



UNIVERSITY OF CALICUT

Abstract

General and Academic IV-Faculty of Humanities -Scheme and Syllabus of BA Public Administration Honours Programme - in tune with the CUFYUGP Regulations 2024, with effect from 2024 Admission onwards - Approved -Subject to ratification by the Academic Council- Implemented- Orders Issued

G & A - IV - B

U.O.No. 8913/2024/Admn

Dated, Calicut University.P.O, 07.06.2024

*Read:-*1. U.O.No. 3103/2024/Admn dated 22.02.2024.

2. Minutes of the meeting of the Board of Studies in Public Administration SB held on 12.05.2024.
3. Remarks of the Dean, Faculty of Humanities dated 27.05.2024.
4. Orders of the Vice Chancellor in the file of even No and dated 31.05.2024.

ORDER

1. The Regulations of the Calicut University Four Year UG Programmes (CUFYUGP Regulations 2024) for Affiliated Colleges, has been implemented with effect from 2024 admission onwards, vide paper read as (1) above.
2. The meeting of the Board of Studies in Public Administration SB held on 12.05.2024, vide paper read as (2) above, has approved the scheme and syllabus of the B.A. Public Administration Honours programme in tune with CUFYUGP Regulations 2024 with effect from 2024 Admission onwards.
3. The Dean, Faculty of Humanities vide paper read as (3) above, has approved the minutes of the meeting of the Board of Studies in Public Administration SB held on 12.05.2024.
4. Under these circumstances, considering the urgency, the Vice Chancellor has approved the minutes of the meeting of the Board of Studies in Public Administration SB held on 12.05.2024 and accorded sanction to implement the scheme and syllabus of the B.A. Public Administration Honours programme in tune with CUFYUGP Regulations 2024 with effect from 2024 Admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of the B.A. Public Administration Honours programme in tune with CUFYUGP Regulations 2024 is thus implemented with effect from 2024 Admission onwards.
6. Orders are issued accordingly. (Syllabus appended)

Ajayakumar T.K

Assistant Registrar

To

- 1.The Principals of all Affiliated Colleges
2. Director, SDE

Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE II/JCE VIII/DoA/EX and EG Sections/GA I F/CHMK Library/Information Centres/SF/DF/FC

Forwarded / By Order

Section Officer

(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)

SYLLABUS

PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at Calicut University, a student would:

| | |
|-----|--|
| PO1 | Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study. |
| PO2 | Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity. |
| PO3 | Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability. |
| PO4 | Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information. |
| PO5 | Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions. |
| PO6 | Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader, characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment. |
| PO7 | Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development. |

PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the BA Public Administration Honours programme at Calicut University, a student would:

| | |
|------|---|
| PSO1 | Demonstrate proficiency in Public Administration by mastering its divergent areas for effective governance in diverse administrative contexts. |
| PSO2 | Address contemporary challenges in Administration by applying principles and practices of Public Administration. |
| PSO3 | Acquire and apply specialized knowledge in various areas of Administration, and gaining a competitive advantage in targeted sectors and public service areas. |

| | |
|------|--|
| PSO4 | Critically analyze the Public Policy process, including theories, approaches, models, techniques, and analysis methods, to understand its complexities and implications for governance. |
| PSO5 | Develop a critical understanding of Civil Service in India, focusing on Administrative Thought and Indian Administration. |
| PSO6 | Demonstrate proficiency in designing, implementing, and evaluating projects within governmental and non-governmental contexts, integrating theoretical knowledge with practical applications to achieve measurable and impactful outcomes. |

**MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS
IN THE THREE-YEAR PROGRAMME IN CUFYUGP**

| Sl. No. | Academic Pathway | Major | Minor/ Other Disciplines | Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3 | Intern- ship | Total Credits | Example |
|---------|--|--|--|---|-----------------|------------------|--|
| | | Each course has 4 credits | | Each course has 3 credits | | | |
| | | | | | | | |
| 1 | Single Major (A) | 68 (17 courses) | 24 (6 courses) | 39 (13 courses) | 2 | 133 | Major: Public Administration + six courses in different disciplines in different combinations |
| 2 | Major (A) with Multiple Disciplines (B, C) | 68 (17 courses) | 12 + 12 (3 + 3 = 6 courses) | 39 (13 courses) | 2 | 133 | Major: Public Administration + History and Economics |
| 3 | Major (A) with Minor (B) | 68 (17 courses) | 24 (6 courses) | 39 (13 courses) | 2 | 133 | Major: Public Administration Minor: History |
| 4 | Major (A) with Vocational Minor (B) | 68 (17 courses) | 24 (6 courses) | 39 (13 courses) | 2 | 133 | Major: Public Administration Minor: Vocational Public Administration |
| 5 | Double Major (A, B) | A: 48 (12 courses) B: 44 (11 courses) | - The 24 credits in the Minor stream are distributed between the two Majors. 2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. | 12 + 18 + 9 | 2 | 133 | Public Administration and History double major |

| | | | | | |
|---|--|--|--|--|--|
| | | | Total credits in Major A should be 48 + 20 = 68 (50% of 133) | | |
| | | | 1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be 44 + 9 = 53 (40% of 133) | | |
| Exit with UG Degree / Proceed to Fourth Year with 133 Credits | | | | | |

B.A. PUBLIC ADMINISTRATION HONOURS PROGRAMME

COURSE STRUCTURE FOR PATHWAYS 1 – 4

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

| Semester | Course Code | Course Title | Total Hours | Hours/Week | Credits | Marks | | |
|----------|-----------------------------|--|-------------|------------|---------------|-----------|----------|-------|
| | | | | | | Internal | External | Total |
| 1 | PUB1CJ 101/ PUB1MN100 | Core Course 1 in Major – Introduction to Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Minor Course 1 | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | | Minor Course 2 | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | ENG1FA 101(1B) | Ability Enhancement Course 1– English | 60 | 4 | 3 | 25 | 50 | 75 |
| | | Ability Enhancement Course 2 – Additional Language | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Multi-Disciplinary Course 1 – Other than Major | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | | 22/ 24 | 21 | | |
| 2 | PUB2CJ 101/ PUB2MN100 | Core Course 2 in Major – Indian Constitution | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Minor Course 3 | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | | Minor Course 4 | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | ENG2FA 103(1B) | Ability Enhancement Course 3– English | 60 | 4 | 3 | 25 | 50 | 75 |
| | | Ability Enhancement Course 4 – Additional Language | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Multi-Disciplinary Course 2 – Other than Major | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | | 22/ 24 | 21 | | |

| | | | | | | | | |
|---|-----------------------------|--|--------|---------------|-----------|----|----|------------|
| 3 | PUB3CJ 201 | Core Course 3 in Major – Administrative Thinkers - I | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB3CJ 202/ PUB3MN200 | Core Course 4 in Major – Indian Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Minor Course 5 | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | | Minor Course 6 | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | | Multi-Disciplinary Course 3 – Kerala Knowledge System | 45 | 3 | 3 | 25 | 50 | 75 |
| | ENG3FV 108(1B) | Value-Added Course 1 – English | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 22/ 24 | 22 | | | 550 |
| 4 | PUB4CJ 203 | Core Course 5 in Major – Decentralized Governance | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB4CJ 204 | Core Course 6 in Major – Introduction to Public Policy | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB4CJ 205 | Core Course 7 in Major – Comparative Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | ENG4FV 109(1B) | Value-Added Course 2 – English | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Value-Added Course 3 – Additional Language | 45 | 3 | 3 | 25 | 50 | 75 |
| | ENG4FS 111(1B) | Skill Enhancement Course 1 – English | 60 | 4 | 3 | 25 | 50 | 75 |
| | | Total | | 22 | 21 | | | 525 |
| 5 | PUB5CJ 301 | Core Course 8 in Major – Financial Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB5CJ 302 | Core Course 9 in Major – Labour laws and Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB5CJ 303 | Core Course 10 in Major – Human Rights and Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 1 in Major | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 2 in Major | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Skill Enhancement Course 2 | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 23 | 23 | | | 575 |

| | | | | | | | | |
|--------------------------------------|------------------------------|---|----|-----------|------------|----|----|-------------|
| 6 | PUB6CJ 304/ PUB8MN304 | Core Course 11 in Major – Introduction to Research Methodology | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB6CJ 305/ PUB8MN305 | Core Course 12 in Major– E- Governance | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB6CJ 306/ PUB8MN306 | Core Course 13 in Major – Development Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 3 in Major | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 4 in Major | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB6FS 113 | Skill Enhancement Course 3 – Gender Auditing | 45 | 3 | 3 | 25 | 50 | 75 |
| | PUB6CJ 349 | Internship in Major (Credit for internship to be awarded only at the end of Semester 6) | 60 | | 2 | 50 | - | 50 |
| | | Total | | 23 | 25 | | | 625 |
| Total Credits for Three Years | | | | | 133 | | | 3325 |
| 7 | PUB7CJ 401 | Core Course 14 in Major – Disaster Management | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB7CJ 402 | Core Course 15 in Major – Public Personnel Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB7CJ 403 | Core Course 16 in Major – Media, Civil Society and Governance | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB7CJ 404 | Core Course 17 in Major – AI in Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB7CJ 405 | Core Course 18 in Major – Governance in Kerala | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Total | | 20 | 20 | | | 500 |
| 8 | PUB8CJ 406 / PUB8MN406 | Core Course 19 in Major – Administrative Thinkers - II | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB8CJ 407 / PUB8MN407 | Core Course 20 in Major – Public Policy Analysis | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | |
|--|--|------|-----------|-----------|------------|-----|-------------|
| PUB8CJ 408 / PUB8MN408 | Core Course 21 in Major – Gender and Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| OR (instead of Core Courses 19- 21 in Major) | | | | | | | |
| PUB8CJ 449 | Project (in Honours programme) | 360* | 12* | 12 | 90 | 210 | 300 |
| PUB8CJ 499 | Research Project (in Honours with Research programme) | 360* | 12* | 12 | 90 | 210 | 300 |
| | Elective Course 5 in Major / Minor Course 7 | 60 | 4 | 4 | 30 | 70 | 100 |
| | Elective Course 6 in Major / Minor Course 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| | Elective Course 7 in Major / Minor Course 9 / Major Course in any Other Discipline | 60 | 4 | 4 | 30 | 70 | 100 |
| OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme) | | | | | | | |
| PUB8CJ 489 | Research Methodology in Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | Total | | 24 | 24 | | | 600 |
| Total Credits for Four Years | | | | | 177 | | 4425 |

* The teacher should have 12 hrs/week of engagement (the hours corresponding to the three core courses) in the guidance of the Project(s) in Honours programme and Honours with Research programme, while each student should have 24 hrs/week of engagement in the Project work. Total hours are given based on the student's engagement.

CREDIT DISTRIBUTION FOR PATHWAYS 1 – 4

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

| Semester | Major Courses | Minor Courses | General Foundation Courses | Internship/ Project | Total |
|----------|-------------------|---------------|----------------------------|---------------------|-------|
| 1 | 4 | 4 + 4 | 3 + 3 + 3 | - | 21 |
| 2 | 4 | 4 + 4 | 3 + 3 + 3 | - | 21 |
| 3 | 4 + 4 | 4 + 4 | 3 + 3 | - | 22 |
| 4 | 4 + 4 + 4 | - | 3 + 3 + 3 | - | 21 |
| 5 | 4 + 4 + 4 + 4 + 4 | - | 3 | - | 23 |
| 6 | 4 + 4 + 4 + 4 + 4 | - | 3 | 2 | 25 |

| | | | | | |
|----------------------------------|----------------------|-----------|-----------|-----------|------------|
| Total for Three Years | 68 | 24 | 39 | 2 | 133 |
| 7 | 4 + 4 + 4 + 4 + 4 | - | - | - | 20 |
| 8 | 4 + 4 + 4 | 4 + 4 + 4 | - | 8* / 12** | 24 |
| * Instead of three Major courses | | | | | |
| Total for Four Years | 88 + 12 = 100 | 36 | 39 | 2 | 177 |

**DISTRIBUTION OF MAJOR COURSES IN PUBLIC
ADMINISTRATION
FOR PATHWAYS 1 – 4**

1. Single Major
2. Major with Multiple Disciplines
3. Major with Minor
4. Major with Vocational Minor

| Semester | Course Code | Course Title | Hours/Week | Credits |
|----------|------------------------------|--|------------|---------|
| 1 | PUB1CJ 101 / PUB1MN100 | Core Course 1 in Major – Introduction to Public Administration | 4 | 4 |
| 2 | PUB2CJ 101 / PUB2MN100 | Core Course 2 in Major – Indian Constitution | 4 | 4 |
| 3 | PUB3CJ 201 | Core Course 3 in Major – Administrative Thinkers - I | 4 | 4 |
| | PUB3CJ 202 / PUB3MN200 | Core Course 4 in Major – Indian Administration | 4 | 4 |
| 4 | PUB4CJ 203 | Core Course 5 in Major – Decentralized Governance | 4 | 4 |
| | PUB4CJ 204 | Core Course 6 in Major – Introduction to Public Policy | 4 | 4 |
| | PUB4CJ 205 | Core Course 7 in Major – Comparative Public Administration | 4 | 4 |
| 5 | PUB5CJ 301 | Core Course 8 in Major – Financial Administration | 4 | 4 |

| | | | | |
|----------------------------------|------------------------------|--|---|-----------|
| | PUB5CJ 302 | Core Course 9 in Major – Labour laws and Administration | 4 | 4 |
| | PUB5CJ 303 | Core Course 10 in Major – Human Rights and Administration | 4 | 4 |
| | | Elective Course 1 in Major | 4 | 4 |
| | | Elective Course 2 in Major | 4 | 4 |
| 6 | PUB6CJ 304 / PUB8MN304 | Core Course 11 in Major – Introduction to Research Methodology | 4 | 4 |
| | PUB6CJ 305 / PUB8MN305 | Core Course 12 in Major– E-Governance | 4 | 4 |
| | PUB6CJ 306 / PUB8MN306 | Core Course 13 in Major – Development Administration | 4 | 4 |
| | | Elective Course 3 in Major | 4 | 4 |
| | | Elective Course 4 in Major | 4 | 4 |
| | PUB6CJ 349 | Internship in Major | - | 2 |
| Total for the Three Years | | | | 70 |
| 7 | PUB7CJ 401 | Core Course 14 in Major – Disaster Management | 4 | 4 |
| | PUB7CJ 402 | Core Course 15 in Major – Public Personnel Administration | 4 | 4 |
| | PUB7CJ 403 | Core Course 16 in Major – Media, Civil Society and Governance | 4 | 4 |
| | PUB7CJ 404 | Core Course 17 in Major – AI in Public Administration | 4 | 4 |
| | PUB7CJ 405 | Core Course 18 in Major – Governance in Kerala | 4 | 4 |
| | PUB8CJ 406 / PUB8MN406 | Core Course 19 in Major – Administrative Thinkers - II | 4 | 4 |
| | PUB8CJ 407 / PUB8MN407 | Core Course 20 in Major – Public Policy Analysis | 4 | 4 |
| | PUB8CJ 408 / PUB8MN408 | Core Course 21 in Major – Gender and Administration | 4 | 4 |

| | | | | |
|---------------------------------|--|--|------------|----|
| 8 | OR (instead of Core Courses 19 – 21 in Major) | | | |
| | PUB8CJ 449 | Project (in Honours programme) | 12 | 12 |
| | OR | | | |
| | PUB8CJ 499 | Research Project (in Honours with Research programme) | 12 | 12 |
| | | Elective Course 5 in Major | 4 | 4 |
| | | Elective Course 6 in Major | 4 | 4 |
| | | Elective Course 7 in Major | 4 | 4 |
| | OR (instead of Elective course 7 in Major, in Honours with Research programme) | | | |
| | PUB8CJ 489 | Research Methodology in Public Administration | 4 | 4 |
| Total for the Four Years | | | 114 | |

ELECTIVE COURSES IN PUBLIC ADMINISTRATION WITH SPECIALISATION

| Group No. | Sl. No. | Course Code | Title | Semester | Total Hrs | Hrs/ Week | Credits | Marks | | |
|-----------|---|------------------|--------------------------|----------|-----------|-----------|---------|----------|----------|-------|
| | | | | | | | | Internal | External | Total |
| 1 | GOVERNANCE IN DIVERSE LANDSCAPES | | | | | | | | | |
| | 1 | PUB5EJ 301(1) | Rural Governance | 5 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | PUB5EJ 302(1) | Land Governance | 5 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | PUB6EJ 301(1) | Urban Governance | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 4 | PUB6EJ 302(1) | Tribal Administration | 6 | 60 | 4 | 4 | 30 | 70 | 100 |

ELECTIVE COURSES IN PUBLIC ADMINISTRATION WITH NO SPECIALISATION

| Sl. No. | Course Code | Title | Semester | Total Hrs | Hrs/ Week | Credits | Marks | | |
|---------|---------------|-----------------------------|----------|-----------|-----------|---------|----------|----------|-------|
| | | | | | | | Internal | External | Total |
| 1 | PUB5EJ 303 | Environmental Governance | 5 | 60 | 4 | 4 | 30 | 70 | 100 |
| 2 | PUB5EJ 304 | Ethics in Administration | 5 | 60 | 4 | 4 | 30 | 70 | 100 |
| 3 | PUB6EJ 305 | Global Governance | 6 | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | | | |
|----|---------------|-------------------------------------|---|----|---|---|----|----|-----|
| 4 | PUB6EJ 306 | Cyber Laws and Administration | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| 5 | PUB8EJ 401 | Police Administration | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| 6 | PUB8EJ 402 | Social Welfare Administration | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| 7 | PUB8EJ 403 | Organizational Behaviour | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| 8 | PUB8EJ 404 | Human Resource Management | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| 9 | PUB8EJ 405 | Public Sector Management | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| 10 | PUB8EJ 406 | Administrative Law | 8 | 60 | 4 | 4 | 30 | 70 | 100 |

GROUPING OF MINOR COURSES IN PUBLIC ADMINISTRATION

(The Minor courses given below should not be offered to students who have taken Public Administration as the Major discipline. These courses shall be offered to students from other Major disciplines only.)

Title of the Minor: FOUNDATIONS OF ADMINISTRATION AND POLICY ANALYSIS

| Group No. | Sl. No. | Course Code | Title | Semester | Total Hrs | Hrs/ Week | Credits | Marks | | |
|-----------|--|---------------|---|----------|-----------|-----------|---------|----------|----------|-------|
| | | | | | | | | Internal | External | Total |
| 1 | CIVIL SERVICES AND PERSONNEL ADMINISTRATION | | | | | | | | | |
| | 1 | PUB1MN 101 | Introduction to Civil Service | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | PUB2MN 101 | Introduction to Indian Administration | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | PUB3MN 201 | Administrative Thought | 3 | 60 | 4 | 4 | 30 | 70 | 100 |
| 2 | PUBLIC POLICY | | | | | | | | | |
| | 1 | PUB1MN 102 | Introduction to Public Policy | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | PUB2MN 102 | Public Policy: Concepts, Models and Theories | 2 | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | | | | |
|--|---|---------------|--|---|----|---|---|----|----|-----|
| | 3 | PUB3MN 202 | Public Policy Analysis: Actors and Techniques | 3 | 60 | 4 | 4 | 30 | 70 | 100 |
|--|---|---------------|--|---|----|---|---|----|----|-----|

GROUPING OF VOCATIONAL MINOR COURSES IN PUBLIC ADMINISTRATION

(The Minor courses given below should not be offered to students who have taken Public Administration as the Major discipline. These courses shall be offered to students from other Major disciplines only.)

Title of the Vocational Minor: **VOCATIONAL PUBLIC ADMINISTRATION**

| Sl. No. | Course Code | Title | Semester | Total Hrs | Hrs/ Week | Credits | Marks | | |
|--|-------------|--|----------|-----------|-----------|---------|----------|----------|-------|
| | | | | | | | Internal | External | Total |
| VOCATIONAL PUBLIC ADMINISTRATION GROUP I | | | | | | | | | |
| 1 | PUB1VN101 | Entrepreneurship Development | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| 2 | PUB2VN101 | Public Relations and Communications | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| 3 | PUB3VN201 | Urban Planning | 3 | 60 | 4 | 4 | 30 | 70 | 100 |
| 4 | PUB8VN301 | Office Automation and Administration | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| VOCATIONAL PUBLIC ADMINISTRATION GROUP II | | | | | | | | | |
| 5 | PUB1VN102 | Public Health Administration | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| 6 | PUB2VN102 | Training of Community Resource Persons | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| 7 | PUB3VN202 | Training in Local Administration | 3 | 60 | 4 | 4 | 30 | 70 | 100 |
| 8 | PUB8VN302 | Secretarial Practices | 8 | 60 | 4 | 4 | 30 | 70 | 100 |

- (i). Students in Single Major pathway can choose course/courses from any of the Minor/
Vocational Minor groups offered by a discipline other than their Major discipline.

- (ii). Students in Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor/ Vocational Minor groups offered by a discipline other than their Major discipline.
- (iii). Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by a discipline other than their Major discipline. If the students choose any two Minor groups in Public Administration as given above, then the title of the Minor will be **Public Administration**.
- (iv). Students in Major with Vocational Minor pathway can choose all the courses from any two Vocational Minor groups offered by any discipline other than their major discipline. If the students choose any two Vocational Minor groups in Public Administration as given above, then the title of the Vocational Minor will be **Public Administration**.

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN PUBLIC ADMINISTRATION

| Semester | Course Code | Course Title | Total Hours | Hours/ Week | Credits | Marks | | |
|----------|---------------|---|-------------|-------------|---------|----------|----------|-------|
| | | | | | | Internal | External | Total |
| 1 | PUB1FM 105 | Multi-Disciplinary Course 1- Fundamentals of Public Administration | 45 | 3 | 3 | 25 | 50 | 75 |
| 2 | PUB2FM 106 | Multi-Disciplinary Course 2 – Civil Services and Personnel Administration in India | 45 | 3 | 3 | 25 | 50 | 75 |
| 3 | PUB3FV 108 | Value-Added Course 1 – Citizen's Rights and Public Services | 45 | 3 | 3 | 25 | 50 | 75 |
| 4 | PUB4FV 110 | Value-Added Course 2 – Administrative Literacy | 45 | 3 | 3 | 25 | 50 | 75 |
| 5 | PUB5FS 112 | Skill Enhancement Course 2 – Personality Development and Administrative Communication | 45 | 3 | 3 | 25 | 50 | 75 |

| | | | | | | | | |
|---|---------------|--|----|---|---|----|----|----|
| 6 | PUB6FS 113 | Skill Enhancement Course 3 – Gender Auditing | 45 | 3 | 3 | 25 | 50 | 75 |
|---|---------------|--|----|---|---|----|----|----|

COURSE STRUCTURE FOR BATCH A1(B2)

IN PATHWAY 5: DOUBLE MAJOR

*A1: 68 credits in Public Administration (Major A)
credits in Major B*

B1: 68

*A2: 53 credits in Public Administration (Major A)
credits in Major B*

B2: 53

The combinations available to the students: (A1 & B2), (B1 & A2)

Note: Unless the batch is specified, the course is for all the students of the class

| Semester | Course Code | Course Title | Total Hours | Hours/Week | Credits | Marks | | |
|----------|--|--|-------------|------------|---------------|-----------|----------|-------|
| | | | | | | Internal | External | Total |
| 1 | PUB1CJ 101 / PUB1MN 100 | Core Course 1 in Major Public Administration – Introduction to Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | BBB1CJ 101 | Core Course 1 in Major B – | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | PUB1CJ 102 / PUB2CJ 102 / PUB4CJ 205* | Core Course 2 in Major Public Administration – Comparative Public Administration (for batch A1 only) | 60 | 4 | 4 | 30 | 70 | 100 |
| | ENG1FA 101(1B) | Ability Enhancement Course 1 – English | 60 | 4 | 3 | 25 | 50 | 75 |
| | | Ability Enhancement Course 2 – Additional Language | 45 | 3 | 3 | 25 | 50 | 75 |
| | PUB1FM 105 | Multi-Disciplinary Course 1 in Public Administration – Fundamentals of Public Administration (for batch A1 only) | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | | 22/ 23 | 21 | | |
| 2 | PUB2CJ 101 / PUB2MN100 | Core Course 3 in Major Public Administration – Indian Constitution | 60 | 4 | 4 | 30 | 70 | 100 |
| | BBB2CJ 101 | Core Course 2 in Major B – | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |

| | | | | | | | | |
|---|----------------------------------|--|--------|----------------|-----------|----|----|------------|
| | BBB2CJ 102 / BBB1CJ 102 | Core Course 3 in Major B – (for batch B2 only) | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | ENG2FA 103(1B) | Ability Enhancement Course 3 – English | 60 | 4 | 3 | 25 | 50 | 75 |
| | | Ability Enhancement Course 4 – Additional Language | 45 | 3 | 3 | 25 | 50 | 75 |
| | PUB2FM 106 / PUB3FM 106 | Multi-Disciplinary Course 2 in Public Administration – Civil Services and Personnel Administration in India | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 22 – 24 | 21 | | | 525 |
| 3 | PUB3CJ 201 | Core Course 4 in Major Public Administration – Administrative Thinkers - I | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB3CJ 202 / PUB3MN 200 | Core Course 5 in Major Public Administration – Indian Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | BBB3CJ 201 | Core Course 4 in Major B | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | BBB3CJ 202 | Core Course 5 in Major B | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | BBB3FM 106 / BBB2FM 106 | Multi-Disciplinary Course 1 in B – | 45 | 3 | 3 | 25 | 50 | 75 |
| | PUB3FV 108 | Value-Added Course 1 in Public Administration – Citizen's Rights and Public Services (for batch A1 only) | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 22 – 24 | 22 | | | 550 |
| 4 | PUB4CJ 203 | Core Course 6 in Major Public Administration – Decentralized Governance | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Core Course 6 in Major B | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | PUB4CJ 204 | Core Course 7 in Major Public Administration – Introduction to Public Policy (for batch A1 only) | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | | |
|---|----------------------------------|--|--------|---------------|-----------|----|----|------------|
| | PUB4FV 110 | Value-Added Course 2 in Public Administration – Administrative Literacy | 45 | 3 | 3 | 25 | 50 | 75 |
| | BBB4FV 110 | Value-Added Course 1 in B – | 45 | 3 | 3 | 25 | 50 | 75 |
| | PUB4FS 112 / PUB5FS 112 | Skill Enhancement Course 1 in Public Administration – Personality Development and Administrative Communication | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 21/ 22 | 21 | | | 525 |
| 5 | PUB5CJ 301 | Core Course 8 in Major Public Administration – Financial Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Core Course 7 in Major B – | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | PUB5CJ 302 | Core Course 9 in Major Public Administration – Labour laws and Administration (for batch A1 only) | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 1 in Major Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 1 in Major B | 60 | 4 | 4 | 30 | 70 | 100 |
| | BBB5FS 112 / BBB4FS 112 | Skill Enhancement Course 1 in B | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 23/ 24 | 23 | | | 575 |
| 6 | PUB6CJ 305/ PUB8MN305 | Core Course 10 in Major Public Administration – E-Governance | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Core Course 8 in Major B – | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | BBB6CJ 305 | Core Course 9 in Major B – (for batch B2 only) | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 2 in Major Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | | |
|--------------------------------------|---------------|--|----|---------------|------------|----|----|-------------|
| | | Elective Course 2 in Major B | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB6FS 113 | Skill Enhancement Course 2 in Public Administration – Gender Auditing (for batch A1 only) | 45 | 3 | 3 | 25 | 50 | 75 |
| | PUB6CJ 349 | Internship in Major Public Administration (Credit for internship to be awarded only at the end of Semester 6) | 60 | | 2 | 50 | - | 50 |
| | | Total | | 23/ 24 | 25 | | | 625 |
| Total Credits for Three Years | | | | | 133 | | | 3325 |

For batch A1(B2), the course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6.

*The course code of the same course as used for the pathways 1 – 4

CREDIT DISTRIBUTION FOR BATCH A1(B2) IN PATHWAY 5: DOUBLE MAJOR

| Semester | Major Courses in Public Administration | General Foundation Courses in Public Administration | Internship/ Project in Public Administration | Major Courses in B | General Foundation Courses in B | AEC | Total |
|------------------------------|--|---|--|--------------------|---------------------------------|-----------|------------|
| 1 | 4 + 4 | 3 | - | 4 | - | 3 + 3 | 21 |
| 2 | 4 | 3 | - | 4 + 4 | - | 3 + 3 | 21 |
| 3 | 4 + 4 | 3 | - | 4 + 4 | 3 | - | 22 |
| 4 | 4 + 4 | 3 + 3 | - | 4 | 3 | - | 21 |
| 5 | 4 + 4 + 4 | - | - | 4 + 4 | 3 | - | 23 |
| 6 | 4 + 4 | 3 | 2 | 4 + 4 + 4 | - | - | 25 |
| Total for Three Years | 48 | 18 | 2 | 44 | 9 | 12 | 133 |
| | 68 | | | 53 | | 12 | 133 |
| | Major Courses in Public Administration | Minor Courses | | | | | |
| 7 | 4 + 4 + 4 + 4 + 4 | - | | | - | - | 20 |

| | | | | | | | | |
|---|--|---|--------|----------------|-----------|----|----|------------|
| | BBB2CJ 101 | Core Course 3 in Major B – | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | PUB2CJ 102 / PUB1CJ 102 / PUB4CJ 205* | Core Course 3 in Major Public Administration – Comparative Public Administration (for batch A2 only) | 60 | 4 | 4 | 30 | 70 | 100 |
| | ENG2FA 103(1B) | Ability Enhancement Course 3 – English | 60 | 4 | 3 | 25 | 50 | 75 |
| | | Ability Enhancement Course 4 – Additional Language | 45 | 3 | 3 | 25 | 50 | 75 |
| | PUB2FM 106 / PUB3FM 106 | Multi-Disciplinary Course 1 in Public Administration – Civil Services and Personnel Administration in India | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 23/ 24 | 21 | | | 525 |
| 3 | PUB3CJ 201 | Core Course 4 in Major Public Administration – Administrative Thinkers - I | 60 | 4 | 4 | 30 | 70 | 100 |
| | PUB3CJ 202 / PUB3MN 200 | Core Course 5 in Major Public Administration – Indian Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | BBB3CJ 201 | Core Course 4 in Major B | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | BBB3CJ 202 | Core Course 5 in Major B | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | BBB3FM 106 / BBB2FM 106 | Multi-Disciplinary Course 2 in B – | 45 | 3 | 3 | 25 | 50 | 75 |
| | BBB3FV 108 | Value-Added Course 1 in B – (for batch B1 only) | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 22 – 24 | 22 | | | 550 |

| | | | | | | | | |
|---|----------------------------------|--|--------|----------------|-----------|----|----|------------|
| 4 | PUB4CJ 203 | Core Course 6 in Major Public Administration – Decentralized Governance | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Core Course 6 in Major B | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | | Core Course 7 in Major B – (for batch B1 only) | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | PUB4FV 110 | Value-Added Course 1 in Public Administration – Administrative Literacy | 45 | 3 | 3 | 25 | 50 | 75 |
| | BBB4FV 110 | Value-Added Course 2 in B – | 45 | 3 | 3 | 25 | 50 | 75 |
| | PUB4FS 112 / PUB5FS 112 | Skill Enhancement Course 1 in Public Administration – Personality Development and Administrative Communication | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 21 – 23 | 21 | | | 525 |
| 5 | PUB5CJ 301 | Core Course 7 in Major Public Administration – Financial Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Core Course 8 in Major B – | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | | Core Course 9 in Major B – (for batch B1 only) | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 1 in Major Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 1 in Major B | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | | |
|--------------------------------------|----------------------------------|--|--------|---------------|------------|----|----|-------------|
| | BBB5FS 112 / BBB4FS 112 | Skill Enhancement Course 1 in B | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 23/ 24 | 23 | | | 575 |
| 6 | PUB6CJ 305/ PUB8MN305 | Core Course 8 in Major Public Administration – E- Governance | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Core Course 10 in Major B – | 60/ 75 | 4/ 5 | 4 | 30 | 70 | 100 |
| | PUB6CJ 306/ PUB8MN306 | Core Course 9 in Major Public Administration – Development Administration (for batch A2 only) | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 2 in Major Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 2 in Major B | 60 | 4 | 4 | 30 | 70 | 100 |
| | BBB6FS 113 | Skill Enhancement Course 2 in B – (for batch B1 only) | 45 | 3 | 3 | 25 | 50 | 75 |
| | BBB6CJ 349 | Internship in Major B (Credit for internship to be awarded only at the end of Semester 6) | 60 | | 2 | 50 | - | 50 |
| | | Total | | 23/ 24 | 25 | | | 625 |
| Total Credits for Three Years | | | | | 133 | | | 3325 |

To continue to study Public Administration in semesters 7 and 8, batch B1(A2) needs to earn additional 15 credits in Public Administration to make the total credits of 68. Suppose this condition is achieved, and the student of batch B1(A2) proceeds to the next semesters to study Public Administration. The course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6, taking into account the number of courses in Public Administration taken online to earn the additional 15 credits.

* The course code of the same course as used for the pathways 1 – 4

**CREDIT DISTRIBUTION FOR BATCH B1(A2)
IN PATHWAY 5: DOUBLE MAJOR**

| Semester | Major Courses in B | General Foundation Courses in B | Internship/ Project in B | Major Courses in Public Administration | General Foundation Courses in Public Administration | AEC | Total |
|----------------------------------|----------------------|---------------------------------|--------------------------|--|---|-----------|------------|
| 1 | 4 + 4 | 3 | - | 4 | - | 3 + 3 | 21 |
| 2 | 4 | - | - | 4 + 4 | 3 | 3 + 3 | 21 |
| 3 | 4 + 4 | 3 + 3 | - | 4 + 4 | - | - | 22 |
| 4 | 4 + 4 | 3 | - | 4 | 3 + 3 | - | 21 |
| 5 | 4 + 4 + 4 | 3 | - | 4 + 4 | - | - | 23 |
| 6 | 4 + 4 | 3 | 2 | 4 + 4 + 4 | - | - | 25 |
| Total for Three Years | 48 | 18 | 2 | 44 | 9 | 12 | 133 |
| | 68 | | | 53 | | 12 | 133 |
| | | | | | | | |
| | Major Courses in B | Minor Courses | | | | | |
| 7 | 4 + 4 + 4 + 4 + 4 | - | | | - | - | 20 |
| 8 | 4 + 4 + 4 | 4 + 4 + 4 | 12* | | - | - | 24 |
| * Instead of three Major courses | | | | | | | |
| Total for Four Years | 88 + 12 = 100 | 12 | | | | | 177 |

EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
2. The 4-credit courses (Major and Minor courses) are courses with only theory components.

