; Recruitment; Training; Salary; Code of Conduct

UNIT - III

**Public Personnel system in India-I:** Constituional Provisions; Classification; Recruitment; Recruitment agencies at the Union and State levels; Training; Salary Administration; Performance Appraisal and Promotion mechanism.

UNIT - IV

**Public Personnel system in India-II:** Code of Conduct for All India, Central Services and State Civil Services; Disciplinary Action; Employer-Employees Relations-Right to Form Association, Joint-Consultative Council; Central Administrative Tribunal; Recent Civil Service Reforms

**Recommended Readings:**


Course Code: BA/HON/03/PA/CC-06                  Credits: 6

RURAL LOCAL GOVERNANCE

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
3. Connecting the role and relationships of rural local democratic decentralized institutions (PRIs) with other related issues and institutions

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and students presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction: Evolution and Growth of rural local governance in India focusing on constitutional provisions, community development program and committees and commissions on panchayati raj constituted by the Government of India.
UNIT - II

**Panchayati Raj Institutions:** 73rd Constitutional Amendment Act, 1992; Gram Sabha – composition, functions and role; Gram Panchayat – composition, functions and role; Panchayat Samiti – composition, functions and role; and Zila Parishad – composition, functions and role

UNIT - III

**Institutional Framework for PRIs:** District Rural Development Agency; District Planning Committee; State Election Commission; State Finance Commission

UNIT - IV

**Issues:** Panchayati Raj Finance; Devolution of powers, functions and Activity Mapping; Panchayati Raj Bureaucracy in Rural Development.

**Recommended Readings:**


Jayal, Niraja Gopal; Prakash, Amit and Sharma, Pradeep Kumar (2007) Local Governance in India – Decentralisation and Beyond, Oxford University Press: New Delhi


Oakley, Peter and Marsden, David (1984) Approaches to Participation in Rural Development. ILO: Geneva
Sisodia, Yatinder Singh; Bhatt, Ashish; and Dalapati, Tapas Kumar (Eds.) (2018) Two Decades of Panchayati Raj in India: Experiences, Issues, Challenges and Opportunities. Rawat Publications: Jaipur
REGULATORY GOVERNANCE

Learning outcomes

1. Attaining a theoretical understanding of administrative process of regulation and regulatory governance
2. Clarity of key concepts and knowledge of theoretical perspectives relating to regulation, regulatory governance and independent regulatory commissions
3. Delineation of the issues of independence, transparency and inhibiting factors and their remedies of regulatory governance in Indian context
4. Exposure to mechanism and efficacy of regulators in various leading sectors

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and students presentations.

Assessment methods

The summative assessment method comprising of regularity of attendacne, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction: Regulation – concept, rationale and theories; Regulatory Governance – Concept, significance and limitations; and Independent Regulatory Commission – concept and rationale

UNIT - II

Issues in Regulatory Administration: Independence of regulator; Transparency and accountability of regulator; Failures or inhibiting factors in regulatory Administration and their remedies
UNIT - III

**Sectoral Regulation:** Telecom – Telecom Regulatory Authority of India (TRAI) - structure, functions and role; Insurance – Insurance Regulatory and Development Authority of India (IRDAI) - structure, functions and role; and Electricity – Central Electricity Regulatory Commission (CERC) - structure, functions and role

UNIT IV

**Sectoral Regulation:** Higher Education: University Grants Commission (UGC) – composition, functions and role; Food Safety – Food Standards and Safety Authority of India (FSSAI) - structure, functions and role; and Environment – Central Pollution Control Board (CPCB) - composition, functions and role

**Recommended Readings:**


**Web Resources:**

www.trai.gov.in

www.irdai.gov.in

www.cpcb.nic.in
SKILL ENHANCEMENT COURSES

Course Code: BA/HON/03/PA/SEC-01  Credits: 4

PERSONALITY DEVELOPMENT AND COMMUNICATION SKILLS

Learning outcomes

1. Imparting theoretical knowledge of the concepts such as personality, skills, values, communication, motivation and leadership
2. Developing necessary skill among students to understand themselves based on their theoretical understanding of personality, skills, values, communication, motivation and leadership
3. Helping students in acquiring desired kinds of attitude, etiquettes, communication skills required for rational decision making

Teaching Learning methods

The pedagogy for this skill enhancement course need to be activity oriented. Therefore more emphasis is on class room discussions, classroom seminars, practical activities as identified by the instructor/teacher, in comparison to conventional lecture method are to be used to deliver course contents.

Assessment methods

The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester final examinations is to be used as assessment tool for grading the levels of learning of the students.

UNIT - I

Personality Development, Decision Making and Communication: Personality Development – Concept; Skills and Value orientation of Personality Development; Stages of personality development; factors Affecting Personality development; Personality Traits; Concepts – Creativity: Attitudes and Etiquettes. Communication - meaning, importance,
and communication skills, Verbal & Non Verbal communication. Decision making – meaning, importance, determinant factors, and techniques.

UNIT - II

Managing Self-Mind and Motivation, Leadership and Conflict Resolution: Managing Self-Mind, Body and Soul; Motivation – meaning, theories and types. Leadership – meaning, types, functions and various theories. Conflict – meaning, reasons and consequences. Conflict Resolution: Need and various approaches and institutions

Recommended Readings:

Course Code: BA/HON/03/PA/SEC-02 Credit: 4

MANAGEMENT OF NGOS

Learning outcomes

1. Comprehending the theoretical conceptualization of NGOs and the Public sector
2. Critically understanding the National Policy on Voluntary Sector and Government-NGO interface
3. Knowledge of public and private funding and national and foreign financial contributions to NGOs
4. Understanding capacity building, ethical and accountability concerns
5. Acquiring the necessary skills student to plan and execute projects
6. Acquiring the skills for case study analysis

Teaching Learning methods

The pedagogy of this course needs to comprise of class lectures, case study analysis, class room presentations, debates, discussions and field trips for understanding the work actually undertaken by NGOs. The students will also be trained to formulate a project proposal and be asked to submit for funding to a public/private organisation.

Assessment methods

The performance of the students is to be evaluated on the basis of regularity of attendance, participation in workshops and interactions and submission of allotted assignments including a case study, project proposal and internal and end semester examination.

