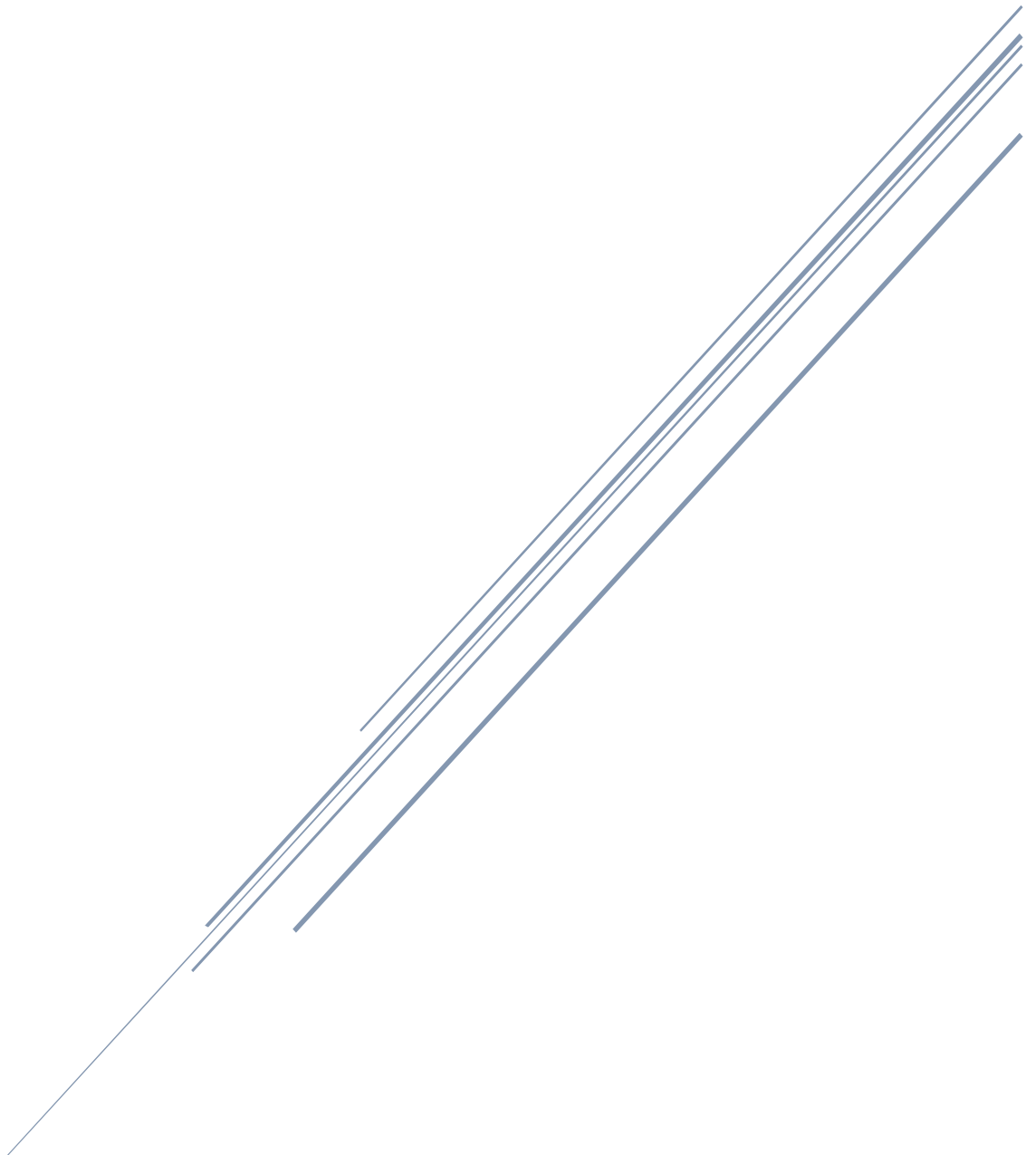


BACHELOR OF ARTS (HONS) (PUBLIC ADMINISTRATION)-ODL

PROGRAMME PROJECT REPORT (PPR)



School of Social Sciences

PPR of BA in Public Administration approved by 39th Academic Council (vide memo no.: Reg/0322 dated 14.03.2023) for delivery of programme through Open Distance Learning mode.

i. Programme's mission and objectives:

In general, as ODL is concern, our main objective is to democratize education as a resource and provide every citizen, irrespective of sex, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aims is "Reach to Unreached".

Programme Objectives:

- ✓ To develop the learners' theoretical and practical understanding in the domain of Public Administration and related social sciences.
- ✓ To inculcate within the students the theories and concepts of public administration, its history and approaches, thinkers and thought, government and policy processes, and critical assessment of its history and contemporary trends.
- ✓ To encourage learners to acquire and develop knowledge, skills and capabilities which may contribute positively to an efficient and effective system of administration.
- ✓ To promote understanding of the structure and functions of public and private organizations in their particular political, social, legal, and economic context.
- ✓ To develop the learners' ability to analyze public policies and programs, identify the problems and issues related to such policies and make pertinent recommendations for amelioration.
- ✓ To develop the analytical skills of an individual, develop the ability to think critically and apply a scientific temper for reaching logical rational decisions.
- ✓ To develop the learner's competencies beyond the classroom like leadership, management, logical reasoning and the like.
- ✓ To develop a passionate and keen interest among learners so that further studies may be undertaken in the discipline which may culminate into research.
- ✓ To promote a spirit of free and objective enquiry in different fields of knowledge.

