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UNIVERSITY OF MYSORE
Estd. 1916

VishwavidyanilayaKaryasoudha
Crawford Hall, Mysuru- 570 005

No.AC6/303/2022-23

Dated: 01-09-2023

Notification

Sub:- Syllabus and Scheme of Examination of Public Administration programme (V & VI Semester) with effect from the Academic year 2023-24.


Ref:- 1. This office circular No: AC2(S)/151/2020-21 dated 08-08-2023.

2. Decision of BOS in Public Administration meeting held on 08-08-2023.

The Board of Studies in Public Administration which met on 08-08-2023 has resolved to recommended and approved the syllabus and scheme of Examinations of Public Administration programme (V & VI semester) with effect from the academic year 2023-24.

Pending approval of the Faculty of Arts and Academic Council meetings the above said syllabus and scheme of examinations are hereby notified.

The syllabus and Scheme of Examinations contents may be downloaded from the University website i.e., www.uni-mysore.ac.in


Registrar
REGISTRAR
University of
MYSORE

To;

1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS in Public Administration, Manasagangothri, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council, Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.



Government of Karnataka

Curriculum Framework for Undergraduate.

**V and VI Semester Model Syllabus
for BA
Public Administration**

Submitted to

Vice Chairman

Karnataka State Higher Education Council
30, Prasanna Kumar Block, Bengaluru City University Campus,
Bengaluru, Karnataka – 560009

Table of Contents

Sl. No	Content	Page No
1	List of Committee Members	3
2	Structure for Public Administration Discipline	4
3	Course Articulation Matrix	5
4	Semester V	6-30
5	Semester VI	31-63
6	General Pattern of Political Science Question Paper	64-65

Sd/-
Subject Committee Chairperson

List of Subject Expert Committee Members

SN	Name & Organization	Designation
1	Dr. Harish Ramaswamy , Vice Chancellor, Raichur University, Raichur	Chairman
2	Dr. Muzaffar Hussain Assadi , Professor, University of Mysore, Mysuru.	Member
3	Dr. Chandrakant M Yatanoor , Professor, Gulbarga University, Kalaburgi	Member
4	Dr. P L Dharma , Professor, Mangalore University, Konaje	Member
5	Dr. M. Narasimhamurthy , Professor, Bangalore University, Bengaluru	Member
6	Dr. Ratnakar B M , Professor, Karnataka University	Member
7	Dr. Basavaraj G , Professor, Tumkur University, Tumakuru	Member
8	Dr. Kamalakshi Tadasad , Professor, Rani Channamma University, Belagavi	Member
9	Dr. Shanmukhan A , Professor, Kuvempu University, Shankaraghatta	Member
10	Dr.S.Y.Surendra Kumar , Professor, Bangalore University, Bengaluru	Member
11	Dr. Suresh K C , Associate Professor, Tumkur University, Tumkuru	Member
12	Shri. Bharatraj , Associate Professor, GFGC, Channapatna	Member
13	Shri. H M Krishna , Associate Professor, Government Arts College, Bengaluru	Member
14	Dr. Rabia Begum , Associate Professor, Govt. Women's First Grade College, Jewargi Colony, Kalaburagi	Member
15	Dr. B. Saroja , Associate Professor, Govt. First Grade College, Moka, Ballari.	Member
16	Dr. S Ananth , Associate Professor, GFGC, Koppa, Chikamangaluru Dist	Member
17	Dr. Basavarajeshwari R Patil , Assistant Professor, Government First Grade College. Kumareshwar Nagar, Dharwad.	Member
18	Dr.M.N Ramesh , Special Officer and Convenor	Member Convener

Structure for Public Administration Discipline

Core paper no.	Paper Title	Credit	No. of Teaching Hours/Week	Total Marks/ Assessment
V Semester				
DSC-9	Comparative Public Administration	4	4	100 (60+40)
DSC-10	Karnataka Government and Administration	4	4	100 (60+40)
DSC-11	Development Administration	4	4	100 (60+40)
DSC-12	Environmental Policy and Administration	4	4	100 (60+40)
DSE-E1	A. Administrative Law	3	3	100 (60+40)
	B. Social Welfare Administration	3	3	100 (60+40)
	C. Programmes of Social Welfare and its Implementation			
Voc-1	Cyber Crime Administration	3	3	100 (60+40)
	Internship	2		
VI Semester				
DSC-13	Public Policy - Formulation and Assessment	4	4	100 (60+40)
DSC-14	Office Organisation and Management	4	4	100 (60+40)
DSC-15	E-governance	4	4	100 (60+40)
DSC-16	Health Care Administration	4	4	100 (60+40)
DSE-E2	A. Sustainable Development	3	3	100 (60+40)
	B. Global Public Administration	3	3	100 (60+40)
	C. Rehabilitation and its Challenges			
Voc-2	Data Base Administration	3	3	100 (60+40)
	Internship	2		

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 9-16)

Programme Outcome	PAD C9	PAD C10	PAD C11	PAD C12	PAD E1	PAD C13	PAD C14	PAD C15	PAD C16	PAD E2
Disciplinary knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Professional skills	Y	Y	Y	Y	-	Y	Y	Y	Y	Y
Application of skills to chosen specialization	Y	Y	Y	Y	Y	Y	Y	Y	Y	-
Experimental learning and critical thinking	Y	Y	Y	Y	Y	Y	-	-	Y	-
Application on to administration related problems	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Knowledge of e resources and social media	Y	Y	Y	Y	-	Y	Y	Y	Y	Y
Skills in scientific writing and effective presentation	Y	Y	Y	-	-	-	-	-	-	-
Critical evaluation of theoretical approaches	Y	Y	Y	Y	Y	Y	Y	Y	-	Y



Semester V



Government of Karnataka

Model Curriculum

Course Title: Comparative Public Administration (With Special Reference to UK,USA, India and France)	
Semester: 5	Course Code: PAD C9
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

Comparative Public Administration (CPA) is directed towards the study of administrative phenomena focusing on organisation, personnel, and their inter relationships. The comparative approach encompasses cross-country and cross-policy analyses. The paper is designed to call the attention of the students to the various types of administrative mechanisms that are functional in countries mentioned above. The idea is to give an exposure to students about the various types of bureaucracy- the spoil system and the flexibilities in the French Bureaucracy. The paper also emphasises to deliver a comparative outlook to students to understand the methods of recruitment of administrative staff in these countries and explain to them their merits and demerits. This will help the students to realise the complexities of working of a government and the frame that holds a government.

Learning Outcome:

At the end of the course the students shall –

- aim to deliver their impressions about the characteristic features of bureaucracy in these countries.
- explain the inter relationship between the politics and the administration in these countries.
- Help students to master and critically review the features of administrative structures and power echelons to inter face them in providing welfare administration to its people.

Unit	Contents of Course- PAD C9	60 Hours
Unit-I	<p>Chapter-1: Introduction: Nature, Scope and need for the study of Comparative Administration, Basic features of governments in UK, USA, India and France.</p> <p>Chapter-2: Relation between politics and administration - general over view, special features of bureaucracy in UK, USA, India and France.</p> <p>Chapter-3: Evaluation of the dynamics of Politics and administration-Politics as a determinant and administration as an implementing agency, tensions between them and the need for bureaucracy with special reference to UK, USA, India and France.</p>	15 Hours
Unit-II	<p>Chapter-4: Exploring Models of administration: Westminster Model, Presidential Model and Hybrid Model of France, Colonial Model of India.</p> <p>Chapter-5: Bureaucracy - His Majesty's Civil Service (UK), spoils system bureaucracy (merit-based civil service) (USA), Michel Crozier's The Bureaucratic Phenomenon (France), Indian Administrative Service.</p> <p>Chapter-6: Assessment of the role of politics in administration, political management and administrative response with special reference to UK, USA, India and France.</p>	15 Hours
Unit-III	<p>Chapter-7: Interfacing politics and administration: Woodrow Wilson's and Max Weber's, Vallabha Bhai Patel's Perspectives.</p> <p>Chapter-8: Politics and administration dichotomy, Political Neutrality Vs Partisanship, Debates-of separation, interdependence, inseparableness and interactive institutions.</p> <p>Chapter-9: Debates on Administration as a science and art, debates on specialists Vs. Generalists, Transitioning between administration and politics.</p>	15 Hours
Unit-IV	<p>Chapter-10: Comparative Political Culture: Shared Values, attitudes towards the political system, beliefs and sentiments (Lucian Pye).</p> <p>Chapter-11: Pure Political Culture: Parochial, Subject and Participant and Civic Culture (Almond and Sydney Verba).</p> <p>Chapter-12: The Civic Culture: Civic Community - High Political interest, Social equality, interpersonal trust and Voluntary Association (Robert Putnam).</p>	15 Hours

Exercises:

- Students can be asked to explain their faiths and beliefs in political matters
- They may be asked to survey the attitudes of people towards politics
- They can be asked to go to the nearest schools and colleges to collect the knowledge about other countries

