BAPAH

PROGRAMME GUIDE (Session January 2020 and July 2020)

Bachelor of Arts (Honours) Public Administration



Indira Gandhi National Open University New Delhi Printed study material is our mainstay in learning paradigm. Our study material is prepared by a team of experts keeping in view the interest of the learner. Each course has a course Expert Committee with distinguished academics and professionals involved in the course preparation. The course material is written in such a manner that the learners can study it by themselves with a little assistance from our Academic Counsellors at the Study Centres. Further, text books and reference books are available in the libraries attached to the Study Centres and Regional Centres. Therefore, there is no need for any cheap or condensed guides for pursuing courses of IGNOU. In fact these may harm the learners. The University strongly advises the learners not to take recourse to such type of guides available in the market.

IGNOU THE PEOPLE'S UNIVERSITY

January 2019

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Further information about the Indira Gandhi National Open University courses may be obtained from the University's office at Maidan Garhi, New Delhi-110 068.

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Dear Learner,

Welcome to IGNOU and the Degree Programme in Bachelors of Arts in Public Administration Honours (BAPAH). As you have joined one of the world's largest University imparting education through Open and Distance mode, it is necessary that that you are well aware of the University and how it functions. You will also be keen to know in some detail about the Programme you have joined and the way in which the University imparts instruction. This Programme Guide gives you the necessary information that will help you in knowing the University and pursuing the Programme. We therefore advice you to keep this Programme Guide safely till you complete the Programme.

Part I of this Programme Guide gives you the 'Programme Details' in terms of The University, B. A. Public Administration(Honours) Programme, Planning your Studies, Fee Structure and Schedule of Payment, Instructional System, Evaluation, etc.

Part II of this Programme Guide gives the syllabus of all the courses that are on offer in BAPAH. This will you help you, among other things, in familiarizing yourself with the exact courses you would be studying under each type of courses in the programme viz. Core Courses, Discipline Specific Electives, Ability Enhancement Courses and Skill Enhancement Courses, and Generic Electives.

Programme Coordinator

Bachelor of Arts, Public Administration Honours (BAPAH)



IGINOUS THE PEOPLE'S UNIVERSITY

PART I PROGRAMME DETAILS THE PEOPLE'S UNIVERSITY

1. THE UNIVERSITY

The Indira Gandhi National Open University (IGNOU) is the world's largest University. It is a Central University established by an Act of Parliament in 1985, to advance and disseminate learning and knowledge by diverse means, including information and communication technology. The objective is to provide opportunities for higher education to a large segment of the population and promote educational wellbeing of the larger society.

The University has continuously striven to build a knowledge society through inclusive education. It has imparted higher education by offering high quality teaching through the Open and Distance Learning (ODL) mode.

IGNOU in a relatively short time has made a significant contribution in the areas of higher education, community education, extension activities, and continual professional development. As a world leader in distance education, it has been conferred with an Award of Excellence by the Commonwealth of Learning (COL), Canada in 1993. Award of Excellence for Distance Education Materials by Commonwealth of Learning was conferred in 1999.

IGNOU offers its academic programmes through its 21 Schools of Studies and a network of 67 Regional Centres (including 11 Recognised Regional Centres for the Indian Army, Navy, and Assam Rifles), and about 3500 Study Centres (SCs). The University also has a network of 12 Overseas Study Centres (OSC).

At present, IGNOU is offering over two hundred academic, professional, vocational, awareness generating, and skill-oriented programmes at Certificate, Diploma, Bachelor's Degree, Master's Degree, and Doctoral Degree levels through its Schools of Studies.

The 21 Schools of Study, which design and develop academic programmes and courses at different levels are:

- 1. School of Agriculture (SOA)
- 2. School of Computer and Information Sciences (SOCIS)
- 3. School of Continuing Education (SOCE)
- 4. School of Education (SOE)
- 5. School of Engineering and Technology (SOET)
- 6. School of Extension and Development Studies (SOEDS)
- 7. School of Foreign Languages (SOFL)
- 8. School of Gender and Development Studies (SOGDS)
- 9. School of Health Sciences (SOHS)
- 10. School of Humanities (SOH)
- 11. School of Interdisciplinary and Trans-disciplinary Studies (SOITS)
- 12. School of Journalism and New Media Studies (SOJNMS)
- 13. School of Law (SOL)
- 14. School of Management Studies (SOMS)
- 15. School of Performing Visual Arts (SOPVA)
- 16. School of Sciences (SOS)
- 17. School of Social Sciences (SOSS)
- 18. School of Social Work (SOSW)

- 19. School of Tourism and Hospitality Service Management (SOTHSM)
- 20. School of Translational Studies and Training (SOTST)
- 21. School of Vocational Education and Training (SOVET)

The University provides multi-channel, multiple media teaching/learning packages for instruction and self-learning. The different components used for teaching/learning include: self-learning print and audio-video materials, radio and television broadcasts, face-to-face counseling/tutoring, laboratory and hands-on-experience, teleconference, video conference, interactive multimedia CD-ROM and interest based learning, and the use of mobile phones for messaging and e-content.

Currently, the emphasis is being laid by the University on developing an interactive multimedia supported online learning as well as adding value to the traditional distance education delivery mode with modern technology-enabled education within the framework of blended learning. The recent initiatives of the University include: SWAYAM based Massive Open Online Courses (MOOCs). Sodhganga Project (UGC INFLIBNET Project), 24x7 SWAYAMPRABHA, National Digital Library (MHRD Project), e-Gyankosh and IGNOU e-Content App for digital study material.

2. B. A. PUBLIC ADMINISTRATION (HONOURS)

With the academic session of July 2019, the Indira Gandhi National Open University has adopted the Choice Based Credit System introduced by the University Grants Commission. The Choice Based Credit System provides flexibility for the students to study the subjects/courses of their choice and offer easy mobility between different institutions in the country. There are two programmes under CBCS: viz. B. A. (General) [BAG] and B. A. (Honours) [BAH]. While the BAG programme was launched from July 2019, the BAH is to be launched from January, 2020.

While IGNOU has been one of the earliest to introduce credit based academic programmes with a wider choice of courses, with the CBCS, it is now introducing semester system and point based evaluation system under a 10 point grading system. The Programme Code of B. A. Public Administration (Honours) is BAPAH. This programme is of 148 credits. The distribution of credits under the different type of courses is as follows:

- 1. Core Courses (CCs): 14 courses of 6 credits each (i.e. 84 credits)
- 2. Discipline Specific Electives (DSEs): 4 courses of 6 credits each (i.e. 24 credits)
- 3. Ability Enhancement Compulsory Courses (AECCs)/: 2 courses of 4 credits each (i.e. 8 credits)
- 4. Skill Enhancement Courses (SECs): 2 courses of 4 credits each(i.e. 8 credits)
- 5. Generic Electives (GEs): 4 courses of 6 credits each (i.e. 24 credits)

The programme can be completed in a minimum period of three years (six semesters) or in a maximum period of six years. A credit is equivalent to 30 hours of study time. This comprise all learning activities (i.e. reading and comprehending the print material, listening to audios,

watching videos, attending counselling sessions, teleconferencing and writing assignment responses). Most courses of this programme (CCs, DSEs and GEs) are of six credits. This means that you will have to put in 180 hours (6×30) of study time to complete each of these courses. The programme also has 2 Ability Enhancement courses and 2 Skill Enhancement courses, each of four credit weightage. These require a total of 120 hours (4×30) of study time. Table 2.1 gives an overview of the programme structure.

Table 2.1: Structure of BA Public Administration (Honours) BAPAH

Sem ister	Core Courses	Discipline Specific	Ability/Skill Enhancement	Generic	Credits
I	BPAC 101Perspectives on Public Administration BPAC 102 Administrative Thinkers	None	BEVAE 181: Environmental Studies	BPCG 171 General Psychology	22
П	BPAC 103 Administrative System at Union Level BPAC 104 Administrative System at State and District Levels	None	Any one*: BEGAE 182: English Communication BHDAE 182: Hindi Bhasha Aur Samprashan	BGDG 172 Gender Sensitization: Society and Culture	22
Ш	BPAC 105 Personnel Administration BPAC 106 Understanding Public Policy BPAC 107 Comparative Public Administration	None	BPCS 183 Emotional Intelligence	BSOG 173 Rethinking Development	28
IV	BPAC 108 Public Policy and Administration in India BPAC 109 Public System Management BPAC 110 Urban Local Governance	None	BPCS 186 Managing Stress	BPCG 174 Psychology and Media	28
V	BPAC111 Public Finance and Administration BPAC 112 Rural Local Governance	BPAE141Right to Information BPAE143 Administrative System in BRICS	None	None	24
VI	BPAC113 Development Administration	BPAE142 Organizational Behaviour	None	None	24

BPAC 114	BPAE144 Social	
Contemporary Issues	Policies and	
and Concerns in Indian	Administration	
Administration		

^{*} Choice depends on the medium of instruction.

2.1 Core Courses (CC)

The programme has fourteen core courses. All these are discipline specific and are distributed over all the six semesters. Each core course is of six credits. Over 14 courses, these courses cover a total of 84 credits (from out of 148 credits) of the programme.

2.2 Elective Courses

These are Discipline Specific Elective Courses offered in the 5th and 6th semesters of the programme. These courses are also of six credits each. The Discipline Specific Electives (DSEs) are specialised courses and are meant to provide an extended knowledge of the discipline. They are applied in nature in which the foundation knowledge derived from the Core Courses is applied to specific fields like health, environment, finance, etc. The programme has four DSEs, two courses to be studied in each of the two semesters in the 3rd year of the programme. They carry 24 credits weight (4 × 6 credits). The specific DSEs are shown in Table 2.1 above. Including these 4 DSEs, the total number of courses of public administration discipline alone studied by you is 18 and is of a total of 108 credits in the programme. The remaining courses that you would study are from other disciplines and are meant to give you exposure in an inter-disciplinary perspective. These are outlined below.