- In 4-credit courses, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The module only provides broad suggestions for activities. Faculty members can either select two from the proposed activities or create their own, as long as they align with the general guidelines and suit the specific course. The internal evaluation of the remaining 4 theory modules is for 20 marks.
3. All the 3-credit courses (General Foundational Courses) in Public Administration are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The module only provides broad suggestions for activities. Faculty members can either select two from the proposed activities or create their own, as long as they align with the general guidelines and suit the specific course. The internal evaluation of the remaining 4 theory modules is for 20 marks.
 4. The students can write the external examinations in Public Administration either entirely in English or in Malayalam.

| Sl. No. | Nature of the Course | | Internal Evaluation in Marks (about 30% of the total) | | External Exam on 4 modules (Marks) | Total Marks |
|---------|----------------------|-------------------------|---|------------------------|------------------------------------|-------------|
| | | | Open-ended module | On the other 4 modules | | |
| 1 | 4-credit course | only theory (5 modules) | 10 | 20 | 70 | 100 |
| 2 | 3-credit course | only theory (5 modules) | 5 | 20 | 50 | 75 |

1. MAJOR AND MINOR COURSES

1.1. INTERNAL EVALUATION OF THEORY COMPONENT

| Sl. No. | Components of Internal Evaluation of Theory | Internal Marks for the Theory Part of a Major / Minor Course of 4-credits |
|---------|---|---|
| | | Theory Only |
| | | |

| | | | |
|-------|----------------------------------|------------------|-------------------|
| | Part of a Major / Minor Course | 4 Theory Modules | Open-ended Module |
| 1 | Test paper/ Mid-semester Exam | 10 | 4 |
| 2 | Seminar/ Viva/ Quiz | 6 | 4 |
| 3 | Assignment | 4 | 2 |
| Total | | 20 | 10 |
| | | 30 | |

1.2. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

| Duration | Type | Total No. of Questions | No. of Questions to be Answered | Marks for Each Question | Ceiling of Marks |
|-------------|--------------------|------------------------|---------------------------------|-------------------------|------------------|
| 2 Hours | Short Answer | 10 | 8 – 10 | 3 | 24 |
| | Paragraph/ Problem | 8 | 6 – 8 | 6 | 36 |
| | Essay | 2 | 1 | 10 | 10 |
| Total Marks | | | | | 70 |

2. INTERNSHIP

- All students should undergo Internship of 2-credits during the first six semesters in a firm, industry or organization or government offices with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions. It can also be done in government agencies, nonprofit organizations, private sector organizations, and international organizations.
- An internship in a four-year undergraduate program in Public Administration can be a valuable experience that helps you gain practical skills and knowledge, make connections in the field, and confirm your career path.
- Additionally, Internship can be for enhancing the employability of the student or for developing the research aptitude.

- Internship can involve hands-on training on a particular skill/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.
- A faculty member/ officer/ instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

2.1. GUIDELINES FOR INTERNSHIP

1. Internship can be in Public Administration or allied disciplines.
2. There should be minimum 60 hrs. of engagement from the student in the Internship.
3. Summer vacations and other holidays can be used for completing the Internship.
4. In BA Public Administration Honours programme, institute/ industry visits or study tour is a requirement for the completion of Internship. Visit to research institute/administrative institute, and places of administrative importance should be part of the study tour. A brief report of the study tour has to be submitted with photos and analysis.
5. The students should make regular and detailed entries in to a personal log book through the period of Internship. The log book will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. It may contain all the relevant information regarding experimental conditions and results, ideas, sources of data, rough work and calculation, computer file names etc. All entries should be dated. The Internship supervisor should periodically examine and countersign the log book.
6. The log book and the typed report must be submitted at the end of the Internship.
7. The institution at which the Internship will be carried out should be prior-approved by the Department Council of the college where the student has enrolled for the UG Honours programme.

2.2. EVALUATION OF INTERNSHIP

- The evaluation of Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme.
- The credits and marks for the Internship will be awarded only at the end of semester 6.

- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

| Sl. No. | Components of Evaluation of Internship | | Marks for Internship 2 Credits | Weightage |
|-------------|--|------------------------------------|-----------------------------------|-----------|
| 1 | Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council | Acquisition of skill set | 10 | 40% |
| 2 | | Interim Presentation and Viva-voce | 5 | |
| 3 | | Punctuality and Log Book | 5 | |
| 4 | Report of Institute Visit/ Study Tour | | 5 | 10% |
| 5 | End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council | Quality of the work | 6 | 35% |
| 6 | | Presentation of the work | 5 | |
| 7 | | Viva-voce | 6 | |
| 8 | Evaluation of the day-to-day records, the report of internship supervisor, and final report submitted for the end semester viva-voce examination before the committee internally constituted by the Department Council | | 8 | 15% |
| Total Marks | | | 50 | |

3. PROJECT

3.1. PROJECT IN HONOURS PROGRAMME

- In Honours programme, the student has the option to do a Project of 12-credits instead of three Core Courses in Major in semester 8.
- The Project can be done in the same institution/ any other higher educational institution (HEI)/ research centre/ training centre.
- The Project in Honours programme can be a short research work or an extended internship or a skill-based training programme.
- A faculty member of the respective institution, where the student does the Project, should be the supervisor of the Project.

3.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year.
- A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ ST/ OBC (non-creamy layer)/ Differently-Abled/ Economically Weaker Section (EWS)/ other categories of candidates as per the decision of the UGC from time to time.
- In Honours with Research programme, the student has to do a mandatory Research Project of 12-credits instead of three Core Courses in Major in semester 8.
- The approved research centres of University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum two faculty members with Ph.D., and they should also have the necessary infrastructure to offer Honours with Research programme.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise maximum five students in Honours with Research stream.
- The maximum intake of the department for Honours with Research programme is fixed by the department based on the number of faculty members eligible for project supervision, and other academic, research, and infrastructural facilities available.
- If a greater number of eligible students are opting for the Honours with Research programme than the number of available seats, then the allotment shall be based on the existing rules of reservations and merits.

3.3. GUIDELINES FOR THE PROJECT IN HONOURS PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME

1. Project can be in Public Administration or allied disciplines.
2. Project should be done individually.

3. Project work can be of empirical / theoretical in nature.
4. There should be minimum 240 hrs. of engagement from the student in the Project work in Honours programme.
5. There should be minimum 13 hrs./week of engagement (the hours corresponding to the three core courses in Major in semester 8) from the teacher in the guidance of the Project(s) in Honours programme and Honours with Research programme.
6. The various steps in project works are the following:
 - Wide review of a topic.
 - Investigation on a problem in systematic way using appropriate techniques.
 - Systematic recording of the work.
 - Reporting the results with interpretation in a standard documented form.
 - Presenting the results before the examiners.
7. During the Project the students should make regular and detailed entries in to a personal log book through the period of investigation. The log book will be a record of the progress of the Project and the time spent on the work, and it will be useful in writing the final report. It may contain all the relevant information regarding experimental conditions and results, ideas, sources of data, rough work and calculation, computer file names etc. All entries should be dated. The Project supervisor should periodically examine and countersign the log book.
8. The log book and the typed report must be submitted at the end of the Project. A copy of the report should be kept for reference at the department. A soft copy of the report too should be submitted, to be sent to the external examiner in advance.
9. It is desirable, but not mandatory, to publish the results of the Project in a peer reviewed journal.
10. The project report shall have an undertaking from the student and a certificate from the research supervisor for originality of the work, stating that there is no plagiarism, and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
11. The project proposal, institution at which the project is being carried out, and the project supervisor should be prior-approved by the Department Council of the college where the student has enrolled for the UG Honours programme.

3.4. EVALUATION OF PROJECT

- The evaluation of Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme as well as that in Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme. 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

| Components of Evaluation of Project | Marks for the Project (Honours/ Honours with Research) | Weightage |
|---|---|-----------|
| Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council | 90 | 30% |
| End-semester viva-voce examination to be conducted by the external examiner appointed by the university | 150 | 50% |
| Evaluation of the day-to-day records and project report submitted for the end-semester viva-voce examination conducted by the external examiner | 60 | 20% |
| Total Marks | 300 | |

INTERNAL EVALUATION OF PROJECT

| Sl. No | Components of Evaluation of Project | Marks for the Project (Honours/ Honours with Research) |
|-------------|--|--|
| 1 | Skill in doing project work | 30 |
| 2 | Interim Presentation and Viva-Voce | 20 |
| 3 | Punctuality and Log book | 20 |
| 4 | Scheme/ Organization of Project Report | 20 |
| Total Marks | | 90 |

EXTERNAL EVALUATION OF PROJECT

| Sl. No | Components of Evaluation of Project | Marks for the Project (Honours/ Honours with Research) 12 credits |
|-------------|---|--|
| 1 | Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research | 50 |
| 2 | Presentation of the Project | 50 |
| 3 | Project Report (typed copy), Log Book and References | 60 |
| 4 | Viva-Voce | 50 |
| Total Marks | | 210 |

4. GENERAL FOUNDATION COURSES

- All the General Foundation Courses (3-credits) in Public Administration are with only theory component.

4.1. INTERNAL EVALUATION

| Sl. No. | Components of Internal Evaluation of a General Foundation Course in Public Administration | Internal Marks of a General Foundation Course of 3-credits in Public Administration | |
|---------|---|---|-------------------|
| | | 4 Theory Modules | Open-ended Module |
| 1 | Test paper/ Mid-semester Exam | 10 | 2 |
| 2 | Seminar/ Viva/ Quiz | 6 | 2 |
| 3 | Assignment | 4 | 1 |
| Total | | 20 | 5 |
| | | 25 | |

4.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

| Duration | Type | Total No. of Questions | No. of Questions to be Answered | Marks for Each Question | Ceiling of Marks |
|-------------|--------------------|------------------------|---------------------------------|-------------------------|------------------|
| 1.5 Hours | Short Answer | 10 | 8 – 10 | 2 | 16 |
| | Paragraph/ Problem | 5 | 4 – 5 | 6 | 24 |
| | Essay | 2 | 1 | 10 | 10 |
| Total Marks | | | | | 50 |

5. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

LETTER GRADES AND GRADE POINTS

| Sl. No. | Percentage of Marks (Internal & External Put Together) | Description | Letter Grade | Grade Point | Range of Grade Points | Class |
|---------|--|---------------|--------------|-------------|-----------------------|------------------------------|
| 1 | 95% and above | Outstanding | O | 10 | 9.50 – 10 | First Class with Distinction |
| 2 | Above 85% and below 95% | Excellent | A+ | 9 | 8.50 – 9.49 | |
| 3 | 75% to below 85% | Very Good | A | 8 | 7.50 – 8.49 | |
| 4 | 65% to below 75% | Good | B+ | 7 | 6.50 – 7.49 | First Class |
| 5 | 55% to below 65% | Above Average | B | 6 | 5.50 – 6.49 | |

| | | | | | | |
|---|---|---------|----|---|-------------|--------------|
| 6 | 45% to below 55% | Average | C | 5 | 4.50 – 5.49 | Second Class |
| 7 | 35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation | Pass | P | 4 | 3.50 – 4.49 | Third Class |
| 8 | Below an aggregate of 35% or below 30% in external evaluation | Fail | F | 0 | 0 – 3.49 | Fail |
| 9 | Not attending the examination | Absent | Ab | 0 | 0 | Fail |

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

5.1. COMPUTATION OF SGPA AND CGPA

- The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits (C_i) with the grade points (G_i) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA } (S_i) = \frac{\sum_i (C_i \times G_i)}{\sum_i (C_i)}$$

where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course in the given semester. Credit Point of a course is the value obtained by multiplying the credit (C_i) of the course by the grade point (G_i) of the course.

$$SGPA = \frac{\sum \text{of the credit point of all the courses } \in \text{ a semester}}{\text{Total credits } \in \text{ that semester}}$$

ILLUSTRATION – COMPUTATION OF SGPA

| Semester | Course | Credit | Letter Grade | Grade point | Credit Point (Credit x Grade) |
|----------|--------|--------|--------------|-------------|----------------------------------|
| | | | | | |

| | | | | | |
|---|----------|----|----|----|----------------|
| I | Course 1 | 3 | A | 8 | 3 x 8 = 24 |
| I | Course 2 | 4 | B+ | 7 | 4 x 7 = 28 |
| I | Course 3 | 3 | B | 6 | 3 x 6 = 18 |
| I | Course 4 | 3 | O | 10 | 3 x 10 = 30 |
| I | Course 5 | 3 | C | 5 | 3 x 5 = 15 |
| I | Course 6 | 4 | B | 6 | 4 x 6 = 24 |
| | Total | 20 | | | 139 |
| | SGPA | | | | 139/20 = 6.950 |

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\sum \text{of the credit points of all the courses} \in \text{six semesters}}{\text{Total credits} \in \text{six semesters}(133)}$$

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\sum \text{of the credit points of all the courses} \in \text{eight semesters}}{\text{Total credits} \in \text{eight semesters}(177)}$$

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

**Major Courses in BA Public Administration
Honours**

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | INTRODUCTION TO PUBLIC ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | I | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Interest in acquiring knowledge in Governance and Administration 2. Basic Knowledge in Administration and Management concepts | | | | |
| Course Summary | This course provides a holistic understanding of Public Administration and make the students aware of the concepts and theories of Public Administration. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|--|
| CO1 | Understand the Foundations of Public Administration | U | F | Instructor-created exams / Quiz |
| CO2 | Analyze modern shifts and paradigms in public administration theory and practice and also explore contemporary trends in Public Administration. | An | C | Assignments / Discussions |
| CO3 | Master Key Principles and Concepts of Public Administration and familiarize its essential principles. | Ap | M | Seminar Presentation / Group Tutorial Work |
| CO4 | Evaluate major theories of Public Administration | E | M | Exams / Assignments |
| CO5 | Apply Theoretical Knowledge on Public Administration to Real-world Scenarios through case studies and analysis, field visits, and guest speaker sessions and students will learn to apply theoretical concepts to practical scenarios. | Ap | M | Assignments/Seminars/ Viva Voce |
| CO6 | Design and propose innovative administrative solutions based on their understanding of foundational principles and contemporary trends. | Ap | M | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) | | | | |

| |
|---|
| # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |
|---|

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|--|--------------------|---------------|
| I | Fundamentals of Public Administration. | | 10 | 15 |
| | 1 | Meaning and Concept of Public Administration. | 2 | |
| | 2 | Nature of Public administration | 2 | |
| | 3 | Scope and importance of Public Administration | 2 | |
| | 4 | Evolution of Public Administration | 4 | |
| II | Trends in Public Administration | | 10 | 15 |
| | 5 | New Public Administration (NPA) | 2 | |
| | 6 | New Public Management (NPM) | 2 | |
| | 7 | Public Choice Approach | 2 | |
| | 8 | Neo Taylorism | 2 | |
| III | Public Administration-Principles and Concepts | | 13 | 25 |
| | 9 | Hierarchy | 2 | |
| | 10 | Unity of Command | 1 | |
| | 11 | Span of Control | 1 | |
| | 12 | Organising | 1 | |
| | 13 | Coordination | 2 | |
| | 14 | Authority and Responsibility | 2 | |
| | 15 | Direction and Controlling | 2 | |
| IV | Overview of Administrative Theories | | 15 | 15 |
| | 17 | Bureaucratic Theory | 2 | |
| | 18 | Scientific Management | 3 | |
| | 19 | Classical Theory | 3 | |
| | 20 | Human Relations Theory | 3 | |
| | 21 | Behavioural Theory | 2 | |
| | 22 | Post Modernism Post Structuralism and Neo Liberalism in Public Administration | 2 | |
| V | Open Ended Module (Refer Evaluation scheme for details) | | 12 | |
| | 1 | <p>Case Studies and Analysis:</p> <ul style="list-style-type: none"> - Provide students with real-life case studies related to public administration issues, policies, or challenges. - In groups, students analyze the cases, identifying key problems, stakeholders, and potential solutions. <p>Field Visits and Guest Speakers</p> <ul style="list-style-type: none"> - Arrange visits to local government offices, agencies, or public institutions. - Invite guest speakers, such as experienced public administrators or experts in the field, to share their insights and experiences. | 12 | |

| | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none"> - Encourage students to ask questions and connect theoretical knowledge with practical application <p>Analyse:</p> <ul style="list-style-type: none"> - Analyze current trends in public administration (NPA, NPM, Public Choice, Neo Taylorism, NPS) in the context of practical challenges. - Evaluate the effectiveness of different administrative approaches in addressing contemporary issues. <p>Synthesis/Create:</p> <ul style="list-style-type: none"> - Design and propose innovative administrative solutions based on the principles learned in the course. - Develop a model administrative framework considering trends and principles discussed. | | |
|--|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO6 | PO1 | PO2 | PO3 | PO5 | PO7 |
|------|------|------|------|------|-----|-----|-----|-----|-----|
| CO 1 | 3 | 1 | 1 | - | 3 | - | - | 1 | - |
| CO 2 | 3 | 1 | 1 | - | 2 | - | - | - | - |
| CO 3 | 2 | 1 | 1 | - | 2 | - | 2 | - | - |
| CO 4 | 3 | 1 | 3 | - | 1 | - | - | - | - |
| CO 5 | 1 | 3 | 1 | - | 2 | - | - | - | 1 |
| CO 6 | 1 | 3 | 1 | 1 | 1 | - | - | - | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.
- Participation and performance in simulation exercises and field visits.
- Group project presentations and reports.
- Reflection papers.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Seminar/Viva/Quiz | End Semester Examinations |
|------|---------------|------------|-------------------|---------------------------|
| CO 1 | ✓ | | ✓ | ✓ |
| CO 2 | ✓ | ✓ | ✓ | ✓ |
| CO 3 | ✓ | | ✓ | ✓ |
| CO 4 | ✓ | ✓ | | ✓ |
| CO 5 | ✓ | ✓ | ✓ | |
| CO 6 | ✓ | | ✓ | ✓ |

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| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | INDIAN CONSTITUTION | | | | |
| Type of Course | Major | | | | |
| Semester | II | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Fundamental understanding on Democracy and Indian Constitution 2. An insight into rights and duties of Indian citizen | | | | |
| Course Summary | The course will provide a detailed understanding of Indian Constitution and the federal experience in India. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|---------------------------|
| CO1 | Understand the Indian Constitution, its Evolution, Social, Ideological Bases and Philosophy | U | F, C | Book Review |
| CO2 | Examine Relationship between State and Individual in Relation to Fundamental Rights and the Directive Principles of State Policy in India | E | F, C | Case Analysis |
| CO3 | Critically Evaluate the Changing Roles and Interplay of the Three Pillars of Indian Democracy: Executive, Parliament, and the Judiciary. | E An | C, M | Debate |
| CO4 | Assess the Features of Federalism in India. | E | F, C, M | Seminar |
| CO5 | Explore the Role of Various Constitutional Bodies | U E | F, P | Assignment |
| CO6 | Experience the Functioning of the Organs of the State and Constitutional Parameters in the Real World | An Ap C | P, M | Field Visit Case Study |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|---|--------------------|---------------|
| I | Constitution in the Making | | 10 | 15 |
| | 1 | Historical Background- Organisation of the Constituent Assembly | 2 | |
| | 2 | The Social and Ideological Base of Indian Constitution | 3 | |
| | 3 | Philosophy of the Constitution | 3 | |
| | 4 | Features of the Constitution | 2 | |
| II | Key aspects in Indian constitution | | 9 | 15 |
| | 5 | Preamble | 3 | |
| | 6 | Citizenship | 2 | |
| | 7 | Fundamental Rights and Duties | 2 | |
| | 8 | Directive Principles of State Policy | 2 | |
| III | Organs of Government | | 12 | 15 |
| | 9 | Legislature: Lok Sabha and Rajya Sabha | 3 | |
| | 10 | Executive: President-Prime Minister - Council of Ministers | 3 | |
| | 11 | Judiciary- Composition- Judicial Review and Judicial Activism | 3 | |
| | 12 | Suppression of Powers- Checks and Balances | 3 | |
| IV | Federal Process and Constitutional Bodies in India | | 17 | 25 |
| | 13 | Features of Federalism in India | 2 | |
| | 14 | Centre-State Relations: Federal Provisions and Experiences | 2 | |
| | 15 | Issues in Centre- State Relations | 2 | |
| | 16 | Changing Nature of Indian Federalism | 1 | |
| | 17 | Asymmetric Federalism | 1 | |
| | 18 | UPSC | 2 | |
| | 19 | Election Commission | 1 | |
| | 20 | Comptroller and Auditor General | 1 | |
| | 21 | Finance Commission | 1 | |
| | 22 | Minorities Commissions | 2 | |
| | 23 | Scheduled Castes and Scheduled Tribes Commissions | 2 | |
| V | Open Ended Module: | | 12 | |
| | 1 | Activity 1: Mock Parliament | | |
| | | Activity 2: Filing of RTI | | |
| | | Activity 3: Case studies in relation to conflict between individual rights and Group rights | | |

Mapping of COs with PSOs and POs :

| | PSO-1 | PSO-2 | PSO-3 | PSO-5 | PSO-6 | PO-1 | PO-3 | PO-4 | PO-5 |
|------|-------|-------|-------|-------|-------|------|------|------|------|
| CO-1 | 3 | 1 | 3 | 1 | - | 3 | - | 2 | - |
| CO-2 | 2 | 1 | 1 | 1 | - | 3 | - | - | - |

| | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|
| CO-3 | 3 | 1 | 2 | 1 | - | 3 | - | - | 1 |
| CO-4 | 3 | - | 2 | 1 | - | 3 | - | - | - |
| CO-5 | 3 | 1 | 1 | 1 | - | 3 | - | - | - |
| CO-6 | 2 | 1 | 1 | - | 1 | 3 | 1 | - | - |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Book Review
- Case Analysis
- Debate

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Seminar/Viva/Quiz | End Semester Examinations |
|------|---------------|------------|-------------------|---------------------------|
| CO-1 | ✓ | ✓ | | ✓ |
| CO-2 | ✓ | | ✓ | ✓ |
| CO-3 | ✓ | | | ✓ |
| CO-4 | ✓ | | ✓ | ✓ |
| CO-5 | ✓ | ✓ | | ✓ |
| CO-6 | ✓ | | | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | ADMINISTRATIVE THINKERS- I | | | | |
| Type of Course | Major | | | | |
| Semester | III | | | | |
| Academic Level | 200 - 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Administration | | | | |
| Course Summary | This course provides a thorough exploration of Public Administration, covering its concepts, historical evolution, contemporary trends, practical application of principles, critical examination of theories. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO1 | Understanding the growth of administrative thought. | U | C | Seminars |
| CO2 | Discuss elaborately the thoughts of ancient thinkers. | U | C | In-class discussions / Watch YouTube videos |
| CO3 | Discuss elaborately the contributions of Classical Thinkers | U | C | Debate |
| CO4 | Understand and Critically evaluate the idea of Bureaucracy. | U & An | C & M | Book Review/Discussion |
| CO5 | Understanding Behavioural thought. | U | C | Assignments |
| CO6 | Enable to present their understanding | U | C | Discussions |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|----------|--|---|-------------|------------|
| I | Ancient Thinkers and Classical Thinkers | | 12 | 20 |
| | 1 | Introduction to Administrative Thinkers | 1 | |
| | 2 | Need and Importance of the Study of Thinkers and Theories | 1 | |
| | 3 | Kautilya – Arthasasthra and Saptanga theory | 2 | |
| | 4 | Sun tzu – Art of War and Diplomatic Theory | 1 | |
| | 5 | F W Taylor – Early interventions | 1 | |

| | | | | |
|------------|--|--|----|----|
| | 6 | F W Taylor – Scientific management and mental revolution | 2 | |
| | 7 | Henry Fayol – Principles Theory | 3 | |
| | 8 | Gullick and Urwick - Principles Theory | 1 | |
| II | Bureaucratic Thinkers | | 7 | 15 |
| | 9 | Max Weber - Bureaucratic theory | 3 | |
| | 10 | Karl Marx - Bureaucracy | 2 | |
| | 11 | Donald Kingsley - Representative Bureaucracy | 1 | |
| | 12 | Samuel Krislov – Representative Bureaucracy | 1 | |
| III | Neo-Classical Thinkers | | 18 | 20 |
| | 13 | Mary Parker Follet – Constructive Conflict | 4 | |
| | 14 | Chester Bernard – Formal and Informal Organisations | 3 | |
| | 15 | Mooney and Reiley – Principles of Organisation | 2 | |
| | 16 | Elton Mayo – Human Relations Theory | 4 | |
| | 17 | Mahatma Gandhi – Swaraj and Trusteeship | 3 | |
| | 18 | Jawaharlal Nehru – Citizen Centric Administration | 3 | |
| IV | Behavioral Thinkers | | 12 | 15 |
| | 19 | Robert Dahl – The Science of Public Administration | 2 | |
| | 20 | Herbert Simon - Decision making | 4 | |
| | 21 | Dwight Waldo – Administrative State | 2 | |
| | 22 | F W Riggs – Ecology of Administration | 4 | |
| V | Open Ended Module: Book Review, Quiz, Seminar | | 12 | |
| | 1 | Book Review <ul style="list-style-type: none"> Students will develop a habit of reading which leads to a thorough understanding. Seminars <ul style="list-style-type: none"> Develop confidence and presentation skills. Enhance the ability in essay writing Quiz <ul style="list-style-type: none"> Make them thorough in the topic Helpful in multiple-choice based competitive examinations. | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 6 | - | - | - | 3 | - | - | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | INDIAN ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic Understanding on the Administrative Activities in India. 2. A Basic Knowledge on Indian System of Administration | | | | |
| Course Summary | The Course will provide a Holistic Understanding of the Structural Functional Aspects of Indian Administrative System | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|--------------------|---------------------|-------------------------------------|
| CO1 | Understand the Historical Development of Indian Administrative System | U An | F, C | Book Review |
| CO2 | Examine the Structure and Functioning of Administration at Central Level through an Elaborate Study on the Structures and Powers. | E U | C | Assignment |
| CO3 | Analyze the Structure and Functioning of Administration at State Level | U An | C | Assignment |
| CO4 | Examine and Understand Different Issues Related to Administration in India | An E | F, C, M | Debate |
| CO5 | Identify Recent Trends in Administration | E Ap An | F, C | Case Analysis |
| CO6 | Experience the functioning of administration at centre and state levels and understand the issues and recent trends. | E An Ap C | F, C, M | Field Visit Case Study Debate |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|---|--------------------|---------------|
| I | EVOLUTION OF INDIAN ADMINISTRATION | | 6 | 15 |
| | 1 | Historical development of administrative systems in India | 2 | |
| | 2 | Ancient. Medieval, British Legacy | 2 | |
| | 3 | Indianisation of Public Service. | 2 | |
| II | ADMINISTRATION AT UNION LEVEL | | 8 | 15 |
| | 4 | Administration at Central Level- Structures and Powers. | 2 | |
| | 5 | Central Secretariat- Structure and Functions. | 2 | |
| | 6 | Cabinet Secretariat. | 2 | |
| | 7 | PMO | 2 | |
| III | ADMINISTRATION AT STATE LEVEL | | 7 | 15 |
| | 8 | State Secretariat – Organization and Role | 2 | |
| | 9 | Role and Functions of Chief Secretary | 2 | |
| | 10 | District Administration- District Collector | 3 | |
| IV | ISSUES AND TRENDS IN ADMINISTRATION | | 24 | 25 |
| | 11 | Minister Civil Servant Relation- Generalist Vs Specialists | 3 | |
| | 12 | Corruption in Administration | 2 | |
| | 13 | Cast- Class- Gender- Regional and Geographical Differences | 2 | |
| | 14 | Digital Divide | 2 | |
| | 15 | Integrity in Administration: Lokpal, Lokayukta, CVC | 3 | |
| | 16 | Privatization | 1 | |
| | 17 | Public Private Partnership | 1 | |
| | 18 | Corporate Social Responsibility | 2 | |
| | 19 | Digitalization of Administration | 2 | |
| | 20 | Participatory Governance- Inclusive Administration | 2 | |
| | 21 | Responsive Policies- Monitoring and Evaluation | 2 | |
| | 22 | Social Cohesion | 2 | |
| V | Open Ended Module: | | 12 | |
| | 1 | Activity 1: Field visit to State Secretariat department to understand | | |
| | 2 | Activity 2: Interview with District Collector or some other higher | | |
| | 3 | Activity 3: Debate on the issues currently running in the Indian | | |