UNIT - I

Non-Governmental Organisations (NGOs): Concept, Rationale and Scope; National Policy on the Voluntary Sector 2007; NGO-Government Interface in India with special reference to the NITI Ayog, Ministries and Departments. Organisational Forms and Governance Structures of NGOs: Trust; Society; Company; NGO-Government & NGO-Private sector partnerships: Rationale and practice; Sources of NGO Funding; Government
and Foreign Grants: Eligibility, Requirements & Procedures with special reference to Foreign Contributions

UNIT - II

Issues, Accountability, Mechanism & Problems: Issues of Governance; Capacity Building; Autonomy; Ethics. Accountability of NGOs: Rationale, Mechanisms and Problems; Formulation of a Welfare/Development Project Proposal including Monitoring and Evaluation arrangements. Case Studies: Self Employed Women’s Association (SEWA): Organisation, Functions and Working; Red Cross Society of India: Organisation, Functions and Working; Voluntary Action Network India (VANI); and OXFAM India

Recommended Readings:

**Web Resources:**
Indian Red Cross http://www.indianredcross.org/
OXFAM India. www.oxfamindia.org.
Self Employed Women’s Association http://www.sewa.org/
Voluntary Organisations Database and Reports http:pcsver.nic.in/ngo/
Course Code: BA/HON/03/PA/SEC-03

CREDITS: 4

SOCIAL AUDIT

Learning outcomes

1. Conceptual and theoretical understanding of social audit
2. Acquiring appropriate skills among students to conduct social audit independently
3. Assimilating social audit process
4. Writing a social audit report

Teaching Learning methods

The pedagogy of this course would comprise of class lectures, case study analysis, debates and discussions, classroom presentations and field trips for understanding the practice of social audit on the ground. The students will also be trained to plan a project proposal and asked to conduct a social audit independently and write the project report.

Assessment methods

The students of this course are to be graded based on their comprehension and the skills acquired. The academic performance is to be measured on the basis of their regularity of attendance, individual/group classroom presentations, active interactions and submission of allotted assignments including a case study, mid- and end-semester examination. The project report prepared on the basis of social audit conducted and submitted for evaluation will reflect the level of skill acquired by a student.

UNIT - I

Conceptual Constructs: Meaning, objectives, principles, types, process, advantages and disadvantages; Social Audit Rules 2011; Ecology of social audit; Impediments of Social Audit.
UNIT - II

Application of Social Audit: Tools and modes of social audit; Training module; Case Studies – national and international – for instance Dungarpur, Rajasthan; Ananatpur, Andhra Pradesh and likewise from other countries; Project Report (maximum 20 pages)

Recommended Readings:
Rahim, Mia; Mahmudur, Idowu and Samuel, O (2015) Social Audit Regulation Development, Challenges and Opportunities. Springer: Switzerland

Social Audit Toolkit - Centre for Good Governance
Village Resource Persons Training Manual for Social Audit of ... - Nrega
nrega.nic.in/Netnrega/WriteReaddata/Circulars/VRP_TrainingManual.pdf
E-GOVERNANCE

Learning outcomes

1. Gaining theoretical understanding about the concept, theory and models of e-governance
2. Learning practical application of e-governance in different walks of life
3. Awareness of various e-governance initiatives undertaken to deliver Public services to the stakeholders
4. Developing necessary skills to use and operate e-governance or digital service delivery

Teaching Learning methods

The pedagogy for this skill enhancement course need to be activity oriented. Therefore, more emphasis is on class room participation, interactions and seminars and practical activities in computer lab as identified by the instructor/teacher, in comparison to conventional lecture method are to be used to deliver course contents.

Assessment methods

After the completion of this course, the students are to be evaluated on the basis of the regularity of their attendance, class room and lab participation, interactions and assignments submitted and finally by conducting mid-term and end semester examination.

UNIT – I

Concepts and Initiatives: Meaning, Definitions, Scope (Including stages and types of interactions in e-Governance) and Significance of e-Governance, Theories of e-Governance (Six perspectives and six theories). Models of e-Governance (The General Information Dissemination Model, the Critical Information Dissemination Model, the Advocacy Model, the Interactive Model). Growth of e-Governance initiatives in India, Pre-National e-Governance Plan and Post NeGP (NeGP 2006). e-Governance Initiatives in the
area of Government to Citizens (G2C), Government to Business (G2B) and Government to Government G2G)

UNIT – II

Legal Framework, Issues & Challenges for e-Governance: I T Act – 2001 (ICT Act and important features of the Act); Information and Cyber Security. e-Readiness; Digital Divide (Gender, Geographic, Economic, Social and Political); Challenges; Resistance to Change, Capacity Building, Adaptation of Technology and Administrative Reforms

Recommended Readings:
Bouwman, Harry; Hoooff, Bart van den; Vingaert, Lidwien van de; and Dijk, Jan van (2005) Information and Communication Technology in Organizations: Adoption, Implementation, Uses and Effects, Sage Publications: New Delhi
Sharma, Sangeeta; Nagar, Pankaj and Sodhi, Inderjeet Singh (2013) Governometrics and Technological Innovation for Public Policy. IGI Global: Hershey, PA, USA
Sodhi, Inderjeet Singh (2015) Trends, Prospects and Challenges in Asian E-Governance. IGI Global: Hershey, PA, USA
Sodhi, Inderjeet Singh (2017) E-Governance in India. University Book House: Jaipur

Web Resources:
‘e-Procurement’; by Rajkumar; Compendium of e-Governance Initiatives in India
‘Minimum Agenda for e-Governance in the Central Government’; http://darpg.nic.in/arpg-website/ReformInitiatives/eGovernance/IndianExperience/EgovExp73.doc
Source: http://go.worldbank
Bhatnagar, Subhash: One Stop Shop for Electronic Delivery of Services: Role of Public-Private Partnership
Computerization of land records in India;
http://www.gisdevelopment.net/application/lis/overview/lisrp0015a.htm, accessed on 22.08.08
Course Code: BA/HON/03/PA/SEC-05  
Credits: 4

WEB BASED ADMINISTRATION

Learning outcomes

1. Acquiring fundamental knowledge of web-based administration
2. Understanding basics of web portals
3. Comprehending web designing
4. Awareness about skills of web administrator as a job opportunity

Teaching Learning methods

The pedagogy for this skill enhancement course needs to be activity oriented. Therefore, in comparison to conventional lecture method, more emphasis is to be given on class room participation, interactions, seminars and practical activities in the computer lab as identified by the instructor/teacher.