ii. Relevance of the program with HEI's Mission and Goals:

The following aspects of the Mission of NSOU as stated on the official website have been kept in mind for this particular program:

- ✓ To propagate quality education in flexible mode all over the State and to provide access to different skills – enhancing educational programs.
- ✓ To provide facility of Lifelong education to the intending learners.
- ✓ To integrate technological tools in the pedagogy for facilitating the learning experiences.
- ✓ To render services for the development of the State in particular and the Nation in general in order to sensitize the learners towards a humanistic and democratic ecosystem.

iii. Nature of prospective target group of learners:

Primarily, class XII pass outs predominantly from WBBHSE, and of late a certain section of students passing out of ISC and CBSE boards. There being no specific cut off marks in keeping with the philosophy of Open Learning, all students who have passed Higher Secondary level are allowed entry to the programme.

Besides, target group of learners are people from different age groups who wishes to pursue higher education and enhance their knowledge in the discipline to seek for a better career and lead a responsible life. The learners are from different socio-economic background and are located in different parts of the state of West Bengal and also from neighbouring other states. In compliance with the ultimate objective of distance education to reach the unreached, special care is taken to include learners from marginalised sections of the society, backward caste and tribes.

This makes for a very heterogeneous learner group.

iv. Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:

Traditionally, the social sciences were understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Political Science, as a discipline within School of Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. The programmes and courses are regularly updated by the Department to include the latest area of research of the discipline. The programmes are further designed and conducted such that capacity building of the learners as general competence, job orientation and skill development in the respective field are ensured. This in turn helps the learner to contribute to the social development, research ability and also to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The Discipline of Public Administration also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that helps to develop proficiency provide students with a firm basis for success in their academic careers

The course is traditional and prepares learners of the University to step out in the competitive job market, at par with students who take the course from Conventional University departments. The students at this University are rather better trained to equip themselves with modes of ICT, through using online student support services, audio-visual lectures above the use of printed SLMs, and thus in every way ready to face the challenges of the twenty-first-century scenario.

v. Instructional Design:

Introduction: The Department of Public Administration in implementing its regular courses at undergraduate and post graduate programme gives serious effort in upgrading the syllabus and designed its curriculum in accordance with the regulations as laid down by UGC time and again. In its venture to impart learner based education in an open mode education system, the department provides Self Learning Materials (SLM) which are formulated and revised under the guidance of a team of experts who are not only reputed but are also distinguished in their own arena of specialization. Their proficiency and competent guidance are treasured by the department since it inspires and benefits the department to devise and implement its future plans and programmes.

With the physical infrastructure, administrative policy and code of behaviour provided by the mother institution, Department of Public Administration is actively engaged in its academic development which reflects a sustained dedication to critical, interdisciplinary approaches to the study of social relations, political structures, socio-political identities and political phenomena. The Department takes every care to prepare the Learning Materials in printed form popularly known as the Self-Learning Materials (SLM) with the approach of self-explanatory, self-contained, self-motivating and self-evacuating following the guidelines offered by the University Grants Commission through its notifications. The details of the Programme at Under is given below:

a. Course Structure: (Please see the detailed table below):

SEM	CODE	Course Name	Credit	Study Hours	TE Full Marks	Assig. Full Marks	Total Marks	
1 st Year	I	CC-PA-01	Introduction to Public Administration	6	180	50	20	70
		CC-PA-02	Theories of Public Administration	6	180	50	20	70
		GE-01: # Refer Table below		6	180	50	20	70
	II	AE-BG-11	* Bengali	2	60	50	20	70
		AE-EG-12	* English					
		CC-PA-03	Indian Administration	6	180	50	20	70
		CC-PA-04	State Administration	6	180	50	20	70
2 nd Year	III	GE-02: # Refer Table below	6	180	50	20	70	
		AE-ES-21	Environmental Studies	2	60	50	20	70
	CC-PA-05	Comparative Public Administration	6	180	50	20	70	
	CC-PA-06	Development Administration	6	180	50	20	70	

PPR of BA in Public Administration

3 rd Year	IV	CC-PA-07	Urban Local Government	6	180	50	20	70
		GE-03: # Refer Table below		6	180	50	20	70
		SE-PA-11	ICT in Education	2	60	50	10	60
		CC-PA-08	Rural Local Government	6	180	50	20	70
		CC-PA-09	Personnel Administration	6	180	50	20	70
		CC-PA-10	Financial Administration	6	180	50	20	70
	GE-04: # Refer Table below		6	180	50	20	70	
	SE-PA-21		Reading and Reflecting on Text	2	60	50	10	60
	V	CC-PA-11	Public Policy	6	180	50	20	70
		CC-PA-12	Welfare Administration	6	180	50	20	70
		DS-PA-11	Human Resource Management	6	180	50	20	70
		DS-PA-21	Rural Development in India	6	180	50	20	70
		CC-PA-13	Good Governance	6	180	50	20	70
		CC-PA-14	Contemporary Issues in Indian Administration	6	180	50	20	70
VI		DS-PA-31	Disaster Management	6	180	50	20	70
		DS-PA-41	₹ E-Governance	6	180	50	20	70
	DS-PA-42	₹ Leadership and Conflict Management						