2.3 Ability/Skill Enhancement Courses

You will study 2 Ability Enhancement Courses (AECs) on each in the 1st and 2nd semesters of the first year of your 3 year programme. These are meant to enhance your language communication skill and provide awareness on the importance of environment. Likewise, you will study two Skill Enhancement Courses (SECs), one each in the third and the fourth semesters of your second year programme. While the course you would study in the third semester develops your emotional competence, the course you would study in the fourth semester develops your skills pertaining to managing stress. The course titles are available in Table 2.1 above.

2.4 Generic Electives

Generic Electives (GEs) are also inter-disciplinary in nature. They provide an exposure to other disciplines/subjects nurturing the proficiency and understanding of social and scientific phenomena. The courses, which are presently on offer, are listed in Table 2.1. The University will add new electives later. The new courses added would be listed on the University website. You can choose them at the time of re-registration for the second or third year.

Now that you know the structure of the BAPAH programme and its components, let us focus on 'how to plan your studies'.

3. PLANNING YOUR STUDIES

The programme offers flexibility in the duration for the completion of the programme. You can take full advantage of this flexibility. A little bit of systematic planning is all can ensure you to realize your goal of completing the 148 credits of the programme within the minimum period of three years. If, for any reason, you are unable to complete the programme within three years, please note that your registration for the programme is valid for six years. You can also get additional two years by applying for readmission.

As already mentioned, each credit of this programme is equivalent to 30 hours of learner study comprising all learning activities (i.e. reading and comprehending the print material, listening to audios, watching videos, attending counselling sessions, teleconferencing, and writing assignment responses). This means that you will have to devote approximately 180 hours of study for a six-credit course and 120 study hours for a four credit course. You have to adjust your reading schedule keeping this workload in view. With this schedule, you will be able to complete all courses in the minimum number of years i.e. 3 years. Since the number of courses are not the same in all the semesters (i.e. you have more courses to clear in the second year, as compared to the first year), to complete the three-year programme in the minimum period of three years, you need to plan, accordingly. It is helpful to study consistently throughout the year. You should not let the studies accumulate requiring you to speed up before the examinations, as that will put undue pressure on you and you may not be able to cope up.

If you are not able to fully devote yourself to the programme, you can set your targets for a particular semester/year. If you feel that you can focus only on 30 credits in a year, plan for it accordingly from the beginning of the year. Study only the selected courses. Do the assignments of only those courses for which you plan to appear in the Term End Examination (TEE) and carry over the rest to next year. Again next year, decide your goals for the two semesters of that year. Whenever you decide to complete the courses of the previous semesters/years and have not submitted the assignments for the same for evaluation, make sure that you attempt the current year's assignments for those courses. Always submit your assignments well in time keeping in view the eligibility to appear in the TEE (for details see Section 6.1 of this Programme Guide). Through a proper planning suitable to you, you can complete this programme at your convenience.

4. FEE STRUCTURE AND SCHEDULE OF PAYMENT

Fee Structure

A total of Rs. 9600/- is to be paid for the BAPAH Programme, @ Rs. 3200/year. In the First year, in addition to Rs. 3200/-, a Registration fee of Rs. 200/- also has to be paid (i.e. Rs. 3400/- in the first year). The programme fee has to be paid at the

beginning of each year by online mode only by means of Debit Card/Credit Card. Fee once paid is not refundable.

The University can revise the programme fee. In that case, the revised fee shall be payable by you, as per the schedule of payment notified by the University.

Although the BAPAH programme is a semester-based programme, registration is done annually. Just as you have registered for the first two semesters at the start of the programme, you will have to re-register for the second year (third and fourth semesters) and third year (fifth and sixth semesters) before the beginning of the academic year, as per the schedule given below.

Schedule for Re-Registration

Learners are advised to submit the Re-Registration (RR) forms 'Online' only on the web portal www.ignou.ac.in, as per the schedule notified by the University on its website from time to time.

The programme fee has to be paid at the beginning of each year by online mode only by means of Debit Card/Credit Card.

Timely payment of programme fees is the responsibility of the learner. The learner is expected to remit the fees, as early as possible without waiting for the last date. Non-payment of fee would result in the withdrawal of access to study material and permission to write the examinations. It may also result in the cancellation of admission. In case any learner wilfully appears in an examination without proper registration for a course, appropriate action can be taken against him or her, as per the rules of the University.

5. INSTRUCTIONAL SYSTEM

The methodology of instruction adopted by the University is different from that in the conventional universities. The Open University system is more learner-oriented in which the learner is an active participant in the teaching-learning process. Most of the instruction is imparted through distance mode and lesser through face-to-face communication.

The University follows a multi-media approach for instruction. It comprises of

- 1. Self-Learning Material (SLM)
- 2. Audio-video programmes (A/V) transmitted through radio and television
- 3. Teleconferencing sessions
- 4. Face-to-face counselling at Study Centres by Academic Counsellors
- 5. Assignments/ Tutorials/ Practicals/ Dissertation/ Project work

Also libraries are available to the learners at the IGNOU Regional Centres and Study Centres.

5.1 Course Material

Course material, in print or ebook format, is the primary form of instruction. You should concentrate mainly on the course materials that are sent to you in the form of printed books. The course material would be sufficient to write assignment responses and prepare for the Term End

Examination (TEE). We would, however, advice you to read books etc., especially those given in the 'Suggested Reading' section in the Units of each of the courses.

The course material prepared by the University is self-learning in nature. Each course is printed in the form of a single SLM. The SLM is divided into a number of Blocks. Each Block consists of units that are covered in a Block based on thematic unity. The section on 'Course Introduction' in the SLM provides an overview of the entire course, its objectives, guidelines for studying the material, etc.

Each unit begins with 'Learning Outcomes.' This will give you an idea on what you are expected to learn from the unit. This is followed by 'Introduction' to the unit that provides an overview of the major theme of the unit. This is followed by the main text, which is divided into various 'sections and subsections.' At the end of one or two sections, some 'self-learning activities' are provided for self-evaluation. You should attempt this part. It will help you in assessing the immediate absorption. You should not submit the activites undertaken by you to the University for assessment. This is primarily done to encourage self-understanding and self-assessment.

There is a section on 'Conclusion' at the end of each unit. This gives a brief account of what has been discussed in the unit. The summary enables you to recall the main points covered in the unit. Each unit then ends with a list of 'References and Further Readings.' Some of the books listed in this section may also be available in the Study Centre library.

In order to comprehend the SLMs, you must read the units carefully, noting down the important points. You can use the space in the margin of the printed pages for making notes and writing your comments. While reading the units, you may come across some difficulties, in such cases consult your counsellor during the face-to-face sessions at the Study Centre for clarification.

Dispatch of Study Material

The dispatch of material will start once the online process of registration is complete. You can expect to receive your study material within one month of closing of the registration for the programme. If any course material is missing or you receive wrong or defective material, please address your query to the Regional Centre or write to Student Services Centre at ssc@ignou.ac.in.

For the students who have applied for digitized version, detailed information is available in the IGNOU website.

5.2 Academic Counselling

In distance education, face-to-face contact between the learners and their academic counsellors (teachers) is an important activity. The purpose of such an interaction is to answer some of your questions and clarify your doubts, which may not be possible through any other means of communication. It is also intended to provide you an opportunity to meet fellow learners. Rather, sometimes it is also possible that students resolve their problems by interacting with their fellow learners.

The academic counsellors at the Study Centres are experienced teachers who provide academic counselling and guidance to you in your courses. The academic counselling sessions for each of the courses will be held at suitable intervals throughout the academic session. Attendance in the academic counselling sessions for theory courses is not compulsory, but we would suggest you to attend these sessions, as they may be useful in certain respects. These could be to share your views on the subject with teachers and fellow learners, comprehend some of the complex ideas or difficult issues, get clarifications for any doubts, which you would not otherwise try to raise. However, it is compulsory to attend practical sessions for the courses that have practicals or laboratory work.

Face-to-face counselling will be provided to you at the Study Centre assigned to you. You should note that the academic counselling sessions will be very different from the usual classroom teaching or lectures. Academic counsellors will not be delivering lectures. They will try to help you to overcome difficulties, which you face while studying for this programme. In these sessions, you must look into the subject-based difficulties and any other issues arising out of such difficulties. The University normally organizes six to seven academic counseling sessions for a 4-credit and nine to ten sessions for a six credit course. In case there are less than 10 students in a Study Centre, then intensive counselling sessions will be held, which essentially means that 40 per cent of the prescribed counselling sessions will be conducted within a week's time.

Before you go to attend the academic counselling sessions, please go through your course material and note down the points that you want to discuss. Unless you have gone through the units, there may not be much to discuss. Try to concentrate on relevant and important issues. Try also to understand each other's points of view. You may also establish personal contact with your fellow participants to get mutual help for academic purposes. Try to get the maximum possible help from your academic counsellors.

5.3 Study Centre

To provide effective student support, we have set up a number of Study Centres all over the country. You will be allotted one of these Study Centres taking into consideration your place of residence or work. However, each Study Centre can handle only a limited number of students and despite our best efforts, it may not always be possible to allot the Study Centre of your choice. The particulars regarding the Study Centre to which you are assigned will be communicated to you.

Every Study Centre will have:

- 1. A Coordinator, who will coordinate different activities at the Centre.
- 2. An Assistant Coordinator and other support staff appointed on a part-time basis.
- 3. Academic Counsellors in different courses to provide counselling and guidance to you in the courses you have chosen.

Study Centre is the contact point for you. The University cannot send all the communication to all the students individually. All important information is communicated to the Coordinators of the Study Centers and Regional Directors. The Coordinators would display a copy of such important circular/notification on the notice board of the Study Centre for the benefit of all IGNOU learners. You are, therefore, advised to get in touch with your Study Centre for day-to-day information about assignments, submission of examination forms, TEE date-sheet, declaration of result, etc. If you cannot be in the Study Centre, you may write to the Coordinator for the same.