Assessment methods

The students are to be evaluated on the basis of their regularity of attendance, class room and lab participation, interactions and assignments submitted and finally by conducting mid-term and end semester examination.

UNIT - I

Conceptual Constructs: Meaning, scope and importance of web-based administration; Basics of web server; Building blocks of web development – web contents, interactive web portals; Functions of Web Admin; Web based Information System; Theoretical basis of Web design

UNIT - II

Application of WBA: Skills of Web system administrator; Web based learning-models; Applications of web services; Preparing Web design for government (practical); Case Studies on BSF and Higher Education in India
Recommended Readings:
Flavián, Carlos; Guinaliu, Miguel; and Gurrea, Raquel (2006) The role played by perceived usability, satisfaction and consumer trust on website loyalty. Information & Management, 43(1), Pp.1–14

Web Resources:
Designing Web-Based User Interfaces | Dr Dobb's
www.drdobbs.com/web-development/designing-web-based...interfaces/
Web Site Interface Design Theory: A Designer's Primer
Creating a Simple Web Application Using a MySQL Database ...
https://netbeans.org/kb/docs/web/mysql-webapp.html
Learning outcomes

1. Developing an understanding of the basic concepts of office management
2. Acquiring quality skills and competencies in office management, official correspondence and time management

Teaching Learning methods

The teaching learning methods of the course need to be practice oriented. Therefore, in addition to conventional method of class room teaching in lecture mode, class room participation, classroom interactions and seminars, due emphasis is required to be given to secretarial practices of handling the office, right from scheduling appointments to recording and circulating minutes.

Assessment methods

The students are to be evaluated on the basis of their regularity of attendance, class room interactions and assignments submitted and finally by conducting mid-term and end semester examination, most of which must be practice oriented.

UNIT - I

Secretary: Meaning, Types, Importance; Professional and Personal Qualities of a Secretary, Duties and Responsibilities of a Personal Secretary; Scheduling Appointments. Planning for Travel Arrangements for Officers on official duty; Organizing Meetings – Notice, Agenda, Quorum, Minutes; Handling of Mail; Use of Ready Reckoner, Office Manuals & Emergency Services
UNIT - II

**Time Management:** Definition, Importance of Time, Setting priorities. Communication: Definition, Importance, Kinds of Communication, Barriers to Effective Communication, Tools of Effective Communication. Correspondence: Business Correspondence, Enquiry Letter, Quotation, Order, Tender, Complaint letter, Adjustment Letter and their formats, Banking Correspondence; Government Correspondence; Un-official Notes

**Recommended Readings:**
SEMESTER – IV

COMPULSORY CORE COURSES

Course Code: BA/HON/04/PA/CC-08                                    Credits: 6

PUBLIC FINANCIAL ADMINISTRATION

Learning outcomes

1. Knowledge of various aspects of Public Financial Administration in general and in
   the Indian context in particular
2. Understanding Public budgeting, Public financial institutions and financial
   resource mobilization strategies in the Indian context
3. Comprehending the system and dynamics of Indian fiscal federalism
4. Deep understanding of the role of Comptroller and Auditor General in a public
   financial administration.

Teaching Learning methods

Diverse teaching pedagogies comprising conventional class room lectures, discussion,
seminars, budgeting exercises, seeing and critically understanding the budgetary sessions
both of Union and State governments and explaining the findings of reforms are to be used
to deliver course contents.

Assessment methods

The summative method comprising of regularity of attendance, participation in seminars,
workshops, video learning sessions, involvement in budgeting exercises, submission of
allotted assignments preferably with a case study, internal and end-semester examinations
are to be used as assessment tools for grading the levels of learning of the students.
UNIT- I


UNIT-- II

Budgetary systems: Concept and Types of Budgets: Traditional Budgeting; Performance Budgeting; and Zero-Base Budgeting. Budget Preparation, Authorisation and Execution with special reference to India

UNIT - III


UNIT IV


Recommended Readings:

Course Code: BA/HON/04/PA/CC-09  
Credits: 6  

URBAN LOCAL GOVERNANCE  

Learning outcomes  
1. Knowledge of the evolution and growth of urban local bodies in India  
2. Understanding about the composition, role, functions, and resources of urban local bodies  
3. Understanding of the structure and working of urban development programmes  

Teaching Learning methods  
Teaching and learning needs to be undertaken through conventional classroom lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments and student presentations.  

Assessment methods  
The summative assessment method comprising of regularity of attendance, classroom interactions and assignments, mid-term and end semester examination are to be used for assessing the students.  

UNIT - I  
Introduction: Evolution of Local Governance in India. Urbanization: Concept; Trends; Challenges  

UNIT - II  
Organizational Framework for Urban Governance: 74th Constitutional Amendment Act; Structure, Composition and Functions of Metropolitan Committees, Municipal Corporations, Municipal Councils and Nagar Panchayats; State Finance Commission; State Election Commission
UNIT - III

**Urban Development Programmes and Urban Governance:** Urban Development Programmes like AMRUT, NUHM etc.; SMART cities and other recent trends; Sources of Finance of Urban Local Government; Personnel Administration; Bureaucracy and Local Governance

UNIT – IV

**Issue Areas in Urban Governance:** State-Local relations; Rural-Urban relations; Globalization and Urban governance; Administrative Reforms in Local Governance

**Recommended Readings:**


Course Code: BA/HON/04/PA/CC-10  
Credits: 6

ENVIRONMENT POLICY AND ADMINISTRATION

Learning outcomes

1. Knowledge pertaining to environment, energy and natural resources especially in scientific, economic, political and institutional perspectives
2. An understanding of the Indian environment policies and their implementation

Teaching-Learning methods

Pedagogies comprising of conventional lecture methods and supplemented with field visits, classroom interactions, discussions, tutorials, quiz, seminar and assignments (including case studies) are to be used.

Assessment methods

The students are to be evaluated on the basis of their regularity of attendance; participation in classroom interactions, discussions and quizzes; assignments preferably submitted by them; mid-term examination and end semester examination.