GE combination list:

Subject	SEM-I: GE-01	SEM-II: GE-02	SEM-III: GE-03	SEM-IV: GE-04
Political Science	GE-PS-11: Nationalism in India	GE-PS-21: Feminism: Theory and Practice	GE-PS-31: Gandhi and the Contemporary World	GE-PS-41: Understanding Ambedkar
				GE-PS-42: United Nations and Global Conflicts
Sociology	GE-SO-11: Indian Society	GE-SO-21: Population and Society	GE-SO-31: Gender and Violence	GE-SO-41: Sociology of Social Movements
				GE-SO-42: Rethinking Development
History	GE-HI-11: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (EARLIEST TO 1203/1204)	GE-HI-21: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1203/1204-1757)	GE-HI-31: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1757-1947)	GE-HI-41: MAKING OF CONTEMPORARY INDIA
				GE-HI-42: MAKING OF CONTEMPORARY WORLD

*Learners have to choose any one from AE-BG-11: Bengali or AE-EG-12: English as Ability Enhancement Compulsory Course 1.

Learners have to choose any one subject from GE combination list, accordingly group courses of GE-1, 2, 3 & 4 will be fixed for Semester-I, II, III & IV respectively. If there is 2 option available for GE course 4 in Semester IV, candidate have to choose any one option.

Course Legend: CC – Core Courses, AECC – Ability Enhancement Compulsory Courses, GEC – Generic Elective Courses, SEC – Skill Enhancement Courses, DSEC – Discipline Specific Elective Courses

b. Detailed Syllabus: (Learners are advised to check the relevant Self Learning Materials (SLM's) for actual distribution of Modules and Units. All courses have been designed in keeping with UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 regarding the minimum number of Units)

SEM	Course Title	Textual Syllabus	
I	Introduction to Public Administration (CC-PA - 01)	Block: I Introduction	Unit: I Public Administration: Definition: Nature and Scope Unit: II Public and Private Administration Unit: III Evolution of Public Administration Unit: IV Impact of Globalization on Public Administration Unit: V Comparative Public Administration, Development Administration, New Public Administration, New Public Management

SEM	Course Title	Textual Syllabus		
		Block: II Relationship between Public Administration and other Social Sciences	Unit: I Political Science Unit: II Sociology Unit: III History Unit: IV Economics Unit: V Psychology	
		Block : III Basic Concepts	Unit: I Centralization, Decentralization and Delegation Unit: II Supervision Unit: III Communication Unit: IV Hierachy and Leadership Unit: V Unity of Command, Span of Control, Line and Staff	
		Block : IV Society, Politics and Administration	Unit:I Politics and Administration Unit: II Politicians and Bureaucrats Unit: III Ministers and Civil Servants Relations : Case Studies Unit: IV Bureaucracy and the public Unit: V Administration and Civil Society	
	Theories of Public Administration (CC-PA-02)	Block: I Classical Theory	Unit: I Classical Theory : Basic tenets Unit: II Henry Fayol Unit: III Luther Gulick Unit: IV Lyndall Urwick Unit : V Contributions and Limitations	
		Block : II Scientific Management Theory	Unit: I Origin Unit: II Principles of Scientific Management Unit: III Fredrick Taylor Unit: IV Limitations of Scientific Management Unit : V Significance of Scientific Management	
		Block : III Theories of Bureaucracy	Unit: I Karl Marx Unit: II Critique of the Marxist Theory Unit : III Max Weber Unit: IV Critique of Weberian Theory Unit : V Post-Weberian development	
		Block : IV Human Relations and Behavioural Schools	Unit: I Elton Mayo – Human Relations Theory Unit: II Herbert Simon – Decision Making Theory Unit: III Socio – Psychological Theory: Maslow Unit: IV Socio-Psychological Theory : McGregor Unit : V Ecological Theory : F.W. Riggs	
	II	Indian Administration (CC-PA-03)	Block: I Historical Background	Unit: I: Indian Administration in Pre-British Era Unit: II: Indian Administration in British Era Unit: III: Indian Administration after independence : Continuity and Change Unit: IV: Role of Indian Administration in Social Development and Social Justice Unit: V: Role of Indian Administration in Economic Development