Suggested Readings

1. Ferrel Heady (ed.), *Comparative Public Administration*, Michigan, Michigan University, 1978.
2. Ferrel Heady, *Public Administration: A Comparative Perspective*, N. J. Englewood Cliffs, 1966.
3. F. W. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*; Boston, Houghton Mifflin Co., 1904.
4. — The Ecology of Public Administration, Bombay, Asia Publishing House, 1961.
5. Fred W. Riggs and Edward Weidner, *Models and Priorities in the Comparative Study of Public Administration*, 1963.
6. Ramesh K. Arora, *Comparative Public Administration*, New Delhi, Associated Publishing House, 2000.
7. R.K. Arora and Sangeeta Sharma, *Comparative and Development Administration Ideas and Actions* (ed.) Jaipur, Arihand Centre for Administrative Change, 1992.
8. R.B. Jain, *Comparative Aspects of Public Administration* in Robert Wilnks (ed.). *Other views and other visions*, Greenwood Press, 1978.
9. R.B Jain, "The State & Comparative Public Administration", *Indian Journal of Public Administration*, New Delhi, Vol. 7 (Oct.–December, 1991).
10. Sybit and Stocke, *Papers in Comparative Public Administration Institutions of Public Administration*, University of Michigan, 1962.
11. Juditha Bara And Mark Pennigton *Comparative Politics*, Sage Publication New Delhi, 2009.
12. T.N. Chaturvedi, *Comparative Public Administration*, Jaipur, College Book Depot, 2003.
13. T.N. Chaturvedi,, *Tulnatmak Lok Prashashan*, Jaipur, College Book Depot, 1994.
14. William Siifin, *Towards the Comparative Study of Public Administration*, Blookington, Indian University Press, 1957

15. Chatorvedi. T.N. Comparative Public Administration Associated Publishing House, New Delhi 2002.

Pedagogy:

The course shall be taught through the lecture methods, interactive sessions, assignments and seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Karnataka Government and Administration	
Semester: V	Course Code: PAD C10
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam:2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The course will help to understand the political transformation Karnataka State from princely State of Mysore. It aims an understanding of the social bases and the major issues that 2confronted the evolution of Karnataka politics within the domain of national politics.

Learning Outcome:

At the end of the course the students shall –

- Understand the social and political conditions of Mysore under colonial rule.
- Develop perspectives on the important persons and organisations that were involved in the process of unification.
- Analyze the issues related to regionalism, water, language, border issues.

Unit	Contents of Course- PAD C10	60 Hours
Unit-I	<p>Chapter-1: State Politics in India: Nature and Importance</p> <p>Chapter-2: Politics in Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly.</p> <p>Chapter-3: Administration and Governance in the Princely State and Reorganisation of State.</p>	15 Hours
Unit-II	<p>Chapter-4: Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat.</p> <p>Chapter-5: Contributions: Alur Venkatarao: Karnatakatva, Deputy Chennabasappa, Gudleppa Hallikere, Siddappa Kambli.</p> <p>Chapter-6: 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.</p>	15 Hours

Unit-III	<p>Chapter-7: Caste and Politics: Dominant Caste, Backward Class Movement and AHINDA, Caste and Identity Politics.</p> <p>Chapter-8: Assessment of Coalition Governments (2004 & 2018), Regionalism, Dr. Nanjundappa Report, Regional Disparities and Article 371J of the Constitution of India.</p> <p>Chapter-9: Language and Politics, Water and Border Disputes, Peasant Issues.</p>	15 Hours
Unit-IV	<p>Chapter-10:Administrative reform committees in Karnataka and its recommendations, Challenges to implementation of these recommendations, Resistance- Government employees unions.</p> <p>Chapter-11:Effects of identity politics and language chauvinism on administration, Effects of Multiculturalism on administration, Reports of Sarojini Mahishi Report and Kannadiga identity for jobs.</p> <p>Chapter-12:Public Opinion and Administration, Role of media in Administration, Administration of local governments - inner federalism, peoples participation in Administration, digitalisation of Administration in Karnataka.</p>	15 Hours

Exercise:

- Students can write a note on one of the issues concerning Administration of Deewan's.
- Initiate a group discussion on different stages of unification movement in Karnataka.
- Analyse the electoral results through statistics taking one of the constituencies of their convenience.

Suggested Readings

1. Harish Ramaswamy and S. S. Patagundi (Ed.) (2007). Karnataka- Government and Politics. Delhi: Concept Publishing Company.
2. Raghavendra Rao, K. (2000). Imagining Unimaginable Communities. Hampi: Prasranga, Kannada University.
3. Hayavadana Rao, M. (1946). Mysore gazetteer. Bangalore: The Govt Press.
4. Halappa, G. S. (1963). Studies in State Administration. Dharwad: Karnataka University.
5. Raghavendra Rao, K., (2005), Karnataka Aikeekaranadha Naalwaru Chinthakaru, (In Kannada). Dharvada : Manohara Grantha Mala.
6. Muthanna, M. (1977). Karnataka -History, Administration and Culture. Mysore: Usha Press.
7. James Manor. (1978). Political Change in an Indian State-Mysore. New Delhi: South Asia Books.
8. Prasad, G. K., Jeevan Kumar and K. C Suri. (1995). The Angry voter. Madras: Shanti Publications.
9. Sandeep Shastri. (1995). Towards explaining the voters' Mandate: An analysis of the Karnataka Assembly Elections-1994. Michigan University press.
10. Bjorn Hettne, (1978). The Political Economy of indirect Rule, Mysore 1881-1947. UK: Curzon Press.
11. Rajan, M. A. S. (1986). Land reforms in Karnataka. New Delhi: South Asia Books.
12. Nadkarni, M.V (1987). Farmers' Movements in India. Hyderabad: Allied Publishers.
13. Atul Kohli. 2006(1987). The State and Poverty in India. Cambridge: Cambridge University Press.
14. Marc Galanter. (1984). Competing inequalities: Law and Backward Classes in India. New Delhi: Oxford University Press.
15. Kuppuswamy. (1978). Backward Classes Movement in Karnataka. Bangalore: Bangalore University:
16. George Mathew(ed). (1984). Shift in Indian Politics. New Delhi: Concept Publishing Company.
17. Chandrashekar, S. (1985). Dimensions of Socio-Political Change in Mysore- 1918 To 1940. New Delhi: Ashish Publishing House.
18. Krishana Rao M.& G.S.Halappa. (1962). History of Freedom Movement in Karnataka. Mysore: Government of Mysore.
19. Ramaiya. P. R. (1961). Mysore's Political Evolution. Bangalore: Jayagowri Publications.
20. Arun P. Bali. 2001. Refashioning the New Economic Order- Karnataka in Transition. Jaipur: Rawat Publications.
21. Diwakar, R.R. (1992). "The Story of Karnataka Unification". (Kannada). Bangalore: Lokashikshana Trust.
22. Karnataka Patrika. (2001). Academy (In Kannada), "Karnataka Parampare". Karnataka Press Academy.

23. Gopal Rao, H.S. (1996). "The History of Karnataka Unification". Bangalore: Navakarnataka Publications.
24. Kumar, Jeevanand Subramanya, Susheela. (2000). "Vision Karnataka 2025, Strategies and Action Plans for Sustainable Development". Southern Economics.
25. Hasan, Zoya. (2004). "Politics of Inclusion: Caste, Minority, and Representation in India". Oxford University Press.
26. Gubbannavar, Shivananda. (1985). "Karnataka Rajyadalita Krama". (In Kannada). Bangalore: IBH Prakashan.
27. Bali, Arun. P. (2001). "Refashioning the New Economic order, Karnataka in transition". New Delhi: Rawat Publishers.
28. Alur Venkatarao. 1941. Nanna Jeevanada Smruthigalu, Daravada: Kalasindhu Mudranalaya.
29. Rani, Midatala. and Jayakumar. H. (1998). Karnataka Government and Politics. Mysore: Chethana Book House.

Pedagogy:

The course shall be taught through the lectures, assignments and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Development Administration	
Semester: V	Course Code: PAD C11
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

Development administration is that aspect of public administration in which the focus of attention is on organising and administering public agencies in such a way as to stimulate and facilitate defined program of social and economic progress. It will help the students to learn more about the scope and significance of administration of developmental activities and its impact on the societal development.