Mapping of COs with PSOs and POs :

| | PSO- 1 | PSO- 2 | PSO- 4 | PSO- 6 | PO-1 | PO-3 | PO-5 | PO-8 |
|--------------|-----------|-----------|-----------|-----------|----------|------|------|------|
| CO- 1 | 1 | - | 2 | - | 2 | | | |

| | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|
| CO- 2 | | | - | 3 | 2 | | | |
| CO-3 | - | - | | 3 | 2 | | | |
| CO- 4 | - | - | | 3 | | 3 | | |
| CO- 5 | - | 1 | - | 3 | | | 2 | |
| CO- 6 | - | - | 1 | 3 | | | | 3 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO-1 | ✓ | | | ✓ |
| CO-2 | ✓ | | | ✓ |
| CO-3 | ✓ | | | ✓ |
| CO-4 | | ✓ | | ✓ |
| CO-5 | | ✓ | | ✓ |
| CO-6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | DECENTRALISED GOVERNANCE | | | | |
| Type of Course | Major | | | | |
| Semester | IV | | | | |
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Understanding about Local Governments and its working | | | | |
| Course Summary | This course provides a comprehensive overview of decentralization, exploring key concepts like decentralization, devolution, and local governance. By examining the contextual dimensions of democratic decentralization, the course delves into the principles, policies, and structures that drive effective local governance, using Kerala's democratic decentralization as a case study to illustrate real-world applications, challenges, and success stories in grassroots governance. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|--|
| CO1 | Understands the meaning and concept of decentralisation, centralisation, devolution and reconcentration and local governance, | U | C | Instructor-created exams / Quiz |
| CO2 | Analyse the Local government Theories and Local Governance Theories | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Investigate the properties and applications of advanced tolls of governing process | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Evaluate Local government initiatives and participation, Awareness of democratic decentralisation | U | C | Instructor-created exams / Home Assignments |
| CO5 | Implement and analyse the elements of various democratic process in governance | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Demonstrate critical thinking and problem-solving skills on governance . | Ap | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs | Marks |
|--------|------|---------|-----|-------|
|--------|------|---------|-----|-------|

| | | | | |
|------------|--|--|-------------|-----------|
| | | | (48 +12) | (70) |
| I | Introduction to Decentralisation | | 10 | 15 |
| | 1 | Understating the concept of decentralisation, centralisation, devolution and reconcentration and local governance | 2 | |
| | 2 | Contextual Dimensions of Democratic Decentralisation- Political, Administrative, constitutional, Social, Environment, Geographical and Political | 3 | |
| | 3 | Elements of Decentralised Development | 3 | |
| | 4 | Significance of Democratic Decentralisation-Indian and Greek Experience | 2 | |
| II | Meaning of Local Governance | | 10 | 15 |
| | 5 | Inclusive Local government Theories and concept of local Governance- The divine Theory, The Evolutionary Theory, and the Social Contract Theory | 3 | |
| | 6 | Factors of Decentralised Governance -Social capital, Family, Neighbourhood, and Community | 3 | |
| | 7 | Functions of local government principles, Devolution of Power, Authority, and Resources to local Governments | 2 | |
| | 8 | Resources of local Governments | 2 | |
| III | Democratic Decentralisation in Kerala | | 20 | 25 |
| | 9 | Citizen Responsiveness | 2 | |
| | 10 | Democratic Decentralisation: The concept | 3 | |
| | 11 | Gender mainstreaming Programmes | 1 | |
| | 12 | Local governments Initiatives | 3 | |
| | 13 | Process and Methodology of decentralised policy making | 3 | |
| | 14 | Policies for strengthening local governments in Kerala | 3 | |
| | 15 | Peoples Planning, Kudumbashree | 1 | |
| | 16 | Poverty alleviation instruments of Transparency and accountability to local governance. | 1 | |
| 17 | Right to Public service, citizen Charter, Ombudsman, -Tribunal for local governments | 3 | | |
| IV | Election process and trends in Decentralized Governance | | 8 | 15 |
| | 18 | State Control over local governments-Election Process and State Election Commission. | 2 | |
| | 19 | PRIs and Management of Natural Resources- | 2 | |
| | 20 | Rural initiatives in Kerala for the Development of Weaker Sections- Women in Local Governance | 2 | |
| | 21 | Governance, Good governance, Institutional mechanism for Good Governance | 1 | |
| | 22 | Accountability and Control, Grass root Governance | 1 | |
| V | Open Ended Module: | | 12 | |
| | 1 | Activity 1: Case Study Analysis To analyze real-world examples of different governance structures and understand their impact on local communities. Activity 2: Role-Playing: Simulated Local Government Meeting To simulate a local government meeting and understand the dynamics of local governance, including the roles of various stakeholders. | | |

| | | | |
|--|---|--|--|
| | <p>Activity 3: Interactive Workshop: Designing a Local Governance Initiative To encourage creativity and collaboration in designing a local governance initiative that promotes social capital and community engagement.</p> <p>Activity 4: Panel Discussion: Challenges and Opportunities in Decentralized Governance To examine the challenges and opportunities inherent in decentralized governance, focusing on issues of state control, elections, and democratic decentralization.</p> | | |
|--|---|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | | | | |
|--|---------------|------------|--------------------|---------------------------|
| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|--|---------------|------------|--------------------|---------------------------|

| | | | | |
|------|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | INTRODUCTION TO PUBLIC POLICY | | | | |
| Type of Course | Major | | | | |
| Semester | IV | | | | |
| Academic Level | 200 - 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Public Policy | | | | |
| Course Summary | This course is enough to comprehend the concepts, historical evolution, contemporary trends, practical experience and understanding about public policy. Further the course is designed to realise the scope and significance of policy studies in the contemporary scenario. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|---|
| CO 1 | Understand the meaning and concept and evolution of Public Policy and explain its nature, scope and importance. To explore the scope of policy research in India | U | C | Instructor-created exams / Writing Essays |
| CO 2 | Identifying and examining the types of public policy by Theodore Lowi | An | F | In class discussions / Quiz |
| CO 3 | Analyse the role of policy research in public administration and the impact of globalization on public policy | E | F | Debate/ Group Tutorial Work |
| CO 4 | Proficient at the 6 stages of policy making process Examining the process approach to public policy with a focus on policy environment and policy instruments | Ap | P | Case Study Analysis/Discussion |
| CO 5 | Examine the concepts and theories of Public Policy | An | M | One Minute Reflection Writing assignments |
| CO 6 | Integrate theoretical knowledge in Public Policy with practical application through Real-World Applications: | Ap | P | Viva Voce/Simulation exercises/Field visit report |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|------------|---|--|----------------|---------------|
| I | Fundamentals of Public Policy | | 13 | 20 |
| | 1 | Meaning, Nature, Definition, Scope and Importance of Public Policy Scope of Public Policy Research in India | 4 | |
| | 2 | Evolution of Public Policy and Policy Sciences (Period before 1950- from 1950-70, After 1970s) | 3 | |
| | 3 | Types of Public Policy (Theodore Lowi) | 2 | |
| | 4 | Public Policy and Public Administration | 2 | |
| | 5. | Globalisation and Public Policy | 2 | |
| II | Public Policy Making/ Policy Process | | 12 | 15 |
| | 6 | 6 stages of policy process (James Anderson) | 3 | |
| | 7 | Process Approach | 2 | |
| | 8 | Policy Environment- Policy Factors: Political Culture, Socioeconomic Conditions, Policy Subsystem, | 3 | |
| | 9 | Policy Actors (Official and Unofficial Actors) | 1 | |
| | 10 | Policy Instruments: Substantive Instruments | 2 | |
| | 11 | Policy Instruments: Procedural Instruments | 1 | |
| III | Concepts of Public Policy | | 7 | 15 |
| | 12 | Rationalism | 2 | |
| | 13 | Incrementalism | 2 | |
| | 14 | Mixed Scanning Model | 1 | |
| | 15 | Garbage Can Model | 2 | |
| IV | Theories of Public Policy | | 16 | 20 |
| | 16 | Political Systems Theory (Black Box Model) | 2 | |
| | 17 | Institutionalism | 3 | |
| | 18 | Process Theory | 2 | |
| | 19 | Game Theory | 3 | |

| | | | | |
|----------|--|--|----|--|
| | 20 | Group Theory | 2 | |
| | 21 | Elite Theory | 2 | |
| | 22 | Public Choice Theory | 2 | |
| V | Open Ended Module: Public Policy in Application: Case Studies, Field Engagement, and Solution Synthesis | | 12 | |
| | 1 | <p>Case Studies and Analysis</p> <ul style="list-style-type: none"> • Provide students with Public Policies related to their daily life • In groups, students analyze the issues associated with the policies which are already implemented and potential solutions for it <p>Field Visits and Guest Speakers</p> <ul style="list-style-type: none"> • Arrange visits to Govt. offices, society and target groups to know more about the major policy initiatives undertaken and its impact on the target groups. • Invite experts in the field of Public Policy and interact with students • Encourage students to ask questions and connect theoretical knowledge with practical application <p>Analysis of Trends</p> <ul style="list-style-type: none"> • Analyze current trends in Public Policy in the context of LPG • Discuss and find out the effectiveness of policy studies in public administration <p>Synthesis of Solutions and Models</p> <ul style="list-style-type: none"> • Design and propose innovative policy solutions for the issues in your locality/institution based on the principles learned in the course. • Develop a model policy document following with classroom presentation and discussions | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | COMPARATIVE PUBLIC ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | IV | | | | |
| Academic Level | 200 - 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Government and its functioning. | | | | |
| Course Summary | This course provides a thorough exploration of Comparative Public Administration, theories and approaches, World Governments, functions of executive, legislature, judiciary, comparison of working of various branches and types of governments, peculiarities, trends and innovative administrative practices. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Remember the meaning and concept of Comparative Public Administration and explain its nature, scope, and importance. | U | C | Instructor-created exams / Writing Essays |
| CO2 | Examine the historical development of Comparative Public Administration, tracing its evolution over time. | An | F | In class discussions / Quiz |
| CO3 | Understand various theories and approaches in the study of Comparative Public Administration, special focus on David Easton's contribution and systems theory. | E | F | Group Tutorial Work/ relate Theories with events and functions of governments |
| CO4 | Analyse the functions of major governments in UK, USA, Switzerland and China- Executive, legislature, judiciary | Ap | P | Case Study Analysis/Discussion on newspaper reports on international news. |
| CO5 | Integrate theoretical framework and Real-World Applications: Power of US President, Prime Minister in UK with Indian President and Indian Prime Minister | An | M | One Minute Reflection Writing assignments |
| CO6 | Critically examine the working of Governmental systems and its comparison | Ap | P | Viva Voce/ Mock Press/ Analyse and submit reports of major reforms of governments |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|------------|---|---|----------------|---------------|
| I | Fundamentals of Comparative Public Administration. | | 11 | 15 |
| | 1 | Meaning, Nature, Scope and Importance Comparative Public Administration, Emergence of New Public Administration | 3 | |
| | 2 | Evolution of Comparative Public Administration, Normative- Empirical, Idiographic – Nomothetic, Non-Ecological – Ecological | 2 | |
| | 3 | Structural Functional Approach, Institutional Approach, Ecological Approach | 4 | |
| | 4 | Contributions of David Easton | 2 | |
| II | Comparative Analysis of function of Executive | | 10 | 15 |
| | 5 | Types of Executives- Features and Peculiarities | 2 | |
| | 6 | Presidential System in USA- Power, functions | 2 | |
| | 7 | Parliamentary System in UK- Power and functions | 2 | |
| | 8 | Collegiate Executive in Switzerland- Powers and Functions | 2 | |
| | 9 | Comparison of the working of US President, Prime Minister in UK, Crown in UK, Collegiate Executive in Switzerland | 2 | |
| III | Compare Legislature and Judiciary in UK, USA, China and France | | 10 | 20 |
| | 10 | Bicameral legislature and Unicameral Legislatures - features | 1 | |
| | 11 | Functions of legislature in UK- House of Lords, House of Commons | 2 | |
| | 12 | Functions of Legislature in USA – House of Representative and Senate | 2 | |
| | 13 | Functions of Legislature in China – National People’s Congress | 1 | |
| | 14 | Law making Process and Committee System in UK and USA | 2 | |
| | 15 | Rule of Law, Judicial Review, Administrative Law, Judicial Activism | 1 | |
| | 16 | Comparison of Judicial Systems in UK, USA, France and India | 1 | |
| IV | Types of Civil Services and Local Governments – UK, USA, France. | | 17 | 20 |
| | 17 | Functions and role of Civil services in USA | 3 | |
| | 18 | Functions and role of Civil services in UK | 3 | |
| | 19 | Functions and role of Civil services in France | 3 | |

| | | | | |
|----------|--|---|----|--|
| | 20 | Functions and powers of local government institutions in UK | 3 | |
| | 21 | Functions and powers of local government institutions in USA | 3 | |
| | 22 | Functions and powers of local government institutions in France | 2 | |
| V | Open Ended Module: Comparative Public Administration: Case Studies, familiarise with law making process, follow international policy making process, Watch changes in judiciary | | 12 | |
| | 1 | Case Studies and Analysis <ul style="list-style-type: none"> Newspaper content analysis Analysis of Trends <ul style="list-style-type: none"> Analyse current trends in Public Administration in the context of practical challenges. Evaluate the effectiveness of different administrative approaches in addressing contemporary issues. Synthesis of Solutions and Models <ul style="list-style-type: none"> Design and propose innovative procedures. Develop a model administrative framework considering trends and principles discussed. | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.
- In-Class Discussion
- Group tutorial work

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | FINANCIAL ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | V | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | | 60 |
| Pre-requisites | 1. Basic Awareness on Financial Administration 2. General awareness on the Structure and Functioning of federal financial mechanism in India. | | | | |
| Course Summary | This course provides a comprehensive understanding of Financial Administration and make the students aware of the mechanisms of Fiscal Federalism and Public Financial Administration in India. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|--|
| CO1 | Comprehend the Evolution and Importance of Financial Administration | U | F | Examination / Quiz |
| CO2 | Analyze the Principles and Concepts of Financial Management. | An | C | Discussions / Seminars |
| CO3 | Evaluate the Role of Financial Administration in Public and Private Sectors | E | C | Seminar Presentation / Group Tutorial Work |
| CO4 | Apply Budgeting and Financial Planning Techniques | Ap | M | Exams / Assignments |
| CO5 | Understand Financial Management Practices and Regulatory Bodies in India, Analyze Public Revenue Systems and Contemporary Issues in Finance | U An | F C | Assignments / Discussions |
| CO6 | Equip with Knowledge and skills in engaging informed discussions about Public financial administration in India through lectures, research projects etc. and also make practical application of the knowledge so acquired in the possible levels. | Ap | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|---|--------------------|---------------|
| I | Introduction to Financial Administration | | 10 | 15 |
| | 1 | Evolution and importance of financial administration. | 2 | |
| | 2 | Principles and concepts of financial management. | 3 | |
| | 3 | Role of financial administration in public and private sectors. | 3 | |
| | 4 | Federal Financial management mechanism in India. | 2 | |
| II | Budgeting and Financial Planning | | 10 | 15 |
| | 5 | Basics of budgeting: Objectives, types, and processes. | 3 | |
| | 6 | Budgeting in India: Preparation, enactment, execution, and evaluation. | 3 | |
| | 7 | Financial planning techniques: Forecasting, cash flow management, and capital budgeting | 2 | |
| | 8 | Budgetary control over administration | 2 | |
| III | Public Revenue and Contemporary Issues | | 20 | 25 |
| | 9 | Overview of taxation system in India | 2 | |
| | 10 | Tax reforms in India, VAT and GST | 3 | |
| | 11 | Principles of Taxation | 1 | |
| | 12 | Deficit Financing and Public Debt | 3 | |
| | 13 | Public Revenue and expenditure | 3 | |
| | 14 | Cotemporary issues in public finance | 3 | |
| | 15 | Cetral State Financial Relations. | 1 | |
| | 16 | Accounting and Auditing in India | 1 | |
| | 17 | Fiscal and Monetary Policies | 3 | |
| IV | Financial Management and Regulatory Bodies In India | | 8 | 15 |
| | 18 | Parliamentary Financial Committees | 2 | |
| | 19 | NITI AAYOG | 2 | |
| | 20 | Finance Commission | 2 | |
| | 21 | Finance Ministry | 1 | |
| | 22 | RBI, SEBI, IRDA, PFRDA | 1 | |
| V | Open Ended Module: Case Studies, Field Engagements and Solution Synthesis | | 12 | |
| | 1 | <p>Case Studies and Analysis:</p> <ul style="list-style-type: none"> • Offer students authentic case studies pertaining to issues, policies, or challenges. • Foster group analysis of these cases, wherein students identify core problems, stakeholders, and potential remedies. <p>Field Visits and Guest Speakers:</p> <ul style="list-style-type: none"> • Coordinate visits to various offices, agencies, or training establishments. • Extend invitations to guest speakers, including seasoned officers, trainers, or field experts, to share their insights. • Encourage students to engage with guest speakers, posing questions and bridging theoretical understanding with practical application. <p>Analysis:</p> | | |

| | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none"> Examine reforms in financial administration and their impacts on the economy and society. Assess the effectiveness of diverse financial organizations and mechanisms in addressing contemporary issues. <p>Synthesis/Create:</p> <ul style="list-style-type: none"> Formulate and propose innovative solutions and models informed by course knowledge. Develop a model framework incorporating discussed trends and mechanisms. | | |
|--|--|---|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | P07 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | - | - | - | - | - | 1 | | | | | | |
| CO 2 | 2 | | 1 | - | - | - | 1 | | | | | | |
| CO 3 | 1 | - | 1 | - | - | - | 1 | | | | | | |
| CO 4 | 2 | - | 2 | | - | - | | | | | 1 | | |
| CO 5 | 2 | | - | - | - | - | 1 | | | | | | |
| CO 6 | - | - | - | | - | 3 | | | | | | | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | | | | |
|--|---------------|------------|--------------------|---------------------------|
| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|--|---------------|------------|--------------------|---------------------------|

| | | | | |
|------|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | | ✓ | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | LABOUR LAWS AND ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | V | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Essential knowledge about aspects of Labour and related matters | | | | |
| Course Summary | The course would provide an overview about different kinds of labour laws, its administration and issues | | | | |

COURSE OUTCOMES (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|-------------------|---------------------|---------------------------|
| CO1 | Explain Labour Laws and Administration | Understand | F, C | Book Review |
| CO2 | Apply Knowledge of Laws on Wage and Working Conditions | Apply | F, C | Assignment |
| CO3 | Evaluate Social Security Laws and Schemes | Evaluate | F | Debate |
| CO4 | Develop critical thinking skills to apply legal principles to practical labour issues. | Create | F, C, M | Case Analysis |
| CO5 | Analyze Emerging Trends and Challenges in Labour Laws and Administration | Analyze | F, C | Seminar |
| CO6 | Apply theoretical knowledge on Labour laws on practical labour issues through simulation exercises, demonstration etc. | Apply | C, M | Field Visit Case Study |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|--------|---|--|-------------|------------|
| I | Introduction to Labour Laws and Administration | | 8 | 10 |
| | 1 | Nature and Scope of Labour Law in India. | 2 | |
| | 2 | Constitutional Framework for Labour Rights: Directive Principles of State Policy and Fundamental Rights. | 3 | |

| | | | | |
|-----|--|---|----|----|
| | 3 | Structure of Labour administration in India: Central and State machinery | 3 | |
| II | Overview of Laws on Wage and Working Conditions | | 10 | 20 |
| | 4 | The Factories Act, 1948. | 3 | |
| | 5 | The Maternity Benefit Act, 1961. | 2 | |
| | 6 | The Code on Wages, 2019 | 3 | |
| | 7 | The Occupational Safety, Health and Working Conditions Code, 2020 | 2 | |
| III | Overview of Laws on Social Security | | 9 | 20 |
| | 8 | The Employees' State Insurance Act, 1948. | 2 | |
| | 9 | The Employees' Provident Funds and Miscellaneous Provisions Act, 1952. | 2 | |
| | 10 | The Unorganized Workers' Social Security Act, 2008. | 2 | |
| | 11 | The Code on Social Security, 2020 | 3 | |
| IV | Overview of Industrial Relations, Dispute Resolution and Emerging Trends | | 21 | 20 |
| | 12 | The Trade Unions Act, 1926. | 2 | |
| | 13 | The Industrial Disputes Act, 1947. | 3 | |
| | 14 | Collective Bargaining, Conciliation, and Arbitration Mechanisms. | 2 | |
| | 15 | The Industrial Relations Code, 2020 | 3 | |
| | 16 | Labour in Organised and Unorganised Sectors | 3 | |
| | 17 | Trade Unions in the Changed Scenario | 2 | |
| | 18 | In formalization of the Indian Labour Market. | 2 | |
| | 19 | Gig Economy and The Challenges of Platform Work. | 2 | |
| | 20 | Technological Advancements and Changing Nature of Work. | 2 | |
| V | Open Ended Module: The module only provides broad suggestions for activities. Faculty members can either select two from the proposed activities or create their own, as long as they align with the general guidelines and suit the specific course. | | 12 | |

| | | | |
|--|--|--|--|
| | <p>Practical explorations in Labour laws and Administration</p> <p>Comparative analysis: Have students compare and contrast social security schemes in India with those in other countries. They can analyze funding mechanisms, coverage levels, and effectiveness in ensuring workers' well-being.</p> <p>Mock tripartite meeting: Divide students into groups representing employers, employees, and government officials. Simulate a tripartite meeting on a specific labour issue and have them discuss, negotiate, and attempt to reach an agreement.</p> <p>Debate: Organize a debate on a controversial labour issue like strike rights, outsourcing, or minimum wage levels. Students can research and present arguments from different perspectives, fostering critical thinking and communication skills.</p> <p>Case Analysis: Provide students with real-life cases involving labor disputes or violations. Ask them to analyze the case considering constitutional frameworks, ILO conventions, and relevant statutes. Require students to propose solutions or actions based on their understanding.</p> | | |
|--|--|--|--|

Mapping of COs with PSOs and POs:

| | PSO4 | PSO6 | PSO8 | PO1 | PO2 | PO4 | PO8 |
|------------|------|------|------|-----|-----|-----|-----|
| CO1 | - | - | 1 | - | - | 1 | 1 |
| CO2 | 3 | 1 | 1 | 1 | 2 | 3 | - |
| CO3 | 1 | 1 | 3 | 1 | 1 | 2 | 1 |
| CO4 | 1 | 3 | 1 | 3 | 3 | 2 | 3 |
| CO5 | - | 1 | 3 | 2 | - | 2 | L |
| CO6 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |

Correlation Levels:

| Level | Correlation |
|-------|-------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |

| | |
|----------|-------------------------------|
| 3 | Substantial / High |
|----------|-------------------------------|

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | HUMAN RIGHTS AND ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | V | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic understanding on socio-political issues 2. Awareness on Social Science. | | | | |
| Course Summary | The course would provide an understanding on the concept of human rights and how socio-political issues can be addressed from the perspective of human rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|-------------------------------|
| CO1 | Recognise the concept and significance of human rights | U | P | Book Review |
| CO2 | Examine the Universalization of Human Rights | U | C | Assignment |
| CO3 | Analyse Major International Treaties on Human Rights | E | F | Seminar |
| CO4 | Examine the international administration of human rights | An | P | Debate |
| CO5 | Analyse the importance of Human Rights Enforcement System | An | C | Field Visit |
| CO6 | Apply the knowledge on practical issues | Ap | P | Field visit/ Case Analysis |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|--|---|--------------|------------|
| I | Introduction | | 12 | 15 |
| | 1 | Meaning -Nature-Definition of Human Rights | 3 | |
| | 2 | The Concept of Human Rights | 3 | |
| | 3 | The Nature of Human Rights | 3 | |
| | 4 | The Approaches and Generations of Human Rights | 3 | |
| II | Universalization o Human Rights | | 8 | 15 |
| | 5 | Origin of Human Rights | 3 | |
| | 6 | Major Milestones in The Development of Human Rights | 3 | |

| | | | | |
|------------|--|---|-----------|-----------|
| | 7 | Universal Declaration of Human Rights (UDHR) | 2 | |
| III | Major International Treaties on Human Rights & International Administration of Human Rights | | 18 | 25 |
| | 8 | International Covenant on Civil and Political Rights (ICCPR) | 2 | |
| | 9 | International Covenant on Economic, Social and Cultural Rights (ICESCR) | 2 | |
| | 10 | Convention On the Rights of The Child (CRC)- The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) | 3 | |
| | 11 | Convention On the Elimination of All Forms of Discrimination Against Women (CEDAW) | 3 | |
| | 12 | International Criminal Court (ICC) | 2 | |
| | 13 | United Nations Human Rights Council (UNHRC) | 2 | |
| | 14 | Amnesty International | 2 | |
| | 15 | European Commission on Human Rights | 1 | |
| | 16 | Asia Watch | 1 | |
| IV | Human Rights Enforcement System | | 10 | 15 |
| | 17 | Law Enforcing Agencies: Police, Military and Para-Military Forces— Emerging Experience | 1 | |
| | 18 | Human Rights Enforcement: The Protection of Human Rights Act, 1993 | 2 | |
| | 19 | National Human Rights Commission | 2 | |
| | 20 | National Commission for Women, Children and Minorities | 2 | |
| | 21 | National Commission for Scheduled Castes and Scheduled Tribes | 2 | |
| | 22 | Human Rights Education: Problems and Prospects | 1 | |
| V | Open Ended Module: | | 12 | |
| | 1 | Activity 1: Visit to Jails Activity 2: Field Visit to backward Areas Activity 3: Case Studies on Human Right Violations | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | INTRODUCTION TO RESEARCH METHODOLOGY | | | | |
| Type of Course | Major | | | | |
| Semester | VI | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Research | | | | |
| Course Summary | This course equips students with the basic skills and knowledge to conduct research within the field. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---------------------------------|
| CO1 | Understand the meaning and objectives of research. | U | C | Instructor-created exams / Quiz |
| CO2 | Analyse research design and understand the need for developing hypotheses | U | F | Seminar |
| CO3 | Analyse various methods of data collection and sample design | Ap | F | Practical Assignments |
| CO4 | Examine the various methods of Data Preparation process | An | P | Practical Assignments |
| CO5 | Examine the process of hypotheses testing | An | M | Practical Assignments |
| CO6 | Evaluate the application of research methodology in various fields. | E | P | Viva Voce |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|--|--|--------------|------------|
| I | Introduction to Research Methodology | | 10 | 15 |
| | 1 | Meaning and Objectives of Research | 2 | |
| | 2 | Types of Research | 3 | |
| | 3 | Research Approaches | 2 | |
| | 4 | Identification of Research Problem, Formulation of Research Problem. | 3 | |
| II | Research Design and Development of Hypothesis | | 10 | 15 |
| | 5 | Meaning, Nature and Need of Research Design | 2 | |
| | 6 | Classification of Research Design, Literature Review | 2 | |
| | 7 | Developing the Research Proposal | 2 | |
| | 8 | Statement of Research Objectives | 2 | |

| | | | | |
|------------|---|---|-----------|-----------|
| | 9 | Formulation of Research Hypothesis | 2 | |
| III | Design of Sample Surveys, Measurement and Scaling | | 12 | 20 |
| | 10 | Sampling Design, - Types of Sampling Designs-Probability Sampling-Non-Probability Sampling. | 3 | |
| | 11 | Determination of Sampling Size. | 2 | |
| | 12 | Classification of Data: Qualitative and Quantitative Data | 2 | |
| | 13 | Measurement and Scaling. | 2 | |
| | 14 | Classification of Measurement Scales and Scaling Techniques. | 3 | |
| IV | Data Collection, Data Preparation and Data Analysis | | 16 | 20 |
| | 15 | Methods of Data Collection | 3 | |
| | 16 | Collection of Primary Data | 2 | |
| | 17 | Collection of Secondary Data. | 1 | |
| | 18 | Data Preparation process. | 2 | |
| | 19 | Data Processing. | 2 | |
| | 20 | Univariate and Bivariate Analysis of Data. | 2 | |
| | 21 | Testing of Hypothesis | 2 | |
| | 22 | Steps in testing of Hypothesis. | 2 | |
| V | Open Ended Module: Applied Research Methodology Case Studies, Field Engagement, and Solution Synthesis | | 12 | |
| | | <p>Field Engagement The students can conduct studies on how a company used focus groups (a qualitative data collection method) to understand customer preferences for a new product design- by using the focus group questions, recruiting participants, conducting the sessions, analyzing the discussions, and using the insights to refine the product design.</p> <p>Case Study A case study on a non-profit organization that implemented a new education program in a developing country.</p> <p>Solution Synthesis Students could learn how to design a survey questionnaire to gather data on customer satisfaction with a new online shopping platform. This would involve crafting clear and concise questions, using appropriate question formats (multiple choice, Likert scale), and piloting the survey to ensure clarity.</p> | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | 1 | 1 | - | - | - | - |
| CO 2 | 1 | 2 | 1 | - | - | - | 1 | - | - | 1 | - | - |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|----|---|
| CO 3 | - | 1 | - | 1 | - | - | 1 | - | 2 | - | - | - |
| CO 4 | - | - | 2 | 1 | - | - | - | - | - | 1 | - | - |
| CO 5 | - | 1 | - | - | - | - | - | 1 | - | - | 2- | - |
| CO 6 | - | - | - | 3 | - | 2 | 1 | - | 1 | - | - | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | E-Governance | | | | |
| Type of Course | Major | | | | |
| Semester | VI | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic understanding about Administration and ICT | | | | |
| Course Summary | This course provides a comprehensive overview of e-governance along with different models and interactions within government and between government and other entities. The curriculum explores global trends and international organizations' roles in promoting e-governance, examining case studies from various countries and focusing on India's e-governance initiatives, including key projects, IT policies, and challenges. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|--|
| CO1 | Understand the concept and end evolution of e-governance | U | | Instructor-created exams / Quiz |
| CO2 | Analyse the theories and models of e-governance | An | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Compare the e-governance projects in India | An | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Understand the issues and challenges in e-governance implementation | U | C | Instructor-created exams / Home Assignments |
| CO5 | Evaluate the application of e-governance policy formulation and implementation. | E | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|--|--------------------|---------------|
| I | Introduction | | 10 | 20 |
| | 1 | E-governance – Meaning, Scope and Importance - | 2 | |
| | 2 | E-readiness- concepts and definitions | 2 | |
| | 3 | Interactions in E-Governance | 1 | |
| | 4 | G2C and C2G | 1 | |
| | 5 | G2G | 1 | |
| | 6 | G2B and B2G | 1 | |
| | 7 | G2E ad E2G | 1 | |
| | 8 | G2N and N2G | 1 | |
| II | Models of E-governance | | 12 | 10 |
| | 9 | Models of E-Governance | 2 | |
| | 10 | The Information Dissemination Model | 2 | |
| | 11 | The Critical Flow Model | 2 | |
| | 12 | The Comparative Analysis Model | 2 | |
| | 13 | The E- Advocacy Model | 2 | |
| | 14 | The Interactive Model | 2 | |
| III | E-Governance: The International Scenario | | 12 | 20 |
| | 15 | Global Trends in E-Governance | 4 | |
| | 16 | Role of International organisations in promoting E-Governance-UN, World Bank, OECD | 4 | |
| | 17 | E-Governance in Estonia, Finland, Bangladesh and South Africa | 4 | |
| IV | E-Governance in India | | 14 | 20 |
| | 18 | IT Policies, National E-Governance Plan, NeGP 2.0 | 5 | |
| | 19 | Akshaya in Kerala | 2 | |
| | 20 | Digitization of Land Records Administration | 3 | |
| | 21 | E-District project | 2 | |
| | 22 | Issues and Challenges of E-Governance | 2 | |
| V | Case Studies, Field Engagement and Solution Synthesis | | 12 | |
| | | Field visits to government offices to understand ongoing e-governance projects and the challenges in the implementation Understanding the role of social media in citizen engagement and feedback Visiting data centres of IT infrastructure to learn backend operations Visiting Common Service Centres (CSCs) to understand the mode of public service delivery | 12 | |

Mapping of COs with PSOs and POs:

| | | | | | | | | | | | | |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | DEVELOPMENT ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | VI | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Administration | | | | |
| Course Summary | This paper on development administration explores how governments and organizations manage resources and implement programs to improve a society's living standards | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|---|
| CO1 | Recognize fundamental concepts related to development, its various approaches, and the principles of sustainable development. | U | C | Instructor-created exams / Quiz |
| CO2 | Interpret the ideas of development theories and contributions of prominent development thinkers. | U | F | In class discussions / Seminar |
| CO3 | Application of understanding on development issues, demonstrating the ability to relate theoretical knowledge to practical scenarios. | Ap | F | Quiz/ Group Tutorial Work |
| CO4 | Analyze the challenges faced by development administrators in different socio-economic and political contexts. | An | P | Practical Assignments |
| CO5 | Identify various issues and perspectives related to development, such as Public Private Partnership, Corporate Social Responsibility, Inclusive Development, Sustainable Development Goals, and Human Development Indicators | An | M | One Minute Reflection Writing assignments |
| CO6 | Students will evaluate real-world development challenges by integrating theoretical knowledge, critical thinking, and practical skills, demonstrating the ability to assess and propose effective solutions. | E | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) | | | | |

| |
|---|
| # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |
|---|

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|---|--------------------|---------------|
| I | Introduction | | 10 | 20 |
| | 1 | Development and its Dimensions | 2 | |
| | 2 | Approaches to Development | 3 | |
| | 3 | Development Administration – Concept | 2 | |
| | 4 | Meaning, Nature and Scope of Development Administration | 3 | |
| II | THEORIES OF DEVELOPMENT | | 15 | 10 |
| | 5 | Modernization Theory | 3 | |
| | 6 | Dependency Theory | 3 | |
| | 7 | Human Development Theory | 3 | |
| | 8 | Basic Needs Theory | 3 | |
| | 9 | Sustainable Development Theory | 3 | |
| III | DEVELOPMENT -ISSUES AND CHALLENGES | | 15 | 20 |
| | 10 | Globalization and Development Administration | 2 | |
| | 11 | Bureaucracy and Development | 2 | |
| | 12 | Emergence of Non-State Actors in Development Administration | 2 | |
| | 13 | Gender Parity in Development | 2 | |
| | 14 | Role of Civil Society in Development | 2 | |
| | 15 | Corruption and Ethical Challenges | 1 | |
| | 16 | Political Instability and Development | 2 | |
| | 17 | Social Inequality and Inclusion | 2 | |
| IV | NEW PRESPECTIVES IN DEVELOPMENT ADMINISTRATION | | 8 | 20 |
| | 18 | Sustainable Development Goals (SDGs) | 2 | |
| | 19 | Public Private Partnership | 2 | |
| | 20 | Human Development Indicators | 2 | |
| | 21 | Climate Change and Development | 1 | |
| | 22 | Technological Advancement and Impact | 1 | |
| V | Open Ended Module: Applied Development Administration: Case Studies, Field Engagement, and Solution Synthesis | | 12 | |
| | | Case Studies and Group Projects <ul style="list-style-type: none"> • Conduct a case study analysis of a country or region that has undergone significant development in recent years. • Group projects on designing development interventions • Analyzing real-world development administration challenges Simulation exercise | 12 | |

| | | | | |
|--|--|--|--|--|
| | | <p>Develop a simulation exercise where students create and implement a development plan for a fictional community. Evaluate the outcomes and lessons learned.</p> <p>Workshop</p> <ul style="list-style-type: none"> Organize a workshop to discuss and develop strategies for promoting gender parity in a development organization. <p>Volunteer Programmes</p> <ul style="list-style-type: none"> Engage with local NGOs or civil society organizations. Students can volunteer or intern to gain practical experience and understand the challenges and opportunities in involving civil society in development. <p>Community Engagement</p> <p>Conduct a community engagement project focusing on social inclusion. Evaluate the impact on development outcomes and discuss lessons learned</p> | | |
|--|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | 1 | 1 | - | - | - | - |
| CO 2 | - | 3 | 1 | - | - | - | - | - | - | - | - | - |
| CO 3 | - | - | 3 | - | - | - | 1 | - | 1 | - | - | - |
| CO 4 | - | - | 2 | 3 | - | - | - | - | - | 1 | - | - |
| CO 5 | - | 1 | - | - | - | - | - | 1 | 2 | - | - | - |
| CO 6 | - | - | - | 3 | - | 2 | 1 | - | - | - | - | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | DISASTER MANAGEMENT | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic Awareness on the concept of Disaster 2. General awareness on the Mechanisms and Processes for combating disasters. | | | | |
| Course Summary | This course provides a holistic understanding of Disaster Management and make the students aware of the process and mechanisms of managing disasters. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|--|
| CO1 | Provide a holistic understanding of Disasters. | U An | C | Instructor-created exams / Quiz |
| CO2 | Understand and analyse the Importance of Disaster Management and Risk Reduction | U An | C | Discussions / Seminars |
| CO3 | Understand and Apply Risk Assessment and Mitigation Strategies | U Ap | P | Assignments/Discussions |
| CO4 | Understand and Analyse Preparedness, Response, Recovery, and Rehabilitation Plans | U An | C | Assignments/Seminar |
| CO5 | Evaluate Governance Mechanisms and Legal Frameworks for Disaster Management | U E An | M | Internal Evaluation through exams / seminars |
| CO6 | Synthesize Comprehensive Disaster Management Plans | Ap C | M | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|------|-------------------------------------|--------------------|---------------|
| I | | Introduction to Disaster Management | 10 | 15 |

| | | | | |
|------------|--|--|-----------|-----------|
| | 1 | Understanding disasters: Definition, types, and classification. | 2 | |
| | 2 | Historical overview of disasters in India. | 3 | |
| | 3 | Importance of disaster management: Socio-economic impacts and sustainable development. | 3 | |
| | 4 | Disaster risk reduction (DRR) frameworks and approaches. | 2 | |
| II | Risk Assessment and Mitigation | | 10 | 15 |
| | 5 | Risk assessment methodologies: Hazard mapping, vulnerability assessment, and capacity analysis. | 3 | |
| | 6 | Identifying and analyzing vulnerabilities in various sectors (e.g., infrastructure, healthcare, agriculture). | 3 | |
| | 7 | Mitigation strategies: Structural and non-structural measures. | 2 | |
| | 8 | Case studies of successful mitigation projects in India. | 2 | |
| III | Preparedness, Response, Recovery and Rehabilitation | | 20 | 25 |
| | 9 | Preparedness planning: Developing contingency plans, early warning systems, and community preparedness. | 2 | |
| | 10 | Emergency response mechanisms: Search and rescue operations, medical assistance. | 3 | |
| | 11 | Role of government agencies, NGOs, and international organizations in disaster response. | 1 | |
| | 12 | Post-disaster assessment: Damage assessment, needs analysis, and recovery planning. | 3 | |
| | 13 | Rehabilitation and reconstruction strategies: Livelihood restoration, housing reconstruction, and infrastructure rehabilitation. | 3 | |
| | 14 | Psycho-social support for disaster survivors. | 3 | |
| | 15 | Legal and policy frameworks for recovery and rehabilitation in India. | 1 | |
| IV | Governance Mechanisms for Disaster Management | | 8 | 15 |
| | 16 | National and state-level disaster management authorities in India. | | |
| | 17 | Legislative frameworks: Disaster Management Act, 2005, and other relevant policies. | | |
| | 18 | Role of stakeholders: Government agencies, civil society, private sector, and communities. | 2 | |
| | 19 | International frameworks and agreements related to disaster management. | 2 | |
| | 20 | Emerging challenges in disaster management: Climate change, urbanization, and technological disasters. | 2 | |
| | 21 | Innovations in disaster preparedness. | 1 | |
| | 22 | Innovations in disaster response. | 1 | |
| V | Open Ended Module: | | 12 | |
| | 1 | <p>Case Studies and Analysis:</p> <ul style="list-style-type: none"> - Provide students with real-life case studies related Disasters. - In groups, students analyze the cases, identifying key problems, stakeholders, and potential solutions. <p>Field Visits and Guest Speakers</p> <ul style="list-style-type: none"> - Arrange visits to disaster-prone areas for hands-on training in risk assessment, response coordination, and community engagement. - Invite guest speakers, who are experts in the field, to share their insights and experiences. - Encourage students to ask questions and connect theoretical knowledge with practical application | 12 | |

| | | | | |
|--|--|---|--|--|
| | | <p>Analyse:</p> <ul style="list-style-type: none"> - Analyze current mechanisms for dealing with a disaster. - Evaluate the effectiveness of different administrative approaches in addressing a disaster. <p>Synthesis/Create:</p> <ul style="list-style-type: none"> - Designing a comprehensive disaster management plan for a selected region in India. - Develop a model framework for better management of disasters. | | |
|--|--|---|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | | 2 | - | - | - | - | 1 | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | 1 | | | | | | |
| CO 3 | - | 2 | - | - | - | - | | | 1 | | | | |
| CO 4 | - | 2 | - | - | - | - | | | 1 | | | | |
| CO 5 | - | 2 | - | - | - | - | 1 | | | | | | |
| CO 6 | - | - | - | | - | 3 | | | | | | | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
-