A Study Centre will have four major functions:

- 1. Counselling: Face-to-face counselling for the courses will be provided at the Study Centres. As mentioned earlier, there will be nine to ten academic counselling sessions for a 6-credit course and six to seven sessions for a 4-credit course. The schedule of the counselling sessions will be communicated to you by the Coordinator of your Study Centre.
- 2. **Evaluation of Assignments:** Tutor Marked Assignments (TMA) will be evaluated by the Academic Counsellors appointed for different courses at the Study Centre. These assignments will be returned to you with tutor's comments and marks obtained. These comments will help you to know about improvements that can be made in your studies.
- 3. **Information and Advice**: At the Study Centre, you will get relevant information regarding the courses offered by the University, academic counselling schedules, examination schedule, etc.
- **4. Interaction with Fellow-learners**: The Study Centre gives you an opportunity to interact with fellow learners.

5.4 Interactive Radio Counselling

The University has the facility of interactive counselling through the All India Radio network. You can participate in it by tuning in to your area radio station. Experts from various areas of the discipline participate in the sessions. Students can put across their questions to these experts by using the telephone. The telephone numbers are announced by the respective Radio Stations. This counselling is available on all days. The topic for each session of the interactive radio programme is available in the Gyanvani section of the University website.

5.5 Gyan Darshan

IGNOU in collaboration with Doordarshan now has an exclusive Educational TV Channel called Gyan Darshan. It is available through cable TV network. The channel telecasts educational programmes for 24 hours every day. Live telecast is from 3-5 p.m. and repeat telecast from 8-10 p.m. every day. Apart from programmes of IGNOU, it will have educational programmes produced by various national educational institutions. You should try to get access to it through your cable operator. The schedule of programmes and live sessions is available at the study centers one month in advance. You can also get the schedule of programmes and live sessions from the University website.

5.6 Gyan Vani

Gyan Vani is an educational FM radio network providing programmes covering different aspects and levels of education including Primary and Secondary Education, Adult Education, Technical and Vocational Education, Higher Education, and Extension Education. There will be programmes on various aspects and courses of the B. A. programme (both General and Honours). The schedule of the programmes is uploaded on the University website.

5.7 Teleconference/EDUSAT

To reach our learners spread in different parts of the country we take the help of teleconferencing. These sessions are conducted from Delhi. The students can attend these at the regional centres and specified study centres of IGNOU. It is a one way video and two way audio facility. The teleconferencing is available on Gyan Darshan-2 and Edusat. The time-slot for B.A. programmes is 5.00 p.m. to 7.45 p.m. in the evening on all week-days. The faculty members at Delhi and other experts, as resource persons participate in these sessions. You can put your problems and questions to these experts through the telephone available at receiving centres. These will help in resolving your queries related to courses and other general information pertaining to the programme.

6. EVALUATION

The system of evaluation followed by the University is also different from that of conventional universities. IGNOU has a multi-tier system of evaluation.

- 1. Self-assessment activities within each unit of study.
- 2. Continuous evaluation through assignments, practical assignments, and seminars/workshops/extended contact programmes, etc. (depending on the nature of the course).
- Term End Examinations.
- 4. Project/Practical work (depending upon the requirement of the course).

The weightage given for the continuous evaluation through assignments and the term end examination is 30: 70. This means, in the final result, the assignments of a course carry 30%

weightage while 70% weightage is given for the Term End Examination (TEE). University follows a grading system for continuous evaluation as well as term-end examination. It is done on a ten point scale using the letter grades, as given below.

Letter Grade Numerical Grade		Percentage	
O (Outstanding)	10	<u>></u> 85	
A+ (Excellent)	Excellent) 9 <u>> 75 to <</u>		
A (Very Good)	8	> 65 to < 75	
B+ (Good)	7	≥ 55 to < 65	
B (Above Average)	6	≥ 50 to < 55	
C (Average)	5	≥ 40 to < 50	
D (Pass)	4	≥ 35 to < 40	
F (Fail)	0	< 35	
Ab (Absent)	0	Absent	

In the grade card issued, the University also provides numerical marking with award of division for the programme. You are required to score at least 35% marks (Grade D) individually in continuous evaluation (assignments) as well as the term-end examination of each course. In the overall computation also you must get at least 35% marks (Grade D) in each course to complete the B.A. degree.

Students who do not qualify in the TEE are allowed to take up the TEE in the next year. It means you can take the TEE of the first year courses in the second year of your study. But you can appear in the examination for not more than 48 credits in one TEE. Similarly, the first and second year courses can be carried over to the third year.

6.1 Assignment

Assignments constitute the continuous evaluation. The marks that you secure in the assignments will be counted in your final result. An assignment of a course carries 30% weightage. You are therefore advised to take your assignment seriously. A simple omission on your part may put you in great disadvantage later.

For each course of this programme, you have to do one Tutor Marked Assignment (TMA). The TMA for each semester can be downloaded from the Student Zone of the University website.

You have to complete the assignment within the due dates, as specified in the assignment

booklet.

You will not be allowed to appear for the TEE of any course, if you do not submit the assignment in time for that course. If you appear in term-end examination, without submitting the assignments, the result of the term-end examination is liable to be cancelled.

Ensure that your assignment responses are complete in all respects. Before submission, you should ensure that you have answered the questions given in the sections of the assignment, as required. Incomplete assignment responses may adversely affect your grades.

The main purpose of TMA is to test your comprehension of the learning materials you receive from us and also to help you get through the courses. The evaluators/academic counselors, after correcting the assignments, return them back to you with their comments and marks. The comments will guide you in your study and further improve it. It is therefore important that you collect the evaluated TMA along with a copy of the assessment sheet containing the comments of the evaluator on your performance.

The content provided in the printed course materials should be sufficient for answering the assignments. There is no need of any extra reading materials for writing the answers. The assignments are designed in such a way, as to help you concentrate mainly on the course material and present, as per.

You have to submit your assignment response sheets to the Coordinator of the Study Centre assigned to you. For your own record, you must retain a copy of all the assignment responses, which you submit to the Coordinator. If you do not get back your duly evaluated tutor marked assignments (along with a copy of the assessment sheet containing comments of the evaluator on your assignment), within a month after submission, please try to get it personally from your Study Centre. Always keep duplicate copies of assignment responses of TMAs submitted to Study Centres. They may be required to be produced at Student Evaluation Division on demand. Also, maintain an account of the corrected assignment responses received by you after evaluation. This will help you to represent your case to the University in case any problem arises.

If you do not get a pass marks in any assignment, you have to submit it again. Get fresh assignments from the Student Zone tab of the University website. However, once you get the pass marks in an assignment, you cannot re-submit it for improvement of marks. Assignments are not subject to re-evaluation except for factual errors, if any, committed by the evaluator. The discrepancy noticed by you in the evaluated assignments should be brought to the notice of the Coordinator of the Study Centre, so that the correct score is forwarded by him/her to the Student Evaluation Division at Headquarters.

In case you find that the score indicated in the assignment sheet of your TMA has not been correctly reflected or is not entered in your marksheet, you are advised to contact the Coordinator of your Study Centre with a request to forward the correct award list to the Student Evaluation Division at the Headquarters.

In case you have some doubts for clarification in any of the study material or assignment, send your doubts in a separate cover to the Director of the concerned School at IGNOU, Maidan Garhi, New Delhi - 110068. Give your complete enrolment number, name, and address, title of

the Course / Unit or the assignment on top of your letter itself.

Specific Instructions for Tutor Marked Assignment (TMA)

Read the assignments carefully and follow the specific instructions given in the assignment itself.

- 1. Write your Enrolment Number, Name, Full Address, Signature, and Date on the top right hand corner of the first page of your response sheet.
- 2. Write the Programme Title, Course Code, Course Title, Assignment Code, and Name of your Study Centre on the left hand corner of the first page of your response sheet.

Course Code and Assignment Code may be reproduced from the assignment itself.

The top of the first page of your response sheet should look like this:

Enrolment No.:			
Programme Title	:	Name	:
Course Code	:	Address	:
Course Title	:		
Assignment Code	:	Signature	:
Study Centre	:	Date	:

- 3. Go through the units concerning the questions in the assignments. Make some points regarding the question and then rearrange those points in a logical order and draw up a rough outline of your answer. While answering an essay type question, give adequate attention to introduction and conclusion. The introduction must provide a brief interpretation of the question and how you propose to develop it. The conclusion must summarise your response to the question. Make sure that the answer is logical and coherent, and has clear connections between sentences and paragraphs. The answer should be relevant to the question given in the assignment. Make sure that you have attempted all the main points of the question. Once you are satisfied with your answer, write down the final version neatly and underline the points you wish to emphasise. While solving numerical problems, use proper format and give working notes, wherever necessary.
- 4. Use 'A' size paper for your response and tie all the pages carefully. Avoid using very thin paper. Allow a 4 cm margin on the left, as this would facilitate the evaluator to write useful comments in the margin at appropriate places. Also, 4 lines gap should be there between each answer.
- 5. Write the responses in your own hand. Do not print or type the answers. Do not copy your answers from the study material sent to you by the University. It is advised to write your answers in your own words, as it will help in you in understanding the contents.

- 6. Do not copy from the response sheets of other students. If copying is noticed, the assignment will be rejected.
- 7. Write each assignment separately. Separate answer sheets should be there for separate assignments. All the assignments should not be written in continuity in one answer sheet.
- 8. Write the question number with each answer.
- 9. The completed assignment should be submitted to the Coordinator of the Study Centre allotted to you. TMAs submitted at any other place will not be evaluated.
- 10. After submitting the TMA, get the acknowledgement from the Coordinator on the prescribed assignment remittance-cum-acknowledgement card.
- 11. In case you have requested for a change of Study Centre, you should submit your TMA only to the original Study Centre until the change of Study Centre is notified by the University.
- 12. If you find a factual error in evaluation of your assignments e.g. any portion of your assignment response has not been evaluated or the total of score recorded on your assignment response is incorrect, you should approach the Coordinator of your study centre for correction and transmission of correct score to headquarters.

6.2 Term End Examination

As stated earlier, the TEE is the major component of the evaluation system. It carries 70% weightage in the final result.

You must fill the TEE form online before the last date i.e students may apply in the prescribed form from the 1st to the 30th of April for June TEE and from the 1st to the 31st of October for December TEE.