UNIT - I


UNIT - II

Environment Policies and Evaluation: National Environment Policy, 2006; Environmental Impact Assessment; and Impact Prediction, Evaluation and Mitigation
UNIT - III

**Environmental Administration:** Ministry of Environment; Central Pollution Control Board – Structure, Functions and Role; State Pollution Control Board – Structure, Functions and Role; National Green Tribunal

UNIT - IV


**Recommended Readings:**

SKILL ENHANCEMENT COURSES
Course Code: BA/HON/04/PA/ SEC-07 Credits: 4

TRAINING OF COMMUNITY RESOURCE PERSONS

Learning outcomes

1. Development of the ability to understand self, others and the society by gaining the conceptual understanding of youth issues, set of transferable skills, positive attitude to work
2. Inculcation of the capacity to deal with various social problems in professional manner by using scientific methods and approaches
3. Facilitation of students to become capable to serve as an instrument for bringing transformation in the lives of youth and communities through research, policy, direct practice and teaching
4. Become professional workers in designing, organizing and delivering services for bringing change in the lives of young people, especially the socially and economically disadvantaged categories

Teaching Learning methods

The pedagogical methods such as conventional class room lectures and interactions, discussion, quiz, seminars, assignments of project work are be used to deliver the course knowledge. The focus of the teaching learning has to be on skill building and group work.

Assessment methods

The summative assessment method comprising of regularity in attendance, class room interactions and submission of allotted assignments / project reports, mid-term and end semester examination are to be used for assessing the students.
UNIT - I


UNIT – II

**Inclusion and Social Justice, Health and Healthy Lifestyle:** Social Concern and Tolerance, Gender Equity, Economic opportunities for marginalized and disadvantaged youth. Healthy Lifestyle and Nutrition, Preventive Care (Prevention and Control of non-communicable diseases like Diabetes, Hypertension, Cancer, Coronary Vascular Disorders and Strokes), Promotion of Emotional and Mental Health among Youth, Awareness and Prevention of High Risk Behaviour among Youth (substance abuse, smoking, alcoholism, STI, STD, HIV/AIDS etc.)

**Recommended Readings:**

**Web Resources:**
http://brlp.in/documents/11369/1035693/Community+Resource+Persons.pdf/5791c1a1-4ae1-4d1d-b765-dafc43df146c
Course Code: BA/HON/04/PA/ SEC-08                                      Credits: 4

NEGOTIATION & CONFLICT MANAGEMENT

Learning outcomes

1. Acquiring theoretical knowledge of negotiation process and its relevance in different professions
2. Inculcation of a better understanding of the practice aspect of negotiation with the help of descriptive examples, class discussions and role play
3. Development of the necessary understanding to distinguish between negotiation and conflict management
4. Being Instilled with a sense of working in a collaborative environment at the workplace
5. Having been fostered to grow as an individual in organization and society to become a professional and effective leader

Teaching Learning methods

The classroom lecture method supplemented with discussion and interactions, seminars, quizzes, class assignments preferably based on case studies and role play are to be adopted to develop the necessary understanding of the skills in the processes of negotiation and conflict management.

Assessment methods

The summative assessment method comprising of regularity in attendance, class room interactions and submission of allotted assignments or project reports, mid-term and end semester examination are to be used for assessing the students.

UNIT – I

Negotiation and Negotiation in Professional settings: Definition and Importance; Negotiation in day-to-day life; Negotiation vs. other Social interactions. Negotiation and
Professional communication; Negotiation at workplace; Negotiation in legal settings; Negotiation for leaders

**UNIT-II**

**Conflict and Negotiation: Process and Theories:** Introduction; Negotiation and Politics; Negotiation and Public Administration and International Negotiations and Diplomacy. Negotiation Process – Introduction; Preparing for negotiation; Distributive bargaining and Integrative bargaining; Cross-cultural perspectives in negotiation

**Recommended Readings:**


Course Code: BA/HON/04/PA/SEC-09                                        Credits: 4

DATABASE ADMINISTRATION

Learning outcomes

1. Gained an understanding of the fundamental knowledge of Database Administration
2. Understanding of data structure
3. Comprehending data analytics
4. Awareness about the job opportunities as database administrators

Teaching Learning methods

The classroom lecture method supplemented with discussion and interactions, seminars, quizzes, class assignments, preferably based on case study, are to be adopted to develop the necessary understanding of the skills in the processes of negotiation and conflict management.

Assessment methods

The summative assessment method comprising of regularity in attendance, classroom interactions and submission of allotted assignments or project reports, mid-term and end semester examination are to be used for assessing the relative intellectual levels of the students.

UNIT – I

Conceptual Constructs: Database – Meaning, Scope and Importance; Basics of major databases and its usage in governance; Data Structure and Analytics – Data analysis tools; Data Science; Database designs and Administration

UNIT – II

Skills and Application: Database Administrative Skills – General and Technical; Types of Database Administration; Data management; Data interpretation; Data administrator; Case study.
Recommended Readings:
Web Resources:
A set theoretic data structure and retrieval language ACM SIGIR
Database Management Courses | Database Courses in Indiawww.indiaeducation.net/computers-it-courses/database.html
DataScience.com | Enterprise Data Science Platform
Providerhttps://www.datascience.com/
Diploma in Database Administration Colleges in India | list of colleges__https://targetstudy.com/colleges/diploma-in-database-Administration-d
IGI Global: International Publisher of Information Science and ...https://www.igi-global.com/
What is a Database Administrator (DBA) -
MONITORING AND EVALUATION OF DEVELOPMENT PROGRAMMES

Learning outcomes

1. A sound theoretical understanding of the monitoring and evaluation process of governmental development programs
2. Acquired technical and managerial competencies to monitor performance and evaluate efficiency, effectiveness, relevance and sustainability of development programs and projects
3. Confidence in using various management tools and techniques for effective project monitoring, control and reporting

Teaching Learning methods

The pedagogy of the course will comprise classroom lecture method supplemented with discussion and interactions, virtual engagement of the students with the process, and preparing report or assignments based on the practical experience acquired during the virtual engagement.

Assessment methods

After the completion of this course, the student is to be evaluated on the basis of their regularity of class attendance, extent of classroom participation, interactions and submission of allotted assignments on virtual monitoring/evaluation engagement, midterm and end semester examination

UNIT- I

UNIT- II

Case Studies: Ministry of Human Resource Development; Ministry of Health & Family Welfare; Ministry of Rural Development; Ministry of Urban Development. Big Data and Integration of Big Data with the Monitoring & Evaluation process

Recommended Readings:


International Federation of Red Cross and Red Crescent Societies (IFRC) (2011) Project/Program Monitoring and Evaluation (M&E) Guide. Planning and Evaluation Department, IFRC Secretariat: Geneva. Available at: www.ifrc.org


SERVICE QUALITY MANAGEMENT

Learning outcomes

1. Acquiring knowledge of the fundamentals of service quality management
2. Comprehending strategies of delivering quality services
3. Capacity to prepare SQM module

Teaching Learning methods

The pedagogical tools such as conventional lectures, classroom discussions, case studies, tutorials and interactions, seminars and students presentations are to be used to deliver the course.