Mapping of COs to Assessment Rubrics :

| | | | | |
|--|---------------|------------|--------------------|---------------------------|
| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|--|---------------|------------|--------------------|---------------------------|

| | | | | |
|------|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | | ✓ | | ✓ |
| CO 3 | | ✓ | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | ✓ | | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | PUBLIC PERSONNEL ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Indian Administration and Public Administration | | | | |
| Course Summary | The course equips you with an understanding of how governments build and manage the personnel system. The course deals with the evolution of personnel administration practices, the training practices and various aspects of personnel administration. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO1 | Analyse the historical evolution, concepts, and classifications in Indian Civil Services. | U | C | Instructor-created exams / Quiz |
| CO2 | Evaluate the recruitment policies, selection processes, disciplinary procedures, and service rules of Indian Civil Services. | U | F | In class discussions / Seminar |
| CO3 | Understand the pay principles, the role of Pay Commissions in Indian Civil Services, retirement benefits and Pension scheme. | Ap | F | Quiz/ Group Tutorial Work |
| CO4 | Evaluate the civil service reforms, and emerging concepts in personnel administration | An | P | Practical Assignments |
| CO5 | Assess various issues in administration | An | M | One Minute Reflection Writing assignments |
| CO6 | Analyse the gap between theoretical knowledge and real-world application in the field of Personnel Administration, understanding of historical developments, current issues, and emerging trends. | E | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|---|--------------------|---------------|
| I | Introduction | | 10 | 20 |
| | 1 | Public Personnel Administration - Meaning, Nature and Scope. | 2 | |
| | 2 | Characteristics of Public Personnel Administration in India, Functions and Significance of Personnel Administration. | 3 | |
| | 3 | Civil Service in the Context of Modern Bureaucracy: Concepts – Nature – Importance – Implications. | 2 | |
| | 4 | Citizen Centric Administration – Meaning-Need-Significance and Barriers. | 3 | |
| II | Civil Services in India | | 10 | 10 |
| | 5 | Scope and Significance of Indian Civil Services. | 2 | |
| | 6 | Public Service: Concept and Role in the Modern State | 2 | |
| | 7 | Classification of Civil Services – Central Services, State Services and State Services. | 3 | |
| | 8 | All India Services: Nature, Role and Rationale. | 3 | |
| III | Aspects of Personnel Administration | | 20 | 20 |
| | 9 | Recruitment of Civil Services – Process, Methods, and Problems-Recruiting-Agencies – Union Public Service Commission and State Public Service Commission. | 3 | |
| | 10 | Training: Meaning, Definition, Objectives, Types, Techniques, Training Institutions in India. | 2 | |
| | 11 | Promotion - Meaning, Definition and Importance, Principles-Seniority and Merit- Promotion Systems in India. | 2 | |
| | 12 | Disciplinary Procedure for Civil Servants. | 2 | |
| | 13 | Performance Appraisal System for Central Civil Servants. | 2 | |
| | 14 | Pay – Meaning, Principles-Allowances. | 3 | |
| | 15 | Allowances – Dearness Allowance -House Rent Allowance | 2 | |
| | 16 | Retirement: Meaning and Significance, Retirement Benefits | 2 | |
| | 17 | New Pension Scheme. | 2 | |
| IV | Rights and Issues of Personnel Administration | | 8 | 20 |
| | 18 | Rights of the Civil Servants: Concepts. | 2 | |
| | 19 | Employees' Organizations –Objectives of associations & unions. | 2 | |
| | 20 | Legal Rights of Employees. | 1 | |
| | 21 | Relationship between Generalist and Specialist Administrators. | 2 | |
| | 22 | Politicization of Higher Civil Services in India – Principle of Anonymity, Principle of Neutrality and Principle of Commitment. | 1 | |
| V | Open Ended Module: Applied, Field Engagement, and Solution Synthesis | | 12 | |

| | | | |
|--|---|--|--|
| | <p>Activity 1: Case Studies Analyze real-world scenarios faced by civil servants and practice decision-making (disaster management, policy implementation, and resource allocation)</p> <p>Activity 2: Mock Interviews Mock interviews can be conducted by experienced professionals, focusing on personality, analytical skills, and knowledge of current affairs.</p> <p>Activity 3: Field Visits Field visit to Government offices, NGOs (Non-Governmental Organizations), Public Service Delivery Centers and Training Institutes.</p> | | |
|--|---|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | - | 2 | - | 1 | - | - |
| CO 2 | - | - | 1 | - | - | - | 1 | - | - | - | - | - |
| CO 3 | - | 2 | 1 | - | - | - | - | 1 | 2 | - | - | - |
| CO 4 | - | - | 1 | - | - | - | - | - | 2 | - | - | - |
| CO 5 | - | 1 | - | - | - | - | - | - | - | 1 | - | - |
| CO 6 | - | - | 1 | - | - | - | - | - | 2 | - | - | - |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | MEDIA, CIVIL SOCIETY AND GOVERNANCE | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic knowledge about working of government and media 2. Experience with civil society organisations | | | | |
| Course Summary | On completion of the course the student will be able to understand the concepts of accountability and control in governance and evaluate the role of media and civil society organizations in promoting accountability and control in government. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|---|
| CO1 | Basic understanding on the concepts of accountability and control | U | C | Assignment |
| CO2 | Analyze the role of legislature, executive and judiciary in Media and CSO | An | F | Book Review |
| CO3 | Understanding the role of Citizens and Citizen redressal system | U | C | Practical session |
| CO4 | Critically Evaluating the role of media and CSO in society | E | P | Case Analysis |
| CO5 | Interpreting Citizen Centric Initiatives like Citizen Charter, Social Audit and RTI Act | An | P | Seminar |
| CO6 | Providing practical knowledge on ensuring accountability | C | P | Field Visit Group Discussion Case Study |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|--|--|--------------|------------|
| I | Accountability and Responsibility | | 12 | 15 |
| | 1 | Accountability and Responsibility– Definition and Concepts | 2 | |

| | | | | |
|------------|---|---|-----------|-----------|
| | 2 | Vertical and Horizontal Accountability | 2 | |
| | 3 | Legal and Administrative Accountability | 2 | |
| | 4 | Social and Political Accountability | 2 | |
| | 5 | Individual and Collective Responsibility | 2 | |
| | 6 | Ministerial Responsibility | 2 | |
| II | Executive and Legislative Control | | 8 | 10 |
| | 7 | Legislative Control and its Limitations | 2 | |
| | 8 | Executive Control and Limitations | 2 | |
| | 9 | Judicial Control and Limitations | 2 | |
| | 10 | Concept of Checks and Balances | 2 | |
| III | Grievance Redressal Mechanisms and Citizen Centric Initiatives | | 18 | 25 |
| | 11 | Channels for Redressal of Citizen Grievances – Administrative, Legislative and Judicial remedies, | 3 | |
| | 12 | Oversight Institutions – Ombudsman, CAG | 3 | |
| | 13 | Central Vigilance Commission | 2 | |
| | 14 | Grievance cells in various Ministries and Departments | 3 | |
| | 15 | Right to Information Act | 3 | |
| | 16 | Citizens Charter | 2 | |
| | 17 | Social Audit | 2 | |
| IV | Role of Media and Civil Society Organisations | | 10 | 20 |
| | 18 | Role of Media in Democratic Governance | 2 | |
| | 19 | Interest groups – Types, Functions and Role in Governance | 2 | |
| | 20 | Voluntary Organizations, | 1 | |
| | 21 | Functions and roles of CSOs in governance | 3 | |
| | 22 | Advocacy, lobbying, and citizen engagement | 2 | |
| V | Open Ended Module | | 12 | |
| | 1 | Activity 1: Internship with NGOs Activity 2: Debates on various current issues. Activity 3: Case Study on how accountability issues affecting working of government | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | AI IN PUBLIC ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic Understanding about Artificial Intelligence 2. General Understanding of Public Administration | | | | |
| Course Summary | This course explores the intersection of Artificial Intelligence and Public Administration, focusing on the applications, challenges, and ethical considerations of AI in the public sector. Students will gain a comprehensive understanding of how AI technologies can be leveraged to enhance public service delivery, decision-making, and policy formulation. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | Identify the basic principles, technologies, and applications of artificial intelligence (AI) in the context of public administration | U | C | Instructor-created exams / Quiz |
| CO2 | Develop strategies for effective data governance, including data collection, management, privacy, and security in public administration | U, An | F | Practical Assignment / Observation of Practical Skills |
| CO3 | Explore emerging trends and future directions of AI in public administration, including its potential impact on service delivery and governance | Ap, An | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Synthesize case studies and real-world examples to understand the practical applications and limitations of AI-enhanced decision-making in public administration | An, E | P | Instructor-created exams / Home Assignments |
| CO5 | Assess the potential impact of AI on public sector jobs and propose strategies for workforce reskilling and adaptation | An, C | P | One Minute Reflection Writing assignments |
| CO6 | Demonstrate proficiency in assessing the effectiveness and feasibility of different AI techniques for ensuring | | P | Viva Voce |

| | | | | |
|--|--|------|--|--|
| | transparency and accountability along with analysing legal challenges and compliance issues related to AI implementation in public administration and engage in collaborative group discussions to critically analyse and debate the implications of AI techniques, legal compliance issues and emerging technologies in public administration | E, C | | |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|--|--------------------|---------------|
| I | Artificial Intelligence and Public Administration | | 10 | 15 |
| | 1 | Introduction to Artificial Intelligence | 2 | |
| | 2 | Importance of AI in Public Administration | 3 | |
| | 3 | Types of Artificial Intelligence | 3 | |
| | 4 | Significance of AI in Public Administration | 2 | |
| II | AI Tools and Technologies for Public Administration | | 10 | 15 |
| | 5 | Introduction to AI Tools and Technologies | 3 | |
| | 6 | AI Governance Frameworks | 3 | |
| | 7 | IoT and AI in Smart Governance | 2 | |
| | 8 | Risk Assessment and Management with AI | 2 | |
| III | AI in Decision-Making and Policy process | | 20 | 25 |
| | 9 | AI for Policy Analysis and Formulation | 2 | |
| | 10 | Citizen Engagement in AI Decision-Making Processes | 2 | |
| | 11 | Impact of AI on Bureaucratic Decision-Making Processes | 2 | |
| | 12 | Challenges in Implementing AI Decision Support Systems | 2 | |
| | 13 | Accountability and Transparency in AI Governance | 2 | |
| | 14 | Role of Government in AI Regulation | 3 | |
| | 15 | Strategies for Overcoming Resistance to AI Adoption | 2 | |
| | 16 | International and National Policies on AI | 2 | |
| 17 | Legal and Regulatory Considerations for AI in Public Administration | 3 | | |
| IV | Ethical and Societal Implications of AI in Public Administration | | 8 | 15 |
| | 18 | Ethical Considerations in AI-Powered Public Services | 2 | |
| | 19 | Impact of AI on Public Sector Jobs | 2 | |
| | 20 | Public Trust in AI Systems / Data Privacy Concerns | 2 | |
| | 21 | AI and Global Governance Challenges | 1 | |
| | 22 | Social Equity and Inclusion in AI | 1 | |
| | Open Ended Module: Future Trends and Governance of AI in Public Administration | | 12 | |
| 1 | ❖ Case Studies: | | 12 | |

| | | | |
|----------|--|--|--|
| V | <p>1) Global Future Trends and Emerging Technologies in AI for Public Services</p> <p>2) AI-Driven Policy Initiatives and Legal Frameworks for AI in Public Administration</p> <p>❖ Open-Ended Exploration and Assessment: Student-led research on legal issues and challenges of AI in Public Administration. Presentation and Discussion of Findings.</p> <p>❖ Group Assignment: Use of AI in Public Participation and Digital Democracy</p> | | |
|----------|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | - | - | - | - | - | | | | | | |
| CO 3 | - | - | 3 | - | - | - | | | | | | |
| CO 4 | - | - | - | 3 | - | - | | | | | | |
| CO 5 | - | 1 | 2 | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | 3 | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion

- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | GOVERNANCE IN KERALA | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400 – 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1 A knowledge on the history of Kerala 2 A basic understanding of the federal structure of administration | | | | |
| Course Summary | This course explores governance, its procedures in government, the government of Kerala initiatives in Governing Process | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|--|
| CO1 | Examine the Historical Development of Administration in Kerala | U | C | Instructor-created exams / Quiz |
| CO2 | Developing awareness on the System of Administration in Kerala. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Understand and analyse the Development Initiatives in Kerala. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Analyse the impact of the new dynamics and initiatives of E-Governance. | U | C | Instructor-created exams / Home Assignments |
| CO5 | Examine the need and importance of Citizen Engagement in Administration | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Experience and analyse the system of governance in Kerala. | Ap | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|---|--|--------------|------------|
| I | Historical Development of Governance in Kerala | | 10 | 15 |
| | 1 | Arrival of Europeans- History of Travancore, Cochin and Malabar. | 2 | |

| | | | | |
|------------|---|--|-----------|-----------|
| | 2 | Social and Religious Reform Movements-National Movement in Kerala. | 3 | |
| | 3 | United Kerala Movement. | 3 | |
| | 4 | Political and Social History of Kerala after 1956. | 2 | |
| II | Administrative System in Kerala | | 10 | 15 |
| | 5 | Kerala Legislature- Council of Ministers (Cabinet) -Government Secretariat. | 2 | |
| | 6 | District Administration | 2 | |
| | 7 | State Planning Board-KFC-KPSC | 3 | |
| | 8 | Human Rights Commission, Women's Commission, Child Rights Commission, State Election Commission, Kerala Law Commission, Kerala Loka Yuktha, Kerala Administrative Tribunal (KAT) Administrative Reform Commission. | 3 | |
| III | Governance and Development Initiatives | | 20 | 25 |
| | 9 | Kerala Model of Development: Significance and Issues | 2 | |
| | 10 | Literacy - Saksharatha Mission | 3 | |
| | 11 | Health- ASHA - Community Healthcare, Karunya Arogya Suraksha | 2 | |
| | 12 | Gender Equality- Kerala State Women Development Corporation - Shakti program | 3 | |
| | 13 | Poverty Alleviation-ICDS -Mid Day Meal Programme Kudumbashree Mission programs | 3 | |
| | 14 | Senior Citizen Care: Old Age Homes and Social Security Pensions | 2 | |
| | 15 | Public Participation in Policy Making | 1 | |
| | 16 | Role of Civil Society Organizations and NGOs | 1 | |
| | 17 | Social Media and Citizen Activism | 3 | |
| IV | E-Governance System in Kerala | | 8 | 15 |
| | 18 | E- Governance in Kerala --Governance initiatives in Kerala. | 2 | |
| | 19 | E-Literacy: 'Akshaya' in Kerala | 1 | |
| | 20 | SPARK, CERT-K, KSITM, KSUM, ICFOSS, Digital University of Kerala. | 2 | |
| | 21 | Citizen and Government interface- LSGs and E- Governance, E-District-, FRIENDS- Sutharyakeralam- E-Office, DDFS | 2 | |
| | 22 | Citizen Portals and Service Delivery Mechanisms. | 1 | |
| V | Open Ended Module | | 12 | |
| | 1 | Activity 1: Case Study Analysis A case study on Akshaya Project A case study on Community Healthcare Programme Activity 2: Field study A field visit to Government Secretariat. A field visit to Kerala Administrative Tribunal Activity 3: Participatory Observation Students can participate in a training programme on E District Portal Students can participate in discussions in policy making procedures by government. | 12 | |

Mapping of COs with PSOs and POs :

| | | | | | | | | | | | | |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|-----------------|-------------------|--------------------|------------|
| Programme | B.A.PUBLICADMINISTRATIONHONOURS | | | | |
| CourseTitle | ADMINISTRATIVE THINKERS-II | | | | |
| TypeofCourse | Major | | | | |
| Semester | VIII | | | | |
| AcademicLevel | 400 -499 | | | | |
| CourseDetails | Credit | Lectureper week | Tutorialper rweek | Practicalper rweek | TotalHours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | BasicKnowledge aboutAdministration | | | | |
| Course Summary | This course provides a thorough exploration of Public Administration, coveringits concepts,historicalevolution,contemporarytrends,practical application of principles, critical examination of theories. | | | | |

CourseOutcomes(CO):

| CO | COStatement | Cognitive Level* | Knowledge Category# | EvaluationTools used |
|--|---|------------------|---------------------|--|
| CO1 | Interpretvariousthoughtsof Motivational thinkers | U&E | F | Instructor-createdexams / Debates |
| CO2 | Understandandevaluatetherole of Leadership and Market theoriesinadministrativethought | U&E | F | In-classdiscussions / WatchYouTubevideos |
| CO3 | Analysethedifferentthoughtson organisational change | An | C | Quizzes/ Bookreviews |
| CO4 | Understand and Critically evaluateemergingtrendsin administration | U&An | C&M | BookReview/ Discussion |
| CO5 | Develop an ability to communicatewhattheylearned and experience | U | P | Presentations/ Debates |
| *-Remember(R),Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) MetacognitiveKnowledge(M) | | | | |

DetailedSyllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|-----------------------------|--|--------------|------------|
| I | MotivationalTheories | | 14 | 20 |
| | 1 | AbrahamMaslow– NeedHierarchyTheory | 3 | |
| | 2 | FredrickHerzberg-HygieneandMotivationFactors | 3 | |
| | 3 | DouglasMc Gregor– X-Ytheory | 2 | |
| | 4 | StacyAdams –EquityTheory | 2 | |

| | | | | |
|------------|--|---|----|----|
| | 5 | Chris Argyris- Maturity – Immaturity Theory | 2 | |
| | 6 | David McClelland-Acquired Needs Theory | 2 | |
| II | Leadership and Market Theories | | 12 | 15 |
| | 7 | Robert R. Blake and Jane S. Mouton – Managerial Grid | 3 | |
| | 8 | Rensis Likert- Four system theory | 3 | |
| | 9 | Alderfer’s ERG theory | 3 | |
| | 10 | Peter Drucker - Knowledge Based Organization | 3 | |
| III | Organisational Change and Learning | | 10 | 15 |
| | 11 | Elinor Ostrom - Governing the Commons | 3 | |
| | 12 | Peter M. Senge - The Fifth Discipline | 2 | |
| | 13 | Vincent Ostrom - Public Choice | 3 | |
| | 14 | Schumacher, E.F - Small is Beautiful | 2 | |
| IV | Emerging Trends | | 12 | 20 |
| | 15 | Paul J. DiMaggio and Walter W. Powell – Neo Institutionalism | 2 | |
| | 16 | Amarthya Sen- Capability and Economic Development | 2 | |
| | 17 | Vergheese Kurien- White Revolution | 2 | |
| | 18 | M S Swaminathan – Green Revolution | 2 | |
| | 19 | Fox and Miller - Post Modern Public Administration | 2 | |
| | 20 | Jurgen Habermas - Critical Social Theory | 2 | |
| V | Open Ended Module: Book Review, Quiz, Seminar | | 12 | |
| | 1 | <p>Book Review</p> <ul style="list-style-type: none"> Students will develop a habit of reading which leads to a thorough understanding. <p>Seminars</p> <ul style="list-style-type: none"> Develop confidence and presentation skills. Enhance the ability in essay writing <p>Quiz</p> <ul style="list-style-type: none"> Make them thorough in the topic Helpful in multiple-choice based competitive examinations. | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|---------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | | 3 | | | | 2 | | 2 | | | 2 |

| | | | | | | | | | | | | |
|---------|---|---|---|---|---|---|---|--|---|--|--|---|
| CO 2 | 3 | | 2 | | | | 2 | | 2 | | | 2 |
| CO 3 | 2 | | 3 | | | | 2 | | 2 | | | 2 |
| CO 4 | 3 | | 3 | | | | 2 | | 2 | | | 2 |
| CO 5 | 3 | | 3 | | | 3 | 3 | | 3 | | | 3 |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Quizzes/debates | Assignment | Project Evaluation | End Semester Examinations |
|---------|-----------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |

| | | | | |
|---------|--|---|---|---|
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | PUBLIC POLICY ANALYSIS | | | | |
| Type of Course | Major | | | | |
| Semester | VIII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Knowledge about the fundamental aspects of Public Policy | | | | |
| Course Summary | This course is enough to comprehend the concepts, theories, approaches trends, practical experience and understanding about public policy. Further the course is designed to realise the scope and significance of the theoretical understanding of policy in the contemporary scenario. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO 1 | Understand the meaning, definitions nature and scope of policy analysis. Find out various actors of policy analysis. | U | C | Instructor-created exams / Writing Essays |
| CO 2 | Identify and learn different types of policy analysis | An | F | In class discussions / Quiz |
| CO 3 | Examine different actors in policy analysis and identify their roles | E | F | Debate/ Group Tutorial Work |
| CO 4 | Proficient at various techniques (theoretical knowledge) of Public Policy Analysis | Ap | P | Case Study Analysis/Discussion |
| CO 5 | Examine the benefits of policy analysis in developing countries | An | M | One Minute Reflection Writing assignments |
| CO 6 | Integrate theoretical knowledge in Public Policy Analysis with practical application through Real-World Applications: | Ap | P | Viva Voce/Simulation exercises/Field visit report |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|--|--------------------|---------------|
| I | Public Policy Analysis: Introduction | | 11 | 20 |
| | 1 | Meaning, Nature and Scope of Policy Analysis | 3 | |
| | 2 | Keys to Policy Analysis: Introduction | 2 | |
| | 3 | Actors | 1 | |
| | 4 | Resources | 1 | |
| | 5 | Institutional Rules | 1 | |
| | 6 | Policy Cycle/ Policy Process Framework | 2 | |
| | 7 | Challenges to Public Policy Analysis | 1 | |
| II | Types of Policy Analysis | | 12 | 20 |
| | 8 | Empirical Policy Analysis | 3 | |
| | 9 | Normative Policy Analysis | 2 | |
| | 10 | Retrospective Policy Analysis | 2 | |
| | 11 | Prospective Policy Analysis | 2 | |
| | 12 | Prescriptive Policy Analysis | 2 | |
| | 13 | Descriptive Policy Analysis | 1 | |
| III | Actors in Policy Analysis | | 12 | 15 |
| | 14 | Government Institutions | 3 | |
| | 15 | International Donor Agencies | 3 | |
| | 16 | Multinational and Transnational Agencies | 3 | |
| | 17 | Media and Civil Society | 3 | |
| IV | Techniques of Public Policy Analysis | | 13 | 15 |
| | 18 | Cost Benefit Analysis (CBA) | 3 | |
| | 19 | Operations Research | 3 | |
| | 20 | Programme Evaluation and Review Technique (PERT) | 3 | |
| | 21 | Critical path Method (CPM) | 2 | |
| | 22 | Challenges while applying techniques for policy analysis | 2 | |
| V | Open Ended Module: Public Policy Analysis in Application: Case Studies, Field Engagement, and Solution Synthesis | | 12 | |
| | <p>Case Studies and Analysis</p> <ul style="list-style-type: none"> Take different policies and try to analyse them using the various types of policy analysis Analyse and present the role of different actors in policy analysis with the help of important policies which are already implemented <p>Field Visits and Guest Speakers</p> <ul style="list-style-type: none"> Arrange visits to Govt. offices, society and target groups and analyse those policies which are relevant to them, Invite experts in the field of Public Policy and interact with | | | |

| | | | |
|--|--|--|--|
| | <p>students</p> <ul style="list-style-type: none"> Encourage students to ask questions and connect theoretical knowledge with practical application <p>Analysis of Trends</p> <ul style="list-style-type: none"> Analyze current trends in the application of theories, concepts and models in Public Policy Analysis Discuss and find out the benefits of studying the actors and techniques of public policy <p>Synthesis of Solutions and Models</p> <ul style="list-style-type: none"> Design and propose innovative policy solutions for the issues in your locality/institution based on knowledge acquired through the course. <p>Develop a model policy analysis following with classroom presentation and discussions</p> | | |
|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | | 3 | | | | 2 | | 2 | | | 2 |
| CO 2 | 3 | | 2 | | | | 2 | | 2 | | | 2 |
| CO 3 | 2 | | 3 | | | | 2 | | 2 | | | 2 |
| CO 4 | 3 | | 3 | | | | 2 | | 2 | | | 2 |
| CO 5 | 3 | | 3 | | | 3 | 3 | | 3 | | | 3 |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Quizzes/debates | Assignment | Project Evaluation | End Semester Examinations |
|------|-----------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | GENDER AND ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | VIII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Gender sensitiveness and basic understanding about gender perspective in Administration. | | | | |
| Course Summary | This course explores the multifaceted concepts and theories surrounding gender, emphasizing their implications in administration and public policy. Through a comprehensive examination of gender roles, feminist theories, and gender-responsive practices, students will gain insights into historical and contemporary gender issues, with a focus on Public Administration in India. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|--|------------------|---------------------|--|
| CO1 | Understand the concepts, definitions and historical perspectives on gender | U | F | Instructor-created exams / Quiz |
| CO2 | Examine the public policies for gender development in India | An | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Analyse the women's representation in Civil Services | An | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Evaluate the degree of gender inclusion in local governance | E | C | Instructor-created exams / Home Assignments |
| CO5 | Understand the gender auditing and gender budgeting practices | U | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48) | Marks (70) |
|--------|------|---------|----------|------------|
|--------|------|---------|----------|------------|

| | | | +12) | |
|------------|--|--|-----------|-----------|
| I | Introduction | | 18 | 20 |
| | 1 | Gender: Concepts and Theories | 2 | |
| | 2 | Psychoanalytic Theory | 1 | |
| | 3 | Social Learning Theory | 1 | |
| | 4 | Gender Schema Theory | 1 | |
| | 5 | Social Role Theory | 1 | |
| | 6 | Feminist Theories | 2 | |
| | 7 | Gender and Administration in India-Historical Overview | 3 | |
| | 8 | Gender Mainstreaming and Policy Formulation | 3 | |
| | 9 | Feminist Approaches to Public Administration | 2 | |
| | 10 | Intersectionality | 2 | |
| II | Gender and Public Policy in India | | 10 | 10 |
| | 11 | Gender Budgeting and Gender-responsive Budgeting | 2 | |
| | 12 | Women-Centric Policies and Programmes | 2 | |
| | 13 | Transgender Policies | 2 | |
| | 14 | Gender and Administration- Institutions and Mechanisms | 2 | |
| | 15 | Gender and Law Enforcement Agencies | 2 | |
| III | Gender and Bureaucracy | | 9 | 20 |
| | 16 | Women's Representation and Participation in Civil Services | 3 | |
| | 17 | Gendered Organizational Culture and Work Environment | 3 | |
| | 18 | Gender Sensitization and Training for Bureaucrats | 3 | |
| IV | Gender and Local Governance | | 11 | 20 |
| | 19 | Gender Inclusion in Panchayati Raj Institutions | 2 | |
| | 20 | Women's Political Participation and Leadership at the Grassroots Level | 2 | |
| | 21 | Gender Issues in Local Governance | 3 | |
| | 22 | Role of Self-Help Groups and Kudumbashree in Kerala | 4 | |
| V | Open Ended Module | | 12 | |
| | | Case studies on gender inclusion in Panchayati Raj Institutions Training on Gender Sensitisation and Gender Auditing Field Visits to understand the gender patterns in government organisations | | |

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | RESEARCH METHODOLOGY IN PUBLIC ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | VIII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Research | | | | |
| Course Summary | Research methodology course aims to equip students with the knowledge and skills to effectively design, conduct, and analyze research projects | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Understand the significance of research in the field of Public Administration and its role in decision-making and policy formulation | U | C | Instructor-created exams / Discussions |
| CO2 | Develop proficient research writing skills, including the ability to articulate ideas clearly, structure research reports effectively. | U | F | Creative Writing / Seminar |
| CO3 | Identify appropriate statistical techniques and mathematical tools towards the data analysis of their research topic | Ap | F | Practical Assignments / Group Tutorial Work |
| CO4 | Understand publication ethics, including intellectual honesty, research integrity, and transparency. | An | P | Group Tutorial Work |
| CO5 | Recognize and avoid practices like selective reporting, redundant publications, and engagement with predatory publishers and journals. | An | M | Project Work/Assignments |
| CO6 | Evaluate the strengths and limitations of applied research methodologies and techniques in the context of public administration. | E | P | Viva Voce |

Detailed Syllabus:

| Module | Unit | Content | Hrs | Marks |
|--------|------|---------|-----|-------|
|--------|------|---------|-----|-------|

| | | | | |
|------------|---|---|---------------------|-------------|
| | | | (48 +12) | (70) |
| I | Introduction to Research | | 10 | 15 |
| | 1 | Interdisciplinary Research in Social Science | 2 | |
| | 2 | Scientific Methods of Research | 3 | |
| | 3 | Evolution of Scientific Inquiry in Public Administration Research | 2 | |
| | 4 | Significance of Research in Public Administration. | 3 | |
| II | Research Techniques and Computer Aided Analysis | | 20 | 20 |
| | 5 | Importance of Measurement and Scaling. | 1 | |
| | 6 | Type of Scales. | 1 | |
| | 7 | Frequency Distribution, Measurement of Central Tendency, Dispersion. | 2 | |
| | 8 | Statistical Analysis and Data Interpretation | 3 | |
| | 9 | Testing of Hypothesis – T Test, Z Test, Chi-square Test, Probability and Normal Distribution. | 4 | |
| | 10 | Co-Relation and Regression Analysis ANOVA | 4 | |
| | 11 | Factor Analysis: Co- Efficient of Determination. | 2 | |
| | 12 | Computer Aided Data Analysis – M.S. Excel, SPSS. | 3 | |
| III | Research Writing Skills | | 10 | 15 |
| | 13 | Basic Concepts of Writing-Synopsis | 2 | |
| | 14 | Writing Reports, Importance of Reports, Types of Reports. | 2 | |
| | 15 | Planning of Report Writing and Format of Research Report | 2 | |
| | 16 | Bibliography and Referencing, APA 7, MLA | 2 | |
| | 17 | Guidelines for effective Documentation, Evaluation of the Research Report. | 2 | |
| IV | Publication Ethics | | 8 | 20 |
| | 18 | Intellectual Honesty, Research Integrity and Conflicts of Interest | 2 | |
| | 19 | Publication Misconduct- Falsification, Fabrication, Plagiarism | 1 | |
| | 20 | Selective Reporting and Misrepresentation of Data. | 1 | |
| | 21 | Redundant Publications: Duplicate and Overlapping Publication | 2 | |
| | 22 | Publication Opportunities. | 1 | |
| | 23 | Predatory Publishers and Journals. | 1 | |
| V | Open Ended Module: Applied Research Methodology Case Studies, Field Engagement, and Solution Synthesis | | 12 | |
| | | Case Studies and Group Projects Group discussions Case studies Hands-on exercises Guest lectures from practitioners and researchers in the field Research project (individual or group-based) Volunteer Programmes Research proposals Research projects or case studies Research reports | 12 | |

| | | | | |
|--|--|--|--|--|
| | | Presentations Community Engagement Participation in discussions and activities Writing for Care Listed Journals/Scopus | | |
|--|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | 1 | - | - | - | - | - | - | - | - | 1 |
| CO 2 | | 1 | - | - | - | - | - | - | - | 1 | 2 | - |
| CO 3 | - | - | - | - | - | - | 1 | - | - | - | - | - |
| CO 4 | - | 2 | 1 | - | - | - | | - | - | 2 | - | - |
| CO 5 | - | 1 | - | - | - | - | - | 1 | - | - | - | - |
| CO 6 | 2 | - | 2 | - | - | - | 1 | - | 1 | - | - | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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**Elective Courses in BA Public Administration
Honours**