The University conducts TEEs twice a year i.e. in June and December. You can take the examination only after completing the minimum duration, as prescribed for the study. The TEE for first and second semesters will be held together at the end of the First year. Similar will be the case for the third and fourth semesters (Second year courses) and for the fifth and sixth semesters (Third year courses), wherein the TEE will be conducted together at the end of the second and third years respectively. If you are unable to appear in any TEE, you may appear in the next TEE in June or December.

A learner is permitted to appear in the TEE, subject to the fulfilment of the following conditions:

- 1. Registration for the courses is valid and not time barred.
- 2. Required number of assignments in the course has been submitted by the due date.
- 3. Minimum time prescribed for the courses, as per the provision of the programme, has been completed.
- 4. Examination fee is paid for all the courses in which the learner is writing the examination.

In case of non-compliance of any of the above conditions, the result is liable to be withheld by the University.

In case you fail to get a pass score (35% marks) in the TEE for any course, you will have to reappear for that course in the the next TEE. Remember reappearance should be within the stipulated total span of the programme i.e. six years.

Submission of Online Examination Form

Learners are required to fill in the Examination form to appear in the TEE each time. You have to apply afresh for every exam (June/December). Only one form is to be submitted online for all the courses that a learner plans to appear in a TEE. To avoid discrepancies in filling up of examination form and avoid hardship in appearing in the TEE, you are advised to:

- 1. remain in touch with the Study Centre/ Regional Centre/Student Evaluation Division for matters pertaining to examination.
- 2. Fill up all the particulars carefully and properly in the examination form to avoid rejection/delay in processing of the form.
- 3. Retain proof of submission of examination form till you download your Hall Ticket.

Examination Fee and Mode of Payment

The schedule for submission of TEE form is available in the IGNOU website.

Examination Fee

Rs. 150/- per theory course.

Mode of Payment

Credit Card/Debit Card/Net Banking

Examination fee once paid is neither refundable nor adjustable even if the learner fails to appear in the examination.

Hall Ticket for Term End Examination

No hall ticket shall be dispatched to the examinees. Hall Tickets of all examinees are uploaded on the University website 7-10 days before the commencement of the Term End Examinations.

Students are advised to take the print out of the Hall Ticket from the University website after entering the enrolment number and name of the programme of study, and report at the examination centre along with the Identity Card issued by the University attested by the Director of the Regional Centre. Without a valid IGNOU Student ID Card issued by the Regional Centre/University, examinees will not be permitted to appear in the examination.

Every student must bring his/her identity card for appearing in the TEE along with the Hall Ticket. Students will be allowed to appear in the TEE for those courses only for which registration is valid and the prescribed minimum duration of study is completed. In case, any learner has misplaced the Identity Card issued by the University, it is mandatory to apply for a duplicate Identity Card to the Regional Centre concerned well before the commencement of the examinations. Learners without valid ID card will not be allowed to enter the Examination Centre premises.

Examination Date Sheet

Examination date sheets (i.e. schedule, which indicates the date and time of examination for each course) are sent to all the Study Centers about a month in advance. These are also printed in IGNOU Newsletters. The datasheet is also displayed on website of IGNOU (www.ignou.ac.in). You are advised to see whether there is any clash in the examination dates of the courses you wish to take examination in, i.e. examination of any two courses you wish to take are scheduled on the same day at the same time. If there is any clash, you are advised to take the TEE for one course and the other course in the next TEE.

Declaration of Result

It is your duty to check whether you are registered for a course and whether you are eligible to appear for that examination. If you neglect this and take the examination without being eligible for it, your result will be cancelled.

All efforts are made to declare the results well before the deadline for submission of examination form for the next TEE. In case, result for a course is not declared, you should fill the examination form for that course without any payment of examination fee. However, in case, you appear in the TEE of that course, then you have to send a demand draft (drawn in favour of IGNOU, New Delhi) of requisite amount to the Registrar, Student Evaluation Division (SED) Division, New Delhi failing which your result of that course will not be declared.

Early Declaration of Result

In order to facilitate learners who have secured admission for higher studies or got selected for employment, etc. and are required to produce statement of marks by a specified date, the University provides for early declaration of result. The learner can apply for early processing of his/her answer scripts and declaration of result. Such a student is required to apply in prescribed form (available on the University website) along with (i) fee of Rs. 1000/- per course through demand draft drawn in favour of IGNOU and payable at New Delhi, and (ii) attested photocopy of the admission/employment offer. You must submit the request for early declaration of result before the commencement of TEE, that is, before June 1st or December 1st for June and December TEEs respectively. In such cases, the University will make arrangement for early processing of answer scripts and declaration of the result, as a special case, possibly within a month's time from the conduct of examination.

Re-Evaluation of Examination Scripts

After the declaration of result, if the learner is not satisfied with the marks awarded, he/she can request the University to re-evaluate his/her answer scripts on payment of Rs.750/- per course. The request for re-evaluation by the learner must be made within one month from the date of declaration of result to the concerned Evaluation Centre in the prescribed format along with the fee of Rs.750/- per course in the form of Demand Draft in favour of IGNOU payable at the city of the Evaluation Centre (where you are submitting the re-evaluation form). Format is available in the Programme Guide or IGNOU website: www.ignou.ac.in. The better of the two scores that is original marks and marks after re-evaluation will be considered and updated in the student's record.

Re-evaluation is permissible in TEE only and not in practical, project report, workshop,

assignment, tutorials, seminar, etc.

Improvement in Division/Class

Keeping the interest of students who have completed their programme, but are falling short of 2% marks for securing 1st and 2nd Division, the University has made a provision for all such students to improve their performance by allowing them to appear in the TEE.

Students may apply in the prescribed form from the 1st to the 30th of April for June TEE and from the 1st to the 31st of October for December TEE along with a fee of Rs.750/- per course by means of a demand draft drawn in favour of IGNOU and payable at New Delhi.

Improvement is permissible in TEE only and not in Practicals /Lab courses, Project, Workshop, Assignment, Seminar, tutorials, etc.

Students wishing to improve their marks will have to apply within six-months from the date of issue of final statement of mark sheet to them, subject to the condition that their registration for the programme/course being applied for improvement is valid till the next TEE in which they wish to appear for improvement. Rules and regulations for this purpose are available in detail at the University's website.

Obtaining Photocopy of Answer Scripts

After the declaration of result, if the learner is not satisfied with the marks awarded, he or she can request the University for obtaining photocopy of answer scripts on payment of Rs. 100/- per course. The request for obtaining photocopy of answer scripts by the student must be made within 45 days from the date of declaration of result to the Student Evaluation Division, IGNOU, New Delhi in the prescribed format along with a fee of Rs. 100/- per course to be paid online.

While communicating with the University regarding examinations please write your enrolment number and complete address clearly. In the absence of such details the Student Evaluation Division will not be able to attend to your problems.

7. OTHER USEFUL INFORMATION

Scholarships and Reimbursement of Fees

Students of reserved categories viz., scheduled caste/scheduled tribe and learners with physical disability, are eligible for Government of India scholarship. They have to pay the fees at the time of admission to the University. For reimbursement of programme fees, such students have to collect the scholarship forms from the Directorate of Social Welfare or Office of the Social Welfare Officer of the concerned State Government and submit their forms to the latter through the concerned Regional Director of IGNOU.

Change of Medium

Change of medium is permitted within 30 days from the receipt of first set of course material in the first semester/year **ONLY**, on payment of Rs. 350/- plus Rs. 350/- per 4 credit course and Rs. 700/- per 6 credit course for the programme. Payment should be made by way of a Demand Draft drawn in favour of 'IGNOU' payable at the place of concerned Regional Centre. All such requests for change of medium should be addressed to the concerned Regional Centre only.

Change or Correction of Name/ Address

There is a printed form for the change/correction of name/ address. This form is available online on the University website under 'Student Zone.' In case there is any correction or change in your name/ address, you are directed to make use of the form that is addressed to the Registrar, Student Registrtion Division (through concerned Regional Director). You are advised not to write letters to any other officer in the University in this regard. Normally, it takes four to six weeks to effect the change. Therefore, you are advised to make your own arrangements to redirect the mail to the changed address during this period.

Change of Study Centre

A student is required to opt for only such Study Centre, which is activated for the programme. As far as possible, the University will allot the Study Centre opted for by the student. However, the University may change the Study Centre for administrative reasons without concurrence of the student at any time.

For the purpose of change of Study Centre, you have to send a request to the Regional Director of your Regional Centre. A copy of the same may be sent to the Student Evaluation Division at the Headquarters.

Counselling facilities for a programme may not be available at all the Centres. Therefore, you are advised to make sure that counselling facilities are available at the Study Centre you have chosen for the programme. As far as possible, the request for change of Study Centre is considered favourably. However, the allotment of a new Study Centre is subject to availability of seats for the programme at the new Centre asked for.

Change of Regional Centre

For change in the Regional Centre, you have to submit an application to the Regional Centre,

where you are currently enrolled, requesting a transfer to a new (other) Regional Centre. Further, you have to obtain a certificate from the Coordinator of the Study Centre regarding the assignments submitted. The Regional Director on receipt of application from the learner will transfer all records to the new Regional Centre under intimation to the Registrar, Student Registration Division (SRD) and also the learner. In case any learner is keen for transfer from Army/Navy/Air Force Regional Centre to any other Regional Centre of the University during the session, he/she would have to pay the fee-share money to the Regional Centre (to which he/she is seeking transfer). In case the learner seeks transfer at the beginning of the session, the required programme course fee for the session shall be deposited at the new Regional Centre. However, the transfer shall be subject to availability of seats, wherever applicable.

Issue of Duplicate Mark sheet

A duplicate mark sheet is issued after a request is made in the prescribed form along with a demand draft of Rs. 200/- to be paid in favour of IGNOU, New Delhi. The form for the purpose is available in the IGNOU website.

Issue of Duplicate Degree/Certificate

A duplicate degree/certificate can be issued after a request is made in the prescribed form along with a demand draft of Rs. 750/- in favour of IGNOU, New Delhi. The following documents are required to be attached with the request for the same:

- 1. Affidavit on non-judicial stamp paper of Rs.10/-.
- 2. Copy of FIR lodged with the police station regarding loss of Degree/Certificate.
- 3. Demand Draft/IPO of requisite fee.