Assessment methods

The performance of the students is to be evaluated on the basis of their regularity of class attendance, class room participation, interactions and submission of allotted assignments on a case study undertaken, mid-term and end-semester examination.

UNIT - I

Conceptual constructs: Service Quality Management – meaning, principles and significance; Historical background of SQM. Strategies; Forms; Service Quality Assessment - quality metrics, quality audit, certification, standardization procedures; Quality Assessment Principles; Role of e-governance in service delivery; Models of SQM and globalization

UNIT - II

Application: Measurement of Public perception; Behavioral consequences of service quality; Selected case studies on health care administration, public distribution system, municipal governance; Preparing module of SQM
Recommended Readings:

Reports:


**Web Resources:**

Service quality management - SlideShare [www.slideshare.net/judithobi/service-quality-management](http://www.slideshare.net/judithobi/service-quality-management)

The Gap Model of Service Quality - MBA Knowledge Base

Learning outcomes

1. Awareness of the different types of cyber-crimes perpetrated across the globe
2. Acquiring competency for dealing with cyber frauds and deceptions
3. Exploring legal and policy developments in Cyberspace
4. In-depth knowledge of Information Technology Act and legal frame work of Right to privacy, data security and data protection
5. Acquiring the necessary knowledge and skill to plan for the prevention of the occurrence of cyber crimes in organizations

Teaching Learning methods

Pedagogical tools such as conventional lectures, classroom discussions, case studies, tutorials and interactions, seminars and student presentations are to be used to deliver the course content to the students.

Assessment method

The performance of the students is to be evaluated on the basis of their regularity in class attendance, class room participation, interactions and submission of allotted assignments on a case study undertaken by the them, mid-term and end semester examination.

UNIT I

Introduction to Web Technology and Cyber Laws: Computers and its Impact on Society; Overview of Computer and Web Technology; Freedom of Speech and Expression in Cyberspace; Right to Access Cyberspace – Access to Internet; Right to Privacy; Right to Data Protection. Need for Cyber Law; Cyber Jurisprudence at International and Indian Level. UN & International Telecommunication Union (ITU) Initiatives; Council of Europe
– Budapest Convention on Cybercrime; Asia-Pacific Economic Cooperation (APEC); Organization for Economic Co-operation and Development (OECD)

UNIT - II


Recommended Readings:
SEMESTER – V

COMPULSORY CORE COURSES

Course Code: BA/HON/05/PA/CC-11  Credits: 6

RESEARCH METHODS

Learning outcomes

1. Development of an intellectual understanding of the fundamental knowledge of research methodology.
2. Comprehend the research process in an appropriate manner
3. Inculcation of the necessary skills to use research tools to undertake research study
4. Competence to evaluate governmental policy or programme/projects on the basis of primary and secondary data
5. Ability to understand the issues and challenges of research in Public Administration

Teaching Learning methods

The pedagogical methods such as conventional classroom lectures and interactions, discussion, quiz, seminars and assignments are be used to deliver the course.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Foundations of Public Administration Research: Key concepts in research methods; Types of research; Research process – Defining research problem, steps of research and application of research methods in Public Administration; Hypothesis; Current trends in research

UNIT - II
**Research Design:** Concept and importance; Types of research designs; Application of various types of research designs in Public Administration; Problems of research design

**UNIT – III**

**Scientific Method, Measurement and Sampling Techniques:** Concept of scientific method; Measurement and scaling concept; Basics of sampling and types of sampling

**UNIT – IV**

**Data Collection, Processing and Analysis:** SSRT-Observation method, Questionnaire, Interview; Case Study method; Secondary data analysis; Data preparation, Analysis and Report writing.

**Recommended Readings:**


**Web Resources:**

Research Methodology: Approaches & Techniques - Video & Lesson...
https://study.com/academy/.../research-methodology-approaches-techniques-quiz.html

Research Methodology - SlideShare
https://www.slideshare.net/sh_neha252/research-methodology-
Course Code: BA/HON/05/PA/CC-12                                        Credits: 6

COMPARATIVE PUBLIC ADMINISTRATION

Learning outcomes

1. Will be equipped with the knowledge and conceptual clarity of approaches, indices, and models of comparative Public Administration
2. Clarity re. administrative systems and their accountability mechanisms of UK, USA and France
3. Understanding of local governmental system, grievance redressal mechanisms and relevance of comparative approach in globalized perspective

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with classroom interactions and discussion, case study analysis, assignments and students presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, classroom interactions and assignments, mid-term and end-semester examination are to be used for assessing the students.

UNIT - I

Introduction: Comparative Public Administration: Meaning, Nature, Scope and Significance. Salient Features of Administration in Developed & Developing Countries: Social, Economic, Political and Administrative

UNIT - II

Approaches: Structural Functional Approach; Behavioural Approach; and Ecological Approach

UNIT - III
Administrative Systems & Accountability: Salient features of Administration in UK, USA, Japan, Chief Executive of UK, USA, Japan. Accountability: Control Machinery of UK, USA, Japan

UNIT - IV

Local government of UK, USA, Japan. Grievance Redressal Machinery of UK, USA, Japan. Relevance of Comparative Public Administration in the era of Liberalization, Privatization and Globalization

Recommended Readings:
Riggs, F W (1964) Administration in Developing Countries: The Theory of Prismatic Society. Houghton Mifflin Co.: Boston
UGC DOCUMENT ON LOCF PUBLIC ADMINISTRATION

Web Resources:

http://news.bbc.co.uk/1/hi/country_profiles/default.stm
http://www.nationmaster.com/
DISCIPLINE SPECIFIC ELECTIVE COURSES

Course Code: BA/HON/05/PA/DSE-01                          Credits: 6

HEALTH ADMINISTRATION

Learning outcomes

1. An understanding of the theoretical issues related to healthcare policies
2. An understanding about various governmental programs and institutions/organizations at national and international levels
3. Acquaintance with the challenges faced by Public Health Administration

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminar and assignment to be used to deliver the course.