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | Rural Governance | | | | |
| Type of Course | Major Elective | | | | |
| Semester | V | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic understanding of the Decentralized Administration. 2. Thorough Knowledge on 73 rd Amendment. | | | | |
| Course Summary | The Course will Provide a Holistic Understanding of the Rural Governance and Development with a focus on Governance in Kerala | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---------------------------|
| CO1 | Understand the fundamentals of Rural Governance | U | F | Book Review |
| CO2 | Examine the Fundamentals of Fiscal Decentralisation in Kerala and the importance of Kudumbashree Mission. | An | P | Case Analysis |
| CO3 | Understand and Analyse the models of Rural Development. | Ap | P | Assignment |
| CO4 | Provide a Holistic Understanding of the Challenges in Rural Governance in Kerala. | U | C | Seminar |
| CO5 | Evaluate the Significance of Participatory Planning Process in Kerala | E | P | Debate |
| CO6 | Equip with Knowledge and Skills on Rural Governance through Real World Examples. | Ap | P | Field Visit Case Study |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|---|--|--------------|------------|
| I | Introduction to Rural Governance | | 12 | 15 |
| | 1 | Understanding the Concept of Rural Governance | 3 | |
| | 2 | Evolution of Rural Governance in India | 3 | |
| | 3 | Constitutional Provisions and Legal Framework Governing Rural Local Bodies | 3 | |

| | | | | |
|------------|--|---|-----------|-----------|
| | 4 | Challenges and Opportunities in Rural Governance in the Indian Context | 3 | |
| II | Models of Rural Development | | 10 | 15 |
| | 5 | PURA model | 2 | |
| | 6 | Result based monitoring system (RBM/PIME) | 2 | |
| | 7 | Appreciative Inquiry models (AI) | 2 | |
| | 8 | Geomatics | 2 | |
| | 9 | Social Capital analysis and tools (SOCAT) | 2 | |
| III | Rural Development- Governance and Programs | | 14 | 25 |
| | 10 | Rural Development Programmes in India (MGNREGA, PMAY (G), PMGSY, DDU-GKY, M-Antyodaya, NSAP, SAGY, NRLM SPMRM) | 5 | |
| | 11 | Rural Finances- Microfinance – Mudra, NABARD etc | 3 | |
| | 12 | Sustainable Development Goals (SDGs) and Their Relevance to Rural Governance | 1 | |
| | 13 | Role of Kudumbashree and SHGs | 2 | |
| | 14 | Major Rural Development Programs in Kerala- LIFE- PMAY- G-MGNREGA-PMGSY- VAY-NRLM | 3 | |
| IV | Local Self Governance in Kerala & it's Challenges | | 12 | 15 |
| | 15 | Kerala Panchayat Raj Act 2014 | 2 | |
| | 16 | People's Planning- PRIs and Democratic Decentralisation in Kerala | 2 | |
| | 17 | Local -Self Government in Kerala- Nature- Structure-Functions | 2 | |
| | 18 | Panchayat Finance- Issues in Fiscal Decentralisation | 2 | |
| | 19 | Financial Constraints, Capacity Building and Efficient Bureaucracy | 2 | |
| | 20 | Public Participation and Accountability | 2 | |
| V | Open Ended Module((Refer Evaluation scheme for details) | | 12 | |
| | 1 | Activity 1: Case Study on the Financial Empowerment of Women through Kudumbashree/ Challenges in Rural Youth Employment/ Successful Rural Development Initiatives. Activity 2: Survey/ Interview to gather information on a lack of access to clean water/ inadequate sanitation facilities. Activity 3: Mock Panchayat Meeting: Students can be divided into groups representing different stakeholders in a village (farmers, youth, women's group, Panchayath Authorities etc.). | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |

| | | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|--|
| CO 6 | - | - | - | 3 | - | - | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|--|

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | LAND GOVERNANCE | | | | |
| Type of Course | Major Elective | | | | |
| Semester | V | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Essential Knowledge on Land and its usage and laws | | | | |
| Course Summary | This course provides an overview of land governance concepts, its importance in sustainable development, land reforms in India, and the role of various institutions and movements in land rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|--|
| CO1 | Understand the concept, definitions, and significance of land governance, particularly in the context of sustainable development. | U | | Instructor-created exams / Quiz |
| CO2 | Examine the historical evolution of land governance in India, tracing its trajectory and understanding its implications for contemporary practices. | C | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Analyze the different types of land tenure systems prevalent in India, such as Zamindari, Ryotwari, and Mahalwari, and assess their impact on land management and distribution | An | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Evaluate the role and effectiveness of land reforms in India, including their evolution over time and their implications for socio-economic development | E | C | Instructor-created exams / Home Assignments |
| CO5 | Investigate the structure and functions of land governance institutions in India, including government agencies, regulatory bodies, and their roles in policy formulation and implementation. | An | P | One Minute Reflection Writing assignments |
| CO6 | Understand the practices of land governance through field visits and examine the issues for finding out feasible solutions | U | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|---|--------------------|---------------|
| I | Introduction | | 12 | 15 |
| | 1 | Land governance: Concept, Definitions and Significance | 4 | |
| | 2 | Importance of land governance in sustainable development | 3 | |
| | 3 | Land Governance and Land Reforms | 2 | |
| | 4 | Land Governance: Recent Trends | 3 | |
| II | Land Reforms | | 16 | 20 |
| | 5 | Land tenure systems in India | 3 | |
| | 6 | Zamindari | 2 | |
| | 7 | Ryotwari | 2 | |
| | 8 | Mahalwari | 2 | |
| | 9 | Evolution land reforms in India | 2 | |
| | 10 | Land reforms in Independent India | 3 | |
| | 11 | Structure of Land Governance Mechanism in India | 2 | |
| III | Institutional mechanisms in Land Governance | | 11 | 20 |
| | 12 | Role of various government institutions in land Governance | 3 | |
| | 13 | Indian Institute of Human Settlements | 1 | |
| | 14 | National Centre for Land Governance | 1 | |
| | 15 | Land records management in India | 2 | |
| | 16 | Role of Technology in Land Records Management | 2 | |
| | 17 | E-Dharani and Bhoomi | 2 | |
| IV | Land Rights Movements in India | | 9 | 15 |
| | 18 | Indigenous Land Rights in India | 2 | |
| | 19 | Land rights movements in Kerala | 2 | |
| | 20 | Muthanga Land struggle | 1 | |
| | 21 | Chengara Land struggle | 1 | |
| | 22 | Gender and land rights | 3 | |
| V | Open Ended Module: Case Studies, Field Engagement and Solution Synthesis | | 12 | |
| | | <p>Case studies: Analysis of specific land governance issues and interventions in different regions of India</p> <p>Field Study: Conducting interviews and focus group discussions with relevant stakeholders, including government officials, community leaders, and affected individuals.</p> | 12 | |

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |

| | | | | |
|------|--|---|---|---|
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | URBAN GOVERNANCE | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VI | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Administration | | | | |
| Course Summary | Urban Governance explores the principles and practices of managing cities, focusing on policy formulation, stakeholder engagement, and sustainable development strategies. The paper discusses case studies and simulations, real-world urban challenges and develop practical solutions to promote effective governance and inclusive urban development. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|--|------------------|---------------------|---------------------------------------|
| CO1 | Understand the concept of urban governance | U | C | Instructor-created exams / Discussion |
| CO2 | Developing an awareness of the organizational frame work for urban governance. | U | F | Group Discussions / Seminar |
| CO3 | Analysing urban development plans and policies | Ap | F | Quiz/ Group Tutorial Work |
| CO4 | Develop critical thinking skills that will help participants to recognize issues in urban governance | An | P | Practical Assignments |
| CO5 | Identifies various issues and challenges in urban governance | An | M | Assignments Group Discussions |
| CO6 | Students will evaluate real-world development challenges by integrating theoretical knowledge, critical thinking, and practical skills, demonstrating the ability to assess and propose effective solutions. | E | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|------------|--|---|----------------|---------------|
| I | INTRODUCTION | | 11 | 15 |
| | 1 | Introduction to Urban Governance in India. | 2 | |
| | 2 | Constitutional History of the 74 th Constitutional Amendment. | 4 | |
| | 3 | Urbanization: Concept; Trends; Challenges. | 3 | |
| | 4 | Overview of Legislation on Urban Local Bodies. | 2 | |
| II | ORGANIZATIONAL FRAMEWORK FOR URBAN GOVERNANCE | | 13 | 15 |
| | 5 | Types of Urban Local Bodies. | 2 | |
| | 6 | Structure, Composition, and Functions of Urban Local Bodies | 3 | |
| | 7 | Overview of Municipal Finances | 3 | |
| | 8 | Devolution of Functions from State Governments to Urban Local Bodies. | 2 | |
| | 9 | Participatory Processes in Democratic Governance - Wards Committees; Ward/Area Sabha | 3 | |
| III | URBAN DEVELOPMENT POLICIES AND PROGRAMMES | | 16 | 25 |
| | 10 | Evolution of Urban Development Policies and Programs in India. | 2 | |
| | 11 | Ministry of Housing and Urban Affairs | 2 | |
| | 12 | National Urban Development Mission | 2 | |
| | 13 | Urban Development Departments | 2 | |
| | 14 | Planning Authorities and Regulatory Bodies | 2 | |
| | 15 | Urban Rejuvenation Mission- AMRUT- Swachh Bharat Mission | 2 | |
| | 16 | Housing and Urban Poverty Alleviation Programs.- Pradhan Mantri Awas Yojana- Deendayal Antyodaya Yojana | 2 | |
| | 17 | Infrastructural Development Initiatives-Smart Cities Mission- UIDSSMT | 2 | |
| IV | CHALLENGES IN URBAN GOVERNANCE | | 10 | 15 |
| | 18 | Rapid Urbanization: Managing Population Growth, Migration and Urban Sprawl | 2 | |
| | 19 | Infrastructure Deficits: Water Supply, Sanitation, Solid Waste Management and Transportation. | 2 | |
| | 20 | Fiscal Challenges: Revenue Generation, Budgeting, and Financial Management | 2 | |
| | 21 | Social Challenges: Slums, Poverty and Inequality. | 2 | |
| | 22 | Environmental Challenges: Pollution and Climate Change Resilience. | 2 | |
| V | Open Ended Module: Applied Urban Governance: Case Studies, Field Engagement, and Solution Synthesis | | 12 | |
| | 1 | Case Studies Social Urbanism | | |

| | | | | |
|--|--|---|--|--|
| | | Urban Crisis Management Smart City Initiatives Simulation Conduct a simulation of a participatory budgeting process, where students role-play as residents, government officials, and community leaders. Simulations of decision-making processes in urban governance Volunteer Programmes Visit to local government offices or urban development projects Guest lectures by practitioners in the field of urban governance Community Engagement Projects on developing solutions to urban issues | | |
|--|--|---|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | - | - | - | - | - | 2 | | | | | 2 |
| CO 2 | 2 | - | - | - | - | 3 | 2 | | | | | 2 |
| CO 3 | - | - | 2 | - | - | - | 2 | | | | | 2 |
| CO 4 | - | - | - | 2 | 3 | - | 2 | | | | | 2 |
| CO 5 | - | 1 | - | - | - | 3 | 2 | | | | | 2 |
| CO 6 | - | - | - | 3 | - | 3 | 2 | | | | | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work

- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Discussions | Assignment | Project Evaluation | End Semester Examinations |
|------|-------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | ✓ | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | ✓ | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | TRIBAL ADMINISTRATION | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VI | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic Understanding on Tribes of India 2. Understanding about Social justice Issues | | | | |
| Course Summary | The course would provide a holistic understanding about tribes of India, their history, movements, and how state and different other actors play in the administration and facilitate for the development of the community | | | | |

COURSE OUTCOMES (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | Provide a Holistic Understanding of Concepts Related to the Social, Historical and Constitutional Aspects related to Tribal of India | U | F, C | Book Review |
| CO2 | Analyse the Multifaceted Challenges Faced by Tribal Communities in India, Including Land Alienation, Displacement, Digital Exclusion, Legislation-Implementation Gaps, and Economic Issues like Debt Bondage | U An | F, C | Group Discussion |
| CO3 | Evaluate the Role of State Intervention in Addressing the Challenges Faced by Tribal Communities in India | E An | F,C | Assignment |
| CO4 | Analyse the Contribution of Various Actors in Promoting Social Development of Tribal Communities in India | An E | F, C, M | Case Analysis |
| CO5 | Analyse the Specific Context of Tribal Development in Kerala, Considering the Unique Challenges and Opportunities Faced by these Communities | An E | F, C | Assignment |
| CO6 | Apply Critical Thinking and Research Skills to Explore the Complexities of Tribal | An E Ap | C, M | Field Visit Case Study Participatory |

| | | | | |
|--|-------------------------------------|--|--|-------------|
| | Development in a Real-World Context | | | Observation |
|--|-------------------------------------|--|--|-------------|

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|--|--------------------|---------------|
| I | Tribes in India | | 10 | 10 |
| | 1 | Tribal Population in India | 2 | |
| | 2 | Social Institutions in Tribal Community | 3 | |
| | 3 | Historical Perspective of Tribal Administration | 3 | |
| | 4 | Constitutional Provisions for Scheduled Tribes | 1 | |
| | 5 | Commission for Tribal Development – Dhebur Commission, Xaxa Committee | 1 | |
| II | The Problems of Tribal Communities | | 10 | 15 |
| | 6 | Tribal Land Alienation, Displacement and Rehabilitation | 3 | |
| | 7 | Digital divide among Tribals | 3 | |
| | 8 | Problems in Implementation of Legislations | 2 | |
| | 9 | Debt-bondage and other Socio-Economic issues | 2 | |
| III | State Intervention for Tribal Development | | 19 | 25 |
| | 10 | Tribal Development Administration Structure at Central Level: Ministry of Tribal Affairs, National Commission on Scheduled Tribe, | 2 | |
| | 11 | Tribal Co-operative Marketing Federation of India-TRIFED, National Scheduled Tribes Finance and Development Corporation-NSTFDC | 3 | |
| | 12 | Tribal Development Administrative Structure at State Level: Tribal Welfare Department, Tribal Development Corporations and Other State Specific Institutions | 3 | |
| | 13 | Schemes for tribal development: Eklavya Model Residential Schools, PradhanMantriVanbandhuKalyanYojana, Van DhanVikasKaryakram | 3 | |
| | 14 | Role of NGOs in Tribal Development | 2 | |
| | 15 | Integrated Tribal Development Projects | 2 | |
| | 16 | Forest Development and Afforestation | 2 | |
| | 17 | Community Participation: Tribal Advisory Councils | 2 | |
| IV | Tribal Development: Kerala | | 9 | 15 |
| | 18 | Tribes of Kerala | 2 | |
| | 19 | Integrated Tribal Development Projects | 2 | |
| | 20 | Tribal Welfare and Developments in Kerala | 2 | |
| | 21 | Contemporary Challenges: Impact of Climate Change, Inadequate Representation and Participation | 2 | |
| | 22 | Social Issues and Exploitation | 1 | |
| V | Open Ended Module: | | 12 | |
| | 1 | Activity 1: Field Study: Data Collection on Tribal Development in Kerala. | 4 | |
| | 2 | Activity 2: Participatory Observation – Engagement with Local Tribal Population | 4 | |
| | 3 | Activity 3: Case Study: Case Studies on Muthanga Movement, Aralam Farm Issue | 4 | |

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| | | | | |
|--|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|-------------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|-----------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | | | | |
|--|---------------|------------|--------------------|---------------------------|
| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|--|---------------|------------|--------------------|---------------------------|

| | | | | |
|------|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | ENVIRONMENTAL GOVERNANCE | | | | |
| Type of Course | Major Elective | | | | |
| Semester | V | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Environment and Government functioning . | | | | |
| Course Summary | This course provides a comprehensive overview of environmental governance, examining its definition, theoretical frameworks, key actors and institutions, relevant policy instruments and laws, the role of international organizations in global environmental policy, sustainable development practices, and emerging trends in environmental justice and energy systems. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | Define and explain the concept of environmental governance and its significance in addressing environmental challenges. | U | C | Instructor-created exams / Writing Essays |
| CO2 | Analyse the effectiveness of environmental policies, regulations, and management strategies in addressing environmental issues. | An | F | In class discussions / Quiz |
| CO3 | Evaluate the role of science, technology, and innovation in informing environmental decision-making and governance processes. | E | F | Group Tutorial Work |
| CO4 | Apply interdisciplinary approaches and analytical tools to assess environmental governance practices and outcomes. | Ap | P | Case Study Analysis/Discussion on newspaper reports on environmental news. |
| CO5 | Critically examine the relationship between environmental governance, social justice, and equity. | An | M | One Minute Reflection Writing assignments |
| CO6 | Demonstrate effective communication skills in discussing and presenting complex environmental governance concepts and issues. | Ap | P | Viva Voce/ Mock Press/ Analyse and submit reports of major reforms of |

| | | | | |
|---|--|--|--|--------------------------|
| | | | | environmental governance |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|------------|---|--|-------------|------------|
| I | Introduction to Environmental Governance | | 11 | 15 |
| | 1 | Definition and conceptualization of environmental governance | 3 | |
| | 2 | Historical evolution and emergence of environmental governance | 2 | |
| | 3 | Theoretical perspectives on environmental governance | 4 | |
| | 4 | Evolution of Environmental Policy | 2 | |
| II | Actors and Institutions in Environmental Governance | | 10 | 20 |
| | 5 | Role of government agencies and regulatory bodies | 2 | |
| | 6 | NGOs, civil society, and community-based organizations | 2 | |
| | 7 | Private sector actors and corporate environmental responsibility | 2 | |
| | 8 | International Environmental Governance -United Nations Environment Programme (UNEP) and multilateral environmental agreements (MEAs), Environmental Impact Assessment (EIA) and Strategic Environmental Assessment (SEA) | 2 | |
| | 9 | Role of international organizations and forums in addressing global environmental challenges | 2 | |
| III | Policy Instruments and laws for Environmental Protection | | 10 | 20 |
| | 10 | Policy Instruments and Tools in Environmental Governance | 1 | |
| | 11 | Environmental laws and regulations | 2 | |
| | 12 | Water scarcity, pollution and sustainable water management | 2 | |
| | 13 | Sustainable Development Goals (SDGs) and Environmental Governance | 1 | |
| | 14 | International climate agreements: United Nations Framework Convention on Climate Change (UNFCCC), Convention on Biological Diversity (CBD) and biodiversity targets | 2 | |
| | 15 | National Climate policies and Strategies in India | 1 | |
| | 16 | Adaptation and Mitigation measures in climate change governance | 1 | |
| IV | Sustainable Development and Environmental Governance | | 17 | 15 |
| | 17 | Renewable energy policies and technologies | 3 | |
| | 18 | Energy efficiency measures and conservation strategies | 3 | |
| | 19 | Transition to sustainable and low-carbon energy systems | 3 | |
| | 20 | Environmental racism, inequities, and vulnerable communities | 3 | |

| | | | | |
|----------|---|---|----|--|
| | 21 | Strategies for promoting environmental justice | 3 | |
| | 22 | Emerging trends and challenges in environmental governance | 2 | |
| V | Environmental Governance in Practice: Case Studies and Future Directions | | 12 | |
| | 1 | Analysis of specific environmental governance issues and case studies Examine emerging trends, challenges, and future directions in environmental governance Assessment of Environmental racism, inequities of vulnerable communities Analyse Policy responses for promoting environmental justice | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work

- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | ETHICS IN ADMINISTRATION | | | | |
| Type of Course | Major Elective | | | | |
| Semester | V | | | | |
| Academic Level | 300 – 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Fundamentals of ethical aspects in administration and Introduction to morality and transparency in administrative fields | | | | |
| Course Summary | This course explores the ethical and moral patterns of various structures in administration, and it deals the self-commitment of civil servant to promote the ethical and moral aspects in service delivery. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|--|
| CO1 | The Importance of ethics in administration and its scope in various service delivery | U | C | Instructor-created exams / Quiz |
| CO2 | Includes various theoretical background in ethics and morality in administration | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | explores various governing strategies to enhance the administrative efficiency | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | The various Issues and Problems which sustaining the contemporary public service delivery and administration fields | U | C | Instructor-created exams / Home Assignments |
| CO5 | Projects and some noted examples in public service delivery | Ap | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|------|--|--------------|------------|
| I | | FOUNDATIONS OF ETHICS IN ADMINISTRATION | 10 | 15 |

| | | | |
|------------|--|---|-----------|
| | | | |
| | 1 | Need for and Importance of Ethical Conduct -Historical Perspectives | 2 |
| | 2 | Ethical Foundations of Indian Culture-Impact of Cultural Values on Public Administration | 3 |
| | 3 | Constitutional Provisions for Ethical Governance | 3 |
| | 4 | Morality and Political Neutrality | 2 |
| II | ETHICAL THINKERS | | 10 |
| | 5 | Socrates (Moral Theory) | 3 |
| | 6 | Kautilya: Character Building, tactics to tackle corruption | 3 |
| | 7 | Gandhian thought on Administration – Satyagraha and Truth | 2 |
| | 8 | Immanuel Kant (Deontological Theory) | 2 |
| III | CONTEMPORARY ISSUES IN ADMINISTRATIVE ETHICS | | 20 |
| | 9 | Social, Corruption and Transparency Issues- Decision-Making Frameworks | 2 |
| | 10 | Justice and Inclusivity- Environmental Ethics in Indian Public Administration | 3 |
| | 11 | Digital Governance and Privacy Concerns- Political Interference- | 1 |
| | 12 | Hurdles in Service Delivery | 3 |
| | 13 | Gender-Based Discrimination. | 3 |
| | 14 | Personal Values and Professional Conduct- Organizational Values- Workplace Culture | 3 |
| | 15 | Ethical Dilemmas in the Workplace- Strategies for Promoting Ethical Conduct | 1 |
| | 16 | Professional Codes of Ethics- | 1 |
| | 17 | Self-Reflection in Professional Development | 3 |
| IV | GOOD GOVERNANCE-ETHICAL DIMENSIONS | | 8 |
| | 18 | Good Governance And its principles, Ethical Dimension of Transparency, Accountability, and Responsiveness | 2 |
| | 19 | Citizen's Participation In governance | 1 |
| | 20 | Strategies for Enhancing Ethical governance | 2 |
| | 21 | Ethical Challenges and Accountability in public Service | 1 |
| | 22 | Measures to improve the Accountability in public Service | 2 |
| V | <p>OPEN ENDED MODULE: APPLIED ETHICS IN GOVERNANCE</p> <p>Activity 1: Case Study Discussion To analyze ethical issues and explore solutions in real-world contexts</p> <p>Activity 2: Role-Playing Exercise To understand the role of various stakeholders in promoting ethical governance</p> <p>Activity 3: Ethics Charter Creation To develop an understanding of the importance of professional codes in public administration</p> <p>Activity 4: Debate on Ethical Thinkers To critically evaluate and compare different ethical theories</p> | | 12 |

Mapping of COs with PSOs and POs :

| | | | | | | | | | | | | |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | GLOBAL GOVERNANCE | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VI | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about State, Global Governance, international relations and its functioning. | | | | |
| Course Summary | This course introduces students to the principles, challenges, and practices of global governance in the contemporary world. It explores the mechanisms, institutions, and actors involved in addressing transnational issues, promoting cooperation, and managing global challenges. Through theoretical frameworks, case studies, and interactive discussions, students will develop a comprehensive understanding of global governance structures and their significance in addressing pressing global issues. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | Define and explain the concept of global governance and its significance in the modern world. | U | C | Instructor-created exams / Writing Essays |
| CO2 | Identify key actors, institutions, and mechanisms involved in global governance. | An | F | In class discussions / Quiz |
| CO3 | Analyse the challenges and opportunities associated with global governance in addressing transnational issues. | E | F | Group Tutorial Work/ Discuss news reports on contemporary global challenges and prepare report |
| CO4 | Evaluate the effectiveness of global governance mechanisms in addressing contemporary global challenges. | Ap | P | Case Study Analysis/Discussion on newspaper reports on international news. |
| CO5 | Critically assess the role of state and non-state actors in shaping global governance processes. | An | M | One Minute Reflection Writing assignments |

| | | | | |
|---|---|----|---|---|
| CO6 | Apply analytical tools to analyse case studies of global governance issues. | Ap | P | Viva Voce/ Mock Press/ use content analysis method. |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|--|--------------------|---------------|
| I | Introduction to Global Governance | | 11 | 15 |
| | 1 | Definition and conceptualization of global governance | 3 | |
| | 2 | Historical evolution and emergence of global governance structures | 2 | |
| | 3 | Theoretical perspectives on global governance – liberal institutionalism, Neoliberalism, critical theory, constructivism, post structuralism | 4 | |
| | 4 | Models and Approaches – Normative, Policentric, multilevel, complex adaptive, regime theory, network model, hierarchical | 2 | |
| II | Actors and Institutions in Global Governance | | 10 | 15 |
| | 5 | State actors: role of nation-states in global governance | 2 | |
| | 6 | International Organisations and Regional organisations | 2 | |
| | 7 | Intergovernmental organizations (IGOs) and multinational corporations (MNCs) | 2 | |
| | 8 | Non-governmental organizations (NGOs) and civil society actors | 2 | |
| | 9 | Environmental Treaties and Agreements- Arms control and disarmament treaties | 2 | |
| III | Global Governance Mechanisms | | 10 | 20 |
| | 10 | United Nations (UN) and its specialized agencies- role and functions; Diplomatic negotiations and multilateral forums, Development assistance and aid governance | 1 | |
| | 11 | United Nations Security Council (UNSC) and peace keeping operations | 2 | |
| | 12 | Global Security Challenges- Terrorism, non-state actors | 2 | |
| | 13 | Global Economic Governance-International financial institutions: World Bank, International Monetary Fund | 1 | |
| | 14 | Trade governance: World Trade Organization (WTO), regional trade agreements | 2 | |
| | 15 | Human Rights and Global Governance-Universal Declaration of Human Rights (UDHR) United Nations Human Rights Council (UNHRC), International Criminal Court (ICC) | 1 | |

| | | | | |
|-----------|--|--|----|----|
| | 16 | World Health Organization (WHO) and global health initiatives, Access to healthcare and global health inequalities | 1 | |
| IV | International Law and Global Governance | | 17 | 20 |
| | 17 | Role of international law in shaping global governance | 3 | |
| | 18 | International treaties, conventions, and agreements | 3 | |
| | 19 | Right to privacy; Issues in Cyber governance and digital diplomacy | 3 | |
| | 20 | Role of International law in Conflict Resolution in Global Governance | 3 | |
| | 21 | Emerging technologies and their impact on global governance – Need for legislation | 3 | |
| | 22 | Challenges of enforcement and compliance in international law | 2 | |
| V | Emerging Issues in Global Governance | | 12 | |
| | 1 | Current debates and controversies in global governance – An overview of Contemporary Debates Role of diplomacy in global governance processes, Terrorism, non-state actors, and global security challenges Challenges in protecting human rights in global governance, Migration governance and refugee crises Disease outbreaks and pandemic preparedness. | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | CYBER LAWS AND ADMINISTRATION | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VI | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Knowledge about cyber spaces and technology | | | | |
| Course Summary | Equips to Understand Online Crimes, Navigate Legal Frameworks For Digital Activities, and Apply those Principles to Real-World Situations. It Emphasizes Data Privacy, Security and To Update the Ever-changing Legal Landscape of The Internet. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|-----------------------|
| CO1 | Provides the Basic Understanding About Concept of Cyber Security | U E | F, C | Book Review |
| CO2 | Provide a Holistic Understanding Regarding Cybercrimes and Various Type of Concerned Crimes Associated | U An | F, C | Assignment |
| CO3 | Provides a Holistic Understanding Regarding Legal and Regulatory provision of Cyber security | U An | F | Book review |
| CO4 | Develop Critical Skills to Understand the Issues, Challenges and Developments Related to Cyber Security | E An | C, M | Case Analysis |
| CO5 | Develop Critical Thinking and Problem Solving Skills Related to the Way forward in Cyber Security and Public Administration | An Ap | C,M | Seminar |
| CO6 | Equip with Knowledge and Skills byEngaging in Activities and Case Studies to Develop a Critical Understanding through Activity Based Learning | C An U | C, M | Case Study |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |

| | | | | |
|------|---|---|---|---|
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | POLICE ADMINISTRATION | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VIII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | | | 60 |
| Pre-requisites | 1. Basic Awareness on Law and Order and Policing 2. Awareness on the Structure and Functioning of Police in the state | | | | |
| Course Summary | This course provides a holistic understanding of Police Administration and make the students aware of the mechanisms of policing in the society | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|--------------------|---------------------|--|
| CO1 | Provide a holistic understanding of concepts significance of Policing | U An | C | Instructor-created exams / Quiz |
| CO2 | Understand and analyse the mechanism of Central Police in India | U R | F | Assignment / Seminars |
| CO3 | Understand and Remember the Structure and functioning of state police mechanism in Kerala State | U R | P | Examinations/ Discussions |
| CO4 | Understand and Analyse the different initiatives undertaken by police in the state. | U An | C | Assignments/Seminar |
| CO5 | Provide a holistic understanding of the dynamics of police administration. | U E An | M | Internal Evaluation through exams /seminrs |
| CO6 | Equip with Knowledge and skills in engaging informed discussions about policing through real world examples. | E An Ap C | M | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|--|---|--------------|------------|
| I | Introduction to Police Administration | | 10 | 15 |
| | 1 | Historical overview of Police Administration in India | 2 | |
| | 2 | Role and Importance and scope of Policing | 3 | |
| | 3 | Police and Society | 3 | |

| | | | | |
|------------|--|---|-----------|-----------|
| | 4 | Introduction to the legal foundations of Policing- CrPC, IPC, Kerala Police Act. | 2 | |
| II | Central Police organisations. | | 10 | 15 |
| | 5 | CBI | 3 | |
| | 6 | Intelligence Bureau | 3 | |
| | 7 | National Investigation Agency | 2 | |
| | 8 | RAW | 2 | |
| III | State Level Mechanism of Policing | | 17 | 25 |
| | 9 | Organisational Hierarchy of State Police | 2 | |
| | 10 | General Executive Branch | 2 | |
| | 11 | State Crime Branch | 1 | |
| | 12 | State Special Branch | 3 | |
| | 13 | Police Technical Divisions-Information and Communication Technology, Photography, Fingerprint, Crime Records Bureau etc | 3 | |
| | 14 | Specialised Wings of State Police- Forensic Division, Women Cell, Watch and Ward, Traffic Police, Highway Police, Coastal Police | 3 | |
| | 15 | Armed Police Battalion. | 1 | |
| | 16 | Training of State Police- Training Head Quarter, Kerala Police Academy, Police Training College | 1 | |
| | 17 | Mechanisms for redressal of complaints against Police- State and District Police Complaints Authority. | 1 | |
| IV | Initiatives of Kerala State Police | | 11 | 15 |
| | 18 | Initiatives on Women and Child Development- Project KOOTTU , Nirbhaya, CAP House, CHIRI HELPDISK, Project HOPE Child Friendly Police Stations (CFPS), Aparajitha is Online Pink Police Patrol, Women Self Defence Training Program Counter Child Sexual Exploitation Centre-CCSE | 3 | |
| | 19 | Digital Initiatives- Crime and Criminal Tracking Network & Systems (CCTNS), Financial Intelligence Unit, POL-APP, Pol-Blood, Sabarimala Pilgrim management System, Internal administrative processing system, Cyber Dome, cOcOn, Digital Telecommunication Systems, Emergency Response Support System | 3 | |
| | 20 | Community Initiatives- Janamythri Suraksha Project, Student Police Cadet, Subhayathra, SADBHAVANA, SPC TALK WITH THE COPS GIVERS. | 3 | |
| | 21 | Ethics and Policing | 1 | |
| | 22 | Challenges faced by the Policing activities. | 1 | |
| V | Open Ended Module: Case Studies, Field Engagements and Solution Synthesis | | 12 | |
| | 1 | Case Studies and Analysis: <ul style="list-style-type: none"> - Provide students with real-life case studies related to issues, policies, or challenges. - In groups, students analyze the cases, identifying key problems, stakeholders, and potential solutions. Field Visits and Guest Speakers <ul style="list-style-type: none"> - Arrange visits to offices, agencies, or training institutions. | 12 | |