SEM	Course Title	Textual Syllabus	
		Block: II Indian Administration : Structure and Functions	Unit: I: President Unit: II: Prime Minister, Council of Ministers : Power and Functions Unit : III: Role and Functions of the PMO - PM's Secretary Unit : IV: Functions of the Secretariat Unit : V: Cabinet Secretariat and the Role of the Central Secretariat
		Block III Key Ministries and Commissions : Organization and Role	Unit : I: Ministry of Home Affairs Unit : II: Ministry of Finance: organization and functions Unit: III: Ministry of External Affairs Unit : IV: Finance Commission Unit : V: Election Commission
		Block: IV Problems of Corruption and Indian Administration	Unit : I Lokpal Unit : II Lokayukta Unit : III CVC Unit : IV CBI Unit : V Right to Information,; objectives, Information Commission – Composition and Role
	State Administration (CC-PA-04)	Block: I Constitutional Framework	Unit : I Structure of State Administration Unit : II Governor: As Head of State Administration Unit : III Governor's Role as Representative of the Centre Unit : IV Chief Minister : Power and Position Unit : V Speaker: Role and functions
		Block: II Headquarter Administration	Unit : I Structure of the Secretariat Unit : II Functions of the Secretariat Unit : III Relations between the Secretariat and Directorate Unit : IV Chief Secretary : Role and Position Unit : V CM's Secretariat
		Block: III Field Administration	Unit: I Divisional Commissioner : Power and functions Unit : II Evolution of District Administration Unit: III Role of the District Magistrate Unit : IV Role of the SDO Unit : V Role of the BDO
		Block: IV District Police Administration	Unit: I Organisation of the Police Administration Unit: II Superintendent of Police: Functions and role Unit: III DM-SP Relations Unit : IV Police and the Public Unit : V Issues confronting the Police Administration
	III	Comparative Public Administration (CC-PA-05)	Block : I Introduction

SEM	Course Title	Textual Syllabus
		Unit : V An Assessment
	Block: II Theories and Models of Comparative Public Administration	Unit: I Rationale behind Theory and Model building Unit: II Fred Riggs Unit : III A Critique Unit : IV F. Heady Unit : V A Critique
	Block: III Public Choice Theory	Unit : I Background Unit : II Basic tenets Unit : III Contributions Unit : IV Limitations Unit : V New Public Management
	Block: IV Recent Trends	Unit : I Minnowbrook –I Unit : II Minnowbrook –II Unit : III Minnowbrook –III Unit : IV Changing Agenda of New Public Administration Unit : V Future of Comparative Public Administration
	Development Administration (CC-PA-06)	Block: I Introduction Unit: I Meaning and Scope Unit: II Features of Development Administration Unit: III Background of Development Administration Unit: IV Administrative Development and Development Administration Unit : V Development Administration – Prismatic Sala Model of Fred Riggs
	Block: II Bureaucracy and Development	Unit: I Bureaucracy and Development dynamics Unit: II Social background Unit: III Role of Bureaucracy Unit : IV Neutral vs. Committed Bureaucracy Unit : V Technocrats vs. Bureaucrats
	Block: III Problems of Development	Unit: I Problems of development in developing countries. Unit: II Sustainable development: Meaning Unit : III Features and Significance Unit : IV A few case studies Unit : V Limitations
	Block: IV Planning and Development Machinery in India	Unit: I Planning Commission : organization , function and role Unit: II NDC: Functions and role Unit: III State Planning Board Unit : IV Niti Aayog : Role and functions Unit : V New Actors of Development Administration : NGOs and Self-help Groups
	Urban Local Government (CC-PA-07)	Block-I Introduction Unit: I Rationale and Necessity of Local Government Unit: II Approaches to the Study of Local Government Unit: III Democratic Decentralization Unit: IV Local Government, Democracy and Development Unit : V Local Government and Globalization

SEM	Course Title	Textual Syllabus	
		Block-II Origin and Growth of Urban Local Government in India	Unit: I Evolution of Urban Local Government in Pre-independent India Unit : II Evolution of Urban Local Government in Post-independent India Unit: III Constitutional Status of Urban Local Government Unit: IV 74th Constitutional Amendment Act : features Unit : V Implications of the 74th Constitutional Amendment Act
		Block-III Organization and Structure	Unit: I Urban Local Government - organisation and structure Unit: II Corporation and Municipalities Unit: III Mayor-in- Council System in Municipal Corporation Unit: IV Chairman-in-Council System in Municipalities Unit : V Urban Development Authorities
		Block-IV Local Government Finance	Unit: I Sources of revenue Unit: II Relationship between State and Urban local bodies Unit: III Methods of control over Municipal Corporation and Municipalities Unit: IV Metropolitan Planning Committee Unit: V Municipal Finance Commission
VI	Rural Local Government (CC-PA-08)	Block-I Origin and Growth	Unit: I Evolution of Rural Self-government in Pre-independent India Unit: II Panchyati Raj System in Post-independent period : Balwant Rai Mehta Committee Report Unit: III Asoke Mehta Committee : Background and Recommendations Unit : IV 73rd Constitutional Amendment Act : Basic Features Unit : V Implications of the 73rd Constitutiona Amendment Act
		Block : II Organization and Structure	Unit : I Structure and Composition of the Panchayati Raj Institutions Unit : II Development of Local Self-government in West Bengal upto 1973 Unit : III West Bengal Panchayat Act, 1973 : Basic features Unit : IV Gram Samsad Unit : V Gram Sabha
		Block : III Power and Functions	Unit : I Power anfd functions of Panchayati Raj Institutions Unit : II Power and functions of Gram Panchayat Unit : III Power and Functions of the Panchayat Samiti Unit : IV Power and Functions of the Zilla Parishad Unit : V Relation between DM and Zilla Sabhadhipati
		Block : IV Panchayatiraj Finance	Unit : I Sources of revenue Unit : II State control over the Panchayat Unit : III District Planning Committee Unit : IV Block Planning Committee