Learning Outcome:

At the end of the course the students shall -

- gain knowledge and importance of development administration
- understand the factors influencing development.
- help the students to differentiate between revenue and development administration

Unit	Contents of Course- PAD C11	60 Hours
Unit-I	<p>Chapter-1: Introduction: Meaning, nature, significance and characteristics of Development administration. Development strategy and planning.</p> <p>Chapter-2: Approaches to the study of Development Administration: Traditional (legal, institutional, historical, and descriptive) and Modern (scientific, rational, empirical and analytical) approaches.</p> <p>Chapter-3: Dimensions of Development Administration: Sustainable development and Ethno-Development, Environment and Development: Brundtland Commission of UN.</p>	15 Hours
Unit-II	<p>Chapter-4: Decentralisation and Development: Concept of Decentralisation, De-concentration, Delegation, significance of decentralised planning.</p> <p>Chapter-5: Development Strategies and Planning: Development Goals, Criteria for development, Strategies, Goals, institutional involvement and people's participation, significance of planning, NITI Ayog.</p> <p>Chapter-6: Theories of Development Administration: Fred W. Rigg's -The Theory of Prismatic Model.</p>	15 Hours
Unit- III	<p>Chapter-7: Bureaucracy and Development: Role and responsibility of Bureaucracy in development, Designing development - need based and conventional, Changing role of Bureaucracy and partnering with development</p> <p>Chapter-8: Development Planning at the Central and State Level: Planning at the central level, state level and at decentralised level, concept of planning from below.</p> <p>Chapter-9: Sustainable Development: Sustainable Development Goals, strategies and achievements.</p>	15 Hours
Unit- IV	<p>Chapter-10: New Directions for Empowerment: Civil Society and NGOs.</p> <p>Chapter-11: International Agencies for Development: World Bank, UNDP and IMF.</p> <p>Chapter-12: E-Governance and Administrative reforms.</p>	15 Hours

Exercise:

- What is the term ‘Development Administration’ coined?
- What are the main factors for the growth of development administration
- Discuss the concept of ‘Development’

Suggested Readings

1. Public Administration, A.L. Verma, Lotus press, 2006.
2. Principles of Administrative Law, Peter Cane, Leighton McDonald, Kristen Rundle, Oxford University Press, 2018
3. Sharma, Suresh Kumar, ‘Development Administration in India:Theory and Practice, Michigan: International Book Company, 1971.
4. Sapru.R.K, ‘Development Administration’, Sterling Publishers Pvt.Ltd, New Delhi, 2008
5. Goel.S.L, ‘Development Administration:Potentialities and Ptospects, Sujanya Book Publishers, New Delhi, 2009

Pedagogy:

The course shall be taught through the interactive sessions, assignments, group discussions and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Environmental Policy and Administration	
Semester: V	Course Code: PAD C12
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

This course is designed to develop an understanding of environmental policy and the role of the administration in protection of the environment. Moreover, this paper tries to address the pertinent issues related to our eco-system balance and natural resource conservation and management and how we are addressing the issue of environmental hazards.

Learning Outcome:

At the end of the course the students shall -

- Students should be able to gain knowledge pertaining to environment, energy and natural resources especially in scientific, economic, political and institutional perspectives.
- Understanding of the Indian environment policies and their implementation.
- Understanding the Environmental Hazards, Risk Management and Global Environment Issues.

Unit	Contents of Course- PAD C12	60 Hours
Unit-I	<p>Chapter-1: Environmental Meaning, Component, Eco-System, Environmental Problems, Environmental Pollutions.</p> <p>Chapter-2: Conceptual Constructs: Waste Management; Eco-System Balance and Natural Resource Conservation and Management.</p> <p>Chapter-3: Environmental Pollution: Environmental Hazards and Risk Management; Population and Environment.</p>	15 Hours

Unit-II	<p>Chapter-4: Environmental Policy: National Environment Policy 2006; Environmental Impact Assessment and Impact Prediction, Environmental protection Act - 1986</p> <p>Chapter-5: Environmental Administration: Ministry of Environment - Structure, functions and Role; Central and State Pollution Control Board- Structure, functions and Role.</p> <p>Chapter-6: National Green Tribunal- Structure, functions and Role</p>	15 Hours
Unit- III	<p>Chapter-7: Global Environment Issues: Water Contamination; Acid Rain and Noise Pollution.</p> <p>Chapter-8: International Conferences: Rio Earth Summit-1992; Kyoto Protocol-1997. Stock Holm declaration 1972 – Rio-de-Janerio.</p> <p>Chapter-9: The role of United Nations Environment Programme and role of NGOs in Environmental Protection.</p>	15 Hours
Unit- IV	<p>Chapter-10: Environmental issues in contemporary world- E waste, Plastic as hazardous waste, waste Management policies.</p> <p>Chapter-11: Role of NGOs in Environmental wellness and advocacy, Politics of climate change, Judicial activism in environmental degradation and waste management.</p> <p>Chapter-12: Role and responsibility of Individuals in environmental management, pollution and manufacturing standards, Global standards for Co2 emission and responsibilities of states.</p>	15 Hours

Exercise:

- The students may form a club and invite environmental activists and learn more about their concerns
- The institution may involve with an NGO and work towards the betterment of the environment in their jurisdiction
- May take up smaller projects on the impact of environmental degradation and publish their results in local news papers

Suggested Readings

1. Bhatt, M S; Ashraf, S; and Illiyan, A (Eds.) (2008) Problems and Prospects of Environment Policy: Indian Perspective. Aakar Books: Delhi
2. Divan, S and Rosencranz, A (2001) Environmental Law and Policy in India (18 th Edition).Oxford University Press: New Delhi
3. Dwivedi, O P (1997) India's Environmental Policies, Programmes and Stewardship. Palgrave Macmillan: London, UK.
4. Krishnamoorthy, B (2017) Environmental Management: Text and Cases (3rd Edition). PHI Learning: New Delhi.
5. Kulkarni, V and Ramachandra, T V (2006) Environmental Management. TERI Press: New Delhi.
6. Roberts, J (2011) Environmental Policy (2nd Edition). Routledge: Abingdon.
7. Uberoi, N K (2007) Environmental Management (2nd Edition). Excel Books: New Delhi.
8. UNEP (2015) Embedding the Environment in Sustainable Development Goals. Post 2015 Discussion Paper 1 Version.
9. Aggarwal, Nomita (Ed.) (2003) Social Auditing of Environmental Laws in India. New Century Publications: New Delhi
10. Marchionini, G. (1995) Information Seeking in Electronic Environments. The Press Syndicate of the University of Cambridge: New York
11. UNDP (2009) Handbook on Planning, Monitoring and Evaluation for Development Results. United Nations Development Programme: New York.
12. UNESCO (2010) Assessing Education Data Quality in the Southern African Development Community (SADC): A Synthesis of Seven Country Assessment. Solitaire Press; Windhoek.
13. World Bank (2014) Step by Step Guide to Monitoring and Evaluation. School of Geography & Environment. Oxford University Press: Oxford
14. Prince, T Y (1994) Environmental NGOs in World Politics. Routledge: London.
15. Divan, S and Rosencranz, A (2001) Environmental Law and Policy in India (18th Edition).Oxford University Press: New Delhi.
16. Dwivedi, O P (1997) India's Environmental Policies, Programmes and Stewardship. Palgrave Macmillan: London, UK
- 17) Hoshier Singh (ed.): (1992) Environment Policy and Administration, Jaipur, Printwell Publishers,
18. Shyam Divan & Annin Rosenerang (2001) Environmental Law and Policy in India, Oxford University Press, New Delhi,.
19. Shekhar Singh (ed.): (1984) Environmental Policy in India, New Delhi, IIPA.
20. India, NCEP: (1981) Draft Report of the State of the Environment, Delhi, December.

21. O.P.Dwivedi, India: (1977) Pollution Control Policy and Programmes, International Review of Administrative Sciences, vol. XLIII, Nos. 2.
22. S.C. Bhatia (ed.): (1981) Papers in Environmental Education, Indian University Association for Continuing Education.
23. A.K. Sharma and A. Sharma (ed.): (1981) Impact of the Development of Science and Technology on Environment, Indian Science Congress Association.
24. Desh Bandhu: (1981) Environmental Management, Indian Environmental Society.

Pedagogy:

The course shall be taught through the interactive sessions, self-guided learning materials, assignments, seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Administrative Law	
Semester: V	Course Code: PAD E1 (A)
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

This paper is designed to express the fact that administration is not above law and that it has to perform within the constitutional and political framework. The paper covers all the three institutions of legislature, executive and judiciary and desires to specify their jurisdiction and limitations. It also covers their subsidiaries like tribunals and their operation. The aim of the paper is thus to familiarise to the students that nobody is above the law.

Learning Outcome:

At the end of the course the students shall -

- Know the importance of law even when the administration is itself operating it.
- Help the students to know the classifications of administrative powers and the agencies that operate them.
- Understand that the rule of law operates to restrain everyone however big in position to work within the framework of a constitution and a political system.

Unit	Contents of Course- PAD E1 (A)	45 Hours
Unit-I	<p>Chapter-1: Administrative Law: Concepts, definition scope, the role of the constitution and Rule of Law</p> <p>Chapter-2: Classification of Administrative Power: Rulesmaking power, Adjudicatory power, Administrative power</p> <p>Chapter-3: Delegated Legislation: meaning and Importance, delegated, restrictions on delegation of legislative power, control over delegated legislation</p>	15 Hours
Unit-II	<p>Chapter-4: Administrative Adjudication and working of Tribunals: Judiciary and judicial decision making and features and characteristics of administrative tribunals</p> <p>Chapter-5: Principles of Natural Justice or fairness: Concept and its importance in administration</p> <p>Chapter-6: Disciplinary action against Public Servants: Its significance, provisions, causes and consequences of disciplinary proceedings and appeals</p>	15 Hours
Unit- III	<p>Chapter-7: Judicial review and Redressal of Public grievances</p> <p>Chapter-8: Legislative and Judicial Control over administration</p> <p>Chapter-9: Institution of Ombudsman and Constitutional remedies</p>	15 Hours

Exercise:

- The students may have debates about the need to work within the given constitutional and political system framework and its impact on society
- They can invite the disadvantaged group of people and have interactive sessions to know the significance of terms like fair justice, grievance redressal etc.,
- They can call those affected by corruption and other social evils and understand the impact of law on these social evils and discuss about the need for change in them

Suggested Readings

1. Chhabra, S (1990) Administrative Tribunals. Deep and Deep: New Delhi
2. Diwan, P (2007). Indian Constitution (2nd Edition). Law Agency: Allahabad
3. Kagzi, M C J (2008) Indian Administrative Law (2nd Edition). Metropolitan: Delhi
4. Massey, I P (2008) Administrative Law. Eastern Book Company: New Delhi
5. Mehta, S M (1990) Indian Constitutional Law. Deep and Deep: New Delhi
6. Sathe, S P (1998) Administrative Law (6th Edition). Tripathi: Bombay
7. Sharma, S K (2007) Directive Principles and Fundamental Rights. Deep and Deep: New Delhi
8. Swami, P M (1989) Swami's Manual of Disciplinary Proceedings for Central Government Employees. Swami Publishers: Madras

Pedagogy:

The course shall be taught through the lecture methods, providing access to open educational resources (OER) as reference materials, assignments and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Social Welfare Administration	
Semester: V	Course Code: PAD E1 (B)
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The course is designed to bring to the attention of students the need for social welfare measures in a diversified and a hierarchical society. The objective is to provide to the students an opportunity to learn about the intentions of the government in providing equal opportunities for development to all sections of its citizens to bring in an egalitarian society. It will help the students to learn about the various programmes designed by the government for its citizens depending on citizens needs and demands of the region.