The form and the format for the purpose are given in the University website.

Re-admission

If you are not able to complete the programme in a maximum period of 6 years, the University has made a provision for re-admission. You have to take the following two steps for readmission:

- 1. Take admission afresh in the programme like other students by fulfilling the admission criteria and paying requisite fee for the programme.
- 2. Apply to the University for the transfer of credits you have earned under the old enrolment with applicable fee.

Full credit transfer may be allowed, if the syllabus and methodology now in vogue, are similar to that governing the students under the old enrolment.

Simultaneous Registration

A learner is permitted to register for only one programme in a given academic session. You are, therefore, advised to seek admission to only one programme in a given academic session. Violation of this rule will result in cancellation of admission to the programmes and forfeiture of

programme fees.

However, you are allowed to take a certificate programme of 6 months duration along with other programme simultaneously.

Migration Certificate

For Migration Certificate, requisition may be sent to the Regional Director along with the following documents:

- 1. Application (can be obtained from the IGNOU website).
- 2. Attested copy of the mark sheet.
- 3. Fee of Rs. 500/- in the form of demand draft drawn in favour of IGNOU payable at the city, where the Regional Centre is located.

Refund of Fees

The refund request will be considered, as under:

- 1. Before the last date for submission of admission form-the fee paid will be refunded after deduction of Rs.200/-.
- 2. Within 15 days from the last date for submission of admission form-the fee paid will be refunded after deduction of Rs.500/-
- 3. Within 30 days from the last date for submission of admission form-the fee paid will be refunded after deduction of Rs.1, 000/-.
- 4. After 30 days from the closure of the last date- no refund will be allowed.
- 5. The last dates for submission of admission form will be considered separately i.e. last date without late fee and last date with late fee. However, late fee, if any, will not be refunded.
- 6. In cases of 1-3 above, the candidate will make a written request to the Regional Director concerned for such a refund. The RC will process the cases, as soon as possible, after ascertaining the credit of the same in IGNOU accounts.
- 7. Registration of the students will be done year-wise though the courses of the programmes will be offered semester-wise. The students will pay the fee for the first and second semesters at the time of admission itself. No fee will be refunded, if a student decides to withdraw mid-session.

Disputes on Admission and other University Matters

The place of jurisdiction for filing a Suit will be only at New Delhi/Delhi.

8. SOME USEFUL ADDRESSES

During the course of your study you might require some additional information about rules and regulations as well as to resolve some of the issues in completing your studies at IGNOU. You must know whom to contact for specific information. Here is a list of addresses and contact numbers and emails of offices in the University to contact for specific information or problem.

1	Identity Card, Fee receipt, Bonafide Certificate, Migration, Scholarship Forms	Concerned Regional Centre
2	Non-receipt of Study Material	Registrar, Material Production and Distribution Division (MPDD), Block 20, IGNOU, Maidan Garhi, New Delhi 110068 email registrarmpdd@ignou.ac.in Phone numbers 29572001/2002
3	Schedule/information regarding Exam form, Entrance test, Date- sheet, IGNOU Hall ticket	Asst. Registrar (Exam-II), SED, Block-12, IGNOU, Maidan Garhi, New Delhi- 110068 E-mail evaluationsed@ignou.ac.in, Ph. 29536743, 29535924-32 / Extn-2202, 2209
4	Result, Re-evaluation, Grade Card, Provisional Certificate, Early declaration of Result, Transcript	Dy. Registrar (Exam.III), SED, Block-12, IGNOU, Maidan Garhi, NewDelhi- 110068 E-mail sedgrievance@ignou.ac.in Ph. 29536103, 29535924-32/Extn. 2201, 2211, 1316
5	Non- reflection of Assignment Marks	Asst. Registrar (Assignment), SED, Block-3, Room No-12, IGNOU, Maidan Garhi, New Delhi-110068 E-mail: assignments@ignou.ac.in Ph. 29535924, Extn-1312, 1319, 1325
6	Original Degree/ Diploma/ Verification of Degree/Diploma	Dy. Registrar (Exam. I), SED, Block-9, IGNOU, Maidan Garhi, New Delhi-110068 E-mail evaluationsed@ignou.ac.in Ph.29535438, 29535924-32/Extn-2224, 2213
7	Student Grievances related to Evaluation	Asst. Registrar (Student Grievance), SED, Block-3,IGNOU, Maidan Garhi, New Delhi- 110068 E-mail sedgrievance@ignou.ac.in Ph. 29532294, 29535924-32/Extn-1313
8	Academic Content	Director of the School concerned
9	Student Support Services and Student Grievances, Pre-admission inquiry of various courses in IGNOU	Regional Director, Student Service Centre, IGNOU, Maidan Garhi, New Delhi-110068 E-mail ssc@ignou.ac.in Ph. 29535714,29533869, 2953380 Fax-29533129



DETAILS OF CORE COURSES (Honours)

Perspectives on Public Administration (BPAC 101)

6 credits

The Course entitled 'Perspectives on Public Administration' explains the major approaches to Public Administration, starting from the Classical Approaches to the Neo-Classical and then to the Contemporary Approaches of Feminism and Post-Modernism. The first four Units of the Course deal with meaning, nature and scope of public administration and the Classical Approaches. The Behavioural and Human Relations Approaches attempt to look at the processes of an organisation from technical, structural, social, and environmental contexts. Elton Mayo's efforts to look beyond the technicalities of organisations and understanding human behaviour with regard to peers and work environment is brought forth. Simon's value and fact dichotomy in decision making and Barnard's Systems Approach is also described in the Course. Sociopsychological Approaches discuss theories of motivation and their connect with organisational outcomes. The Fused-Prismatic-Diffracted paradigm forms part of the Ecological Approach, which is explained in the Course. New Public Administration Approach examines the outcome of deliberations at all Minnowbrook Conferences. Public Choice focuses on self-interest and Public Interest Approach brings forth the responsibilities of governance to the fore.

An important part of the Course is its emphasis on the Contemporary Perspectives, which focus on New Public Management, Good Governance, Post-modern, and Feminist Approaches.

Block 1 Conceptual and Classical Perspective

- 1. Concept and Significance of Public Administration
- 2. Scientific Management Approach
- 3. Administrative Management Approach
- 4. The Bureaucratic Approach

Block 2 Behavioural and Psychological Perspectives

- 5. Human Relations Approach
- 6. Decision Making Approach
- 7. Systems and Socio Psychological Approach

Block 3 Public Policy Perspectives

- 8. Public Policy Approach
- 9. Policy Sciences Approach

Block 4 Political and Social Perspectives

- 10. Ecological Approach
- 11. New Public Administration Approach
- 12. Public Choice Approach
- 13. Public Interest Approach

Block 5 Contemporary Perspectives

- 14. New Public Management Approach
- 15. Good Governance
- 16. Postmodern Approach to Public Administration
- 17. Feministic Perspective of Public Administration

Administrative Thinkers (BPAC 102)

6 credits

This Course on 'Administrative Thinkers' explains the viewpoints of thinkers and administrators on the working of organisations and their impact on workers. It brings forth the perspectives of early thinkers like Kautilya, Mahatma Gandhi and Woodrow Wilson before discussing the Classical, Behavioural and Neo-classical thinkers. It also examines the views of more recent thinkers like Dwight Waldo, Peter Drucker and Yehezkel Dror. Discussion on administrative system of Arthshastra by Kautilya is a highlight of the Course as very few Courses in Administrative Theory discuss Kautilya in detail. Gandhi's Theories of Swaraj and Trusteeship as well as Wilson's Politics-administration Dichotomy are also discussed.

Contributions of Classical thinkers like Taylor and Fayol in the form of Mental Revolution, Functional Foremanship, Shop Floor Management, Centralisation, Hierarchy, and Time Management are brought out in the Course. It examines the findings of Mayo's Hawthorne Experiments, Simon's Design, Intelligence and Choice Decision Making and Barnard's Closed and Open System's in detail. The Socio-psychologists like Maslow, Herzberg, Likert and Argyris made a significant impact on the way Motivation is looked at in the organisations. Their

Human Motivation Theories in terms of needs and propellers are analysed in the Course. Besides, the Course elucidates the views of Dwight Waldo, Peter Drucker and Yehezkel Dror in the way of developments in the areas of New Public Administration, Management by Objectives, Learning Organisations and Policy Sciences.

Block I Early Thinkers

- 1. Kautilya
- 2. Mahatama Gandhi
- 3. Woodrow Wilson

Block 2 Classical Thinkers

- 4. Fredrick W. Taylor
- 5. Henri Fayol
- 6. Max Weber
- 7. Mary Parker Follett

Block 3 Behavioural and System Thinkers

- 8. Elton Mayo
- 9. Chester Barnard
- 10. Herbert A.Simon

Block 4 Socio-Psychological Thinkers

- 11. Abraham Maslow
- 12. Rensis Likert
- 13. Fredrick Herzberg
- 14. Chris Argyris

Block 5 Management and Public Policy Thinkers

- 15. Dwight Waldo
- 16. Peter Drucker
- 17. Yehezkel Dror

Administrative System at Union Level (BPAC 103)

6 credits

The Course deals with the administration systems at the union level. Besides dealing with the

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evolution, it takes in the continuous changing character of Indian Administration in the post independence era. Further, the Course discusses the various facets of Indian federalism, legislature, executive, and judiciary that form a part of parliamentary democracy in India. Institutional framework is being dealt in, wherein cabinet secretariat, central secretariat, All India and Central Services, administrative tribunals, commissions like NITI, UPSC, SSC, election commission, finance commission; CAG, CVC, and Lokpal; and regulatory agencies are being discussed. The Course covers topics on civil society and administrative reforms.