SEM	Course Title	Textual Syllabus
		Unit : V Evaluation of Panchayati Raj System with special Reference to West Bengal
	Personnel Administration (CC-PA-09)	Block : I Introduction Unit: I Nature and Scope of Personnel Administration Unit: II Evolution of Personnel Administration Unit :III Function and Significance of Personnel Administration Unit: IV Public Service and their role in Administration Structure Unit: V Features of Public Personnel Administration. in India
		Block-II Civil Service in India Unit: I Development of Civil Service in India Unit: II Classification of Civil Services Unit: III Generalists and Specialists Unit: IV Concept of Representative Bureaucracy Unit : V Changing Role of Civil Service in India
		Block: III Personnel Management and Practices Unit: I Personnel Agencies: UPSC and SPSC Unit: II Recruitment in All India Services (IAS and IPS) Unit: III Training of IAS and IPS Unit: IV Promotion of IAS and IPS Unit: V Performance Appraisal
		Block: IV Employer-Employee Relations Unit: I- Employees Union Unit: II Joint Consultative Mechinery Unit: III Rights of Public Servants Unit: IV Motivation and Morale Unit : V Administrative Ethics and Integrety in Civil Service
	Financial Administration in India (CC-PA-10)	Block : I Introduction Unit: I Nature and Scope of Financial Administration Unit: II Objectives and Principles of Financial Administration Unit: III Significance of Financial Administration Unit : IV Distinctions between Public and Private Financial Administration Unit : V Impact of Neo-liberalism on Financial Administration
		Block II Fiscal Policy Unit : I Concept of Fiscal Policy – equality and social justice Unit: II Government Budgeting : principles and functions Unit : III Resource mobilization Unit : IV Deficit Financing Unit : V Role of Finance Ministry
		Block : III Budget Unit : I Concept and Types of Budget Unit : II Process of Budget formulation in India Unit : III Classification of Government Expenditure Unit: IV Performance-based Budgeting Unit : V Zero-based Budgeting
		Block-IV Control over Finance Unit : I Legislative Unit : II Executive Unit : III Financial Committees : Public Accounts Committee, Estimates Committee Unit : IV Accounts and Audit : Role of CAG

SEM	Course Title	Textual Syllabus		
			Unit : V Role of RBI	
V	Public Policy (CC-PA-11)	Block :I Introduction	Unit : I Concept of Public Policy Unit : II Nature and features of Public Policy Unit : III Approaches to Public Policy Unit : IV Models of Public Policy Unit : V Constraints in Public Policy Making	
		Block : II Structure and Processes	Unit : I Role of Legislature Unit : II Role of Political Executive Unit : III Role of Non-political Executive Unit : IV Role of Judiciary Unit : V Interactions among different organs of government	
		Block: III Determinants	Unit : I Political parties Unit : II Interest groups Unit : III Mass media Unit : IV Civil Societies- Social Movements Unit : V World Bank and IMF	
		Block : IV Policy Implementation	Unit : I Role of Legislature Unit : II Role of Judiciary Unit : III Relations between Legislature and Judiciary Unit : IV Role of Executive Unit : V Problems of Policy Implementation	
	Welfare Administration (CC-PA-12)	Block: I Social Welfare : Introduction	nit : I Concept of Social Welfare Unit : II Approaches to Social Welfare Unit : III Social Welfare and Welfare State Unit : IV Limitations and Prospect of Social Welfare Unit : V Social Welfare Administration	
		Block: II Social Welfare Programme	Unit : I Concept of Affairmative Action and Social Welfare Unit : II Social Welfare Programmes for Women Unit : III Social Welfare Programmes for Children Unit : IV Social Welfare Programmes for SC, ST and OBC Unit : V Evaluation of Social Welfare Programmes in India	
		Block : III Major Social Sectors	Unit : I Health Unit : II Education Unit : III Food and Social Security Unit: IV Housing Unit : V Senior Citizens	
		Block: IV Social Welfare in India : Institutions and Schemes	Unit : I Structure of Social Welfare Ministry Unit : II Functions of Social Welfare Ministry Unit : III Central Social Welfare Board Unit : IV Major social Welfare Schemes in West Bengal Unit : V Impact of Social Welfare Schemes	
	VI	Good Governance (CC-PA-13)	Block: I Meaning and definition	Unit: I From Government to Governance Unit: II Changing notion of Governing Unit : III Concept of Good Governance: Theories and Models Unit : IV Debates concerning Good Governance