Learning Outcome:

At the end of the course the students shall -

- Be able to recognise the social welfare programmes of government and classify them and their recipients
- Map the programme implementation region wise and understand the various in them
- Recognise and contribute to the methods of their implementation and design methods for its improvement of delivery

Unit	Contents of Course- PAD E1 (B)	45 Hours
Unit-I	<p>Chapter-1: Introduction to Social Welfare Administration Meaning, Nature, Scope and Significance of Social welfare Administration.</p> <p>Chapter-2: Concept of Social Welfare, Concept of Voluntarism & Voluntary Organisations - Their nature and Characteristics.</p> <p>Chapter-3: Types of Social Welfare Organisations (GO, NGO, CSO).</p>	15 Hours
Unit-II	<p>Chapter-4: Principles of Social Welfare Administration Social Welfare Administration and General administration - Differences and similarities.</p> <p>Chapter-5: Concept of Welfare and the need for social welfare Administration.</p> <p>Chapter-6: Principles of Social Welfare Administration - Equity, Social Justice, Affirmative Action and Empowerment.</p>	15 Hours
Unit- III	<p>Chapter-7: Management of Social Welfare Programmes and Agencies, Grants -In -Aid and Fund Raising, Liaison with Government departments and Partnering with PPP and Stakeholders.</p> <p>Chapter-8: Social Welfare Administration and Governance Issues - Transparency, Accountability, Participation, Representation, Responsiveness, Efficiency and Economy and Ethical Conduct.</p> <p>Chapter-9: Social Welfare Administration and Globalisation its impact.</p>	15 Hours

Exercise:

- The students may undertake a small survey of the beneficiaries of the welfare programmes and map their progress for a stipulated period.
- The college may invite officers incharge of these welfare programmes and learn from them the modalities of operating these programmes and the difficulties they face.
- The students may invite those in need and interact with them and form a chain to reach the benefits to the needy.

Suggested Readings

1. Chaturvedi, T N and Chandra, S K (1980) Social Administration, Development and Change. IIPA: New Delhi
2. Chowdhary, D P (1992) Social Welfare Administration. Atma Ram & Sons: Delhi
3. Chowdhary, Paul D (1979) Social Welfare Administration. Atma Ram & Sons: New Delhi.
4. Kataria, Surendra (2002) Social Administration. RBSA Publishers: Jaipur.
5. March, Davis C (1965) An Introduction to Social Administration. Routledge and Kegan Paul: London.
6. Singh, Hoshiar and Malik, A S (2001) Socio-Economic Development of Scheduled Castes in India (A Study of Haryana). Aalekh Publishers: Jaipur.
7. Singh, Mohinder (Ed.) (1996) Social Policy and Administration in India. M D Publications: New Delhi.
8. Chandra, Shradha., (2017). Social Welfare Administration In India. US, Lulu Press.
9. Sachdeva, D.R., (2004). Social Welfare Administration. Allahabad, Kitab Mahal.
10. Kataria, Surendra., (2002). Social Administration. Jaipur, RBSA Publishers.

Pedagogy:

The course shall be taught through the lectures, assignments, seminars and group discussions.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Programmes of Social Welfare and Its Implementation	
Semester: V	Course Code: PAD E1 (C)
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course is designed to understand the dynamics of social policy in India. It will provide the conceptual understanding and its various facets. It is also aimed at imparting of the knowledge of institutional structures that supports these programmes and understand how the designing of social policies at different levels takes shape. This course also gives a glimpse of the types of social welfare programmes that are available to various communities to achieve much desired social justice in the country.

Learning Outcome:

At the end of the course the students shall -

- Understand the concept and the need of social policies and welfare programmes in India
- Recognise the significance of its cultural and Constitutional importance
- Develop the knowledge and skills to be a part and work for the uplift of the needy within the society

Unit	Contents of Course- PAD E1 (C)	45 Hours
Unit-I	<p>Chapter-1: Social Policy: Concept, Meaning, Definition and need. Social Welfare Programmes : its Formulation and Evolution in its historical perspective.</p> <p>Chapter-2: Approaches to Social Policy: Unified, Integrated and Sectorial,</p> <p>Chapter-3: Constitutional, Cultural basis for Social Welfare Legislation and Concept of Social Justice.</p>	15 Hours

Unit-II	<p>Chapter-4: Social Welfare Administration (SWA) : Structure and Functions. Programmes for Women and Child development, Programmes for : Scheduled Castes (SCs) and Schedule Tribes (STs), other Backward Classes (OBC).</p> <p>Chapter-5: Welfare Programmes related to: Religious and Linguistic Minorities and Persons with Disabilities (PWDs), Transgender, Project Affected Persons (PAPs).</p> <p>Chapter-6: Sectorial Policies and Implementation: Policies on Education, Health, Children, Youth, Urban and Rural Development, Tribal Development and Poverty Alleviation.</p>	15 Hours
Unit-III	<p>Chapter-7: Policy and Planning: Concept of Social and Development Planning, Linkage between Social Policy and Planning.</p> <p>Chapter-8: Political System and Planning Process, Role of NITI Ayog. Coordination between Centre and State, Decentralisation, Panchayati Raj and People's Participation.</p> <p>Chapter-9: The machinery and process of Social Planning in India - Institutional Mechanism and problems in implementation at various levels.</p>	15 Hours

Exercise:

- Teachers should take the students to nearby slums and other developing areas to give them hands on experience regarding the need for social policies and welfare programmes to uplift these needy.
- Students should visit the office of the social welfare officer to understand the institutional mechanisms and its working in implementation of the social welfare programmes.
- The department can organise a group discussion on the topics related to various social welfare programmes and their utility.

Suggested Readings

1. Chandra, Shradha., Social Welfare Administration In India. US, Lulu Press, 2017.
2. Sachdeva, D.R., Social Welfare Administration, Allahabad, Kitab Mahal, 2004.
3. Kataria, Surendra., Social Administration. Jhaipur, RBSA Publishers, 2002.
4. Patti, R.J., (Ed), The Handbook of Social Welfare Management. New Delhi, Sage Publications, 2000.
5. Singh, Mohinder., Social Policy and Administration in India. New Delhi, M.D. Publication Pvt. Ltd, 1996.

Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40



Semester VI

Course Title: Public Policy - Formulation and Assessment	
Semester: VI	Course Code: PAD C13
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

The paper seeks to provide an introduction to the concept of public policy. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralisation, Financial Management, citizens and Administration and social welfare from a non-western perspective. The idea is to make our students understand these nuances in order to appreciate the efforts of governments in managing the societies.

Learning Outcome:

At the end of the course the students shall –

- Be able to gain knowledge pertaining to Formulation and Assessment of Public Policy.
- Understand of the various agencies involved in Policy formulation.
- Understand the Policy Analysis and various models of policy evaluation

Unit	Contents of Course- PAD C13	60 Hours
Unit-I	<p>Introduction</p> <p>Chapter-1: Concept, Nature, Scope and Significance of Public Policy.</p> <p>Chapter-2: Characteristics and Models.</p> <p>Chapter-3: Determinants of Public Policy: Economy, Political Culture, Leadership and Technology.</p>	15 Hours
Unit-II	<p>Formulation of Public Policy</p> <p>Chapter-4: Policy Making and its Agencies.</p> <p>Chapter-5: Formulation, Implementation and Evaluation of Public Policy.</p> <p>Chapter-6: Agencies for Policy formulation – Bureaucracy, Political Parties, Pressure groups.</p>	15 Hours
Unit- III	<p>Chapter-7: Contextual and Feasibility analysis.</p> <p>Chapter-8: Substantive and System Analysis.</p> <p>Chapter-9: Policy Impact and Evaluation.</p>	15 Hours
Unit- IV	<p>Chapter-10: Role of Institutional and non institutional actors in public policy implementation.</p> <p>Chapter-11: Policy making in developed and developing countries- An overview.</p> <p>Chapter-12: Assess the National Education Policy and the Telecom Policy of India</p>	15 Hours

Exercise:

- Students can write an assignment on the topic “Determinants of Public Policy”.
- Students can do a small project on traditional methods of Policy Making in India.
- Students can have debate on “Contextual and Feasibility of Welfare Schemes in India”.