Assessment method

The students are to be evaluated on the basis of their regularity of class attendance, participation in classroom interactions, discussions and quiz; assignments, mid-term and end-semester examination

UNIT – I

Introduction: Public Health Administration – Nature, Significance and Scope; Sustainable Development Goals (SDGs) and Public Health; World Health Organization (WHO) – structure, functions and role in Asia

UNIT – II

Institutional Framework of Health Administration at national level: Union Ministry of Health and Family Welfare – organization, functions and role; Healthcare Programmes in India – Family Welfare Programme; Reproductive Child Healthcare; Immunization Programme; National Health Mission (NHM)
UNIT – III

Institutional Framework of Health Administration at state level: Organization, functions and role of the Department of Health; Health Programmes at state level; Administration of Primary Healthcare at the local level

UNIT – IV

Other Healthcare Institutions: National Institute of Health and Family Welfare – structure, functions and role; Medical Council of India – structure, functions and role; Challenges of Public Health Administration

Recommended Readings:
Bergerhoff, Petra; Lemann, Dieter; Novak, P (Eds.) (1990) Primary Health Care: Public Involvement, Family Medicine, Epidemiology and Health Economics. Springer-Verlag: Berlin and Heidelberg.


Web Resources:

http://www.searo.who.int/india/about/en/

https://www.who.int/about-us
Course Code: BA/HON/05/PA/DSE-02

Credits: 6

Administrative Law

Learning outcomes

1. Developing an understanding of principles of natural justice, rule of law, administrative legislation, adjudication and much more
2. Distinguishing between constitutional law, administrative law and droit administratif
3. Delineating the concept, merits and demerits of administrative tribunals and especially Central Administrative Tribunal
4. Grasping the genesis, growth and concept of ombudsman, lokpal and lokayukta and central vigilance commission

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used.

UNIT - I


UNIT - II

Basics Tools: Rule of Law; Principles of Natural Justice; Judicial Review of Administrative Action - concept and writs
UNIT - III
Delegated Legislation and Adjudication: Delegated Legislation- concept, rationale, merits and demerits; Administrative Tribunals-concept, merits and demerits; and Central Administrative Tribunal: structure and functions

UNIT - IV
Ombudsman: Institution of Ombudsman: concept and genesis; Central Vigilance Commission: structure, functions, role and significance; and Lok Pal and LokAyukta in India-composition, powers, functions and significance.

Recommended Readings:
Rights Based Governance

Learning outcomes

1. An appreciation of the evolution and growth of Human Rights movement
2. Distinguishing between ‘right based governance’ and ‘welfare-based governance’
3. Understanding the governmental welfare schemes in the context of the Rights-based approach
4. Distinguishing national and international human rights perspectives
5. Understanding of the composition and role of national and international human rights institutions

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity in class attendance, class room interactions and assignments, mid-term and end-semester examination is to be used.

UNIT – I


UNIT – II

Government Welfare Schemes and Rights based approach: The Right to Information Act, 2005; Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) in
2005; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Right of Children to Free and Compulsory Education Act, 2009

UNIT – III

Rights Based Governance in India: Meaning of Rights Based Governance; Right to Health and other positive rights; Right to Privacy; Rule of Law; Enforcement of Human Rights in India: National Human Rights Commission(NHRC), State Human Rights Commissions, National Commission for Women, Scheduled Castes, Scheduled Tribes and Child Rights Commissions; Role of Judiciary in protecting these rights

UNIT – IV


Recommended Readings:


SEMESTER – VI

COMPULSORY CORE COURSES

Course Code: BA/HON/06/PA/CC-13

CREDITS: 6

DEVELOPMENT ADMINISTRATION

Learning outcomes

1. Developing a basic intellectual understanding of development, its approaches and sustainable development
2. Gaining conceptual and theoretical understanding of Development Administration including the ecological and post-globalization contexts
3. Gaining familiarity with issues/new perspectives such as Public Private Partnership, Corporate Social Responsibility, Inclusive Development, Sustainable Development Goals and Human Development Indicators

Teaching Learning methods

The pedagogical methods such as conventional class room lectures and interactions, discussion, quiz, seminars and assignments are be used to deliver the course.

Assessment methods

The summative assessment method comprising of regularity in attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the relative levels of the students.

UNIT - I

Introduction: Development and its dimensions; Development and Modernization; Approaches to Development; Ecology of Development Administration; Sustainable Development and Anti Development

UNIT - II

Conceptual Constructs: Development Administration – concept, nature, scope and objectives; Features and Significance of Development Administration; Contribution of Ralph Braibanti, Edward Weidner, Fred W. Riggs and Dwight Waldo
UNIT - III

**Issues:** Globalization and Development Administration; Emergence of Non-State Actors in Development Administration; Gender Parity in Development; Role of Bureaucracy in Development

UNIT – IV

**New Perspectives of Development:** Public Private Partnership; Corporate Social Responsibility; Inclusive Development; Sustainable Development Goals (SDGs); Human Development Indicators and Social Audit

**Recommended Readings:**
Ramulu, Ch. Bala (2016) Governance of Food Security Policies in India, Kalpaz Publications: New Delhi
Administrative Ethics in Governance

Learning Outcomes

1. An understanding about the philosophy of ethics with special reference to ethics in Public life and accountability of Public services
2. Enhanced problem solving skills in situations involving integrity, probity in Public life and acquiring problem solving approach
3. Capacity to logically and effectively communicate on ethics and governance

Teaching Learning methods

Pedagogical tools such as conventional class room lectures, discussions and interactions, seminars, quizzes, case study analysis, role play, tutorials, assignments and student presentations on various aspects of administrative ethics are to be used to deliver course knowledge to the students.

Assessment methods

The performance of the students is to be evaluated on the basis of their regularity of attendance, class room participation, interactions, submission of allotted assignments on a case study undertaken, mid-term and end semester examination.