SEM	Course Title	Textual Syllabus
		Unit : V Actors promoting Good Governance
	Block : II State and Governance	Unit : I State and Democratic Governance Unit : II Neo-liberalism and rolling back of state Unit : III Role of the Market Unit : IV Role of Civil Society Unit : V State, Market and Civil Society- Linkage
	Block : III Citizen and Governance	Unit : I Citizen as Stake-holder Unit : II Rule of Law Unit : III Participative Governance Accountability Unit : IV E-governance Unit : V Evaluation (Implications of Citizen–centric Governance)
	Block –IV Techniques and Issues of Governance	Unit : I Citizen Charter Unit : II Social Audit Unit : III Gender Budgeting Unit : IV Autonomy and Control of State Agencies Unit : V Problems and Prospects
	Contemporary Issues in Indian Administration (CC-PA-14)	Block : I Introduction
		Block: II Human Rights
		Block: III Environmental Administration
		Block: IV Administrative Reforms
		Unit: I Concept of Globalization Unit: II Challenges of Globalization Unit : III Market Reforms in India Unit : IV Public-Private Partnership Unit: V Corporate Social Responsibility
		Unit :I National Human Rights Commission Unit : II State Human Rights Commission (West Bengal) Unit : III National Womens’ Commission Unit : IV State Womens’ Commission Unit : V Visakha Guidelines and ICC
		Unit : I Concept and Significance Unit : II Environment Protection Acts Unit : III National Green Tribunal - Central and State Control Board Unit : IV Green Audit Unit : V Pollution Control Board
		Unit : I Need for Administrative Reforms Unit :II Redressal of Citizens’ Grievances Unit : III Transparency and Accountability in Administration Unit : IV Administrative Reforms Commission, 1968 Unit : V Administrative Reforms Commission, 2005

Discipline Specific Elective Course (DSEC):

Human Resource Management (DS-PA-11)	Block : I Introduction	Unit : I Evolution of Human Resource Management Unit : II Meaning , Nature, Scope and Significance of Human Resource Management Unit: III Objective and Functions of Human Resource Management Unit : IV Difference between Personnel Management and Human Resource Management Unit : V Challenges of Human Resource Management
--------------------------------------	---------------------------	---

	Block : II Human Resource Planning	Unit: I Meaning, Objective and Need Unit : II Factors affecting Human Resource Planning Unit : III Role of Human Resource Manager Unit : IV Barriers to Human Resource Planning Unit : V Strategic Human Resource Planning Model
	Block : III Human Resource Development	Unit : I Recruitment and Selection Unit : II Performance and competency mapping system Unit : III Employee Capacity Building Strategies : Training Unit : IV Total Quality Management and Productivity Management Unit : V Labour- Management Relation
	Block : IV Emerging Trends of Human Resource Management	Unit : I Redressal of Employee Grievances Unit : II Right Sizing Outsourcing and Consultancies Unit : III Inter-Personal Skill Unit : IV Social trends in Human Resource Management Unit : V Problems of Human Resource Management
Rural Development in India (DS-PA-21)	Block : I Introduction	Unit: I Rural Development : Concept and Definition -Need for Rural Development Unit: II Social , Economic and Political Contexts Unit: III Historical Overview of Rural Development in Pre-independent India Unit: IV Rural development in post independent India Unit: V Rural Development in the context of Globalization
	Block : II Aspects of Rural Development	Unit: I Major Approaches to Rural Development in India Unit: II Strategies for Rural Development (Land Reform, Green Revolution Development of Khadi and Village Industries) Unit: III Technology for Rural Development (Role of Information and Communication Technology(ICT) Technolog relating to Conservation of Water Resources , Rural Housing , Organic Farming and Energy Creation ;Technology Mission of Rural Development. Unit: IV Sectors of Rural Development (A)Physical : Agriculture ,Irrigation, Electrification (B) Human : Health , Education and Employment Unit: V Challenges and remedies
	Block : III Institutions of Rural Development	Unit: I PRI Unit: II Bureaucracy Unit: III NGOs Unit: IV Co-operatives Unit: V NABARD and Rural Banks
	Block: IV Rural Development Programmes	Unit: I Programme for Education (Sarva Siksha Aviyan) Unit: II Programme for Rural Infrastructure (Pradhan Mantri Gram Sadak Yojna Unit: III Programme for Employment Generation (MGNREGA) Unit: IV Programme for Health (National Rural Health Mission) Unit: V Rural Development Programmes in West Bengal : an overview

Disaster Management (DS-PA-31)	Block: I Disaster Management - Introduction	Unit: I Disaster: Basic Concepts Unit: II Causes of Disasters. Unit: III Impact of Disasters on Health, Human Settlement and Economy Unit: IV Aims and Scope of Disaster Management Unit: V Relationship between Disasters and Development
	Block : II Classification of Disasters	Unit: I Natural Disaster Unit: II Human made Disasters Unit: III Slow disasters and Rapid Disasters Unit: IV Technological Disaster Unit: V Simple and Complex Disasters
	Block : III Approaches to Disaster Risk Reduction	Unit: I Prevention and Preparedness for Disaster Unit: II Mitigation and Risk Reduction Steps Unit: III Rescue and Relief Operation Unit: IV Rehabilitation and Reconstruction Unit: V Monitoring and Evaluation Plan for Disaster Response.
	Block : IV : Disaster Risk Management in India	Unit: I Evolution Unit: II Institutional and Legal Framework (National and State) Unit: III Policy and Programmes (National and State Level) Unit: IV Roles and Responsibilities of Panchayat and Urban Local Bodies in Disaster Management Unit: V A few case studies
E- Governance (DS-PA-41)	Block: I Introduction	Unit : I Rise and Growth of E -Governance Unit : II Concept and Scope of E-Governance Unit : III Objectives and Types of E-Governance Unit : IV Benefits/Needs of E-Governance Unit : V CT and E-Governance
	Block: II E- Governance and Democracy	Unit: I Government, Governance and Democracy Unit : II Good Governance and E-Governance Unit : III Information Society and Community Empowerment Unit : IV E-Governance and Transformation of Administrative Culture Unit : V E-Governance in the context of Globalisation
	Block: III Methods and Institutions with reference to India	Unit : I Methods and Institutions : an Overview Unit :II GIS – based Management System Unit : III Citizen Database and Human Development Unit : IV National Information Centre Unit : V National E- governance Plan
	Block : IV E- Governance in India	Unit : I Origin of E-Governance in India Unit : II E-Governance Projects/Initiatives Unit : III Workplan and Infrastructure Unit :IV Challenges of E-Governance in India Unit : V Prospects of E-Governance in India
Leadership and Conflict Management (DS-PA-42)	Block : I Introduction	Unit : I Meaning and Concept of Leadership Unit : II Types of Leadership Unit : III Functions of Leadership Unit : IV Conditions for effective leadership