Suggested Readings

1. Rajeev Gowda and Jeffrey C. Fox. 2006. Judgements, Decisions and Public Policy, Cambridge, Cambridge University Press.
2. Vikram K. Chand. 2006. Reinventing Public Service Delivery in India, New Delhi, Sage.
3. Hugh, Compston. Ed. 2004. Handbook of Public Policy in Europe, Hampshire, Palgrave Macmillan Press.
4. Krishan Saigal, 1983, Policy Making in India – An Approach to Organization, New Delhi: Vikas.
5. Robert Good, 1982, Political Theory and Public Policy, Chicago: University of Chicago Press.
6. George Edwards and Ira Sharkansky, 1978, The Policy Predicament – Making and Implementation of Public Policy, Bombay: Allied.
7. Ishwar Dayal, 1976, Dynamics of Formulating Policy in Government of India, New Delhi, Concept.
8. Joyce Mitchell and William Mitchell, 1972, Political Analysis and Public Policy – An Introduction to Political Science, New Delhi, Thomson Press.
9. Y. Dror, 1971, Ventures in Policy Sciences – Concept and Application, New York, Ame Elsevier.
10. Ranney, ed., 1968, Political Science and Public Policy, Chicago, Markhan.
11. Y. Dror, 1968, Public Policy-Making Re-examined, Pennysylvania, Chandler.
12. Harold Lasswell and D. Learner, eds., 1951, The Policy Sciences, Pale Alto: Stanford University Press.
13. E.Lindblom Charles, 1968, The Policy Making Process, Englewood Cliffs, NJ Prentice Hall Incorporation.
14. Paul H. Appleby, 1940, Policy and Administration, The University of Albara Press.
15. E. Jacob Charles, 1976, Policy and Bureaucracy, P. Van Nostrand Co..
16. Jones Charles O., 1986, An Introduction to the Study of Public Administration Policy, Brooks Cole Pub. Co., Monetary California (3 rd Ed.).
17. Larry N Gerston, 1983, Making Public Policy, Glenview, III Scott, Forsman, USA.
18. O. Pardeep Sahni, 1987, Public Policy, Conceptual Dimension, Allahabad: Kitab Mahal.
19. Richard M. Hodgetts and Jr. Max. S. Wortman, 1969: Administrative Policy – Text and Cases in the Policy Science, New York: Wiely. George A. Steiner: Top Management Planning, Macmillan.
20. T. Dye, 1984, Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall
21. R.B. Denhardt and J.V. Denhardt, 2009, Public Administration, New Delhi: Brooks/Cole.
22. J. Anderson, 1975, Public Policy Making. New York: Thomas Nelson and sons Ltd.

23. M. Howlett, M. Ramesh, and A. Perl, 2009, Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press.
24. Y. Dror, 1989, Public Policy Making Re-examined. Oxford: Transaction Publication.
25. Bidyut Chakrabarty, 2007, Reinventing Public Administration: The Indian Experience, Orient Longman,
26. www.un.org/millenniumgoals.
27. <http://www.cefsindia.org>
28. www.righttofoodindia.org

Pedagogy:

The course shall be taught through the lectures, assignments, group discussions and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Office Organisation and Management	
Semester: VI	Course Code: PAD C14
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

This course is designed to train students to gain the skills of managing the office independently and professionally. It is formulated to impart to them the necessary tools of operating office within the ground rules of etiquette's, rules, manners goals, objectives and principles of an organisation. It aims at helping students to learn and experience the need for synchronising the physical space of the office with that of the purpose of the office and its aesthetics.

Learning Outcome:

At the end of the course the students shall –

- Be in a position to work on professionally to establish an office for any purpose
- Be familiar with innovative office automation and technology for efficiently running the office for with multipurpose utility
- Be in a position to offer multiple services in one destination

Unit	Contents of Course- PAD C14	60 Hours
Unit-I	<p>Chapter-1: Meaning, Nature, Scope and Importance of Office Organization , Principles of Office Organization</p> <p>Chapter-2: Definition, Scope and Significance of Office Management, Principles of Office Management</p> <p>Chapter-3: Form: Management and Control, Office Environment</p>	15 Hours
Unit-II	<p>Chapter-4: Office accommodation – Physical layout of Office, use of Office space – Shifting of Office</p> <p>Chapter-5: Office furniture, machinery, equipment and Office Automation</p> <p>Chapter-6: Management of Office Stationery and Supplies – purchases, recording, storage and issue of supplies, Use of Green Technology</p>	15 Hours
Unit- III	<p>Chapter-7: Filing Systems and Periodical Reports, Office Communication, Correspondence Outward and Inward Tapals</p> <p>Chapter-8: Basic functions of Modern Office: Planning, the work of correspondence routing scheduling and controlling incoming and outgoing mails – collecting and recording information – Report writing.</p> <p>Chapter-9: Office Automation and Paperless Office Back Office Operations and Front Office Delivery</p>	15 Hours
Unit- IV	<p>Chapter-10: Office Personnel Management: Recruitment, Placement, Transfer, Training, Promotion, Pay, Leaves conduct and discipline and retirement.</p> <p>Chapter-11: Accounts Management: Budgeting, Bills, Purchases, Contracts, Relations with Treasury</p> <p>Chapter-12: Significant Issues in HRM – Morale and Motivation, Staff Welfare, Redressal of Staff Grievances</p>	15 Hours

Exercise:

- Students may visit nearby offices to understand the light and space management and observe the interiors to bring synergy in the goals of the organisation
- The department may arrange for invited lectures by design developers and professional managers to listen to their lectures
- May plan to design their own office spaces through the use of digital technology and 3D technologies

Suggested Readings

1. Prof. R. C. Agarwal, Dr.PiyushShalya, Office Management , SBPD Publishing House, Agra ,2021.
2. Dr.Siddalingappa, Prof. Gourish Dixit, Office Organisation And Management, Thakur Publication Pvt. Ltd., Lucknow, Uttar Pradesh,2021.
3. Pillai R. S. N, Office Management, S Chand & Co Ltd Publishers, New Delhi, 2021.
4. Chopra R.K, Office Management, Himalaya Publishing House, Kolkata, 2015.
5. R C Bhatia, Modern Office Management & Commercial Correspondence, Sterling Publishers, 2015.
6. I.M. Sahai, Office Management & Secretarial, Sahitya Bhawan Publications, New Delhi, 2019.
7. Neetu Sharma, Office Organization and Management, Gullybaba Publishing House, 2020.
8. G. K. Gupta R. Nangia, Office Management, Crescent Publishing House, Kozhikode, Kerala,2018.
9. N.Kumar, Office Management, Anmol Publications Pvt Ltd, New Delhi, 2006.
10. S. Sachdev, Office Management, Lakshmi Narain Agarwal, New Delhi, 2021.

Pedagogy:

The course shall be taught through the lectures, interactive session, outdoor visits and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: E-governance	
Semester: VI	Course Code: PAD C15
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

- Conceptually understand E- Governanc e
- Assess the major E-Governance initiatives.
- Asses the challenges in implementati or of E-governance initiatives



- Holistic understanding of Digital governance in Administration.
- Analyse the legal elements of e- governance
- Ability of participating in E- governance activities

Unit	Contents of Course- PAD C15	60 Hours
Unit-I	<p>Chapter-1: Key Concepts - E-Government, E-Democracy, E-Administration</p> <p>Chapter-2: E-Governance- Meaning and Evolution of E-Governance, Features of E-Governance, Principles of E-Governance, Types of Interaction – G2G, G2C, G2B, G2E</p> <p>Chapter-3: E-Governance - Global Trends and growth of E-governance</p>	15 Hours
Unit-II	<p>Chapter-4: Modes of Governance - GIS Based Management Systems, Citizen Database and Human Development, Video Conferencing</p> <p>Chapter-5: E-Governance Technologies- Technology and Society, Ethics of Law and Technology, Data Security and Privacy Concerns, Smart Devices, Processes and Services</p> <p>Chapter-6: Legal Aspects- Information Society and Community Empowerment, IT Acts and National E-Governance Plan</p>	15 Hours
Unit- III	<p>Chapter-7: E-governance in India- Evolution of E-governance, E-governance Policy</p> <p>Chapter-8: Role of ICT- Role of ICT in Rural Development, Role of ICT in PRIs, Role of ICT in Education and Training</p> <p>Chapter-9: Case Studies – My governance Initiative, Digilocker, National Scholarship Portal, National E-governance Plan</p>	15 Hours
Unit- IV	<p>Chapter-10: E-Governance Initiatives in Karnataka- Evolution and growth, Centre for E-governance</p> <p>Chapter-11: Key Projects in Karnataka – Bhoomi, Bangalore One, Khajane, B-TRAC</p> <p>Chapter-12: The Challenges in Implementation of E-governance in Karnataka</p>	15 Hours

Exercise:

- Evaluation of e-governance projects
- Visit to e-governance centre's to get hands on experience
- Group discussion to generate new ideas related to e-governance

Suggested Readings

1. R.P. Sinha, *E- Governance in India: initiatives and issues* (Concept Publishing Company, 2006.
2. Christopher G.Reddick *Public Administration and information Technology* Jones & Bartlett Learning, 2012.
3. Shirin Madon, *E-governance for Development: A Focus on India*, Palgrave Macmillan, 2002
4. Kamallesh N. Agarwala, Murli D. Tiwari, *IT and E-Governance in India*, Macmillan, 2002.
5. Subhash C. Bhatnagar, *E-Government: from vision to implementation: a practical guide with case studies*, SAGE Publication, 2004.
6. C.S.R. Prabhu, *E-Governance: Concepts And Case Studies* ,PHI, 2011.
7. Niraja Gopal Jaya, *Democratic Governance in India* Sage, 2003
8. Pardhasaradhi,Y. *E-Governance and Indian Society*, Kanishka, New Delhi,2009.
9. Sinha,R.P.E. *Governance in India: Initiatives and Issues*, Concept, New Delhi, 2006.