Unit - I

Introduction: Ethics – concept and significance; Key concepts – Right, Duty, Freedom, Equality, Fraternity, Karma, Purusharthas, and Dharma. Contribution of Kautilya: Character Building, Measures to tackle Corruption; Contribution of Mahatma Gandhi – Satyagraha and Truth. Contribution of Western Administrative Thinkers to Ethics with special reference to Socrates (Moral Theory) and Immanuel Kant (Deontological Theory)
UNIT - II
Applied Ethics: Issues of Inequality, Abortion, Foeticide, Suicide, Environment Degradation, Capital Punishment; and Nature of Moral Dilemmas

UNIT - III
Ethics in Public Life: Civil Service Neutrality and Anonymity; Significance of Ethical and Moral Values in Governance. Code of Ethics and Code of Conduct for Civil Services in India

UNIT - IV
Probity in Governance: Corruption – Causes, Remedies; Institutional Arrangements for fighting Corruption in India: CVC, CBI, Lokpal and Lokayukta

Recommended Readings:
Chakraborty, Bidyut (2016) Ethics in Governance in India. Routledge: New Delhi
DISCIPLINE SPECIFIC COURSES

Course Code: BA/HON/06/PA/DSE-04  Credits: 6

DISASTER MANAGEMENT

Learning outcomes

1. A conceptual understanding of disasters, their types and management
2. An understanding of the strategies, leadership and management skills required for disaster management

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminar and assignment are to be used to deliver the course.

Assessment methods

The students are to be evaluated on the basis of their regularity in attending classes; participation in classroom interactions, discussions and quiz; assignments, mid-term and end-semester examination.

UNIT - I

Conceptual constructs: Disaster – concept and dimensions; Natural Disasters – Earthquakes, Volcanic Eruptions, Floods, Cyclones; Climate Change; Man-made Disasters – Anthropogenic, Soil Degradation, Desertification and Deforestation

UNIT - II

Disaster Management in India: Organisational Framework for Disaster Administration in India at the Union, State and Local levels (including Nodal Agency, National Disaster Management Authority, State Authority) as per the Disaster Management Act, 2005; National Policy on Disaster Management, 2009; Disaster Profile of India – Mega Disasters of India and Lessons Learnt; Case Studies: Tsunami 2005 and Kedarnath Floods 2013
UNIT-III

Application of Science and Technology for Disaster Management: Role of Geo-informatics/ Information and Communication Technology Systems in Disaster Management (Remote Sensing, GIS and GPS); Disaster Communication System (Early Warning and its Dissemination); Land Use Planning and Development Regulation

UNIT-IV

Disaster Risk Reduction – Sustainable Development, Inter-state and International Cooperation for Disaster Management; Role of NGOs and Army in Disaster Management and Disaster Management Training

Recommended Readings:


Shaw, Rajab and Yukhihiko, Oikawa (Eds.) (2014) Education for Sustainable Development and Disaster Risk Reduction. Springer: Japan

Course Code: BA/HON/06/PA/DSE-05  
Credits: 6

EDUCATIONAL ADMINISTRATION

Learning outcomes

1. Developing an understanding about the different concepts and models education and educational Administration
2. Familiarity with the National Policy on Education, Sarva Shiksha Abhiyan and institutions and agencies involved in promoting education in India

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminar and assignment, case studies is to be used.

Assessment methods

The students of the course are to be evaluated on the basis of their regularity of attendance, participation in classroom interactions, discussions and quizzes, assignments, mid-term examination and end-semester examination.

UNIT - I

Introduction: Educational Administration – Concept, Significance and Scope; Concepts: Universalization of Elementary Education (UEE), Non-Formal Education (NFE), Vocationalization of Secondary Education, Autonomous Colleges etc.

UNIT - II


UNIT - III

Institutions: Union Ministry of Human Resource Development – Organisational set up and Role with special reference to the Organization of the Department of Education and its
responsibilities; University Grants Commission: Structure, Functions and Role; National Council of Educational Research and Training: Structure, Functions and Role

UNIT - IV

**Socio-economic Problems of Educational Development:** Equality of Opportunity; Employment and Productivity; Nation Building and Citizenship; and Globalization and Education

**Recommended Readings:**


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


Web Resources:
Relevant websites including mhrd.gov.in; ssa.nic.in; nuepa.org
Course Code: BA/HON/06/PA/DSE-06  

Credits: 6

NGOs AND SUSTAINABLE DEVELOPMENT

Learning outcomes

1. Acquiring a theoretical understanding of environment, sustainable development and Non-Governmental Organizations
2. Awareness about environmental concerns and challenges
3. Understanding about the types of NGOs and their significance and role in fostering sustainable development

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminar and assignment be used to deliver the course.

Assessment method

The students are to be evaluated on the basis of their regularity in classes, participation in classroom interactions, discussions and quizzes; assignments preferably, mid-term and end-semester examination.

UNIT - I

The Global Responsibility of Environmental Concern: Importance of Environment in our life; Pollution and its Types; Pollution Control and Treatment of Waste; Legal Measures to Control Pollution

UNIT - II

NGOs and Participatory Management: Community Development Programmes; Participation of NGOs in Environment Management and Sustainable Development; NGOs and Corporate Social Responsibility; Civil Society Initiatives in Environment Management and Sustainable Development
UNIT - III

**Sustainable Development: Programme and Policies:** Environmental Legislation in India; Implementation of Environmental Laws in India; Global Initiatives in Protecting Global Environment; World Summit on Sustainable Development (Johannesburg Summit 2002)

UNIT - IV

**Issues and Challenges of Sustainable Development:** Legal Protection of Forests Act 1927; Legal Protection of Wild Life; Renewable, Non-Renewable and Nuclear Resources; Legal Regulation of Hazardous Substances

**Recommended Readings:**


Allen, W; Brown, K; Gloag, T; Morris, J; Simpson, K; Thomas, J; and Young, R (1998) Building partnerships for conservation in the Waitaki/Mackenzie basins. Unpublished Land Care Research Contract Report LC9899/033, Lincoln: New Zealand

Course Code: BA/HON/01/PA/GE-01  Credits: 6

INTRODUCTION TO PUBLIC ADMINISTRATION

Learning outcomes

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

Teaching – Learning methods

Pedagogical methods such as class room lectures and students-teacher interactions, group discussion, quiz, seminar and assignment etc will be used.

Assessment methods

Summative assessment method comprising of assignment, internal/term examination, regularity in classes and end semester final examination.