		Unit : V Leadership Styles
	Block : II Organisational Conflict	Unit : I Meaning and Nature of Organizational Conflict Unit : II Factors influencing organizational Conflict Unit : III Types and levels of Organizational Conflict Unit : IV Criteria of conflict management in organisation Unit : V Organizational conflict and its effect on organization`s performance
	Block : III Bargaining and Negotiation	Unit : I Bargaining: meaning and definition Unit : II Bargaining Strategies in Negotiation Unit : III Collective bargaining , distributive and integrative bargaining Unit : IV Stages of Negotiation Process Unit : V Techniques of Negotiation: Third Party Negotiation
	Block: IV Conflict Management and Resolution	Unit : I Concept of Conflict Management Unit : II Conflict management strategies Unit : III Styles of handling inter-personal conflicts and Managing Conflict Management Process Unit : IV Conflict Resolution : Indian Perspective and experiences Unit : V The Arbitration and Conciliation Act.2015 in India

c. Duration of the programme:

The minimum duration of the Programme is 3 (three) years from the date of registration. The registration is valid for a period of maximum 6 (six) years.

d. Faculty & Support Staff requirement:

Sl. No.	Faculty	Name of the Faculty	Work at (HQ/RC)	Number
1	Professor	Prof. Pujan Kumar Sen	RC - 1	1
2	Professor	Prof. Sujit Narayan Chattopadhyay	RC - 1	1
3	Associate Professor	Sri Ajit Kumar Mondal	RC - 1	1
4	Assistant Professor	Dr. Basabi Chakraborty	RC - 1	1
5	Assistant Professor	Mr. Debajit Goswami	RC - 1	1

e. Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	RC - 1	1
2	Junior Assistant Cum Typist	HQ - 1	1

f. Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	Provided at LSC. For 6 Credits Theory Courses 9 counselling sessions of 2 hours each (Total 18 hrs); for 2 Credits Ability/Skill Courses 3 counselling sessions of 2 hours each (Total 6 hrs)
	Tutorials/ Special Classes/ Remedial Classes/ ECP	Yes	Provided online by NSOU faculty @ 6 hrs for each 6 Credits Course; Offline remedial classes once every semester at RC's (6 hrs for each 6 Credits Course)

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
	Seminar/ Research Colloquium	No	
Self-Learning	SLMs	Yes	All Courses are designed within the range of Units specified by relevant regulations. 20 hours of self- study time is envisaged for each SLM
	Reference Books	Yes	All Units have suggested reading lists. Additionally, faculty at LSC (during PCP) & NSOU faculty (at online sessions) guide learners regarding Reference Books
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners have access to institutional Learning Management System (LMS)
	Offline DVD/SD Card/USB Drive	No	
	Telecommunications	No	
Blended	Smart Classrooms	Yes	Arrangements are available both at RC's and at LSC's
	Flipped Learning	No	Will come into effect in a phased manner from the upcoming session with the development of NSOU MOOC

vi. Procedure for admissions, curriculum transaction and evaluation:

University frames its policy related to admission entry criteria, method of admission, conduction of admission through the Admission Committee (statutory body) following the guideline of the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 and Department of Higher Education, Govt. of West Bengal. Admissions are conducted entirely through Online mode centrally by the University.

Information Circulation Policy:

All information related to the programme like admission policy, eligibility, fee structure, course curriculum, medium of instruction, method of instruction, evaluation method, SLMs etc. are transacted through prospectus, brochure, official notification etc.

Learner Support Services:

Learner support services are provided by the University at three level of functioning of the Open University architecture i.e. Learner Support Centre (LSC), Regional Centre and Head Quarter.

Following the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 LSCs are provide various learner support services in order to facilitate the acquisition of teaching-learning experience for its enrolled learners throughout at various phases of learners' study life cycle. LSC also main contact points for access by the learners, responsive and facilitating information centres, arranging contact sessions and other operations like processing of assignments etc.

University has constituted Learner's Facilitation Centre (LFC) at each Regional Centres to provide various support services. Beside that University has also provided learners support services through web based platform/ telephone/ email/ instant messaging services.