Pedagogy:

The course shall be taught through the lecture methods, lab teaching, visits to field and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Health Care Administration	
Semester: VI	Course Code: PAD C16
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

This course will explain about Health Care Administration of India in particular Karnataka state. Since its new concept the students need to aware about Health Education and its promotion. Students can understand the health care legislation in India and understand the availability of health benefits.

Learning Outcome:

At the end of the course the students shall –

- Aims to understand the Health Care Administration, Concepts and Approaches to study in India.
- Aware of the national health care policies.

Unit	Contents of Course- PAD C16	60 Hours
Unit-I	<p>Chapter-1: Introduction to Health Care Administration in India: Concept, Approaches and Development of Public Health Policy.</p> <p>Chapter-2: Health Education and Promotion, Significance of Health Care legislations and its impact.</p> <p>Chapter-3: Public Health Care System in India, Role of Government and Stakeholders in public health care system.</p>	15 Hours
Unit-II	<p>Chapter-4: Central Health Policies: National Nutrition Policy, National Blood Policy, National Rural Health Mission, National Youth Policy, Ayushman Bharat</p> <p>Chapter-5: Health Schemes in Karnataka State</p> <p>Chapter-6: Health Care regulations: Prevention and control of non communicable diseases, Mental Health Regulations, Healthcare Index of Karnataka.</p>	15 Hours

<p>Unit- III</p>	<p>Chapter-7: Ethical Issues in Health Care Administration: Lab trials in Health care, breaching of patients confidentiality, Medical Malpractice and Negligence.</p> <p>Chapter-8: Health Care Technology and Infrastructure, Strategic planning in Health Care Industry, Use of Technology in Health Care and need for Development of Infrastructure.</p> <p>Chapter-9: Social Responsibility of Health Care Administration: Health Care Financing, Regional Disparities in Health Infrastructure: Gaps in treatment based on Class, Caste and gender bases.</p>	<p>15 Hours</p>
<p>Unit- IV</p>	<p>Chapter-10: Private V/s Public sector Investments in Health Care: Hospital and Corporate tie-ups, Distributional Disparities, poor use of Data and information systems, supply chain inefficiency.</p> <p>Chapter-11: Health care Financing: Understanding Health Economics, Health Governance and Government Spending, schemes and insurance for Health Care.</p> <p>Chapter-12: Health care settings: Accreditation of Hospitals, Mobile clinic, Rehabilitation, Ambulatory care facilities. Confronting Challenges of Health Care.</p>	<p>15 Hours</p>

Exercise:

- Students can visit the government /private hospitals and observe the Health care administrators and prepare the report for submission.
- Students can make field Visits to examine the Implementation of Health care Policies
- Conduct one day workshop and make an assessment of role of Health care Administration.

Suggested Readings

1. Lawrence F. Wolper, Health Care Administration: Planning, Implementing, and Managing Organized Delivery Systems. Publisher Jones and Bartlett Publishers, Inc; 3rd edition (15 July 2023) and Jain “Analysis of Public and Private Healthcare Expenditures,” Economic and Political Weekly, vol. XLI, no.1, pp. 57-68.(2006).
- 2.
3. Garg, C., and Karan, A. ‘Reducing out-of-pocket expenditures to reduce poverty: a disaggregated analysis at rural-urban and state level in India’. Health Policy and Planning, 24(2): 116–128, 2009.
4. S K Srivastva “Health care management in India” New Century Publications 2010
5. Anum Faruqi, “Health care Management”, Orange Books Publication India 2021.
6. Bratati Banerjee, “Dr, Tanajee Health Policies and Programmes in India”, Jaypee Brothers medical Publishers 2018.
7. C M Lakshmana “Population Change and Health care” Rawat publication New Delhi
8. Dr, Shaila Praveen, “Health care services in India” Bharati Prakashan Varanasi 2017.
9. Lawrence F. Wolper, Health Care Administration: Planning, Implementing, and Managing Organized Delivery Systems. Publisher Jones and Bartlett Publishers, Inc; 3rd edition (15 July 2023) and Jain “Analysis of Public and Private Healthcare Expenditures,” Economic and Political Weekly, vol. XLI, no.1, pp. 57-68 2006.
- 10.10.
11. C M Lakshmana “Population Change and Health care” Rawat publication New Delhi
12. Dr, Shaila Praveen, “Health care services in India” Bharati Prakashan Varanasi 2017.

Pedagogy:

The course shall be taught through the Classroom lectures, Open Educational Recourses (OER) as reference materials, assignments and group discussions.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Sustainable Development	
Semester: VI	Course Code: PAD E2 (A)
Total Contact Hours:45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

Sustainable Development paper tries to address the issue of necessity of sustainable development. This paper also addresses the environmental concerns and challenges and the role of civil society, NGOs and corporate groups in protecting the environment. Here the concern is to make students to be aware of the necessity of protecting the environment for the future generation in the present development process.

Learning Outcome:

At the end of the course the students shall –

- Make students to have theoretical understanding of environment and sustainable development
- Students should have awareness about environmental concerns and challenges
- .Students should have Understanding of the role of civil society, NGOs and corporate social responsibility in fostering sustainable development

Unit	Contents of Course- PAD E2 (A)	45 Hours
Unit-I	<p>Chapter-1: The Foundation: Origin, Meaning and features of Sustainable Development</p> <p>Chapter-2: Policy and Laws: Environmental Legislation in India; Implementation of Environmental Laws in India</p> <p>Chapter-3: Participatory Management: NGOs and Corporate Social Responsibility; Civil Society Initiatives in Environment Management and Sustainable Development.</p>	15 Hours
Unit-II	<p>Chapter-4: The Principles: Principles of International Law relating to sustainable development;</p> <p>Chapter-5: The principle of Equity and the Eradication of Poverty</p> <p>Chapter-6: The Principle of Public Participation and Access to Information and Justice</p>	15 Hours
Unit- III	<p>Chapter-7: Global Initiatives in Protecting Global Environment; World Summit on Sustainable Development (Johannesburg Summit (2002)</p> <p>Chapter-8: Sustainable International Resource Law</p> <p>Chapter-9: Sustainable International Bio- diversity Law and Accountability for Environmental and Developmental Damage</p>	15 Hours

Exercise:

- Visit nearby sustainable villages which have used traditional methods of farming methods
- Read literature in a group regarding Gandhian values and experiments in sustainable development experiments
- Listen to lectures by experts in the field

Suggested Readings

- 1) Brinkmann, Robert., (2020). Introduction to Sustainability. New Jersey, John Wiley.
- 2) Oztunk, L. Burcu ozcar, (2019). Environmental Kuznets Curve (EKC). United States, Academic Press.
- 3) Khaiter, A, Peter , Enechthoukova, G. Marina, (2019). Sustainability Perspective: Science, policy, and Practice. London UK, Springer Nature.
- 4) Guha, Ramachandra., (2018). Gandhi the Year that changed the World 1914 to 1948. Delhi, Penguin Random House India.
- 5) Blevwitt, John., (2008). Understanding sustainable development. London, Earth scan Business and Economics.
- 6) Hoekstra, Arjeny., & Chapagain, K.. Ashok ., (2008). Globalization of Water. New Jersey, John Wiley.
- 7) Kadekodi, K., (2004). Common Property Resource Management. India, OUP.
- 8) Stallworthy, Mark., (2002). Sustainability land use and the Environment. Singapore, Cavendish Publications.
- 9) Amarty Sen, K., . (1999). Development as Freedom. India, OUP.
- 10) Mckibben, Bill., (1989). The End of Nature. London, Anchor.

Pedagogy:

The course shall be taught through interactive sessions, assignments, group discussions and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Global Public Administration	
Semester: VI	Course Code: PAD E2 (B)
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

This course is designed to throw light on the contemporary developments that are taking shape in the discipline of public administration. The objective is clearly to expose students to the new concepts, vocabulary, institutions and mechanisms. It is further designed to give the students the hints at new technology, new methodologies, models and developments that are instrumental in creating or resolving tensions between nations and their administrative innovations.