UNIT – I

UNIT – II

Growth and Trends in Public Administration: New Public Administration (NPA), New Public Management (NPM), Globalization and Public Administration, Paradigm Shift from Government to Governance, New Public Service (NPS), Feminist Perspectives

UNIT – III


UNIT-IV

Chief Executive, Leadership and Accountability: Chief Executive: Meaning, Types, Functions and Role; Line, Staff and Auxiliary Agencies; Headquarter and Field relationships; Decision Making; Communication; Leadership; Accountability

Recommended Readings:
Bhagwan, Vishnoo; Bhushan, Vidhya and Mohla, Vandana (2010) Public Administration. S. Chand: Jalandhar
Robinson, Mark (2015) From Old Public Administration to the New Public Service – Implications for Public Sector Reform in Developing Countries. UNDP Global Centre for Public Service Excellence: Singapore
Waldo, Dwight (1955) The Study of Public Administration. Random House:
Course Code: BA/HON/02/PA/GE-02                        Credits: 6

INDIAN ADMINISTRATION

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. Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general
5. Delineating the constitutional provisions and dynamics of union-state relationships
6. Awareness about the institutions and mechanism in force for citizen-state interface

Teaching/Learning methods

Conventional class room method supplemented with class room interactions, discussions, case studies, workshops on specific themes, independent/group project work on an organization/administrative mechanism and e-resources in the form of films/videos.

Assessment methods

Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end semester examination will help in evaluating the learning levels of students.

UNIT – I

Evolution & Constitutional Framework: Evolution of Indian Administration during Ancient, Medieval and British period; Constitutional Framework of Indian Administration; and Salient Features of Indian Administration

UNIT – II
Union Government: President; Prime Minister & Council of Ministers; Central Secretariat, Cabinet Secretariat, Cabinet Committees, Prime Minister Office; Ministry of Home Affairs and Finance Ministry.

UNIT – III

Constitutional Institutions, Union State Relations & Control over Administration:
Election Commission of India; Union Public Service Commission; Union State Relations (Legislative, Executive and Financial); Parliamentary, Executive and Judicial Control over Administration

UNIT - IV

Citizen and State Interface: Citizens’ Grievances Redressal Institutions and Mechanisms; Institutional Mechanism for Prevention of Corruption: Central Vigilance Commission; Lok Pal and Lok Ayukta; Politician and Civil Servant relationship.

Recommended Readings:
Cott, J E Woola (1986) British Rule in India. Anmol: Delhi
Sarkar, Jadunath Sir (1972) Mughal Administration. M.C. Sarkar: Calcutta
Sharma, Ashok(2016) Administrative Institutions in India. RBSA Publishers: Jaipur
Sharma, M (2007) Indian Administration. Anmol: New Delhi
Sharma, Prabhu Datta and Sharma, B M(2009) Indian Administration: Retrospect and Prospect. Rawat Publications: Jaipur
Course Code: BA/HON/03/PA/GE-03                          Credits: 6

COMPARATIVE PUBLIC ADMINISTRATION

Learning outcomes

1. Will be equipped with the knowledge and conceptual clarity of approaches, indices, and models of comparative Public Administration
2. Clarity re. administrative systems and their accountability mechanisms of UK, USA and France
3. Understanding of local governmental system, grievance redressal mechanisms and relevance of comparative approach in globalized perspective

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and students presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction: Comparative Public Administration: Meaning, Nature, Scope and Significance. Salient Features of Administration in Developed & Developing Countries: Social, Economic, Political and Administrative

UNIT - II

Approaches: Structural Functional Approach; Behavioural Approach; and Ecological Approach
UNIT - III
Administrative Systems & Accountability: Salient features of Administration in UK, USA, Japan, Chief Executive of UK, USA, Japan. Accountability: Control Machinery of UK, USA, Japan

UNIT - IV
Local government of UK, USA, Japan. Grievance Redressal Machinery of UK, USA, Japan. Relevance of Comparative Public Administration in the era of Liberalization, Privatization and Globalization

Recommended Readings:
Riggs, F W (1964) Administration in Developing Countries: The Theory of Prismatic Society. Houghton Mifflin Co.: Boston
Special Issue on Comparative Chinese/American Public Administration (December 2009)

**Web Resources:**


http://news.bbc.co.uk/1/hi/country_profiles/default.stm

http://www.nationmaster.com/
Course Code: BA/HON/04/PA/GE-04 Credits: 6

ADMINISTRATIVE ETHICS IN GOVERNANCE

Learning outcomes
1. An understanding about the philosophy of ethics with special reference to ethics in Public life and accountability of Public services
2. Enhanced problem solving skills in situations involving integrity, probity in Public life and acquiring problem solving approach
3. Capacity to logically and effectively communicate on ethics and governance

Teaching Learning methods

Pedagogical tools such as conventional class room lectures, discussions and interactions, seminars, quizzes, case study analysis, role play, tutorials, assignments and student presentations on various aspects of administrative ethics are to be used to deliver course knowledge to the students.

Assessment methods

The performance of the students is to be evaluated on the basis of their regularity of attendance, class room participation, interactions, submission of allotted assignments on a case study undertaken, mid-term and end semester examination.

UNIT - I

Introduction: Ethics – concept and significance; Key concepts – Right, Duty, Freedom, Equality, Fraternity, Karma, Purusharthas, and Dharma. Contribution of Kautilya: Character Building, Measures to tackle Corruption; Contribution of Mahatma Gandhi – Satyagraha and Truth. Contribution of Western Administrative Thinkers to Ethics with special reference to Socrates (Moral Theory) and Immanuel Kant (Deontological Theory)
UNIT - II
Applied Ethics: Issues of Inequality, Abortion, Foeticide, Suicide, Environment Degradation, Capital Punishment; and Nature of Moral Dilemmas

UNIT - III
Ethics in Public Life: Civil Service Neutrality and Anonymity; Significance of Ethical and Moral Values in Governance. Code of Ethics and Code of Conduct for Civil Services in India

UNIT - IV
Probity in Governance: Corruption – Causes, Remedies; Institutional Arrangements for fighting Corruption in India: CVC, CBI, Lokpal and Lokayukta

Recommended Readings:
Chakraborty, Bidyut (2016) Ethics in Governance in India. Routledge: New Delhi

7. KEY WORDS

Administration, Administrative Ethics, Administrative Law, Citizen Centric, Communication Skills, Community Resource Persons, Comparative, Core Courses, Cyber Crime, Data Base, Development, Development programs, Digital, Digital Governance, Disaster, Discipline Specific, E-Governance, Educational Administration, Elective, Governance, Health Administration, Indian Administration, Management, Monitoring and Evaluation, Negotiation and Conflict, NGOs, Personality Development, Programs outcomes, Public Financial, Public Personnel, Public Policy, Regulatory Governance, Research Methods, Restructuring Governance, Rural Local Governance, Secretarial Practice, Service Quality, Skill, Skill Enhancement, Social Audit, Sustainable Development, Urban Local Governance, Web Based
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