Transaction of Curriculum and Academic Planner:

Department of Public Administration also held regular Personal Contact Programme (PCP), organise occasional additional lectures and special lectures to substantiate the study materials with further

mechanisms of direct teaching in the mode of discussions and presentations of oratory. In doing so, the department takes every care to provide the students ample opportunities to intimate their difficulties, if any, personally in their PCP or through email to their faculties. This support the student who usually coming from a conventional background with the comfort of not being alienated with the system yet motivates them, who gradually learn to develop the capabilities in carrying out the academic task individually the process of the evaluation and curriculum transaction criteria are decided in the BOS. Along with the Personal Contact Programme, the Department has also developed Audio-Video Lectures (AVL) for the learners. Besides, the AVL the faculty members of the Department has further made short audio clips (MUKTAK) discussing the major themes of the syllabus to facilitate the learners as an additional resource materials.

Curriculum transaction is through Online and or Offline modes as detailed above and all academic activities are conducted following the programme is following the below mentioned activity planner during the academic session:

Name of the Activity	Tentative months schedule (specify months) during Year			
	From (Month)	To (Month)	From (Month)	To (Month)
Admission	Jun	Jul	NA	NA
Distribution of SLM	Jul	Aug	NA	NA
Contact Programmes (counselling, Practical, etc.)	Aug	Oct	Jan	Mar
Assignment Submission	Oct	Nov	Mar	Apr
Evaluation of Assignment	Nov	Nov	Apr	Apr
Examination	Nov	Dec	May	Jun
Declaration of Result	Dec	Dec	Jun	Jun
Renewal/ Re-registration	NA	NA	Jun	Jul

Evaluation:

Evaluation is on a 2-tier basis, divided into Assignment submission (online mode) and Term End Examinations (Offline mode). The weightage is as follows:

Assignment – 20 marks

Term End Examination – 50 marks

Total marks for each course – 70

Assignment / Internal Assessment/ Continuous Assessment / Formative Assessment: Assignment submission is the first interaction between the learner and the teacher. It has a very important role to play in the teaching-learning process in distance education. So, submission of Assignment is mandatory for all learners. The assignment responses reflect what the learners have understood and learnt. The assignment answer scripts are returned to the learners so that the assignment answers serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. Learners will be required to submit assignment for each course and the marks obtained on evaluation of those assignment courses will be entered into his/her individual record of performance. This will constitute 30% (maximum) of the Full marks in the course as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) regulations, 2020. All the Marks secured by the learners will be progressively entered into the result card. Every learner is required to submit the assignment courses before each Term-End Examination. In practical course of Science stream, there is no assignment.

Term-End Examinations: Minimum 70% of the total credit points of the course (except practical course where it is 100%) would be reserved for Term-End Examination as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. Minimum qualifying marks in each course is 30% (Term End Examination Marks + Assignment Marks).

Waive of Programme Fee:

University waive of full course fee for transgender learners.

vii. Requirement of the laboratory support and Library Resources:

Library facility is one of important services in any higher educational institution. In addition to the Self Learning Materials (SLMs) and other learning resources the University provides library facility to all of its registered learners. The Library Department, Netaji Subhas Open University is located at Kalyani Campus.

Further, to cater to the needs of huge number of registered students, the University needs unlimited libraries to provide educational support to everyone. To cope with the situation, the University has initiated the process of setting up a strategic partnership with the existing network of Public Libraries that are available in the State of West Bengal to offer educational support to our learners all over the State. This initiative taken by NSOU is the first of its kind in the country.

viii. Cost estimate of the programme and the provisions:

Total course fee is Rs. 9,900/- (Excluding Examination and Studentship Renewal Fees). An approximate distribution of expenditure is given below to get prior view:

Assigned Head	Sub Head	% of Expenditure
Development	SLM Preparation and Development Cost	7
	SLM Printing	44
Maintenance & Programme Delivery	Maintenances Grant	15
	Counselling/ PCP/ Lab Counselling	15
	Delivery Charges	4
	Other Overhead Expenses	8
ICT Support	Admission Processing	1
	ICT Support Services	5
	Computer Training	1

ix. Quality assurance mechanism and expected programme outcomes:

University is supported with a strong group of Board of Studies (BOS) members. All highly competent and esteemed professors have constantly supported this programme to cater to equitable quality education. They are engaging their self in time-to-time reviewing of syllabus. They do moderation and in such a way this BOS is responsible to check and maintain the quality of this program. NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 to ensure the delivery of high quality programmes to its learners.

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Bachelor's Degree Programme in Public Administration as per University norms. BOS plays a vital role as the following

- ✓ Curriculum review and development of quality Self Learning Materials (SLMs) in print under Choice Based Credit System (CBCS) system. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.
- ✓ Learner's assessment and evaluation process through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the Programme.

Expected Programme outcomes:

Upon successful completion of the course, learners will have a better understanding of theories, concepts and practices relevant to public administration and its sub- fields.

- ✓ The learners will be better equipped to pursue higher education and research in the domain of public administration and related social science disciplines.
- ✓ Learners with strong disciplinary acumen can help contribute to various organizations to meet the ever-changing needs of management.
- ✓ Learners with commitment to public service values can help contribute to various public organizations to become more effective, efficient and expertise in meeting the needs of the public
- ✓ Learners will have the competencies to pursue a career in administrative services and public organizations.
- ✓ Learners will be proficient to usher in insightful innovations in the formulations of public policy both at national and international level.