Learning Outcome:

At the end of the course the students shall –

- Express clearly the effects of human mobilisation and human image as a global citizen
- Identify the new administrative tools to deal with new challenges facing the world
- Explain the effects of an inter connected world, its problems and solutions

Unit	Contents of Course- PAD E2 (B)	45 Hours
Unit-I	<p>Chapter-1: Understanding Global Perspectives of Public Administration - Globalisation, Concept of Global Mobilisation, Global Citizen and the Concept of Borderless world</p> <p>Chapter-2: Paradigm shifts in Global Public Administration - Interconnected World, Technology driven administration, Concept of Global Village</p> <p>Chapter-3: Global Public Administration and Global Public Management - Concept of Flat Administration, Downsizing Governments, Concept of Flat world - Thomas Freedman</p>	15 Hours
Unit-II	<p>Chapter-4: Global Management Systems - United Nations, World Trade Organisation, International Monetary Fund, World Bank</p> <p>Chapter-5: Managing Global Operations - Understanding New world Order, Transnational and Multi National Corporations, Major Concerns</p> <p>Chapter-6: New Techniques of Global Management - Understanding and adaptation of New Technologies, Transformational Mechanisms, working for reinvention and innovations</p>	15 Hours
Unit- III	<p>Chapter-7: Need for Change in Techniques of Administration - from Hierarchy to horizontal administration, Governments to Governance, Human Power to Technology (ICT), Local to Global connectedness, Sakaal, Administration at the doorstep</p> <p>Chapter-8: Management of Resources through Global Administration - Knowledge and mapping of Community and common property resources, shared responsibilities for the natural resources, bringing awareness of Common laws like, Environmental laws, Bio diversity, Climate change and forest conservation</p> <p>Chapter-9: Challenges to Global Public Administration - Corruption, Terrorism - Cyber, Jingoism, fundamentalism, Rogue nations, Wars</p>	15 Hours

Exercise:

- The students may choose a topic of common interest and debate
- May invite an ambassador and listen to his lectures about the new interconnected world order
- May read collectively recent articles about global issues and discuss to find solutions to problems and approaches

Suggested Readings

1. S.L.Goel International Administration, Sterling Publishers, New Delhi, 1976.
2. K. P. Saksena Reforming the United Nation: The Challenge of Relevance, New Delhi Sage, 1993.
3. V. Cable Globalization and Global Governance, London: Royal Institute of International Affairs, 1999.
4. C. V. Narsimhan The United Nations: An inside View ,Vikas 1988.
5. Pardhasaradhi, Y, E-Governance and Indian Society, Kanishka, New Delhi Satyanarayana, 2009.
6. Hooja, Rakesh, and Arora, Ramesh, K., Administrative Theories: Approaches, Concepts and Thinkers in Public Administration, Jaipur: Rawat Publications, 2007.
7. Holzer, Marc and Schwester, W. Richard, Public Administration: An Introduction, New York: Routledge, 2016.

Pedagogy:

The course shall be taught through the lecture, tutorial, interactive sessions, assignments, seminars, group discussions and week-end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Rehabilitation and its Challenges	
Semester: VI	Course Code: PAD E2 (C)
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The course is designed to equip the students to deal with the crisis of rehabilitation and displacement. It teaches them to understand the need for rehabilitation keeping in view the need for a socio-economic and humanistic perspective. It enables the students to have hands on experience by field visits and understand the challenges that are faced by both the administration and the people in rehabilitating the displaced ones.

Learning Outcome:

At the end of the course the students shall -

- Understand Rehabilitation and issues related to it
- Understand ill effects of Displacements
- Understand the Laws related to Resettlement and Rehabilitation

Unit	Contents of Course- PAD E2 (C)	45 Hours
Unit-I	<p>Chapter-1: Introduction: Meaning of Rehabilitation, issues of Development : Dams, Industries, military installations and Ports.</p> <p>Chapter-2: Understanding displacement in the context of development: loss of land, Forest and Wildlife Sanctuaries, insecurity and identity.</p> <p>Chapter-3: Effects of Displacement - Loss of livelihood, unemployment, Ripple effects- Education, Security, Housing.</p>	15 Hours
Unit-II	Chapter-4: Theoretical Perspectives of Displacement: Functionalist, Dependency and World System.	15 Hours

	<p>Chapter-5: Laws related to Resettlement and Rehabilitation - Land Acquisition Act of 1894 (Amendment Act of 1984) Wild Life (Protection) Act, 1972, the Indian Forest Act, 1927 and the Indian Forest (Conservation) Act, 1980.</p> <p>Chapter-6: Resettlement and Rehabilitation Policies - Rehabilitation Policies of the 1990s, Role of Sustainable Development, Participation of Marginal and Vulnerable Groups.</p>	
Unit-III	<p>Chapter-7: Role of Baseline Survey and Data Analysis, Monitoring Tasks and Institutional Arrangements in Resettlement and Rehabilitation.</p> <p>Chapter-8: Role of Institutional Mechanism and Challenges- Economic stability, Acceleration of Recovery and Role of State.</p> <p>Chapter-9: Towards a Just Displacement and Rehabilitation Policy: Issue of ‘Eminent Domain’ and ‘Public purpose’, Cernea’s Impoverishment Risks and Reconstruction (IRR) model.</p>	15 Hours

Exercise:

- Identify local NGO’s working on various projects related to Resettlement and Rehabilitation
- List out various Government projects which have led to displacement
- Prepare a case study on any of the above mentioned Act’s (Chapter 5)

Suggested Readings

1. The Statesman. Seaside villagers stir for rehabilitation. The Statesman, January 28th, 2014
2. The Indian Express. Satabhaya families await rehabilitation, The Indian Express, June 28th, 2015.
3. The Pioneer, Rehabilitate Satabhaya Residents: (Bhubaneswar) NHRC TO CS, Wednesday, 05 February, 2014.
4. Tibet Justice Centre, Tibet's stateless nationals II: Tibetan refugees in India. Tibet Justice Centre, California, USA, 2011.
5. UNHCR, Evaluation of UNHCR's policy on refugees in urban areas: A case study review of New Delhi, United Nations High Commissioner for Refugees Evaluation and Policy Analysis Unit, Geneva Switzerland, 2000.
6. UNHCR, Brookings- LSE Project & Georgetown University, Planned Relocations, Disasters and Climate Change: Consolidating Good Practices and Preparing for the Future (Report), Sanremo Consultation, 12-14th March, 2014.
7. WCD, Displacement, Resettlement, Rehabilitation, Reparation, and Development. Thematic Review, Social Issues I.3, World Commission on Dams, South Africa, 2000.
8. WGHR, Human Rights in India: Status Report. Working Group on Human Rights in India and the UN, New Delhi, 2012.
9. Whitehead J., Statistical Concoctions and Everyday Lives: Queries from Gujarat Resettlement Sites. Economic and Political Weekly, 34(28): 1940-1947, 1999.
10. Sagar Sandesh, Odisha set to implement rehabilitation of victims of sea-erosion, Sagar Sandesh, April 8, 2015.
11. Sangvai Sanjay, No Full Stops for the Narmada: Life after the Verdict. Economic and Political Weekly, 36(49): 4524-4526, 2001.
12. Sati Vishwambhar Prasad, Landscape vulnerability and rehabilitation issues: A study of hydropower projects in Garhwal region, Himalaya. Natural Hazards, 75: 2265-2278, 2015.
13. Sharma Maina, Refugees in Delhi, Working Paper No 229. Centre for Civil Society, New Delhi, 2009.
14. Shunglu V.K., Chadha G.K., & Narayan Jaiprakash, Report of the Sardar Sarovar Project Relief and Rehabilitation Oversight Group on the status of rehabilitation of project affected families in Madhya Pradesh, New Delhi, 2006.
15. Sikka Gaurav, The case of missing toilets in Sardar Sarovar dam resettlements in Vadodara, Gujarat. Pp. 1-10. GeoJournal, DOI: 10.1007/s10708-014-9617-z. Springer, 2014.
16. Tarodi Tunga, Tibetans in Bylakuppe: Political and Legal Status and Settlement Experiences. Working Paper 260, Institute for Social and Economic Change, Bangalore, 2011.

17. Morse Bradford & Berger Thomas R., Sardar Sarovar: Report of the Independent Review. pp. 1-14. International Environmental Law Research Centre, Geneva Switzerland, 1992.
18. Mukherjee Baishali, Coastal Erosion at Ghoramara and its Rehabilitation Programme in Jibantala. *Indian Journal of Landscape Systems and Ecological Studies*, 37(1): 159-172, Kolkata, 2014.
19. Narula Smita, The Story of Narmada BachaoAndolan: Human Rights in the Global Economy and the Struggle against the World Bank. pp. 351-382. New York University Public Law & Legal Theory, Working Papers, Paper 106, 2008.
20. Nayak Arun Kumar, Big dams and protests in India: A study of Hirakud dam, *Economic & Political Weekly*, XLV(2): 69-73, 2010.
21. Negi Nalin Singh &Ganguly Sujata, Development Projects vs. Internally Displaced Populations in India: A Literature Based Appraisal. COMCAD Arbeitspapiere - Working Papers No. 103. Centre on Migration, Citizenship and Development, university of Bielefeld, Germany, 2011.
22. Odisha Channel Bureau, Rehabilitation of sea-erosion-hit villagers begins in Odisha, Odisha Channel, 2014.
23. Pati Bikash, Biswal Manas, Hirakud Dam: Fifty mournful years. pp. 7-9. Dams, Rivers & People, SANDRP, 2009.
24. Pati Bikash Kumar, Climate Change: Nothing is predictable here, (Ch.4) pp.26-30. In *Water Resources of Odisha: Issues and Challenges*. Regional Centre for Development Cooperation, Bhubaneshwar, Odisha, 2010.
25. Peterson, M.J., Narmada Dams Controversy – Case Summary. *International Dimensions of Ethics Education in Science and Engineering Case Study Series*, 2010.
26. Prithvish, Paul Amrita & Nag Pattern of Post 1947 Refugee Resettlement in India. *International Journal of Geology, Agriculture and Environmental Sciences*, 3(1): 68-74,2015.
27. PTI, Sea-side village residents' threat. *Business Standard*, October 17, 2012, Kendrapara, Odisha, 2012.