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|--|--|--|--|
| | <ul style="list-style-type: none"> - Invite guest speakers, such as experienced officers, trainers or experts in the field, to share their insights and experiences. - Encourage students to ask questions and connect theoretical knowledge with practical application <p>Analyse:</p> <ul style="list-style-type: none"> - Analyze the recent initiatives of policing in the context of real life challenges. - Evaluate the effectiveness of different organisations in addressing contemporary issues. <p>Synthesis/Create:</p> <ul style="list-style-type: none"> - Design and propose innovative solutions and models based on the knowledge gathered in the course. - Develop a model framework considering trends and mechanisms so discussed. | | |
|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | - | - | - | - | - | 2 | | | | | | |
| CO 2 | 1 | 3 | - | - | - | - | 1 | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | | 1 |
| CO 4 | - | 1 | 2 | | - | - | 1 | | | | | | |
| CO 5 | - | | - | - | 1 | - | 1 | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | | ✓ | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | ✓ | | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | SOCIAL WELFARE ADMINISTRATION | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VIII | | | | |
| Academic Level | 400 – 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic understanding about Welfare | | | | |
| Course Summary | This course provides an overview of the meaning, scope, and implementation of social welfare, covering models, social policies, planning approaches, and welfare administration with a focus on the Indian context, including Kerala-specific initiatives and the role of social managers in promoting social well-being. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | Define key terms and concepts in social welfare administration, such as "social welfare," "social policy," and "social planning." | U | C | Instructor-created exams / Quiz |
| CO2 | Explain the significance of the Central Social Welfare Board and describe different models of social welfare, including familial, institutional, and Titmus. | An | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Apply the principles of social welfare administration to case studies involving social policy, demonstrating the implementation of various social welfare policies such as the National Women's Policy, National Children's Policy, and Disability Policy. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Analyze the impact of different types of social planning on social welfare administration, exploring the distinctions among tactical, operational, and strategic planning in the context of social policies like the Five-Year Plan and NITI Aayog's role in social planning. | An | C | Instructor-created exams / Home Assignments |
| CO5 | Evaluate the effectiveness of various welfare programs in Kerala, such as social security programs, welfare pensions, and gender-sensitive programs, and propose improvements based on established social welfare frameworks. | E | P | One Minute Reflection Writing assignments |

| | | | | |
|---|--|---|---|-----------|
| CO6 | Create a comprehensive welfare administration plan for a specific social issue, incorporating elements of social policy, planning, and administration, and demonstrating the role of social managers in addressing the welfare needs of different communities. | C | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|---|--------------------|---------------|
| I | Introduction to Social Welfare Administration | | 10 | 15 |
| | 1 | Meaning, Definition, Nature & Scope of Social Welfare | 2 | |
| | 2 | Concepts of Social Welfare, | 2 | |
| | 3 | Social Welfare Administration in India | 3 | |
| | 4 | Central Social Welfare Board | 1 | |
| | 5 | Models of Welfare-Familial, Institutional, Titmus | 2 | |
| II | Social Policy | | 11 | 15 |
| | 6 | Definition, Meaning and Nature of Social Policy, | 2 | |
| | 7 | Objectives of Social Policy, Types of Social Policy | 2 | |
| | 8 | National Women's Policy, National Children's Policy and | 2 | |
| | 9 | National Youth Policy, Tribal Policy | 2 | |
| | 10 | Policy for the Aged, Population Policy | 2 | |
| | 11 | Disability Policy | 1 | |
| III | Social Planning and Constitutional Provisions for Welfare | | 19 | 25 |
| | 12 | Meaning & Definition, Significance of Social Planning | 2 | |
| | 13 | Types of Planning - Tactical, Operational & Strategic | 3 | |
| | 14 | Types of Plans- Five-year plan, annual plan, short term plans, long term plans. | 3 | |
| | 15 | NITI Aayog and Social Planning | 2 | |
| | 16 | Welfare in Fundamental Rights and Directive Principles of State Policy | 3 | |
| | 17 | Developmental concerns | 3 | |
| | 18 | Welfare of Scheduled Castes and Scheduled Tribes – Problems – Welfare measures. | 3 | |
| IV | Social Welfare Administration in Kerala and Role of Social Managers | | 8 | 15 |
| | 19 | Evolution of Welfare Policies in Kerala- Land and Education Reforms | 3 | |
| | 20 | Social Security Programmes in Kerala: Welfare Pensions, Welfare Boards etc | 3 | |
| | 21 | Gender-Sensitive Social Welfare Programmes in Kerala | 1 | |
| | 22 | Role of Social Managers in Welfare Administration, | 1 | |

| | | | |
|----------|---------------------------|--|-----------|
| V | Open Ended Module: | | 12 |
| | 1 | Activity 1: Social Welfare Case Study Analysis To understand the role of central institutions in social welfare Activity 2: Designing a Social Welfare Program To create a social welfare program based on specific policy frameworks Activity 3: To explore different models of welfare and their implications Activity 4: Social Planning Workshop To understand different types of social planning and how they relate to constitutional provisions | 12 |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | ORGANISATIONAL BEHAVIOUR | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VIII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic Awareness of the concept of Organisation 2. Interest in understanding the various dimensions related to organisation | | | | |
| Course Summary | This course provides a holistic understanding of various concepts relating to organisation and make the students aware of various dynamics of organisation | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO1 | Provide basic understanding of the concept of organisation | U | C | Instructor-created exams / Quiz |
| CO2 | Understand and analyse various concepts and theories of organisational leadership | An | C | Assignment / Exams |
| CO3 | Evaluate and analyse various dimensions of organisation such as Motivation, Morale and the management of Organisational Conflict. | U E | M | Seminar Presentation / Group Tutorial Work |
| CO4 | Understand and analyse the concepts of dynamics Communication and decision making in an organisation | U An | C | Instructor-created exams / Home Assignments |
| CO5 | Provide a holistic understanding of the dynamics of Organisational Behaviour. | U E An | C | Assignments/Exams |
| CO6 | Demonstrate critical thinking and problem-solving skills by applying the Knowledge, concepts and theories of Organisational behaviour to address complex organisational challenges. | Ap | M | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|--|--------------------|---------------|
| I | Introduction to Organisational Behaviour | | 10 | 15 |
| | 1 | Concept of Organisation | 2 | |
| | 2 | Formal and Informal organisations. | 3 | |
| | 3 | Overview of Organisational Behaviour. | 3 | |
| | 4 | Aspects shaping Behaviour in an Organisation. | 2 | |
| II | Concept and Theories of Leadership | | 10 | 15 |
| | 5 | Concept of Leadership- Traditional and Modern | 3 | |
| | 6 | Positional, Functional and Situational Leadership | 3 | |
| | 7 | Trait Theory and Behavioural Theory of Leadership | 2 | |
| | 8 | Transformational Theory of Leadership | 2 | |
| III | Groups, Organisational Development and Conflict Management | | 20 | 25 |
| | 9 | Groups in Organizations | 2 | |
| | 10 | Group Norms- Group Cohesiveness | 3 | |
| | 11 | Group Decision-Making | 1 | |
| | 12 | Meaning, and Objectives of Organizational Development | 3 | |
| | 13 | Organisational Climate | 2 | |
| | 14 | Organisational Culture | 2 | |
| | 15 | Organisational Change | 2 | |
| | 16 | Individual conflict and Interpersonal conflict | 2 | |
| 17 | Organisational Conflict management- Domination, Compromise and Integration | 3 | | |
| IV | Organisational Communication and Decision Making | | 8 | 15 |
| | 18 | Organisational Communication- Process and Importance | 2 | |
| | 19 | Types of communications in an Organisation- Oral, Written, Formal, Informal etc. | 2 | |
| | 20 | Managerial Decision Making-Concept and significance | 2 | |
| | 21 | Rational and Bounded Rational models of decision Making | 1 | |
| | 22 | Incremental model of decision Making | 1 | |
| V | Open Ended Module | | 12 | |
| | 1 | <p>Case Studies and Analysis:</p> <ul style="list-style-type: none"> - Provide students with real-life case studies related to issues, and challenges in organisational functioning - In groups, students analyze the cases, identifying key problems, stakeholders, and potential solutions. <p>Field Visits and Guest Speakers</p> <ul style="list-style-type: none"> - Arrange visits to different organisations to study its functioning. - Invite guest speakers who are experts in the field, to share their insights and experiences. - Encourage students to ask questions and connect theoretical knowledge with practical application in the organisations. <p>Group Assignments:</p> <ul style="list-style-type: none"> - Provide Group assignments for the students to study and analyse the problems in the organisations and make suggestions for improving organisational functioning. - Evaluate the effectiveness of organisations after the adoption of new practices and techniques of management | 12 | |

| | | | | |
|--|--|--|--|--|
| | | Synthesis/Create: <ul style="list-style-type: none"> - Design and propose innovative solutions and models based on the knowledge gathered in the course. - Develop a model framework for ensuring the efficiency of the organisation. | | |
|--|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | 1 | | | | | | |
| CO 2 | 2 | | - | - | - | - | 1 | | | | | | |
| CO 3 | - | - | 2 | - | - | - | 2 | | | | | | |
| CO 4 | - | - | 2 | | - | - | 2 | | | | | | |
| CO 5 | 1 | | - | - | - | - | | 1 | | | | | |
| CO 6 | - | - | - | | - | 1 | | | | | | | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | | ✓ | | ✓ |

| | | | | |
|------|---|---|---|---|
| CO 3 | | ✓ | | ✓ |
| CO 4 | ✓ | | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | HUMAN RESOURCE MANAGEMENT | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VIII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Organisation, management and organisational behaviour. | | | | |
| Course Summary | This undergraduate course provides students with a comprehensive understanding of the principles, practices, and challenges of HRM in organizations. The course covers key topics such as recruitment, selection, training, performance management, compensation, and employee relations. Through theoretical insights, case studies, and practical exercises, students will develop the knowledge and skills necessary to effectively manage human capital and contribute to organizational success. The course will emphasize the strategic role of HR in achieving organizational goals and fostering a positive work environment. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Gain a foundational understanding of HR principles and practices. | U | C | Instructor-created exams / Writing Essays |
| CO2 | Develop critical thinking skills to analyse HR challenges and propose solutions. | C | P | In class plays, mock performance as HR manager, team leader etc |
| CO3 | Explore the legal and ethical considerations in managing human resources. | U | F | Give five articles on the topic and ask students to present a summary |
| CO4 | Enhance communication and interpersonal skills relevant to HR functions. | Ap | P | Organise leadership plots and make students perform various roles |
| CO5 | Apply HR knowledge to real-world scenarios through case studies and simulations. | An | M | Give assignments/ conduct debate competitions |
| CO6 | Explore the legal and ethical considerations in HRM, | Ap | P | Viva Voce/ Mock Press/ Analyse and submit reports of |

| | | | | |
|---|------------------------------------|--|--|------------------------------|
| | including diversity and inclusion. | | | major reforms of governments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|------------|--|---|----------------|---------------|
| I | Introduction to Human Resource Management (HRM) | | 11 | 15 |
| | 1 | Definition and scope of Human Resource Management | 3 | |
| | 2 | Evolution of HRM: Historical perspectives and contemporary trends | 2 | |
| | 3 | Role and importance of HRM in organizations | 4 | |
| | 4 | Strategic planning and alignment of HRM with organizational objectives | 2 | |
| II | Recruitment and Employee Training in HRM | | 10 | 20 |
| | 5 | Recruitment sources and methods: Internal vs. external recruitment, Selection process: Screening, Interviewing, and assessment techniques | 2 | |
| | 6 | Methods of training: Classroom training, e-learning, on-the-job training etc. | 2 | |
| | 7 | Importance of training and development in organizations | 2 | |
| | 8 | Role of HR professionals in strategic decision-making, Strategies for managing diversity and promoting equity | 2 | |
| | 9 | Understanding diversity in the workplace, Creating an inclusive work environment | 2 | |
| III | Performance and Compensation Management | | 10 | 20 |
| | 10 | Performance appraisal: Objectives, methods, and challenges, Setting performance goals and expectations | 1 | |
| | 11 | Salary structures, incentives, and bonuses | 2 | |
| | 12 | Employee Benefits: Health insurance, retirement plans, leave policies | 2 | |
| | 13 | Pay equity, wage laws, and legal compliance | 1 | |
| | 14 | Legal and Ethical Issues in HRM -Employment laws and regulations: Equal employment opportunity | 2 | |
| | 15 | Ethical considerations in HRM practices: Confidentiality, fairness, privacy | 1 | |
| 16 | HRM practices to ensure legal compliance and ethical behaviour | 1 | | |
| IV | HR Information Systems (HRIS) | | 17 | 15 |
| | 17 | Role of technology in HRM: HRIS, payroll systems, talent management software | 3 | |
| | 18 | Benefits and challenges of HRIS implementation | 3 | |
| | 19 | Data-driven decision-making in HRM | 3 | |

| | | | | |
|----------|--|--|----|--|
| | 20 | Importance of HR data and Ethical use of HR data | 3 | |
| | 21 | Challenges facing HR professionals: Talent shortages, workforce diversity, global competition | 3 | |
| | 22 | Privacy and Data security issues in HR data | 2 | |
| V | Open Ended Module: Current Trends and Challenges in HRM | | 12 | |
| | 1 | Discussion on Remote work, gig economy, artificial intelligence Debate on Strategies for addressing HRM challenges and adapting to change Contemporary Case studies Future prospects | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-ClassDiscussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | PUBLIC SECTOR MANAGEMENT | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VIII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic understanding of principles of management and administration | | | | |
| Course Summary | This course provides an overview of the principles and practices involved in managing public sector organizations. It covers key topics such as the role of the public sector in society, organizational structure and functioning, policy formulation and implementation, and challenges and innovations in public sector management. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | Understand the foundational concepts and theories of public sector management, including the role of the public sector in society and its evolution over time. | U | F | Instructor-created exams / Quiz |
| CO2 | Analyse and evaluate the organizational structure and functioning of public sector entities, including bureaucratic characteristics, decision-making processes, and leadership styles. | An | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Demonstrate proficiency in policy formulation and implementation processes, including policy analysis, stakeholder engagement, budgeting, financial management, and strategic planning. | C | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Identify and address contemporary challenges and innovations in public sector management, such as ethical considerations, transparency measures, anti-corruption strategies, public sector reforms, technological advancements, and collaborative governance approaches. | C | C | Instructor-created exams / Home Assignments |
| CO5 | Demonstrate awareness of the societal impact of public sector management decisions and policies, including considerations of equity, social justice, and sustainability. | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Apply human resource management principles to effectively manage personnel within public sector organizations, | Ap | F | Seminar |

| | | | | |
|---|---|--|--|--|
| | including recruitment, training, performance evaluation, and accountability mechanisms. | | | |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|---|--------------------|---------------|
| I | Introduction to Public Sector Management | | 12 | 15 |
| | 1 | Public Sector in India: Evolution and Growth | 2 | |
| | 2 | Objectives and Scope of Public Sector | 2 | |
| | 3 | Working of Public Sector | 2 | |
| | 4 | Distinction Between Public and Private Sector Management | 2 | |
| | 5 | Performance of Public Sector | 2 | |
| | 6 | Role of Public Sector in Economic Development | 2 | |
| II | Organizational Structure and Functioning | | 12 | 20 |
| | 7 | Bureaucratic Structure and Characteristics | 2 | |
| | 8 | Decision Making in the Public Sector | 2 | |
| | 9 | Leadership and Management Styles | 2 | |
| | 10 | Human Resource Management in the Public Sector | 2 | |
| | 11 | Performance Evaluation and Accountability in Public Enterprises | 2 | |
| | 12 | Public Sector Enterprises International Scenario | 2 | |
| III | Policy Formulation and Implementation | | 12 | 15 |
| | 13 | Budgeting and Financial Management in the Public Sector | 3 | |
| | 14 | Strategic Planning and Implementation | 3 | |
| | 15 | Corporate Governance | 3 | |
| | 16 | Policy Process in the Public Sector | 3 | |
| IV | Challenges and Innovations in Public Sector Management | | 12 | 20 |
| | 17 | Public Sector Reforms | 2 | |
| | 18 | Technological Innovations and Digital Governance in Public Enterprises | 2 | |
| | 19 | Improving Performance of Public Enterprises – Global Experiences | 2 | |
| | 20 | Public Private Partnership Model | 2 | |
| | 21 | Transparency and Anti-corruption Measures | 2 | |
| | 22 | Ethics and Integrity in Public Sector Management | 2 | |
| V | Open Ended Module | | 12 | |
| | 1 | Case Study Advanced Policy Analysis: The focus is on analytically evaluating the policy framework of a public sector enterprise to evaluate the techniques including cost-benefit analysis, impact assessment and scenario planning. Group Assignment | 12 | |

| | | | | |
|--|--|---|--|--|
| | | Global Perspectives in Public Sector Management: Challenges and opportunities of managing public services in a globalized world Visit Visit a nearby Public Sector Enterprise in order to understand the governance structure, delivery of public service, participatory governance and decision-making system | | |
|--|--|---|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | - | - | 2 | - | - | - | | | | | | |
| CO 3 | - | - | - | 2 | - | - | | | | | | |
| CO 4 | 1 | - | 2 | - | - | - | | | | | | |
| CO 5 | - | - | 2 | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | 1 | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | | | ✓ | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | ✓ | | |

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The following are regular annual publications of the Government of India. Make sure that you get the latest issue of each.

CSO, National Accounts Statistics, Latest Issues.

GOI, Economic Survey, Latest Issue

Bureau of Public Enterprises, Public Enterprises Survey, Vol. 1 Latest Issue.

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | ADMINISTRATIVE LAW | | | | |
| Type of Course | Major Elective | | | | |
| Semester | VIII | | | | |
| Academic Level | 400-499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Administration | | | | |
| Course Summary | This course on Administrative Law provides an in-depth examination of its meaning, evolution, and significance across different legal systems, emphasizing the scope and importance of the Rule of Law and the relationship between Constitutional and Administrative Law. It also explores key aspects of administrative adjudication, fundamentals of delegated legislation, administrative discretion, and emerging trends like good governance, corruption prevention, and the Right to Information, with comparative references to legal frameworks in the USA, UK, France, and India. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Recognize fundamental concepts and understand the Meaning and Relevance of Administrative Law | U | C | Instructor-created exams / Quiz |
| CO2 | Students will be equipped with a holistic approach to the Legal framework under Administrative Law and the Concept of Administrative Adjudication | U | F | In class discussions / Seminar |
| CO3 | Application of understanding Students the Delegated legislation under Administrative Law and its role in Governance. | Ap | F | Quiz/ Group Tutorial Work |
| CO4 | Analyze the meaning, nature and scope of Administrative Discretion and its role in Effective Governance | An | P | Practical Assignments |
| CO5 | Identifies various issues and perspectives related to the working of administrative tribunals in India and an understanding about the procedure of filing PILs in the courts of Law | An | M | One Minute Reflection Writing assignments |
| CO6 | Students will get an insight of Mechanism and Principles for | E | P | Viva Voce |

| | | | | |
|---|---|--|--|--|
| | Grievance Redressal and Dispute Settlements | | | |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|---|--------------------|---------------|
| I | INTRODUCTION | | 10 | 20 |
| | 1 | Meaning, Definition, Scope and Significance of Administrative Law | 2 | |
| | 2 | Evolution of Administrative Law with special reference to USA, UK, France, and India. | 3 | |
| | 3 | Constitutional Law and Administrative Law | 2 | |
| | 4 | Rule of Law | 3 | |
| II | ADMINISTRATIVE ADJUDICATION | | 10 | 10 |
| | 5 | Meaning and Scope of Administrative Adjudication | 2 | |
| | 6 | Administrative Discretion | 2 | |
| | 7 | Administrative Adjudicatory Bodies-Statutory and Domestic Tribunals | 2 | |
| | 8 | Administrative Tribunals | 2 | |
| | 9 | Judicial Review | 2 | |
| III | FUNDAMENTALS OF DELEGATED LEGISLATION AND ADMINISTRATIVE DISCRETION | | 20 | 20 |
| | 10 | Delegated Legislation in USA, UK and in India: Pre and Post Constitutional Period | 3 | |
| | 11 | Delegated Legislation and Constitution of India | 2 | |
| | 12 | Substantive & Procedural Judicial, Procedural and Legislative Control. | 2 | |
| | 13 | Administrative Directions and Delegated Legislation, Sub-Delegation. | 3 | |
| | 14 | Control Mechanisms of Delegated Legislation: Parliamentary, Procedural and Judicial | 3 | |
| | 15 | Administrative Discretion | 3 | |
| | 16 | Administrative Process | 2 | |
| | 17 | Natural Justice and Statutory Provisions | 2 | |
| IV | EMERGING TRENDS IN ADMINISTRATIVE LAW | | 8 | 20 |
| | 18 | Administration and Good Governance | 2 | |
| | 19 | Corruption - Prevention of Corruption Act.-Agencies | 2 | |
| | 20 | Right to Know: Right to Information Act, 2005 | 1 | |
| | 21 | Non-State actors and Administrative Law, Public Interest Litigation | 2 | |
| | 22 | Lok Pal and Lokayukta | 1 | |
| V | Open Ended Module: Applied Administrative Law-Case Studies, Field Engagement, and Solution Synthesis | | 12 | |

| | | | |
|--|--|--|--|
| | <p>Case Studies based on landmark administrative law cases from USA, UK, France, and India to understand the evolution and significance of administrative law.</p> <p>Solution Synthesis Observing an administrative hearing or tribunal session to understand the adjudicatory process firsthand.</p> <p>Field Visit Interaction with officials from anti-corruption agencies or organizations to learn about their strategies and challenges in preventing corruption.</p> <p>Mock Administrative Hearing Conducting a simulated administrative hearing or tribunal session with students taking on roles of participants to understand the practical aspects of administrative adjudication.</p> <p>Guest Lectures</p> <p>Inviting practitioners, judges, or scholars specializing in administrative law to share their insights and experiences with students.</p> | | |
|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | - | 2 | - | 1 | - | - |
| CO 2 | 1 | - | 2 | - | - | - | 1 | - | - | - | - | - |
| CO 3 | - | 2 | 1 | - | - | - | - | 1 | 2 | - | - | - |
| CO 4 | - | - | 1 | 3 | - | - | - | - | 2 | - | - | - |
| CO 5 | - | 1 | - | - | - | - | - | - | - | 1 | - | - |
| CO 6 | - | - | - | 3 | - | - | - | - | 2 | - | - | - |

Correlation Levels:

| Level | Correlation |
|-------|-------------|
| - | Nil |

| | |
|---|--------------------|
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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**Minor Courses in BA Public Administration
Honours**

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | INTRODUCTION TO CIVIL SERVICE | | | | |
| Type of Course | Minor | | | | |
| Semester | I | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Administration in India | | | | |
| Course Summary | The course equips you with an understanding of how governments build and manage the personnel system. The course deals with the evolution of personnel administration practices, the training practices and various aspects of personnel administration. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|---|
| CO1 | Analyse the historical evolution, concepts, and classifications in Indian Civil Services | U | C | Instructor-created exams / Quiz |
| CO2 | Evaluate the Personnel Administrative system in India. | U | F | In class discussions / Seminar |
| CO3 | Understand the various service rules in India | Ap | F | Quiz/ Group Tutorial Work |
| CO4 | Evaluate the emerging concepts in personnel administration | An | P | Practical Assignments |
| CO5 | Evaluate and assess the Good Governance Initiatives in India | An | M | One Minute Reflection Writing assignments |
| CO6 | Analyse the real-world application in the field of Personnel Administration. | E | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|---------------------|--|--------------|------------|
| I | INTRODUCTION | | 10 | 20 |
| | 1 | Evolution of Civil service in India | 2 | |
| | 2 | Civil Services: Concept and Significance | 3 | |

| | | | | |
|------------|---|--|-----------|-----------|
| | 3 | Constitutional Provisions of Civil Service | 2 | |
| | 4 | Classification of Civil Services (All India Services, Central Services, State Services and Local Services) | 3 | |
| II | Personnel Administrative system in India | | 10 | 10 |
| | 5 | Recruitment- Methods Recruiting- Recruiting Agencies in India-UPSC-SPSC-JPSC | 2 | |
| | 6 | Training of Public Servants in India-Training Institutes in India | 2 | |
| | 7 | Promotion System in India | 2 | |
| | 8 | Disciplinary Procedure for Civil Servants | 2 | |
| | 9 | Performance Appraisal System for Central Civil Servants | 2 | |
| III | Service Rules in India | | 20 | 20 |
| | 10 | Pay and Service Conditions: Pay Principles | 3 | |
| | 11 | Pay Determination and Pay Commissions | 2 | |
| | 12 | Allowances – Dearness Allowance -House Rent Allowance | 2 | |
| | 13 | Social Security Benefits – Pension, Gratuity, Health Insurance | 3 | |
| | 14 | Retirement: Meaning and Significance, Retirement Benefits | 3 | |
| | 15 | New Pension Scheme | 3 | |
| | 16 | Administrative Ethics: Meaning, Elements and Importance | 2 | |
| | 17 | Morale in Civil Service | 2 | |
| IV | Emerging Concepts in Personnel Administration | | 8 | 20 |
| | 18 | Lateral entry into Higher Civil Service- Skill Development and Mission Karma Yogi. | 2 | |
| | 19 | Administrative Vigilance, Administrative Tribunals | 2 | |
| | 20 | Good Governance Initiatives in India- Online recruitment portals, Digital Signatures and Biometric Authentication | 1 | |
| | 21 | Online Performance Appraisal Systems- Online Training Platforms. | 2 | |
| | 22 | Whistleblower Protection Platforms | 1 | |
| V | Open Ended Module: Applied, Field Engagement, and Solution Synthesis (Refer Evaluation scheme for details) | | 12 | |
| | | Field study Students can visit Administrative Tribunals , Training Institutes Case studies Case studies can be done on the effectiveness of disciplinary procedures of civil servants Case studies can be done on the effectiveness of various pay commissions Debates Debates to be conducted on the New Pension Scheme-Social Security Pension Scheme | | |

Mapping of COs with PSOs and POs :

| | | | | | | | | | | | | |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 1 | - | - | - | - | - | - | 2 | - | 1 | - | - |
| CO 2 | - | - | 1 | - | - | - | 1 | - | - | - | - | - |
| CO 3 | - | 2 | 1 | - | - | - | - | 1 | 2 | - | - | - |
| CO 4 | - | - | 1 | - | - | - | - | - | 2 | - | - | - |
| CO 5 | - | 1 | - | - | - | - | - | - | - | 1 | - | - |
| CO 6 | - | - | 1 | - | - | - | - | - | 2 | - | - | - |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |

| | | | | |
|---------|---|---|---|---|
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | INTRODUCTION TO INDIAN ADMINISTRATION | | | | |
| Type of Course | Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic Understanding about Administration in India. 2. Understanding about political system in India. | | | | |
| Course Summary | This course explores the holistic aspects of the structural functional aspects of Indian Administrative System. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | Explore significant events and periods in the historical development of Indian administrative systems from ancient times through the British legacy and Indianisation of public service. | R | C | Instructor-created exams / Quiz |
| CO2 | Describe the organization and roles of central administrative bodies such as the Central Secretariat, Cabinet Secretariat, Prime Minister's Office (PMO), and their counterparts at the state level, including the State Secretariat and the role of the Chief Secretary. | U | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Apply knowledge of key reforms and recent trends like privatization, public-private partnerships, digitalization, and participatory governance, showing how these trends impact governance at various levels in India. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Analyze critical issues in administration such as corruption, minister-civil servant relations, the generalist versus specialist debate, and social challenges stemming from caste, class, gender, and regional differences. | An | C | Instructor-created exams / Home Assignments |
| CO5 | Evaluate the role and effectiveness of institutions like Lokpal, Lokayukta, and the Central Vigilance Commission in promoting integrity and combating corruption within the Indian administrative system. | E | P | One Minute Reflection Writing assignments |
| CO6 | Propose actionable strategies for fostering social cohesion and enhancing responsive | C | P | Viva Voce |

| | | | | |
|---|---|--|--|--|
| | policies through monitoring, evaluation, and inclusive administration, contributing to a more transparent and equitable administrative framework. | | | |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|---|--------------------|---------------|
| I | Evolution of Indian Administration | | 8 | 15 |
| | 1 | Historical development of administrative systems in India | 2 | |
| | 2 | Ancient. Medieval, British Legacy | 3 | |
| | 3 | Indianisation of Public Service. | 2 | |
| II | Administration at Union and State Level | | 20 | 20 |
| | 4 | Administration at Central Level- Structures and Powers. | 3 | |
| | 5 | Central Secretariat- Structure and Functions. | 3 | |
| | 6 | Cabinet Secretariat. | 2 | |
| | 7 | Prime Minister's Office (PMO) | 2 | |
| | 8 | State Secretariat – Organization and Role | 2 | |
| | 9 | Role and Functions of Chief Secretary | 3 | |
| | 10 | District Administration | 3 | |
| | 11 | Role of District Collector | 2 | |
| III | Issues In Administration | | 12 | 20 |
| | 12 | Minister Civil Servant Relation- Generalist Vs Specialists | 3 | |
| | 13 | Corruption in Administration - Administrative Reforms Commissions in India | 3 | |
| | 14 | Integrity in Administration: Lokpal, Lokayukta, Central Vigilance Commission | 3 | |
| | 15 | Cast- Class- Gender- Regional and Geographical Differences | 2 | |
| | 16 | Digital Divide | 1 | |
| IV | Recent Trends in Administration | | 9 | 15 |
| | 17 | Privatization and Public Private Partnerships | 2 | |
| | 18 | Corporate Social Responsibility | 2 | |
| | 19 | Digitalization of Administration | 2 | |
| | 20 | Participatory Governance- Inclusive Administration | 1 | |
| | 21 | Responsive Policies- Monitoring and Evaluation | 1 | |
| | 22 | Social Cohesion | 1 | |
| V | Open Ended Module: | | 12 | |
| | 1 | Activity 1: Group Research and Presentation - "Historical Development of Indian Administration" Activity 2: Case Study Analysis - "Central and State Level Administration" Activity 3: Debate on the issues currently running in the Indian Administrative system. | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|---|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |

| | | | | |
|------|--|--|---|--|
| CO 6 | | | ✓ | |
|------|--|--|---|--|

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| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | ADMINISTRATIVE THOUGHT | | | | |
| Type of Course | Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200 - 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic understanding about Administration | | | | |
| Course Summary | This course explores the overview of Public Administration and its important theorists. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|-----------------------|
| CO1 | Demonstrate an understanding of the meaning and importance of Public Administration, including its scope and evolution as a discipline. | U | C | Quiz |
| CO2 | Explain the principles of classical administrative thought, including the contributions of theorists such as Woodrow Wilson, F.W. Taylor, Henry Fayol, Luther Gulick, and Lyndall Urwick. | U | F | Seminar |
| CO3 | Critically evaluate the strengths and limitations of bureaucratic and human relations perspectives | E | M | Debate |
| CO4 | Introduce the concepts and principles of behavioral theories in public administration. | R | C | Discussion |
| CO5 | Apply behavioural theories to explain decision-making processes, leadership styles, and organizational dynamics in Public Administration contexts. | Ap | P | Field Visits |
| CO6 | Enable the students to present their understanding about Administrative Thought | Ap | P | Role-Play |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|------|--|--------------------|---------------|
| I | | Introduction to Administrative Thought | 11 | 15 |

| | | | | |
|------------|--|---|-----------|-----------|
| | 1 | Meaning and Importance of Public Administration | 3 | |
| | 2 | Scope of Public Administration | 3 | |
| | 3 | Evolution of Public Administration as a Discipline | 3 | |
| | 4 | An overview of Administrative Thought | 2 | |
| II | Classical Theorists | | 12 | 15 |
| | 5 | Introduction to Classical Theories | 2 | |
| | 6 | Woodrow Wilson | 2 | |
| | 7 | F. W. Taylor | 3 | |
| | 8 | Henry Fayol | 3 | |
| | 9 | Luther Gullick | 1 | |
| | 10 | Lyndall Urwick | 1 | |
| III | Bureaucratic and Human Relation Theorists | | 14 | 25 |
| | 11 | Introduction to Bureaucratic and Human Relation Theories | 2 | |
| | 12 | Max Weber | 3 | |
| | 13 | Karl Marx | 3 | |
| | 14 | Elton Mayo | 3 | |
| | 15 | M.P. Follet | 3 | |
| IV | Behavioural Theorists | | 11 | 15 |
| | 16 | Introduction to Behavioural Theories | 2 | |
| | 17 | Chester I. Bernard | 3 | |
| | 18 | Herbert A. Simon | 3 | |
| | 19 | Rensis Likert | 3 | |
| V | Open Ended Module | | 12 | |
| | 1 | Theoretical Analysis Debate: To compare and contrast classical, bureaucratic, and behavioral theories of public administration. Case Study Analysis: To apply theoretical concepts to real-world scenarios and analyze administrative practices. Role-Playing Exercise: To help the students understand the perspectives of different theorists and how their ideas shaped the field of public administration. Problem-Solving Workshop: Through hands-on problem-solving, students develop critical thinking skills and understand how behavioral theories inform administrative practices. | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 6 | - | - | - | 3 | - | - | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | INTRODUCTION TO PUBLIC POLICY | | | | |
| Type of Course | Minor | | | | |
| Semester | I | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Public Policy | | | | |
| Course Summary | This course is enough to comprehend the concepts, historical evolution, theories, approaches and models, contemporary trends, practical experience and understanding about public policy. Further the course is designed to realise the scope and significance of policy studies in the contemporary scenario. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|--|
| CO 1 | Understand the meaning and concept and evolution of Public Policy and explain its nature, scope and importance. To explore the scope of policy research in India | U | C | Instructor-created exams / Writing Essays |
| CO 2 | Identifying and examining the types of public policy by Theodore Lowi | An | F | In class discussions / Quiz |
| CO 3 | Analyse the role of policy research in public administration and the impact of globalization on public policy | E | F | Debate/ Group Tutorial Work |
| CO 4 | Examining the process approach to public policy with a focus on policy environment | Ap | P | Case Study Analysis/Discussion |
| CO 5 | Proficient at the 6 stages of policy making process: Problem Identification Agenda Setting Policy Formulation Policy Legitimation/ Adoption/ Public Policy Decision Making Policy Implementation Policy evaluation | An | M | One Minute Reflection Writing assignments |