Block 1 Evolution of Indian Administration

Unit 1 Ancient Administrative System

Unit 2 Medieval Administrative System

Unit 3 British System (Constitutional and Administrative)

Unit 4 Continuity and Change in Indian Administration- Post 1947

Block 2 Parliamentary Democracy in India

Unit 5 Indian Federalism

Unit 6 Legislature

Unit 7 Executive

Unit 8 Judiciary

Block 3 Institutional Framework

Unit 9 Cabinet Secretariat

Unit 10 Central Secretariat

Unit 11 All India and Central Services

Unit 12 Administrative Tribunals

Unit 13 Commissions: – NITI Aayog, UPSC, SSC, Election Commission, Finance Commission

Unit 14 Roles of CAG, CVC, and Lokpal

Unit 15 Regulatory Agencies

Block 4 Concept and Role of Civil Society

Unit 16 Concept and Role of Civil Society

Block 5 Administrative Reforms in India

Unit 17 Administrative Reforms in India

Administrative System at State and District Levels (BPAC 104) 6 credits

The Course aims to familiarise the learners with functioning of Indian administration at the state

and district levels. An attempt has been made to trace the evolution of administration at the state

and district levels. In India, administration operates within the framework of the constitution. In

this course, study of administration at the state level necessitates an analysis of power entrusted

to the state government; and role of the Governor, Chief Minister, State Legislature and the State

Secretariat. The Course also includes patterns of relationship between the Secretariat and

Directorates. In addition study deals, in detail, with State Secretariat; State Services and Public

Service Commission; State Planning Board; State Finance Commission; State Election

Commission; Lokayukta; and Judiciary. As the District Collector is the kingpin of

administration, therefore his/her role and functions at the district level are described. It has been

observed that citizens increasingly come in touch with administration in their daily life. In this

context, course focuses on the Panchayati Raj and Municipal Administration. At the end,

emerging issues in relationship between the Centre and States as well as the State and Local

bodies are discussed.

Block 1 Historical Context

Unit 1 State and District Administration: Evolution

Block 2 State and District Administration

Unit 2 Constitutional Profile of State Administration

Unit 3 State Secretariat: Organisation and Functions

Unit 4 Patterns of Relationship between the Secretariat and Directorates

Unit 5 State Services and Public Service Commission

Unit 6 State Planning Board

Unit 7 State Finance Commission

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Unit 8 State Election Commission

Unit 9 Lokayukta

Unit 10 Judicial Administration

Unit 11 District Collector

Unit 12 Panchayati Raj

Unit 13 Municipal Administration

Block 3 Emerging Issues

Unit 14 Centre - State - local Administrative Relations

Personal Administration (BPAC 105)

6 credits

The Course aims to provide an understanding of: the concept, nature, scope, functions, significance and classification of personnel administration; role of civil service in the changing context; functioning of personnel agencies, training institutions and administrative tribunals. It also intends to equip the students with issues relating to areas like personnel policies, recruitment, training, promotion performance management, salary administration and rights of public servants.

Personnel Administration

- 1. Concept, Nature and Scope of Personnel Administration
- 2. Functions, Significance and Classification of Personnel Administration
- 3. Public Services and their Role in Administrative System

Civil Services in India

- 4. Civil Service in the Changing Context
- 5. Personnel Agencies/UPSC/SPSC/SSC
- 6. Central and State Training Institutions
- 7. Central and State Administrative Tribunals

Personnel Management Policy & Practices

- 8. Personnel Policy
- 9. Recruitment (Reservation in Services)
- 10. Promotion

- 11. Training
- 12. Salary Administration
- 13. Performance Management

Employer-Employee Relations

- 14. Employee Unions
- 15. Rights of Public Servants

Understanding Public Policy (BPAC 106)

6 credits

This Course deals with meaning, nature, and scope of public policy along with the changing nature of State and its impact on public policy. Understanding policy in the context of theories of state and Models of policy making also forms part of this Course. The Nehruvian ideology, LPG, role of interest groups, role of NGOs, and social movements are being dealt. The last part of the Course covers the detail of policy evaluation.

Block 1 Context of Public Policy

- Unit 1 Meaning, Nature and Scope of Public Policy
- Unit 2 Changing Nature of State and its impact on Public Policy
- Unit 3 Understanding policy in the context of theories of state
- Unit 4 Models of Policy Making

Block 2 Public Policy and Ideology

- Unit 5 Impact of political ideology on Public policy
- Unit 6 Ideology and policy of Nehurvian Vision
- Unit 7 Policy in context of Liberalisation, Privatisation and Globalisation.

Block 3 Public Policy and Civil Society

- Unit 8 Role of Interest Groups
- Unit 9 Role of NGOs and Social Movement
- Unit 10 A Case of Mazdoor Kisan Shakti Sanghatan

Block 4 Policy Evaluation

- Unit 11 Impact of Social Process on Public Policy
- Unit 12 Tools of policy evaluation
- Unit 13 Nature of policy analysis
- Unit 14 Policy monitoring and analysis technique

Comparative Public Administration (BPAC 107)

6 credits

This Course deals with the meaning, nature, significance, and evolution of Comparative Public Administration to begin with. Approaches to the study of CPA like Bureaucratic Approach, Behavioural Approach, Systems Approach, Structural Functional Approach, and Ecological Approach are discussed. The political and administrative systems in the developed countries and developing countries are also done in a comparative manner. The future of the CPA is also being highlighted.

Block1 Comparative Public Administration: An Introduction

- 1. Comparative Public Administration: Evolution
- 2. Meaning, Nature, Scope and Significance

Block 2 Approaches to the Study of Comparative Public Administration

- 3. Bureaucratic Approach
- 4. Behavioural Approach
- 5. Systems Approach
- 6. Structural Functional Approach
- 7. Ecological Approach

Block 3 Political and Administrative Systems

- 8. Political and Administrative Systems in Developed Countries
- 9. Political and Administrative Systems in Developing Countries
- 10. Fred Riggs Administrative Model for Developing Societies

Block 4 Resurgence and Future Challenges

- 11. CPA: Resurgence in the Nineties Onwards
- 12. CPA Future Challenges

Public Policy and Administration in India (BPAC 108) 6 credits

This Course seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programmes and policies and making it a part of the community living. It equips the learners with the concept of public policy; various models of public policy; and formulation and implementation of public policy in India. It deals with issues of decentralization, financial management, citizens, and administration, etc. The Course familiarises the students with the concept and approaches of Social Welfare and Social Welfare Policies besides Education Policy, Health Policy, Food Policy, Employment Policy and Environment Policy.

Block 1Public Policy

- 1. Public Policy: Definitions, Nature, Significance and Types
- 2. Public Policy: Models
- 3. Public Policy Process in India; Formulation and Implementation

Block 2 Decentralisation

4. Decentralisation: Meaning and Significance; Rural and Urban Local Self-Governance

Block 3 Budget

- 5. Concept and Significance of Budget and Budget Cycle in India
- 6. Various Approaches and Types of Budgeting

Block 4 Citizen and Administration Interface

- Citizen and Administration Interface-I-Public Service Delivery and Redressal of Public Grievances
- 8. Citizen and Administration Interface-II-RTI, Lokpal, Citizen's Charter and E-Governance.

Block 5 Social Welfare Administration

- 9. Concept and Approaches of Social Welfare and Social Welfare Policies
- 10. Education Policy and Right to Education
- 11. Health Policy and National Health Mission
- 12. Food Policy and: Right to Food Security
- 13. Employment Policy MNREGA
- 14. Environment Policy

Public Systems Management (BPAC 109)

6 credits

This Course on 'Public Systems Management' represents a blend of key concepts, principles and practices enunciated by the traditional public administration and business management which makes it relevant to the contemporary globalisation context. The state, market and civil society congruence is now adding a new dimension to public administration. Public Systems Management is concerned with the design and operation of public services in a more businesslike manner.

The course gives an understanding of the nature, scope, characteristics, constitutional, political and socio-economic context of public systems management. The process of governance is widening with multi stakeholder involvement. The concept of governance, role of bureaucracy, political executive, legislature and judiciary in the governance process shall be dealt with.

New technologies impact public systems management. The course shall analyse the key management tools and techniques such as strategic management, total quality management, Management Information System, etc. The emerging perspectives in the domain of public systems management such as accountability, responsiveness, transparency, change management shall form part of the course.

Block 1 Public Systems Management: Conceptual Framework and Contextual Setting

Unit 1 Public Systems Management: Concept, Nature, Scope and Characteristics

- Unit 2 Public Systems Management: Constitutional Context
- Unit 3 Public Systems Management: Political and Socio-economic Context

Block 2 Governance

- Unit 4 Concept of Governance
- Unit 5 Role of Bureaucracy and Political Executive
- Unit 6 Role of Legislature and Judiciary
- Unit 7 Networking and Inter-institutional Coordination in Governance

Block 3 Public Systems

Management Techniques

- Unit 8 Public Systems Management and New Technologies
- Unit 9 Key Management Tools (Strategic Management, Work Measurement, Decision Making Techniques)
- Unit 10 Management Information System
- Unit 11 Total Quality Management

Block 4 Public Systems Management: Emerging Perspectives

- Unit 12 Accountability
- Unit 13 Responsiveness
- Unit 14 Transparency and Right to Information
- Unit 15 Reforms and Change Management

Urban Local Governance (BPAC 110)

6 credits

This course on Urban Local Governance aims to familiarise the learners with major issues of urbanisation and urban development; structure and functions of the urban local government; and challenges and opportunities for urban local governance. The Course deals with issues of urbanisation and urban development; describes the structure and functions of urban local government; and discusses planning framework, municipal functional domain and finances. It depicts the elections of urban local body. The study explores areas of interface between state and urban local government. This Course highlights the role of local government in implementing the

Flagship Central Schemes in the urban areas. In addition, study focuses on the role of urban local government in service delivery in the area of public health, water supply, sanitation, education and communication. In this context, it elaborates the significance of e-Governance practice in service delivery of urban local government on the basis of case studies of Municipal Corporations. It brings out the challenges and opportunities for urban local governance.