Pedagogy:

The course shall be taught through the Lecture, Practical Exercises, Assignments, Seminars, and Group Discussions.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40

Course Title: Internship for Under-Graduate (UG) Programme	
Semester: VI	Course Code:
Total Contact Hours/days:	Course Credits: 2
No. of Hours/Week: NA	Duration of ESA/Exam:
Formative Assessment Marks: 50	Summative Assessment Marks:

Department of Political Science Internship Guidelines

1. Core Learning Outcomes

As a result of the internship experience students will be able to:

1. Apply appropriate workplace behaviors in a professional setting.
2. Demonstrate content knowledge appropriate to job assignment.
3. Exhibit evidence of increased content knowledge gained through practical experience.
4. Describe the nature and function of the organization in which the internship experience takes place.
5. Explain how the internship placement site fits into their broader career field.
6. Evaluate the internship experience in terms of their personal, educational and career needs.

2. Specific Learning Outcomes

Specific Learning Outcomes will be determined jointly with the student's Faculty Internship Advisor and Worksite Supervisor. Specific Learning Outcomes are linked individually to the Core Learning Outcomes and must describe the tasks that the student will perform and learn on the job. They must state specifically what the student will be able to do at the end of the work experience as a result of the internship placement.

Some outcomes will represent reinforcement activities. They will provide the opportunity to perform and to reinforce familiar skills in the student's new working environment. Others will represent activities which are unfamiliar and which will provide opportunities to acquire new sets of skills.

3. Course Description

Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Worksite Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experience, and workplace competencies that employer's value when hiring new employees. Internships

may also be used as an opportunity to explore career fields. Students must meet with the Internship & Apprenticeship Coordinator prior to registering.

The purpose of the Internship Program is to provide each student practical experience in a standard work environment. The Internship Coordinator and Faculty Internship Advisor will assist students in making the job a valuable and productive experience. Success in this job will help ensure development of skills necessary for a lasting and rewarding career in the future.

4. Eligibility requirements for Internship Education

As prescribed by the respective Universities /BoS

5. Course Requirements

1. Students must schedule an orientation with the Internship & Apprenticeship Coordinator and meet with his/her Faculty Internship Advisor/HoD to determine eligibility and discuss internship opportunities. For Paralegal and Human Services programs, students must meet with their Faculty Advisor prior to meeting with the Internship & Apprenticeship Coordinator.
2. Students must secure their own internship employer.
3. Students must complete all the admission formalities for Internship Education prior to the commencement of their internship experience.
4. The student, Worksite Supervisor, HoD/Principal, and the Internship & Apprenticeship Coordinator must sign the Memorandum of Understanding (MOU) between the employer, student and college. The signed MOU must be submitted to the Internship & Apprenticeship Coordinator in order to register for the class.
5. The internship shall be paid or unpaid.

6. Additional Requirements

1. Complete all assignments in the Internship Education Student Workbook.
2. Achieve the Core Learning Outcomes.
3. Meet the Specific Program Outcomes.
4. Students must remain at the internship worksite placement for the agreed upon period for which they are registered. If there are significant changes in the work schedule, in the job expectations, or the working conditions, students are required to contact their Faculty Internship Advisor.

7. Attendance Policy

1. Students are required to report to work on time and according to the requirements of the student's individualized work schedule.
2. Students are expected to conform to all attendance policies established by the employer and must notify the Worksite Supervisor and Faculty Internship Advisor in the event of absence from work.
3. When the employer is open for business on college holidays, the student is expected to report to work as scheduled.

8. All internships shall have the following requirements

1. Internships must be arranged one semester in advance. Given work requirement variation in internships, it may be necessary to earn academic credit in the semester following the work of the internship.
2. The Internship Coordinator/Faculty will assist students in choosing the area of Internship.
3. The workplace Internship & Apprenticeship Coordinator, in consultation with the faculty member, will provide a memo detailing workplace expectations, including the work to be performed; dress code; and the time frame for the work must be received before the Faculty Advisor can agree to supervise the internship.
4. The supervising faculty member (Faculty Advisor) will maintain contact with the workplace Internship & Apprenticeship Coordinator, throughout the internship to assess the satisfaction of the supervisor and to assure the quality of the internship experience for the student.
5. Workplace supervisors (Internship & Apprenticeship Coordinator) will be requested to complete evaluations of the student following the internship. These evaluations will not be used to calculate the grade of the student.
6. All interns will submit a weekly journal to the Faculty Advisor. The journal will detail the work the student has completed that week and will analyze the work in terms of its illumination of principles, concepts and/or methods learned in Political Science.
7. All interns will complete a research paper which examines the literature relevant to the organization and work conducted during the internship and analyzes the work of the internship in that context.

9. Evaluation:

As prescribed by the respective Universities /BoS

Websites to Check for Internships With the Govt. of India

1. Ministry of External Affairs (MEA) - <https://www.internship.mea.gov.in/>
2. NITI Aayog - <https://www.niti.gov.in/internship>
3. Reserve Bank of India (RBI) Internship - <https://opportunitycell.com/rbi-internship-reserve-bank-of-india-research-internship/>
4. Law and Justice Ministry Internship - <https://www.lawctopus.com/ministry-of-law-and-justice-internship/>
5. Finance Ministry Internship-
6. List of Indian Government Internships Program <https://pmjandhanyojana.co.in/indian-government-internship-programs/>
7. Department of Public Enterprises - <https://dpe.gov.in/schemes/scheme-internship>
8. Internship with Directorate General of Foreign Trade - <http://dgft.gov.in/exim/2000/EmpCorner/internship.pdf>
9. Internship with Technology Information Forecasting and Assessment Council (TIFAC) - http://www.tifac.org.in/index.php?option=com_content&view=article&id=9403:internship-opportunity-spring-summer-2017&catid=49:latest-news&Itemid=17
10. Internship with Ministry of HRD - <http://mhrd.gov.in/internship-scheme>

Other Departments include

1. Internship with Department of Telecom, BSNL, MTNL, TEC, CDOT, TRAI
2. The Woman Internship Programme of CARE India
3. Internships at PRS Legislative Research
4. Internship with Ministry of Women and Child Development
5. Internship with Serious Fraud Office
6. Digital India Internship Scheme
7. National Productivity Council Internship
8. Internship with Competition Commission of India

9. CCI Internship Program
10. Internship with National Museum, Ministry of Culture
11. Internship with National Human Rights Commission (NHRC)
12. Internship with Central Information of Commission
13. Internship with Centre for Public Policy and Research

FORMAT OF INTERNSHIP COMPLETION CERTIFICATE

(To be given on Letter Head)

Date:

TO WHOMSOEVER IT MAY CONCERN

This is to certify that <Mr/ Ms>_____ a student of < name of the institution studying> has successfully completed <his/her> Internship with _____ . During the period of Internship he/ she worked under in the following areas.

- i.
- ii.

2. He/She has shown special flair for _____ and <his/her>

performance in preparation of the report has been rated as _____ (1 to 10 Points/Grade)

3. During the period <his/her> internship program <he/she> was punctual and hardworking.

4. I wish <him/her> every success in <his/her> career and life.

Signature

Annexure "B"

FORMAT FOR NOC TO BE OBTAINED FROM COLLEGE/INSTITUTION

(To be given on Letter Head)/To be signed by HOD/Principal

Date:

Sub:- No Objection Certificate for Internship Programme at_____.

It is certified that <Mr/Ms> is a bonafide student <Student ID no>of<Semester> of <name of the programme> of this <College/Institution>.

The <College/Institution>.has no objection for doing the Internship programme at _____for the period from ----- to ----- . It is also certified that <he/she>is not registered for any course requiring,<his/her>attendance in the class during the said period.

The conduct of the student as recorded by the <College/Institution>has been found good/satisfactory/unsatisfactory.

(Signature and Seal)

General Pattern of Public Administration Question Paper

I. Term End Examination for Discipline Specific Core (DSC) Papers

Each paper will be for maximum of **60 mark**. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) Papers is **3 hours**.

Question paper pattern for **Discipline Specific Core (DSC) Papers** –

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B: Short Answer Questions (2x10=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

Section C: Long Answer Questions (2x15=30)

Answer any Two questions. Answer the following questions in not more than 800 words

- 14.
- 15.

II. Term End Examination for Discipline Specific Elective (DSE) Papers

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

Note: Duration of Examination for Discipline Specific Elective (DSE) Papers is **2 hours**.

Question paper pattern for **Discipline Specific Elective (DSE) Papers** –

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B: Short Answer Questions (2x10=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

Section C: Long Answer Questions (2x15=30)

Answer any Two questions. Answer the following questions in not more than 800 words

- 14.
- 15.
- 16.