| | | | | |
|---|--|----|---|---|
| CO 6 | Integrate theoretical knowledge in Public Policy with practical application through Real-World Applications: | Ap | P | Viva Voce/Simulation exercises/Field visit report |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|------------|--|--|----------------|---------------|
| I | Fundamentals of Public Policy | | 19 | 20 |
| | 1 | Meaning, Nature, Definition, Scope and Importance of Public Policy | 3 | |
| | 2 | Scope of Public Policy Research in India | 2 | |
| | 3 | Types of Public Policy (Theodore Lowi) | 2 | |
| | 4 | Evolution of Public Policy and Policy Sciences (Period before 1950- from 1950-70, After 1970s) | 3 | |
| | 5 | Policy Sciences | 2 | |
| | 6 | Approaches to Public Policy | 3 | |
| | 7 | Public Policy and Public Administration | 2 | |
| | 8 | Globalisation and Public Policy | 2 | |
| II | Public Policy Making/ Policy Process | | 17 | 20 |
| | 9 | 6 stages of policy process (James Anderson) | 2 | |
| | 10 | Process Approach | 2 | |
| | 11 | Policy Environment- Policy Factors: | 2 | |
| | 12 | Political Culture | 2 | |
| | 13 | Socioeconomic Conditions | 2 | |
| | 14 | Macro/Micro Policies | 1 | |
| | 15 | Policy Actors (Official and Unofficial Actors) | 3 | |
| 16 | Policy Subsystems | 3 | | |
| III | Policy Process- Stage 1 to 3 | | 6 | 15 |
| | 17 | Stage 1- Problem Identification | 2 | |
| | 18 | Stage 2- Agenda Setting | 2 | |
| | 19 | Stage 3- Policy Formulation | 2 | |
| IV | Policy Process- Stage 4 to 6 | | 6 | 15 |
| | 20 | Stage 4- Policy Legitimation/ Adoption/ Public Policy Decision Making | 2 | |
| | 21 | Stage 5- Policy Implementation | 2 | |
| | 22 | Stage 6- Policy evaluation | 2 | |
| V | Open Ended Module: Public Policy in Application: Case Studies, Field Engagement, and Solution Synthesis | | 12 | |

| | | | |
|---|--|--|--|
| 1 | <p>Case Studies and Analysis</p> <ul style="list-style-type: none"> • Provide students with Public Policies related to their daily life • In groups, students analyze the issues associated with the policies which are already implemented and potential solutions for it <p>Field Visits and Guest Speakers</p> <ul style="list-style-type: none"> • Arrange visits to Govt. offices, society and target groups to know more about the major policy initiatives undertaken and its impact on the target groups. • Invite experts in the field of Public Policy and interact with students • Encourage students to ask questions and connect theoretical knowledge with practical application <p>Analysis of Trends</p> <ul style="list-style-type: none"> • Analyze current trends in Public Policy in the context of LPG • Discuss and find out the effectiveness of policy studies in public administration <p>Synthesis of Solutions and Models</p> <ul style="list-style-type: none"> • Design and propose innovative policy solutions for the issues in your locality/institution based on the principles learned in the course. • Develop a model policy document following with classroom presentation and discussions | | |
|---|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|--|---|--|--|----|
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | PUBLIC POLICY: CONCEPTS, MODELS AND THEORIES | | | | |
| Type of Course | Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Knowledge about the fundamental aspects of Public Policy | | | | |
| Course Summary | This course is enough to comprehend the concepts, theories, approaches trends, practical experience and understanding about public policy. Further the course is designed to realise the scope and significance of the theoretical understanding of policy in the contemporary scenario. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|---|
| CO 1 | Understand various concepts of Public Policy: Rationalism, Incrementalism, Mixed Scanning Model and Garbage Can Model | U | C | Instructor-created exams / Writing Essays |
| CO 2 | Examine the theories like Political Systems Theory (Black Box Model, Institutionalism, Process Theory and Game Theory | An | F | In class discussions / Quiz |
| CO 3 | Analyse the role of policy research in public administration and the impact of globalization on public policy, Group Theory, Elite Theory, Public Choice Theory, Systems Theory | E | F | Debate/ Group Tutorial Work |
| CO 4 | Examine relevant policies using theories | Ap | P | Case Study Analysis/Discussion |
| CO 5 | Proficient at various models of Public Policy: John Rawls: A Theory of Justice Vilfredo Pareto: Optimality and Improvement Almond Gabriel: Interest Aggregation and Articulation | An | M | One Minute Reflection Writing assignments |

| | | | | |
|---|--|----|---|---|
| | Amartya Sen: Development as Freedom | | | |
| CO 6 | Integrate theoretical knowledge in Public Policy with practical application through Real-World Applications: | Ap | P | Viva Voce/Simulation exercises/Field visit report |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|------------|--|---|----------------|---------------|
| I | Public Policy: Concepts | | 12 | 15 |
| | 1 | Rationalism- Herbert Simon | 3 | |
| | 2 | Incrementalism- Charles Lindblom | 3 | |
| | 3 | Mixed Scanning Model- Amitai Etzioni | 3 | |
| | 4 | Garbage Can Model- Michael D. Cohen, James G. March, and Johan P. Olsen | 3 | |
| II | Theories of Public Policy-I | | 8 | 15 |
| | 5 | Political Systems Theory (Black Box Model) | 2 | |
| | 6 | Institutionalism | 2 | |
| | 7 | Process Theory | 2 | |
| | 8 | Game Theory | 2 | |
| III | Theories of Public Policy-II | | 8 | 15 |
| | 9 | Group Theory | 2 | |
| | 10 | Elite Theory | 2 | |
| | 11 | Public Choice Theory | 2 | |
| | 12 | Systems Theory | 2 | |
| IV | Models of Public Policy | | 19 | 25 |
| | 13 | Yehezkel Dror: Mega Policy and Meta Policy | 3 | |
| | 14 | Aaron Wildavsky: Speaking Truth to Power | 2 | |
| | 15 | Geoffrey Vickers: Art of Judgment | 2 | |
| | 16 | J.W. Kinson: Streams and Windows model | 3 | |
| | 17 | John Rawls: A Theory of Justice | 2 | |
| | 18 | Almond Gabriel: Interest Aggregation and Articulation | 2 | |
| | 19 | Amartya Sen: Development as Freedom | 2 | |
| | 20 | Vilfredo Pareto: Optimality and Improvement | 2 | |
| | 21 | Elinor Ostrom: Institutional Rational Choice Theory | 2 | |
| V | Open Ended Module: Public Policy in Application: Case Studies, Field Engagement, and Solution Synthesis | | 12 | |

| | | | |
|--|--|--|--|
| | <p>Case Studies and Analysis</p> <ul style="list-style-type: none"> • Provide students with Public Policies related to their daily life and try to understand it with the concepts of public policy • Use various theories and to find out its presence in different policies (Group assignments) <p>Field Visits and Guest Speakers</p> <ul style="list-style-type: none"> • Arrange visits to Govt. offices, society and target groups to know more about the major policy initiatives undertaken and analyse those with the models. • Invite experts in the field of Public Policy and interact with students • Encourage students to ask questions and connect theoretical knowledge with practical application <p>Analysis of Trends</p> <ul style="list-style-type: none"> • Analyze current trends in the application of theories, concepts and models in Public Policy • Discuss and find out the benefits of studying the theories and models of public policy for public administration students <p>Synthesis of Solutions and Models</p> <ul style="list-style-type: none"> • Design and propose innovative policy solutions for the issues in your locality/institution based on the concepts, theories and models learned in the course. <p>Develop a model policy document following with classroom presentation and discussions</p> | | |
|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|--|---|--|--|----|
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |

| | | | | |
|------|--|--|---|--|
| CO 6 | | | ✓ | |
|------|--|--|---|--|

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- Bergerson, Peter J. (ed.), (1991), *Teaching Public Policy: Theory, Research and Practice*, Westport, RI: Greenwood Press
- Birkland Thomas A., (2005), *An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making*, Armonk; M.E. Sharpe
- Dror.Y, (1989), *Public Policy making Re-examined*, 2nd ed., San Francisco, Chandler.
- Dye Thomas (2008), *Understanding Public Policy*, Singapore, Pearson Education
- Hill Michael, (2005), *The Public Policy Process*, Harlow, UK; Pearson Education, 5th Edition.
- Kindon's J.W (1984), *Agendas, Alternatives, and public policy*, Harper Collians, New York. Westview Press
- John Rawls (1971), *A Theory of Justice*, Harvard University Press.
- John, Peter, (2012), *Analysing Public Policy*, 2nd ed., Routledge, Taylor and Francis Group, London.
- Lasswell Harold, (1971), *A Preview of Policy Sciences*, New York, Elsevier.
- Lerner, D. and H.D.Lasswell (eds.), (1951), *The Policy Sciences*, Stanford, Stanford University Press.
- Lindblom, C.E., and E.J., Woodhouse, (1993), *The Policy making Process*, 3rd ed., New Jersey., Prentice - Hall.
- McCool, Daniel C. (ed.), (1995), *Public Policy Theories, Models, and Concepts: An Anthology*, NJ: Prentice-Hall.
- Wildwasky , Aaron (1980), *The Art and Craft if Policy Analysis*, Palgrave Macmillan, NY
- Wildwasky , Aaron (1987), *The Speaking truth of power*, Transaction Publication, New Jersey.

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | PUBLIC POLICY ANALYSIS: ACTORS AND TECHNIQUES | | | | |
| Type of Course | Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200 - 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Knowledge about the fundamental aspects of Public Policy | | | | |
| Course Summary | This course is enough to comprehend the concepts, theories, approaches trends, practical experience and understanding about public policy. Further the course is designed to realise the scope and significance of the theoretical understanding of policy in the contemporary scenario. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|---|
| CO 1 | Understand the meaning, definitions nature and scope of policy analysis. Find out various actors of policy analysis. | U | C | Instructor-created exams / Writing Essays |
| CO 2 | Identify and learn different types of policy analysis | An | F | In class discussions / Quiz |
| CO 3 | Examine different actors in policy analysis and identify their roles | E | F | Debate/ Group Tutorial Work |
| CO 4 | Proficient at various techniques (theoretical knowledge) of Public Policy Analysis | Ap | P | Case Study Analysis/Discussion |
| CO 5 | Examine the benefits of policy analysis in developing countries | An | M | One Minute Reflection Writing assignments |
| CO 6 | Integrate theoretical knowledge in Public Policy Analysis with practical application through Real-World Applications: | Ap | P | Viva Voce/Simulation exercises/Field visit report |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|------------|---|--|----------------|---------------|
| I | Public Policy Analysis: Introduction | | 12 | 20 |
| | 1 | Meaning, Nature and Scope of Policy Analysis | 3 | |
| | 2 | Keys to Policy Analysis: Introduction | 2 | |
| | 3 | Actors | 2 | |
| | 4 | Resources | 1 | |
| | 5 | Institutional Rules | 1 | |
| | 6 | Policy Cycle/ Policy Process Framework | 2 | |
| | 7 | Challenges to Public Policy Analysis | 1 | |
| II | Types of Policy Analysis | | 11 | 20 |
| | 8 | Empirical Policy Analysis | 3 | |
| | 9 | Normative Policy Analysis | 2 | |
| | 10 | Retrospective Policy Analysis | 2 | |
| | 11 | Prospective Policy Analysis | 1 | |
| | 12 | Prescriptive Policy Analysis | 2 | |
| | 13 | Descriptive Policy Analysis | 1 | |
| III | Actors in Policy Analysis | | 12 | 15 |
| | 14 | Government Institutions | 3 | |
| | 15 | International Donor Agencies | 3 | |
| | 16 | Multinational and Transnational Agencies | 3 | |
| | 17 | Media and Civil Society | 3 | |
| IV | Techniques of Public Policy Analysis | | 13 | 15 |
| | 18 | Cost Benefit Analysis (CBA) | 3 | |
| | 19 | Operations Research | 3 | |
| | 20 | Programme Evaluation and Review Technique (PERT) | 3 | |
| | 21 | Critical path Method (CPM) | 2 | |
| | 22 | Challenges while applying techniques for policy analysis | 2 | |
| V | Open Ended Module: Public Policy Analysis in Application: Case Studies, Field Engagement, and Solution Synthesis | | 12 | |
| | <p>Case Studies and Analysis</p> <ul style="list-style-type: none"> Take different policies and try to analyse them using the various types of policy analysis Analyse and present the role of different actors in policy analysis with the help of important policies which are already implemented <p>Field Visits and Guest Speakers</p> <ul style="list-style-type: none"> Arrange visits to Govt. offices, society and target groups and analyse those policies which are relevant to them, Invite experts in the field of Public Policy and interact with students Encourage students to ask questions and connect theoretical knowledge with practical application <p>Analysis of Trends</p> | | | |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> Analyze current trends in the application of theories, concepts and models in Public Policy Analysis Discuss and find out the benefits of studying the actors and techniques of public policy <p>Synthesis of Solutions and Models</p> <ul style="list-style-type: none"> Design and propose innovative policy solutions for the issues in your locality/institution based on knowledge acquired through the course. <p>Develop a model policy analysis following with classroom presentation and discussions</p> | | |
|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Internal Exam
- Assignments
- Seminar/ Viva / Quiz/ Discussion
- Final Exam (70%)
- Evaluation of case study analyses.
- Group Tutorial Work

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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**Vocational Minor Courses in BA Public Administration
Honours**

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | ENTREPRENEURSHIP DEVELOPMENT | | | | |
| Type of Course | Vocational Minor | | | | |
| Semester | I | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Awareness about Business and Entrepreneurship | | | | |
| Course Summary | It offers an overview of Entrepreneurship Development, related policies and support mechanisms in India. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|--------------------------------------|
| CO1 | Recall and identify key institutional aids for entrepreneurship development in India, such as SIDBI, NSIC, and SIDCO. | R | F | Case Analysis |
| CO2 | explain the differences between an entrepreneur and an intrapreneur, including their respective roles and characteristics. | U | F, C | Assignment |
| CO3 | Apply the steps for starting a Micro, Small, and Medium Enterprise (MSME) to create a basic business plan outline. | Ap | F, C | Assignment |
| CO4 | Analyze the reasons for sickness in small industries and identify potential remedies or corrective measures. | An | F, C, M | Assignment |
| CO5 | Assess the effectiveness of various government policies such as Startup India, Make in India, and Digital India in promoting entrepreneurship. | E | F, C, M | Debate |
| CO6 | Design a comprehensive marketing strategy, including market research, segmentation, and digital marketing approaches, for a hypothetical business. | C | C, M | Field Visit Case Study Seminar |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|---|--------------------|---------------|
| I | Introduction to Entrepreneurship | | 7 | 15 |
| | 1 | Introduction to Entrepreneurship | 2 | |
| | 2 | Overview of Entrepreneurship in India | 2 | |
| | 3 | Qualities of Entrepreneur- Intrapreneur and Entrepreneur | 3 | |
| II | Institutional Aids for Entrepreneurship Development | | 13 | 15 |
| | 4 | Role of DST, DICS, SIDCO, NSICS, IRCI, NIDC, SIDBI, SISI | 3 | |
| | 5 | Entrepreneurial Guidance Bureau | 2 | |
| | 6 | Approaching Institutions for assistance- IEDC | 2 | |
| | 7 | Sickness in Small industries - Reasons and Remedies | 2 | |
| | 8 | Industrial Policy | 2 | |
| | 9 | Measures for Promotion and Development of Entrepreneurs- | 2 | |
| III | MSME Management | | 13 | 15 |
| | 10 | Types and Role of MSMEs | 2 | |
| | 11 | Problems and Challenges of a Small Business- Feasibility Analysis and Creation of Business Plan | 3 | |
| | 12 | Steps for starting MSMEs | 2 | |
| | 13 | Govt. Policies for SSIs /MSMEs- ESDP-ATI- Start Up India- Make in India- PMKY- Digital India | 3 | |
| | 14 | Problems of Entrepreneurs - Incentives and Subsidies- Evaluating Entrepreneurial Performance | 3 | |
| IV | Marketing, Training and Finance for Entrepreneurs | | 15 | 25 |
| | 15 | Market Research- Segmentation, and Strategies. | 2 | |
| | 16 | Problems and Challenges of Small-Scale Units in Promotion | 2 | |
| | 17 | Digital Marketing | 1 | |
| | 18 | Opportunities and Challenges of E-commerce | 2 | |
| | 19 | Institutions for Training- SISI, NABRD, CAPART, DIC | 3 | |
| | 20 | Sources of finance –Institutional finance | 1 | |
| | 21 | Role of IFC, IDBI, ICICI, LIC, SFC, SIPCOT, and Commercial Bank | 3 | |
| | 22 | Appraisal of bank for loans. | 1 | |
| V | Open Ended Module (Refer Evaluation scheme for details) | | 12 | |
| | 1 | Activity 1: Group Discussion - Startup Stories of Public and Private Flipkart/ Paytm/ BYJUs/ Swiggy/K Connect | | |
| | 2 | Activity 2: Field visit to an MSME / Interaction with STARTUP Mission | | |

| | | | | |
|--|---|---|--|--|
| | 3 | Activity 3: Conduct a registration programme of Young Innovator/ K DISC | | |
|--|---|---|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | | | | |
|--|------------------|------------|--------------------|---------------------------|
| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|--|------------------|------------|--------------------|---------------------------|

| | | | | |
|------|---|---|---|---|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | PUBLIC HEALTH ADMINISTRATION | | | | |
| Type of Course | Vocational Minor | | | | |
| Semester | I | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic Understanding about Health Issues, Pandemics and communicable diseases 2. Understanding on Functioning of Government Mechanisms | | | | |
| Course Summary | This Course Provides Comprehensive Knowledge on Public Health Administration in Indian context, focusing on how administrative practices impact the health and wellbeing of the Population | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|--------------------|---------------------|--------------------------------------|
| CO1 | Provides understanding of the State mechanisms in managing the health and wellbeing of the population | U Ap | F | Case Analysis |
| CO2 | Analyse the policies and schemes involved in delivery of public health services | C An | F, C | Assignment |
| CO3 | Analyse the planning, monitoring and evaluatory System Related to Public Health | C An | F, C | Assignment |
| CO4 | Evaluate the use of informatics and data in Public Health Administration | Ap An | F, C, M | Assignment |
| CO5 | Evaluate the emerging trends, issues and contemporary development in Indian Public Health Administration | U An | F, C, M | Debate |
| CO6 | Equip with knowledge and experience through Field Work, Case Study and Seminars | E An Ap C | C, M | Field Visit Case Study Seminar |

| | | | | |
|---|--|--|--|--|
| | | | | |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|---|--------------------|---------------|
| I | Introduction to Public Health Systems in India | | 8 | 15 |
| | 1 | Introduction to Public Health: Definition, historical perspectives, core functions of public health. | 1 | |
| | 2 | Health care system in India- Overview of healthcare infrastructure, Public Vs Private health care, challenges and opportunities | 1 | |
| | 3 | The Role of the Central and State Governments in Public Health Delivery | 3 | |
| | 4 | The Role of Panchayati Raj Institutions in Rural Health | 3 | |
| II | Public Health Policy and legislations in India | | 10 | 15 |
| | 5 | Importance of Policy Development in Indian Public Health | 2 | |
| | 6 | The National Health Policy of India and its Impact | 2 | |
| | 7 | National Rural Health Mission Act-2005 | 2 | |
| | 8 | Ministry of Health and Family Welfare, Indian Council of Medical Research, Inter-Ministerial Collaboration | 2 | |
| | 9 | Welfare schemes in Health Care: Pradhan Mantri Jan Arogya Yojana, Jan Aushadi, Ayushman Bharat Yojana | 2 | |
| III | Program Planning and Evaluation in India | | 10 | 25 |
| | 10 | Public Health Needs and Priorities -Maternal Mortality Rate, Communicable Diseases | 2 | |
| | 11 | Mission Indradhanush-Implementation Frameworks-best practice | 2 | |
| | 12 | Monitoring and Evaluation Techniques Specific to Indian Public Health Programs | 3 | |
| | 13 | Health Equity Considerations in India- Economic Status, Gender, Geography, Tribal communities | 3 | |
| IV | Public Health Informatics and Data Analysis in India | | 20 | 15 |
| | 14 | The role of Data in Public Health Decision-Making in the Indian Context | 2 | |
| | 15 | Surveillance systems -Integrated Disease Surveillance Programme, Health Management Information System | 3 | |
| | 16 | Technology in Public Health Programs: mHealth Initiatives- eRaktKosh, ArogySetu, CoWIN | 2 | |
| | 17 | Emerging Infectious Diseases and Biosecurity Threats: Covid, Nipah | 2 | |
| | 18 | The Rise of Non communicable Diseases- Cancer, Diabetes and Cardio vascular Diseases | 2 | |

| | | | | |
|----------|---------------------------|--|-----------|--|
| | 19 | Chronic Disease prevention and health promotion strategy-National Program for Controlling Cardio Vascular Diseases | 3 | |
| | 20 | Climate change, pollution and health challenges | 2 | |
| | 21 | Trends in Public Health Administration in India | 2 | |
| | 22 | The Future of Public Health Care Administration– Digital health, Primary Healthcare System | 2 | |
| V | Open Ended Module: | | 12 | |
| | 1 | Activity 1: Field Study: Visit Primary Health centre/Medical College | | |
| | 2 | Activity 2: Seminar: Emerging issues in Public Health Administration | | |
| | 3 | Activity 3: Case Study: Nipah Containment Strategy Adopted by Government of Kerala | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--------------------------------------|------------------|-------------------|--------------------|-------------|
| Programme | Public Administration | | | | |
| Course Title | PUBLIC RELATIONS AND COMMUNICATIONS | | | | |
| Type of Course | Vocational Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Administration | | | | |
| Course Summary | | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO1 | Understand the scope and importance of communication, including its various levels and types. | U | C | Instructor-created exams / Quiz |
| CO2 | Asses and understand the role of public relations in various sectors and the ethical considerations involved. | U | F | In class discussions / Seminar |
| CO3 | Recognize emerging trends in public relations and their implications for corporate communication. | Ap | F | Quiz/ Group Tutorial Work |
| CO4 | Evaluate the importance of e-public relations and its impact on organizational communication and analyse the utilization of digital and social media tools effectively in public relations practices. | An | P | Practical Assignments |
| CO5 | Apply theoretical knowledge and practical skills in real-world scenarios through case studies, group projects, and field engagement. | An | M | One Minute Reflection Writing assignments |
| CO6 | Asses on personal and professional growth in understanding and applying public relations and communications principles | E | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|------|--|--------------|------------|
| I | | Introduction to Public Relations and Communications | 17 | 20 |

| | | | | |
|------------|---|--|-----------|-----------|
| | 1 | Public Relations- Definition and History | 2 | |
| | 2 | Public Relations- Functions and Benefits- Ethics and Social Responsibility | 3 | |
| | 3 | Growth of Public Relations- Indian Scenario | 2 | |
| | 4 | Communication-Scope- Importance | 3 | |
| | 5 | Levels of Communication | 2 | |
| | 6 | Types of Communication | 1 | |
| | 7 | Barriers to Communication | 1 | |
| | 8 | Public Speaking and Professional Communication | 1 | |
| II | Planning and Implementation in Public Relations | | 13 | 20 |
| | 9 | Campaign Development- Defining Goals- Objectives-Target Audiences, And Strategies. | 3 | |
| | 10 | Situational Analysis- Evaluating Internal and External Factors Impacting PR Efforts. | 2 | |
| | 11 | Writing for Public Relations-Press releases-Media Kits-Website Content and Social Media Posts. | 3 | |
| | 12 | Media Relationships-Traditional -Print- Broadcast and Social Media. - Media Interviews, And Press Conferences. | 3 | |
| | 13 | Crisis Communication Strategies- Managing Negative Publicity and Reputational Threats. | 2 | |
| III | Corporate Communication and Public Relations | | 10 | 15 |
| | 14 | Corporate Communication and Public Relations-Roles-Functions and Relationship within an Organization. | 3 | |
| | 15 | Crafting Strategic Communication- Message Development-Writing for Media | 2 | |
| | 16 | Role of Management in Employee Communication- Crisis Communication | 2 | |
| | 17 | E- Public Relations and its Importance | 3 | |
| IV | New Media Tools-Applications | | 8 | 15 |
| | 18 | Blogs, Websites | 2 | |
| | 19 | Online press release | 1 | |
| | 20 | Article marketing | 1 | |
| | 21 | Online newsletters | 2 | |
| | 22 | Artificial Intelligence -Big data | 2 | |
| V | Open Ended Module: Applied Public Relations and Communication-Case Studies, Field Engagement, and Solution Synthesis | | 12 | |
| | | Case Studies and Group Projects Group discussions Case studies Hands-on exercises Guest lectures from practitioners and researchers in the field Communication Volunteer Programmes Media report writing Presentations Community Engagement Participation in discussions and activities Interviews with eminent media Personalities | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | 1 | - | - | - | - | - |
| CO 2 | 1 | 3 | - | - | - | - | - | - | 1 | - | - | - |
| CO 3 | - | 1 | 1 | - | - | - | 2 | 1 | 1 | - | - | - |
| CO 4 | - | 1 | 2 | - | - | - | | | - | - | 1 | 1 |
| CO 5 | - | 1 | - | - | - | - | - | - | - | 1 | - | - |
| CO 6 | - | - | - | 2 | - | - | - | - | 1 | - | - | 1 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | TRAINING OF COMMUNITY RESOURCE PERSONS | | | | |
| Type of Course | Vocational Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Prerequisites for studying a community resource person skill course include understanding of local customs, languages, and community issues like health and education. Additionally, familiarity with socio-economic conditions and cultural dynamics is important | | | | |
| Course Summary | The Community Resource Persons Training Course provides individuals with the essential skills and knowledge to become impactful agents of change in their communities. CRPs are crucial for fostering development, offering support, and ensuring access to resources and services at the grassroots level. This comprehensive program covers key aspects necessary for CRPs to engage effectively with communities, meet local needs, and advocate for sustainable development. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | 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 | U | F | Instructor-created exams / Quiz |
| CO2 | Inculcation of the capacity to deal with various social problems in professional manner by using scientific methods and approaches | AP | F | Instructor-created exams / Home Assignments |
| CO3 | 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 | AP | C | Instructor-created exams / Quiz |
| CO4 | Become professional workers in designing, organizing and delivering services for bringing change in the lives of young people, especially the socially and | AP | C | Practical Assignment / Observation of Practical Skills |

| | | | | |
|---|---------------------------------------|--|--|--|
| | economically disadvantaged categories | | | |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Training of Community Resource Persons | | | | |
|---|----------------------------------|---|-----------------------------|-----------------------|
| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
| I | Community Development | | 10 | 15 |
| | 1 | Education and Employability | 2 | |
| | 2 | Skill Development | 3 | |
| | 3 | Community: Definition; Approaches/ Models | 3 | |
| | 4 | Theories of Community Development | 2 | |
| II | Monitoring and Evaluation | | 10 | 15 |
| | 5 | Monitoring and Evaluation of Community Programmes and Projects | 3 | |
| | 6 | Job Description of Community Resource Person | 3 | |
| | 7 | Recruitment and Qualifications of a Community Resource Person | 2 | |
| | 8 | Significance, Types and Role of Community Trainers | 2 | |
| III | Skill Development | | 20 | 25 |
| | 9 | Soft Skills, Leadership and Managerial Skills | 3 | |
| | 10 | Social Entrepreneurship | 3 | |
| | 11 | Career Guidance | 2 | |
| | 12 | Enablement and Capacity Building for Disadvantaged Youth | 3 | |
| | 13 | Participation, Engagement and Governance | 3 | |
| | 14 | Community Engagement/Service, Participation | 3 | |
| | 15 | Civic Engagement in Governance | 3 | |
| IV | Government Initiatives | | 8 | 15 |
| | 16 | Healthy Lifestyle and Nutrition | 2 | |
| | 17 | Preventive Care (Prevention and Control of non-communicable diseases like Diabetes, Hypertension, Cancer, Coronary Vascular Disorders and Strokes | 2 | |
| | 18 | Promotion of Emotional and Mental Health among Youth | 2 | |
| | 19 | Awareness and Prevention of High-Risk Behaviour among Youth (substance abuse, smoking, alcoholism, STI, STD, HIV/AIDS etc.) | 1 | |
| | 20 | Awareness of Maternal Health | 1 | |
| V | Open Ended Module: | | 12 | |
| | | Case Study Analysis | 12 | |

| | | | | |
|--|--|--|--|--|
| | | <p>Point out and submit report on: As a trainer, the essential components you would incorporate into the CRP training program to effectively tackle healthcare challenges in the rural community. Discuss the strategies you would employ to ensure CRPs possess the requisite skills and knowledge to engage with the community, advocate for preventive healthcare measures, and dispel misconceptions adeptly. Furthermore, outline how you would evaluate the training program's effectiveness, providing specific examples or methodologies for assessment.</p> <p>Group Discussion "Empowering Community Resource Persons: Strategies for Effective Training and Sustainable Impact"</p> | | |
|--|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | URBAN PLANNING | | | | |
| Type of Course | Vocational Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Basic Knowledge about Urban Administration | | | | |
| Course Summary | <p>Urban Planning helps to know about systematic design and organization of cities, emphasizing land use, infrastructure, and community development.</p> <p>Through theoretical study and practical application, students learn to create resilient, sustainable, and inclusive urban environments."</p> | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--------------------------------------|
| CO1 | Recognize fundamental concepts of urban planning and have an understanding on the historical evolution of urban planning | U | C | Assignments / Quiz |
| CO2 | Interpretation of policy frameworks on urban planning | U | F | Debates / Seminar/ Group Discussion |
| CO3 | Identify and analyse the urban planning initiatives | An | F | Quiz/Interviews |
| CO4 | Analyzing the challenges of urban planning. | An | P | Practical Assignments/Report Writing |
| CO5 | Identifies various issues and perspectives related to urban planning. | An | M | Role plays /assignments |
| CO6 | Students will evaluate real-world development challenges by integrating theoretical knowledge, critical thinking, and practical skills, demonstrating the ability to assess and propose effective solutions. | E | P | Viva Voce |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|--|--------------------|---------------|
| I | INTRODUCTION | | 12 | 15 |
| | 1 | Historical Evolution of Urban Planning Practices in India | 3 | |
| | 2 | Urbanization Trends in India and The Need for Urban Planning | 3 | |
| | 3 | Principles of Urban Planning-Sustainability-Resilience-Inclusivity | 3 | |
| | 4 | Role of Urban Planning | 3 | |
| II | POLICY FRAMEWORKS ON URBAN PLANNING | | 10 | 15 |
| | 5 | National Urban Policy – Sustainable cities, rurbanisation-horizontal development | 2 | |
| | 6 | State Urban Development Plans | 2 | |
| | 7 | Town Planning Acts | 2 | |
| | 8 | City Development Authorities and Their Functioning | 2 | |
| | 9 | Town and Country Planning Departments – Roles and responsibilities. | 2 | |
| III | URBAN PLANNING –INITIATIVES | | 16 | 25 |
| | 10 | Spatial Planning | 2 | |
| | 11 | Land Acquisition and Development Regulations | 2 | |
| | 12 | Transportation Planning | 2 | |
| | 13 | Housing Planning | 2 | |
| | 14 | Infrastructure Planning | 2 | |
| | 15 | Environmental Planning | 2 | |
| | 16 | Citizen Engagement in Urban Planning | 2 | |
| | 17 | Participatory Planning | 2 | |
| IV | CHALLENGES OF URBAN PLANNING | | 10 | 15 |
| | 18 | Infrastructure Deficits in Indian Cities | 2 | |
| | 19 | Service Delivery Challenges | 2 | |
| | 20 | Spatial Challenges | 2 | |
| | 21 | Sustainability Challenges | 2 | |
| | 22 | Socio-Economic Challenges | 2 | |
| V | Open Ended Module: Applied Urban Planning : Case Studies, Field Engagement, and Solution Synthesis | | 12 | |
| | 1 | Case Studies and Group Projects Case studies on successful community-driven planning initiatives Field visits Site visits and fieldwork to observe and analyze urban contexts Community Engagement Discussions on specific urban planning projects or issues | | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | 2 | - | - | - | | 1 | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | 1 | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | 2 | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | 1 | |
| CO 5 | - | 1 | - | - | - | - | | | 1 | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | 3 | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | Training in Local Administration | | | | |
| Type of Course | Vocational Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | For studying a course in local administration, a foundational understanding of concepts such as decentralization, panchayats, and grama Sabha etc is desirable. Additionally, possessing an open-mindedness towards learning about the constitutional provisions that governing three-tier administration is essential. | | | | |
| Course Summary | This course provides a comprehensive overview of local administration, focusing on key concepts, structures, functions, and practical applications. It aims to equip students with the knowledge and skills necessary to understand, analyse, and contribute effectively to local governance and public service delivery. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|--|
| CO1 | Understand the concept Training in Local Administration | U | | Instructor-created exams / Quiz |
| CO2 | Analyse Structure and Functioning of Local Administration | An | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Analyse Service Delivery and Local Administration | An | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Financial Management and Local Administration | U | C | Instructor-created exams / Home Assignments |
| CO5 | Evaluate the application of Training in Local Administration | E | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) | | | | |

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|--|--------------------|---------------|
| I | Introduction | | 10 | 20 |
| | 1 | Local Administration –Scope and Significance | 3 | |
| | 2 | Historical Overview of Local Administration | 5 | |
| | 3 | Roles and responsibilities of Local Administration | 2 | |
| II | Structure and Functioning of Local Administration | | 20 | 10 |
| | 4 | Rural and Urban Administration | 4 | |
| | 5 | Rural and Urban Administration- Different Tiers | 4 | |
| | 6 | Roles and functions of elected officials and administrative staff | 2 | |
| | 7 | Decision-making processes within local government | 2 | |
| | 8 | Institutional Mechanisms for Training | 2 | |
| | 9 | National Institute of Local Administration | 2 | |
| | 10 | State Institute of Local Administration | 2 | |
| | 11 | Kerala Institute of Local Administration | 2 | |
| III | Service Delivery and Local Administration | | 8 | 20 |
| | 12 | Planning | 1 | |
| | 13 | Infrastructure | 1 | |
| | 14 | Rural Development | 2 | |
| | 15 | Essential Services | 1 | |
| | 16 | Community Engagement | 2 | |
| | 17 | Monitoring Mechanisms | 1 | |
| IV | Financial Management and Local Administration | | 10 | 20 |
| | 18 | Financial Planning | 2 | |
| | 19 | Fiscal Policies | 2 | |
| | 20 | Revenue Generation Mechanisms | 2 | |
| | 21 | Local Accounting and Auditing | 2 | |
| | 22 | Challenges in Local Administration | 2 | |
| V | Open Ended Module | | 12 | |
| | | Field visits to LSGs Meetings with local government officials to understand the issues and challenges Participation in LSG meetings to understand the proceedings and mechanisms | 12 | |