Block 1: Urbanisation and Urban Development

Unit 1 Urbanisation and Development

Unit 2 Urban Development: Role of Urban sector in socio-economic development

Unit 3 Urban Policies

Block 2: Legislative Framework, Election and Planning

Unit 4 Legislative Framework: 74th Constitutional Amendment Act and Confirmative Legislation

Unit 5 Municipal Election

Unit 6 Urban Planning

Block 3: Municipal Functional Domain and Finances

Unit 7 Urban Local Bodies: Functions, Functionaries and Finance

Unit 8 Resource Mobilisation and Management

Block 4: Urban Local Government

Unit 9 Urban Local Government: Structure, Role and Responsibilities

Unit 10 Role of Local Government in implementing the Flagship Central Schemes -I

Unit 11 Role of Local Government in implementing the Flagship Central Schemes -II

Unit 12 Role of Urban Local Government in Service Delivery

Unit 13 Interface between State and Urban Local Government

Block 5: Urban Local Governance: Innovative Practices, Challenges and Way Forward

Unit 14 e-Governance practice in Service Delivery of Urban Local Government: Case Studies

Unit 15 Urban Local Governance: Challenges, Opportunities and Way Forward

Public Finance and Administration (BPAC 111)

6 credits

This Course on 'Public Finance and Administration' attempts to orient the learners with a general overview of key aspects of public finance and its administration. The concept of public finance, its types, nature, scope and importance of financial administration and key components of fiscal federalism are explained.

Budgeting and budgetary systems are core constituents of public finance. The course analyses the meaning of public expenditure, fiscal policy and monetary policy. The course brings forth the concept and types of government budgeting and the processes involved from preparation to execution of the budget in India.

It examines the public resource mobilisation and important aspects of tax administration in India. The accounting and auditing systems in India is dealt with. The major components of financial control including the instruments as well as the role of financial committees are brought forth.

Block 1 Introduction to Public Finance and Administration

- Unit 1 Public Finance: Meaning, Types, Distinction between Public and Private Finance
- Unit 2 Financial Administration: Nature, Scope, Importance and Principles
- Unit 3 Fiscal Federalism: Principles, Centre-state Financial Relations, Finance Commission

Block 2 Budgeting and Budgetary Systems

- Unit 4 Public Expenditure: Meaning and Classification,
- Unit 5 Fiscal Policy and Monetary Policy: Meaning, Objectives and Instruments (Role of Reserve Bank of India, World Bank and International Monetary Fund)

Block 3 Government Budgeting

- Unit 6 Government Budget: Concept, Features, Types, Functions and Principles
- Unit 7 Contemporary Approaches to Budgeting (Green Budgeting, Gender Budgeting)

Unit 8 Government Budgeting in India: Preparation, Enactment and Execution (Role of Ministry of Finance)

Block 4 Resource Mobilisation

- Unit 9 Public Resource Mobilisation (Taxation, Public Debt and Borrowings, Deficit Financing, Goods and Services Tax)
- Unit 10 Tax Administration In India: Types of Taxes in India, Methods of Taxation (Role of Central Board of Direct Taxes and Central Board of Excise and Customs)

Block 5 Accounts and Audit

- Unit 11 Accounting System in India: Classification of Government Accounts, Accounting System in India, Scheme of Departmentalisation of Accounts
- Unit 12 Auditing System in India: Concept and Types of Auditing, Functions and Role of Comptroller and Auditor General of India

Block 6 Financial Control

- Unit 13 Financial Control of Parliament over Executive: Nature of Financial control and Instruments of Parliamentary Control.
- Unit 14 Financial Committees Parliamentary Committees in India (Public Accounts Committee, Estimates Committee, Committee on Public Undertakings)

Rural Local Governance (BPAC 112)

6 credits

The Course on Rural Local Governance aims to familiarise the learners with evolution, structure and functions of the rural local government; and rural local governance. The Course deals with evolution of local government, explains structure and functions of the rural local government; describes the composition, structure, role and responsibilities of the Gram Sabha, Gram Panchayat, Panchayat Samiti, Zilla Parishad, and District Planning Committee; and discusses the functions, functionaries and finances of Gram Panchayat, Panchayat Samiti and Zilla Parishad. It emphasises on planning process, resource mobilisation and management. In addition, depicts the process of elections of rural local body. The study explores areas of interface between

the state and urban local government. This Course highlights the role of local government in implementing the Flagship Central Schemes in the rural areas. The study focuses on role of local government in service delivery such as public health, water supply, sanitation, education, and communication. In this context, it elaborates the significance of e-Governance practice in service delivery. In the last part, Course brings out innovative practices, challenges and opportunities for rural local governance.

Block 1: Evolution of Local Governance and Rural Development

Unit 1 Local Governance: Evolution

Unit 2 Rural Development

Block 2: Legislative Framework, Election and Planning

Unit 3 Legislative Framework: 73rd

Constitutional Amendment

Act and Confirmative

Legislation

Unit 4 Panchayat Election

Unit 5 Planning

Block 3: Panchayati Raj Institutions: Functional Domain and Finances

Unit 6 Panchayati Raj Institutions

Unit 7 Role of Women Leaders in Panchayati Raj Institutions

Unit 8 Resource Mobilisation and Management

Block 4: Rural Local Government

Unit 9 Rural Local Government: Structure, Role and Responsibilities

Unit 10 Role of Local Government: Implementation of Flagship Central Schemes

Unit 11 Role of Local Government in Service Delivery

Unit 12 e-Governance practice in service delivery of Rural Local Government

Unit 13 Interface between State and Local Government

Block 5: Rural Local Governance: Innovative Practices, Challenges and Way Forward

Unit 14 Innovative Practices in Governance: A Case Study

Unit 15 Rural Local Governance: Challenges, Opportunities and Way Forward

Development Administration (BPAC 113)

6 credits

The Course discusses the meaning and emergence of the concepts of development and development administration. It distinguishes between the traditional public administration on one hand and development administration and administrative development on the other. Dealing with the paradigm of New Public Service, it highlights the role of various agencies like political organisations and political parties, NITI, finance commission, local bodies, and voluntary associations and non profit trusts/societies like cooperatives, neighbourhood associations, and people's organisations – CBOs, youth task force, and SHGs.

Block 1 Development Administration: An Introduction

Unit 1 Meaning of Development and Development Administration; Emergence of
Development Administration; Development Administration and Public Administration;
difference with Traditional Public Administration; Development Administration and
Administrative Development; Objectives; Features, Challenges

Block 2 Trends in Development Administration

Unit 2 Traditional Approach; Development Management; New Public Service

Block 3 Roles of Various Agencies

Unit 3 Political Organisations - Political Parties

- Unit 4 Administrative Institutions-Niti, Finance Commission
- Unit 5 Local Bodies
- Unit 6 Voluntary Associations Non profit trusts/societies like Neighbourhood Associations
- Unit 7 People's Organisations CBOs, SHGs, Cooperatives

Block 4 Case Studies

Unit 8 Case Studies

Block 5 Decentralisation: Administration of Development at Grassroots

Unit 9 Decentralisation: Administration of Development at Grassroots

Block 6 Administrative Reforms

Unit 10 Administrative Reforms

Contemporary Issues and Concerns in Indian Administration (BPAC 114)

6 credits

The Course attempts to examine the challenges of Globalisation, Decentralisation and Accountability. The objective of the Course is to provide a detailed analysis of the concerns of Public-Private Partnerships, Corporate Social Responsibility, Social Capital, People's Participation and Conflict Resolution. The nature of State is changing; it is not the only actor in provision of goods and services. Many non-state actors like the civil society and private sector are partnering with the State in providing governance. Accountability mechanisms are getting stronger. There is a need to look at the issues facing administration in a new perspective. This Course deals the contemporary challenges in Indian administration by discussing the role of all the actors in governance for a holistic approach.

Block 1 Governance Issues

- 1. Challenges of Globalisation
- 2. Concerns of Public-Private Partnerships
- 3. Corporate Social Responsibility
- 4. Challenges of Digital or e governance

Block 2 Social Economic Issues

- 5. Issues of Decentralisation
- 6. Citizen Centre Administration
- 7. Towards Social Capital: Social Justice and Social Welfare Concerns
- 8. Social Inclusions and Exclusions A case for Women's Participation in Administration

Block 3 Organisational Issues

- 9. Conflict Resolution and Crisis Management
- 10. Strengthening Financial Management Systems
- 11. Evaluating Efficiency and Effectiveness
- 12. Evolving Norms of Ethics

DETAILS OF DISCIPLINE SPECIFIC COURSES

Right to Information (BPAE 141)

6 credits

The major aim of this Course is to familiarise the learners with evolution of Right to Information; and significance of the Right to Information Act, 2005 (RTI Act, 2005) for strengthening governance. The study highlights the issues and challenges in implementation of the RTI Act. It discusses the judgments of the Supreme Court and High Court as an Instrument for facilitating RTI enforcement. A few success stories and case studies, which have contributed to the strengthening of governance through Right to Information, are explained in the Course.

Block 1 Right to Information: An Introduction

Unit 1 Right to Information: Evolution, Concept, Achievements and Limitations

Block 2 The Right to Information Act, 2005

- Unit 2 The Right to Information Act, 2005: An Overview
- Unit 3 The Right to Information Rules, 2012
- Unit 4 The Central Information Commission
- Unit 5 The State Information Commission

Block 3 Implementation of the Right to Information Act, 2005: Issues and Challenges

- Unit 6 Administrative Efficiency, Transparency and Accountability through Right to Information Act, 2005: Issues and Challenges
- Unit 7 Role of the Central Information Commissioner, State Information Commissioners and Public Authorities: Expectations and Constraints
- Unit 8 The RTI Act, 2005: Constraints in Implementation at the District Level
- Unit 9 Role of Media
- Unit 10 Role of Civil Society Organisations

Block 4 Towards Governance through Right to Information: Initiatives and Impact

- Unit 11 Significance of Right to Information for Governance
- Unit 12 Judgments of the Supreme Court and High Court: Instrument for facilitating RTI Enforcement
- Unit 13 Success Stories: Efforts to realise Transparency and Accountability
- Unit 14 Case Studies: Social Audit in Rajasthan and Maharashtra
- Unit 15 Bridging the gap between Rights and their Enforcement

Organisational Behaviour (BPAE 142)

6 credits

The objective of the Course is to provide a foundation for understanding the individual, group and organisational behaviour, which is essential for better management of human resources in an organisation. It takes into account various facets of organisational behaviour like motivation, group dynamics, team work, communication, and leadership. It also focuses on issues like organisational conflict, negotiation, organisational culture, organisational change and development, stress management and so on.

Block 1 Concept and Relevance of Organisational Behaviour

- Unit 1 Organisational Behaviour: Meaning, Features, Significance and Models
- Unit 2 Foundations of Individual Behaviour: Determinants, Models and perceptions

Block 2 Understanding Individual Behaviour

Unit 3 Employee Attitudes and Job Satisfaction

Unit 4 Theories of Learning

Block 3 Organisational Behaviour: Major Facets

Unit 5 Motivation: Concept and Theories

Unit 6 Nature of Group Dynamics

Unit 7 Team Work: Nature, Effectiveness, Impediments

Unit 8 Communication: Meaning, Nature and Process

Unit 9 Leadership: Concept and Theories

Block 4 Life in Organisations and Organisational System

Unit 10 Organisational Conflict: Meaning, Process, Types

Unit 11 Negotiation: Concept, Process, and Approaches

Unit 12 Change: Process and Management

Unit 13 Organisational Culture: Meaning, Types and Nature

Unit 14 Organisational Change and Development: Concept, Importance, and Techniques

Unit 15 Stress Management: Nature, Consequences, and Management

Unit 16 Models: Challenges and Opportunities

Administrative System in BRICS (BPAE 143)

6 credits

BRICS is the acronym coined for an association of major emerging national economies, that is, Brazil, Russia, India, China and South Africa. The bilateral relations among these nations are mainly based on equality, mutual benefit and non-interference. The major objective of this discipline specific elective Course on Administrative System in BRICS is to famialiarise the learners with constitutional framework and structure of the government in the BRICS nations. As the BRICS members are known for their influence on regional affairs, therefore to understand their administrative system study focuses on constitutional framework and structure of the Government in BRICS. The description of role of bureaucracy in policy-making, implementation and analysis provides clear understanding of administrative system. In addition, course

highlights various control mechanisms over administration, personnel management, planning process, budgeting and auditing system, and local governance in selected nations. It also deals with emerging issues such as citizen and administration; growing role of civil society; and administrative reforms in governance.

Block 1 Constitutional Framework and Structure of Government in BRICS

Unit 1 BRICS: Constitutional Framework

Unit 2 Legislature

Unit 3 Executive

Unit 4 Judiciary

Block 2 Bureaucracy and Control Mechanisms over Administration

Unit 5 Role of Bureaucracy: Policy- making, Implementation and Analysis

Unit 6 Control Mechanisms over Administration

Block 3 Personnel Management

Unit 7 Personnel Management-I

Unit 8 Personnel Management-II

Block 4 Planning, Budgeting, Accounting and Auditing

Unit 9 Planning Process

Unit 10 Budgeting, Accounting and Auditing System

Block 5 Local Governance

Unit 11 Local Governance in BRICS

Block 6 Emerging Issues

Unit 12 Citizen and Administration

Unit 13 Growing Role of Civil Society

Unit 14 Administrative Reforms in Governance

Social Policies and Administration (BPAE 144)

6 credits

This Course deals with an introduction to social policy and administration and also discusses the functions, principles, and models of the same. How do the social policies address the Sustainable Development Goals in social sector like poverty alleviation, education, health, ecology, youth, gender, housing, disadvantaged, and children is being examined. Role of various institutions, commissions, and institutes like the Ministry of Social Justice and Empowerment, National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Institute of Social Defence, National Institute of Public Cooperation and Child Development, and Central Social Welfare Board are also being discussed.

Block 1 Social Policy and Administration: An Introduction

- Unit 1 Social Policy: concept, characteristics, objectives, scope, functions, principles, and models.
- Unit 2 Social Policy and Administration

Block 2 Social Policies and Sustainable Development Goals in Social Sector

- Unit 3 Poverty Alleviation
- Unit 4 Education
- Unit 5 Health
- Unit 6 Woman and Children
- Unit 7 Housing
- Unit 8 Disadvantaged

Block 3 Roles of Various Institutions

- Unit 9 Role of Ministry of Social Justice and Empowerment
- Unit 10 Role of various Commissions: National Commission for Scheduled Castes and National Commission for Scheduled Tribes
- Unit 11 Role of Various Institutes: National Institute of Social Defence

- Unit 12 National Institute of Public Cooperation and Child Development
- Unit 13 Role of Central Social Welfare Board
- Unit 14 Role of Civil Society: Case Studies.

Block 4 Social Entrepreneurship

Unit 15 Social Entrepreneurship

DETAILS OF ABILITY ENHANCEMENT COURSES

Environment Studies (BEVAE 181)

4 Credits

Earth is the only known planet in the solar system that supports life. Despite the vastness of the earth, life exists only in a very thin layer enveloping the earth called biosphere. Sun is the only source of energy which enables continuous interaction among various life forms. For a long period of time, there has been a symbiotic relationship between human being and nature. Due to excessive human interference and unsustainable practices, millions of people's life and livelihoods and other living organisms on the earth are at risk. These environmental issues have now become common problems and shared responsibility of each individual on the earth to act judiciously to reverse these negative impacts. Therefore, there has been a growing need to create awareness amongst all the stakeholders. Keeping this in view, Environmental Study is being introduced as a compulsory course for all the learners at under-Graduate level.

Block 1 An Introduction to Environment and Environmental Issues

Unit 1 Our Environment

Concept of environment; Different components of environment and their relationship; Human-Environment relationship: concept of Sustainability and Sustainable development; Multidisciplinary nature of the environmental studies, its scope and importance.

Unit 2 Ecosystems

What is an ecosystem? (Concept of ecosystem, Components of ecosystem-producer consumers, decomposers); Structure and function of ecosystem; Energy flow in ecosystem: trophic levels, food chains, food web, and ecological pyramid; Ecological succession.

Unit 3 Major Ecosystems

Forest, grassland, desert and aquatic ecosystems: Case studies.

Block 2 Natural Resources

Unit 4 Land and Water

Renewable and non-renewable resources; Land as a resource; Land-use change; Land degradation; Soil erosion and desertification; Conservation and management of land resources: Case studies. Water as a resource; Over-exploitation of surface and ground water; Floods and droughts; International and inter-state conflict over water; Conservation and Management of water resource: Case studies

Unit 5 Forest Resources

Forest as a resource; Deforestation and its Causes; Impact of mining and dam building on environment, forest, biodiversity and tribal populations; Conservation and management of forest resources: Case studies

Unit 6 Biodiversity: Value and Services

Levels of biodiversity: genetic, species and ecosystem diversity; Bio-geographic zones of India; Biodiversity patterns and global biodiversity hot spots; India as a mega-biodiversity nation; Endangered and endemic species of India; Ecosystem and biodiversity services: ecological, economic, social ethical, aesthetic informational value

Unit 7 Energy Resources

Renewable and non-renewable energy sources; uses of alternate energy sources; growing energy needs; conservation and management of energy resources: Case studies

Block 3 Environmental Issues and Concerns

Unit 8 Biodiversity: Threats and Conservation

Threats to biodiversity: habitat loss, poaching of wildlife, Human-wildlife conflicts in Indian context, biological invasions; Conservation of biodiversity: In situ and Ex-situ conservation of biodiversity

Unit 9 Environmental Pollution and Hazard

Definitions; Types, causes, effects and controls of: air, water, soil and noise pollution; Nuclear Hazard. Hazard and Pollution Case Studies (human health risks)

Unit 10 Waste Management

Solid waste management: Control measures of urban and industrial waste. Case Studies Unit 11 Global Environmental Issues

Global warming, climate change, ozone layer depletion, and acid rain and their impact.

Block 4 Protecting our Environment: Policies and Practices

Unit 12 Environmental Legislation

Environment Protection Act; Air (Prevention & control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act, International Agreements: Montreal protocols and conventional on Biological Diversity (CBD).

Unit 13 Human Communities and Environment

Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected person case studies. Disaster Management; Natural Disasters: Floods, earthquake, cyclones and landslides.

Unit 14 Environmental Ethics

Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies.

TMA-Based on Field Work- Report of be submitted – 5 hours

- Visit to an area to document environmental assets: river/forest/ flora/ fauna etc.
- Visit to a local polluted site- Urban/ Rural / Industrial/ Agricultural
- Study of common plants, insects, birds and basic principles of identification
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

English Communication Skills (BEGAE 182)

4 credits

English Communication Skills is of 4 credits and has 3 Blocks and 11 Units. Communication involves both verbal and non-verbal communication. In this Course we give you an understanding of the communication process, the barriers to it, the skills involved in communication i.e. listening, speaking, reading and writing in both formal and informal contexts. We discuss the differences between spoken and written forms of the language and make you sensitive to conversational skills which include to a large extent, body language.

OR

Hindi Bhasha aur Samprekshan (BHDAE 182)

4 credits

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DETAILS OF GENERIC COURSES

General Psychology (BPCG 171)

6 Credits

The course is offered in first semester and aims to introduce the learner to the basic processes, various applications and fields of psychology. It will also explain the theories and methods in psychology.

Gender Sensitization: Society and Culture (BGDG 172)

	6 credits
Block 1	Conceptualizing Gender
Unit 1	Understanding Gender and Related Concepts
Unit 2	Gender and Sexualities
Unit 3	Masculinities
Unit 4	Gender in Everyday Life
Block 2	Gender and Family
Unit 5	Family and Marriage
Unit 6	Motherhood
Block 3	Gender and Work
Unit 7	Gendering Work
Unit 8	Gender Issues in Work and Labour Market
Block 4	Health and Gender
Unit 9	Reproductive Health and Rights
Unit 10	Gender and Disability
Block 5	Gender, Law and Society
Unit 11	Gender Based Violence
Unit 12	Sexual Harassment at Workplace
Block 6	Gender, Representation and Media
Unit 13	Language and Gender
Unit 14	Gender and Media
Unit 15	Reading and Visualizing Gender



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