Mapping of COs with PSOs and POs :

| | | | | | | | | | | | | |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|--|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|--|---|--|--|----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |

| | | | | |
|---------|---|---|---|---|
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | OFFICE AUTOMATION AND ADMINISTRATION | | | | |
| Type of Course | Vocational Minor | | | | |
| Semester | VIII | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Basic Computer Literacy 2. Effective Written and Verbal Communication Skills | | | | |
| Course Summary | This course is designed to equip students with the knowledge, skills, and competencies necessary to excel in modern office environments. Through a comprehensive curriculum, students will explore the evolution of office administration, the roles and responsibilities of office administrators, and the importance of office automation in enhancing organizational efficiency. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | Able to trace the historical development of office administration practices and technologies, identifying key advancements and their impacts on modern office environments. | U | C | Instructor-created exams / Quiz |
| CO2 | Demonstrate proficiency in utilizing office automation tools and technologies to streamline administrative tasks, enhance productivity, and improve overall organizational efficiency. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Develop skills in creating visually engaging and effective presentations using presentation software, incorporating multimedia elements to communicate ideas effectively. | C | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Gain an understanding of database management systems and their role in organizing, storing, and retrieving data efficiently in office environments. | U | C | Instructor-created exams / Home Assignments |
| CO5 | Develop skills in effective time management and organizational techniques, enabling them to prioritize tasks, meet deadlines, and optimize workflow efficiency. | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Ability to trace the historical development of office administration practices and technologies, identifying | U | F | Viva Voce |

| | | | | |
|---|---|--|--|--|
| | key advancements and their impacts on modern office environments. | | | |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|--|--------------------|---------------|
| I | Fundamentals of Office Automation and Administration | | 10 | 15 |
| | 1 | Introduction to Office Automation | 2 | |
| | 2 | Evolution of Office Administration | 2 | |
| | 3 | Roles and Responsibilities of Office Administrators | 2 | |
| | 4 | Importance and Benefits of Office Automation | 2 | |
| | 5 | Office Automation in Modern Business Environments | 2 | |
| II | Office Software Applications and Tools | | 12 | 15 |
| | 6 | Word Processing Software | 2 | |
| | 7 | Spreadsheet Software for Data Management and Analysis | 2 | |
| | 8 | Instant Messaging and Chat Applications | 2 | |
| | 9 | Creating Professional Presentations using Presentation Software | 2 | |
| | 10 | Introduction to Database Management Systems | 2 | |
| | 11 | Video Conferencing Tools | 2 | |
| III | Advanced Office Automation Tools | | 18 | 25 |
| | 12 | Email Management and Communication Tools | 2 | |
| | 13 | Utilizing Project Management Software for Team Collaboration | 3 | |
| | 14 | Implementing Document Management Solutions | 2 | |
| | 15 | Cloud Computing and Virtual Office Solutions | 3 | |
| | 16 | Automation in Customer Relationship Management (CRM) | 3 | |
| | 17 | Document Scanning and Digitization | 3 | |
| | 18 | Digital Marketing and Social Media Management | 2 | |
| IV | Administrative Practices and Efficiency | | 8 | 15 |
| | 19 | Understanding Information Security Policies and Practices | 2 | |
| | 20 | Data Management and Security Measures- Ethical and Legal Considerations Related to Automation and Data Usage | 2 | |
| | 21 | Techniques for Prioritizing Tasks and Managing Workload effectively | 2 | |

| | | | | |
|---|--|---|----|--|
| | 22 | Budgeting and Cost Control in Administrative Operations | 2 | |
| V | Open Ended Module: Practical Applications/Assignments on Office Automation and Administration | | 12 | |
| | 1 | <p>Case Study Presentation of a case study on successful implementation of office automation in a business organization</p> <p>Real-World Application Designing and creating templates for common office documents. Students will research and evaluate various virtual collaboration tools and platforms, such as video conferencing software, online project management tools, and virtual whiteboards, and develop strategies for effective remote teamwork.</p> <p>Group Assignment Digital Marketing Campaign: Groups will develop a digital marketing campaign for a small business or startup. They will create social media content, email newsletters, and online advertisements using digital marketing tools and platforms. The assignment will include a marketing strategy presentation and performance analysis.</p> | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |

| | | | | | | | | | | | | |
|---------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 6 | - | - | - | 3 | - | - | | | | | | |
|---------|---|---|---|---|---|---|--|--|--|--|--|--|

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | SECRETARIAL PRACTICES | | | | |
| Type of Course | Vocational Minor | | | | |
| Semester | VIII | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | The students should have both written and verbal communication and computer skills for clear and concise message delivery. | | | | |
| Course Summary | The course in secretarial practices, equipping students with the essential skills and knowledge to excel in an office environment. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|-----------------------|
| CO1 | Understand and develop professional and personal qualities of a successful secretary. | U | C | Seminar |
| CO2 | Asses the importance of communication and interpersonal skills for effective office management. | U | F | Practical Assignments |
| CO3 | Understand core secretarial duties, including correspondence, filing, and recordkeeping | Ap | F | Practical Assignments |
| CO4 | Apply the theoretical knowledge and practical proficiency in using office technology and software applications. | An | P | Practical Assignments |
| CO5 | Recognize essential shorthand skills necessary to excel as administrative secretaries | An | M | Group Discussion. |
| CO6 | Apply overall secretarial skills for improved communication, record-keeping, and information processing within the administrative environment. | E | P | Viva Voce |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|--|--|--------------|------------|
| I | Introduction to Secretarial Practices | | 10 | 15 |
| | 1 | Secretary: Meaning and Importance. | 2 | |
| | 2 | Types of Secretaries | 3 | |
| | 3 | Qualities and Qualifications of a Secretary. | 2 | |

| | | | | |
|------------|---|--|-----------|-----------|
| | 4 | Duties and Responsibilities of a Secretary. | 3 | |
| II | Communication and Interpersonal Skills | | 10 | 15 |
| | 5 | Communication- Definition and Importance. | 2 | |
| | 6 | Types of Communication- Barriers to effective Communication. | 2 | |
| | 7 | Tools of Effective Communication. | 2 | |
| | 8 | Correspondence: Social Letters -Informal Letters-Invitation Letters Congratulation Letters. Thanks Giving Letters- Condolence Letters etc. and Letters to the | 2 | |
| 9 | Office Correspondence: Drafting of Notice -Agenda- Minutes and Reports, Circular& Memorandum. | 2 | | |
| III | Computer Operations | | 20 | 25 |
| | 10 | Computer Fundamentals, Introduction, Utility and Types of Computers. | 2 | |
| | 11 | Computer Hardware- Introduction, Motherboard & Processor - Input, Output & Storage devices. | 2 | |
| | 12 | Software-Definition & Introduction to System Software, Application Software. | 2 | |
| | 13 | Windows Operating System- Introduction , Windows Menu Desktop -Windows Explorer | 2 | |
| | 14 | Computer Keyboard Functions and its Operations- Alphabetic keys -Special keys -Function keys. | 2 | |
| | 15 | Microsoft Word-Processing with MS- Use of Different Menus- Use of Auto Correct- Formatting with word- Use of help Options- Inserting Lines and Page Breaks-and Use of Tables- Deletion of Rows and Columns--Viewing Documents-Printing- Computer speed typing. | 3 | |
| | 16 | Microsoft Excel-Arithmetic, Logical, Relative and Absolute Cell Referencing -Formatting Options of Cell in Worksheets- Align Centre, Left, Right and Justify Cell Contents-Concept of Charts. | 2 | |
| 17 | Microsoft PowerPoint-Introduction to PPT- Presenting Documents in Power Point, Add Graphics to the Document-Layouts, Themes and Designs- Adding Clip Arts, Diagrams, Pictures, Tables and Charts--Transitions-- Editing and Printing Presentations /slides. | 3 | | |
| | 18 | Network and Internet-Computer Network-Types of Network- Network Protocols-Web Browser and Mailing System - Protection of Computer from threats. | 2 | |
| IV | Introduction to Shorthand | | 8 | 15 |
| | 19 | Introduction to Shorthand- benefits of shorthand. | 2 | |
| | 20 | Consonant and vowel representation in shorthand. -Basic shorthand outlines for common words and phrases. | 2 | |
| | 21 | Secretarial Applications of Shorthand- Business Document Writing in Shorthand | 2 | |
| | 22 | Advanced Shorthand Techniques for Administrative Efficiency- Building Shorthand Vocabulary- Shorthand for Travel Arrangements- Shorthand for Time Management and Organization | 2 | |
| V | Open Ended Module: Applied Secretarial Practices | | 12 | |

| | | | | |
|--|---|--|----|--|
| | Case Studies, Field Engagement, and Solution Synthesis | | | |
| | | <p>Role Playing Exercises Simulate scenarios where students act as secretaries for different types of businesses (e.g., legal office,) This can involve handling phone calls, scheduling appointments, and managing client inquiries.</p> <p>Communication workshops: Conduct workshops where students practice active listening, public speaking, and conflict resolution techniques.</p> <p>Simulated office tasks: Create simulated office tasks using the mentioned software applications- creating reports in Word, formatting tables in Excel, designing presentations in PowerPoint.</p> | 12 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | 1 | 1 | - | - | - | - |
| CO 2 | 1 | 2 | 1 | - | - | - | 1 | - | - | 1 | - | - |
| CO 3 | - | 1 | - | 1 | - | - | 1 | - | 2 | - | - | - |
| CO 4 | - | - | 2 | 1 | - | - | - | - | - | 1 | - | - |
| CO 5 | - | 1 | - | - | - | - | - | 1 | - | - | 2- | - |
| CO 6 | - | - | - | 3 | - | 2 | 1 | - | 1 | - | - | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work

- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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**General Foundation Courses in BA Public
Administration Honours**

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | FUNDAMENTALS OF PUBLIC ADMINISTRATION | | | | |
| Type of Course | MDC | | | | |
| Semester | I | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | | | 45 |
| Pre-requisites | 1. Interest in acquiring knowledge the State and Governance Mechanisms 2. Basic Knowledge about the concepts of Public Administration. | | | | |
| Course Summary | This course provides a general understanding of Public Administration and make the students aware of the theories and concepts of Public Administration. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---------------------------------------|
| CO1 | Understand the Foundations of Public Administration | U | C | Exams / Quiz |
| CO2 | Explore Contemporary Trends in Public Administration | An | C | Assignment / Discussions |
| CO3 | Master Key Principles and Concepts of Public Administration. | Ap | M | Seminar Presentation / Group Tutorial |
| CO4 | Analyse and apply Theoretical Knowledge to Real-world Scenarios through case studies and analysis, field visits, and guest speaker sessions, students will learn to apply theoretical concepts to practical scenarios. | U | C | Exams / Assignments |
| CO5 | Critically Evaluate Administrative Approaches and Solutions | An | M | Assignment/Seminar |
| CO6 | Design and propose innovative administrative solutions based on their understanding of foundational principles and contemporary trends and develop model administrative frameworks that integrate theoretical knowledge with practical applications to address real-world challenges effectively. | Ap | M | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|------------|--|---|-------------------|---------------|
| I | Introduction to Public Administration | | 7 | 10 |
| | 1 | Meaning and Definitions of Public Administration | 1 | |
| | 2 | Evolution of the Discipline | 2 | |
| | 3 | Public Administration and Private Administration | 2 | |
| | 4 | Nature and Scope of Public Administration. | 2 | |
| II | Principles of Public Administration | | 7 | 10 |
| | 5 | Organising | 1 | |
| | 6 | Hierarchy | 1 | |
| | 7 | Span of Control | 1 | |
| | 8 | Unity of Command | 1 | |
| | 9 | Direction | 1 | |
| | 10 | Delegation | 1 | |
| | 11 | Centralisation | 1 | |
| III | Overview of Administrative Theories | | 15 | 15 |
| | 12 | Scientific Management- F W Taylor | 3 | |
| | 13 | Bureaucratic Theory- Max Weber | 3 | |
| | 14 | Classical Theory- Henry Fayol Luther Gulick | 3 | |
| | 15 | Human Relations Theory- Elton Mayo | 3 | |
| | 16 | Behavioural Theory in Public Administration- Chester Bernard, Herbert Simon | 3 | |
| IV | Public Administration in Practice | | 7 | 15 |
| | 17 | Federal and Unitary States | 2 | |
| | 18 | Democracy and related concepts (Parliamentary, Presidential, Republic etc.) | 3 | |
| | 19 | Inter-Governmental Relations | 2 | |
| V | Open Ended Module (Refer Evaluation scheme for details) | | 9 | |
| | 1 | <p>Case Studies and Analysis:</p> <ul style="list-style-type: none"> Present students with authentic case studies in public administration that focus on pertinent issues, policies, or obstacles. In teams, students assess these cases, pinpointing main issues, stakeholders, and possible resolutions. <p>Field Trips and Guest Speakers:</p> <ul style="list-style-type: none"> Organize trips to nearby governmental offices, agencies, or public entities. Extend invitations to guest speakers, such as seasoned public administrators or field experts, to impart their perspectives and experiences. Encourage students to inquire and bridge theoretical understanding with practical application. <p>Analysis:</p> <ul style="list-style-type: none"> Examine contemporary trends in public administration (NPA, NPM, Public Choice, Neo Taylorism, NPS) within the context of practical dilemmas. Assess the efficacy of diverse administrative methodologies in tackling present-day challenges. | 9 | |

| | | | | |
|--|--|---|--|--|
| | | Synthesis/Create: <ul style="list-style-type: none"> Formulate and propose inventive administrative remedies grounded in the course's principles. Construct a model administrative framework considering discussed trends and principles. | | |
|--|--|---|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | 1 | | | | | | |
| CO 2 | | 2 | - | - | - | - | 1 | | | | | | |
| CO 3 | - | 3 | | - | - | - | | | 1 | | | | |
| CO 4 | - | - | 2 | | - | - | 1 | | | | | | |
| CO 5 | - | | - | - | 2 | - | | | | | | | 1 |
| CO 6 | - | - | - | | - | 2 | | | | | | | 2 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.
- Participation and performance in simulation exercises and field visits.
- Policy analysis project presentation and report.
- Group project presentations and reports.
- Reflection papers on guest lectures and their application to practical scenarios.

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | | ✓ | | ✓ |
| CO 3 | | ✓ | | ✓ |
| CO 4 | ✓ | | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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Baisya, R. K. (2017). *E-Governance in India: Vision, Strategy, and Execution* (3rd ed.).

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | CIVIL SERVICES AND PERSONNEL ADMINISTRATION IN INDIA | | | | |
| Type of Course | MDC | | | | |
| Semester | II | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | 1. Fundamentals of civil service Concepts: Functions, Logic 2. Fundamentals of service rules | | | | |
| Course Summary | This course explores implementations of personnel administration and civil service arrays of Indian quasi federal setup. . | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|--|
| CO1 | Understands the civil service system and personnel administration in India | U | C | Instructor-created exams / Quiz |
| CO2 | It explores the various civil service rules and personnel administrative statues in India | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Investigate the properties and applications of service rules in India | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Evaluate Personnel Administration in Indian context | U | C | Instructor-created exams / Home Assignments |
| CO5 | Implement and analyse various civil service system and its rules | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Demonstrate critical thinking and problem-solving skills in public service delivery | Ap | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|--------|---|---|-------------------|---------------|
| I | Introduction to Indian Civil Services | | 9 | 10 |
| | 1 | Civil Services-Concept – Significance | 2 | |
| | 2 | Historical Evolution of Indian Civil Services | 2 | |
| | 3 | Classification of Civil Services – (All India Services, Central Services, State Services and Local Services). | 3 | |
| | 4 | Civil Service Reforms- II nd ARC Recommendations | 2 | |
| II | Personnel Administration in India | | 15 | 20 |
| | 5 | Recruitment System of Civil Servants – Methods | 3 | |
| | 6 | Recruiting Agencies in India-UPSC-SPSC-JPSC | 3 | |
| | 7 | Training of Public Servants in India -Types- Techniques | 2 | |
| | 8 | Training Institutions in India | 2 | |
| | 9 | Promotion Systems in India. | 2 | |
| | 10 | Disciplinary Procedure for Civil Servants. | 2 | |
| | 11 | Performance Appraisal System for Central Civil Servants | 1 | |
| III | Service Rules in India | | 5 | 10 |
| | 12 | Pay and Service Conditions: Pay Principles and Pay Commissions | 1 | |
| | 13 | Allowances – Dearness Allowance -House Rent Allowance | 1 | |
| | 14 | Social Security Benefits – Pension, Gratuity, Health Insurance | 1 | |
| | 15 | Retirement Benefits – Significance -New Pension Scheme | 2 | |
| IV | Emerging trends in Personnel Administration | | 7 | 10 |
| | 16 | Lateral entry into Higher Civil Service- Skill Development and Mission Karma Yogi. | 2 | |
| | 17 | Administrative Vigilance, Administrative Tribunals | 1 | |
| | 18 | Good Governance Initiatives in India- Online recruitment portals, Digital Signatures and Biometric Authentication | 2 | |
| | 19 | Online Performance Appraisal Systems- Online Training Platforms, Whistleblower Protection Platforms. | 2 | |
| V | OPEN ENDED MODULE: CIVIL SERVICES AND PERSONNEL ADMINISTRATION | | 9 | |
| | 1 | <p>Activity 1: Role-Playing Exercise on Civil Service Recruitment To help students understand the various methods and challenges involved in civil service recruitment in India.</p> <p>Activity 2: Debate on Generalists vs. Specialists in Civil Services To explore the ongoing debate about the role of generalists and specialists in the Indian civil services.</p> <p>Activity 3: Case Study Analysis on Civil Service Reforms To deepen students' understanding of the Indian Civil Services by examining real-world cases related to reforms and ARC (Administrative Reforms Commission) recommendations.</p> | 9 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PO1 | PO2 | PO6 | PO7 |
|------|------|------|------|-----|-----|-----|-----|
| CO 1 | 2 | - | - | 2 | - | - | - |
| CO 2 | 2 | - | - | 1 | 2 | - | - |
| CO 3 | - | 1 | - | - | - | 2 | - |
| CO 4 | 2 | - | - | - | - | 2 | - |
| CO 5 | 2 | - | - | - | - | 2 | - |
| CO 6 | - | - | 2 | - | - | 2 | 3 |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |

| | | | | |
|------|--|--|---|--|
| CO 6 | | | ✓ | |
|------|--|--|---|--|

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| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | CITIZEN'S RIGHTS AND PUBLIC SERVICES | | | | |
| Type of Course | VAC | | | | |
| Semester | III | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | 1. Basic Awareness about Citizen's Rights 2. Interest in Public Service and Social Justice | | | | |
| Course Summary | This course provides an in-depth examination of the rights of citizens within the context of public service delivery in democratic societies, with a specific focus on India. Through a multidisciplinary approach drawing from political science, law, and public administration, students will explore the theoretical foundations, legal frameworks, and practical implications of citizen's rights and their relationship to public services. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|--|
| CO1 | Develop skills for active citizenship, including advocacy strategies, community engagement, and participation in governance processes | U | C | Instructor-created exams / Quiz |
| CO2 | Critically analyse case studies of public service delivery initiatives, assessing their impact on citizen's rights and identifying areas for improvement. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Ability to propose solutions and policy recommendations to address challenges in public service delivery and enhance citizen's rights protection. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Define and articulate the concept of Citizen's rights, including their historical development and philosophical underpinnings. | U | C | Instructor-created exams / Home Assignments |
| CO5 | Organize and participate in community engagement events and awareness campaigns focused on citizen's rights and public services, fostering dialogue and empowerment within communities. | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Understanding of the legal and constitutional provisions pertaining to citizen's rights, including relevant statutes and landmark judicial decisions. | U | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) | | | | |

| |
|---|
| # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |
|---|

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|------------|---|---|-------------------|---------------|
| I | Introduction to Citizen's Rights and Public Services | | 8 | 10 |
| | 1 | Definition and Importance of Citizen's Rights | 2 | |
| | 2 | Meaning, Role and Significance of Public Services | 2 | |
| | 3 | Historical Evolution of Citizen's Rights and Public Services | 2 | |
| | 4 | Rights and Responsibilities of Citizens in a Democratic Society | 2 | |
| II | Legal Framework and Constitutional Provisions | | 10 | 10 |
| | 5 | Constitutional Provisions Related to Citizen's Rights | 2 | |
| | 6 | Statutory Laws Governing Public Services in India | 2 | |
| | 7 | Judicial Precedents and Landmark Cases on Citizen's Rights | 2 | |
| | 8 | Legal Remedies for Violation of Citizens' Rights in India | 2 | |
| | 9 | Accountability Mechanisms in Public Services in India | 2 | |
| III | Access to Public Services | | 7 | 10 |
| | 10 | Public Service Guarantee Act | 2 | |
| | 11 | Citizen's Charter | 2 | |
| | 12 | Right to Information | 2 | |
| | 13 | Public Service Delivery Mechanisms: Challenges and Solutions | 1 | |
| IV | Advocacy and Active Citizenship | | 11 | 20 |
| | 14 | Role of Public Servants in Serving Citizens | 2 | |
| | 15 | Factors Promoting Effective Public Service Delivery in India | 2 | |
| | 16 | Nature of Citizen – Administration interface | 1 | |
| | 17 | Machinery for Redressal of Public Grievances | 2 | |
| | 18 | Role of Civil Society Organizations in Protecting Citizens Rights | 2 | |
| | 19 | Citizen Participation in Governance: Opportunities and Challenges | 2 | |
| V | Open Ended Module: Practical Applications and Case Studies | | 9 | |
| | 1 | <p>Interview Conduct an interview with a public service provider or government official to understand the challenges they face in ensuring citizen's rights.</p> <p>Case Study Prepare a case study analysis of a recent public service delivery initiative, highlighting its impact on citizen's rights and areas for improvement.</p> <p>Community Engagement and Awareness Campaign: Organize a community engagement event /awareness campaign / workshops focused on citizen's rights and public services.</p> <p>Policy Analysis and Advocacy Project: Research and analyse a current policy or legislation related to public services and citizen's rights and Identify strengths, weaknesses, and potential areas for improvement.</p> | 9 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | - | - | 3 | - | - | | | | | | |
| CO 3 | - | - | - | 3 | - | - | | | | | | |
| CO 4 | 2 | - | - | 4 | - | - | | | | | | |
| CO 5 | - | 1 | 3 | - | - | - | | | | | | |
| CO 6 | 1 | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | ✓ | ✓ |
| CO 6 | ✓ | | | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | ADMINISTRATIVE LITERACY | | | | |
| Type of Course | VAC | | | | |
| Semester | IV | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | 1. Fundamentals of Administration 2. General Understanding of Administrative Techniques | | | | |
| Course Summary | This course explores the framework of administration, delving into the tools and techniques, communication skills and provides with an overall understanding of the structure/skills needed for successful administration. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | To demonstrate proficiency in written and verbal communication skills, enabling to convey complex administrative concepts clearly and persuasively. | U | C | Instructor-created exams / Quiz |
| CO2 | Identify potential risks and vulnerabilities in administrative processes, applying risk management strategies to mitigate adverse impacts and ensure organizational resilience. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Possess strong time management and organizational skills, enabling them to prioritize tasks, manage workflows, and meet deadlines effectively. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Demonstrate creativity and adaptability in addressing administrative challenges, seeking innovative solutions and embracing change to drive organizational success. | U | C | Instructor-created exams / Home Assignments |
| CO5 | Demonstrate proficiency in interpersonal skills, including conflict resolution techniques, fostering positive relationships and productive teamwork within administrative settings | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Understand the importance of sustainability in administrative practices, | Ap | P | Viva Voce |

| | | | | |
|---|---|--|--|--|
| | proposing and implementing strategies to integrate sustainable development goals into public sector policies and decision-making processes. | | | |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|------------|--|---|-------------------|---------------|
| I | Introduction to Administrative Literacy | | 5 | 10 |
| | 1 | Introduction to Administrative Literacy: Concepts and Definitions | 2 | |
| | 2 | Basic Principles of Administrative Literacy | 1 | |
| | 3 | Scope of Administrative Literacy | 1 | |
| | 4 | Significance of Administrative Literacy | 1 | |
| II | Communication Skills in Administration | | 6 | 10 |
| | 5 | Effective Writing, Communication Skills | 2 | |
| | 6 | Verbal Communication Techniques | 1 | |
| | 7 | Negotiation and Persuasion in Administrative Contexts | 1 | |
| | 8 | Presentation Skills for Administrative Professionals | 1 | |
| | 9 | Interpersonal Skills and Conflict Resolution | 1 | |
| III | Administrative Tools and Techniques | | 15 | 20 |
| | 10 | Time Management and Organizational Skills | 3 | |
| | 11 | Information Management and Record-keeping | 3 | |
| | 12 | Decision-Making Models and Techniques in Public Administration | 2 | |
| | 13 | Crisis Management and Decision-making Under Pressure | 2 | |
| | 14 | Risk Management in Administration | 2 | |
| | 15 | Public Budgeting and Financial Management | 3 | |
| IV | Public Sector Management and Leadership | | 10 | 10 |
| | 16 | Leadership and Management Theories in Public Sector | 2 | |
| | 17 | Performance Management and Appraisal Systems | 2 | |
| | 18 | Bureaucratic Responsiveness | 3 | |
| | 19 | People Centered Administration. | 3 | |
| V | Open Ended Module: Advanced Topics in Administrative Literacy | | 9 | |
| | 1 | Research Project: 'Sustainable Development and Environmental Management' Investigate Sustainable Development Goals (SDGs) and their relevance to local government policies and practices, proposing strategies for integrating | 9 | |

| | | | | |
|--|--|---|--|--|
| | | <p>sustainability into urban planning and decision-making processes (Indian Context)</p> <p>Case Study Analysis: ‘E-Governance and Digital Transformation’: Analyse successful e-governance projects from different countries, focusing on their impact on citizen engagement and service delivery.</p> <p>Group Discussion: Discuss the role of leadership and communication in crisis management, examining best practices and areas for improvement based on real examples</p> | | |
|--|--|---|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS | | | | |
| Course Title | PERSONALITY DEVELOPMENT AND ADMINISTRATIVE COMMUNICATION | | | | |
| Type of Course | SEC | | | | |
| Semester | V | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | Basic understanding about personality and communication | | | | |
| Course Summary | This course offers a holistic approach to personal and professional development, empowering individuals to enhance their leadership abilities, communication skills, and administrative competence for success in various endeavors. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | Understand the importance of Personality Development and its Technique | U | C | Instructor-created exams / Quiz |
| CO2 | Understand the importance of oral and written communication in day-to-day working of the organization | U | F | Instructor-created exams / Home Assignments |
| CO3 | Understand the role of body language in effective communicate | U | C | Instructor-created exams / Quiz |
| CO4 | Develop inter personal skills and problem-solving skills | AP | F | Practical Assignment / Observation of Practical Skills |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|----------|--------------------------------|---|-------------------|---------------|
| I | Personality Development | | 9 | 10 |
| | 1 | Personality Development | 2 | |
| | 2 | Stages of personality development | 2 | |
| | 3 | Factors affecting personality development | 2 | |

| | | | | |
|------------|-------------------------------------|---|-----------|-----------|
| | 4 | Personality traits | 2 | |
| II | Attitude and Motivation | | 8 | 15 |
| | 5 | Attitude –Concepts –Significance | 2 | |
| | 6 | Factors Affecting Attitude | 2 | |
| | 7 | Concepts of Motivation | 2 | |
| | 8 | Leadership and Team work | 2 | |
| III | Administrative communication | | 12 | 15 |
| | 9 | Communication - Meaning & Importance | 2 | |
| | 10 | Official and Demi official Letters | 2 | |
| | 11 | Circulars and Memos | 1 | |
| | 12 | Government Orders | 2 | |
| | 13 | Preparing and Delivering the Presentations | 2 | |
| | 14 | Official Documents and reports | 2 | |
| | 15 | Policy briefs | 1 | |
| IV | Negotiation and Strategy | | 7 | 10 |
| | 16 | Negotiation Skills | 2 | |
| | 17 | Types of Negotiation | 2 | |
| | 18 | Strategic Thinking | 2 | |
| | 19 | key elements of a strategic plan | 1 | |
| V | Open Ended Module: | | 9 | |
| | 1 | <p>Activity 1: Personality Development Workshop To explore the stages of personality development and identify factors affecting personality development.</p> <p>Activity 2: Attitude and Motivation Case Study To understand the significance of attitude and explore factors affecting it, as well as delve into concepts of motivation.</p> <p>Activity 3: Administrative Communication Role-Play To practice different forms of administrative communication and understand the importance of clear communication in an organizational context.</p> <p>Activity 4: Negotiation Simulation To build negotiation skills and understand different types of negotiation.</p> | 9 | |

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 1 | | - | - | - | - | | | | | | |
| CO 3 | 1 | - | | - | - | - | | | | | | |
| CO 4 | 1 | - | | | - | - | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 5 | - | | - | - | - | - | | | | | | |
| CO 6 | - | - | - | | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | | |

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| | |
|--------------|------------------------------------|
| Programme | B.A. PUBLIC ADMINISTRATION HONOURS |
| Course Title | GENDER AUDITING |

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Type of Course | SEC | | | | |
| Semester | VI | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | 1. Familiarity with research methods and analysis techniques 2. Willingness to engage in critical analysis and reflection on gender issues | | | | |
| Course Summary | The Skill Enhancement Course on Gender Auditing is designed to provide students with a comprehensive understanding of gender analysis frameworks, methodologies, and tools necessary for assessing gender equality and promoting gender mainstreaming initiatives across various sectors. Throughout the course, students will explore the historical context and theoretical foundations of gender auditing, examine the legal and policy frameworks for gender equality, and learn to apply gender analysis techniques to identify gender disparities and discrimination. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|--|
| CO1 | Understand the principles and objectives of gender auditing and its importance in promoting gender equality and inclusivity | U | C | Instructor-created exams / Quiz |
| CO2 | Analyse organizational structures, policies, and practices through a gender lens to identify areas of gender bias and inequality. | An | F | Practical Assignment / Observation of Practical Skills |
| CO3 | Plan and execute gender audits using appropriate methodologies, including data collection techniques, stakeholder engagement, and ethical considerations. | C | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Evaluate the effectiveness of gender audit outcomes in promoting organizational change towards gender equality and inclusivity. | E | P | Instructor-created exams / Home Assignments |
| CO5 | Reflect on personal learning experiences and challenges encountered during the gender audit process, and identify strategies for continuous improvement. | C | C | Brainstorming Sessions |
| CO6 | Collaborate with peers in peer review and feedback sessions to enhance the quality and rigor of gender audit projects. | An | P | Group Discussion |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|--------|--|---|-------------------|---------------|
| I | Introduction to Gender Auditing | | 6 | 5 |
| | 1 | Meaning, concept and significance of Gender auditing | 2 | |
| | 2 | Historical Overview of Gender Auditing | 1 | |
| | 3 | Objectives and Characteristics of Gender Auditing | 1 | |
| | 4 | Gender Auditing and Gender Mainstreaming | 1 | |
| | 5 | Legal and Policy Frameworks in India for Gender Equality | 1 | |
| II | Methodologies and Tools for Gender Auditing | | 12 | 10 |
| | 6 | Participatory Gender Audit Methodology (ILO Toolkit) | 3 | |
| | 7 | Gender Analysis Frameworks: GAD, SWOT, and Others Gender Audit indicators and Gender Budgeting | 3 | |
| | 8 | Qualitative and Quantitative methods in Gender Auditing | 3 | |
| | 9 | Best Practices in Gender Auditing: International Scenarios | 3 | |
| III | Conducting Gender Audit | | 10 | 25 |
| | 10 | Designing a Gender Audit Plan | 2 | |
| | 11 | Conducting Gender Analysis in Different Sectors (e.g., Education, Health, Employment) | 2 | |
| | 12 | Methodologies and Techniques in Gender Auditing | 1 | |
| | 13 | Ethical Considerations in Gender Auditing | 2 | |
| | 14 | Identifying Gender Gaps and Discrimination (Transgender and Gender Auditing) | 2 | |
| | 15 | Strategies for Addressing Gender Inequality | 1 | |
| IV | Monitoring and Evaluation of Gender Audits | | 8 | 10 |
| | 16 | Monitoring and Evaluation of Gender Audit Outcomes | 2 | |
| | 17 | Implementation of Gender Audit Findings | 2 | |
| | 18 | Challenges and Limitations of Gender Auditing | 2 | |
| | 19 | Evaluating the Impact of Gender Audits | 2 | |
| V | Open Ended Module: Self-Directed Learning: Exploring Additional Gender Auditing Resources | | 9 | |
| | 1 | Project Independent Research Project on Gender Audit in a Chosen Context (Practical Application: Conducting a Gender Audit in a Real-world Setting) Real-World Application Practical Application of Gender Audit Tools and Techniques Group Discussion | 9 | |

| | | | | |
|--|--|--|--|--|
| | | Peer review and feedback session on challenges encountered and lessons learned during the project and identifying areas of improvement in future gender audits | | |
|--|--|--|--|--|

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 2 | 2 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 3 | 3 | | 3 | | | | 1 | | 1 | | | 1 |
| CO 4 | 2 | | 2 | | | | 1 | | 1 | | | 1 |
| CO 5 | 3 | | 3 | | | | 3 | | 3 | | | 3S |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Assignment/ Quiz/ In-Class Discussion / Seminar/Group tutorial work
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)
- Evaluation of case study analyses.

Mapping of COs to Assessment Rubrics :

| | Debates/Seminars | Assignment | Project Evaluation | End Semester Examinations |
|------|------------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |

| | | | | |
|------|---|---|---|---|
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

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