

**SEMESTER – VI**  
**COMPARATIVE PUBLIC ADMINISTRATION**

**1. Course Description**

Programme : BA

Max. Hours : 75

Course Code : U20/PUB/DSC/602

Hours per week : 5

Course Type : DSC

Max. Marks : 100

No. of credits : 5

**2. Course Objectives:**

1. Understand the basic concepts of comparative public administration.
2. To examine models and systems of comparative public administration.

**3. Course Outcomes**

On completion of the course the student will be able to:

CO 1: Understand the concept, nature, scope and growth of comparative public administration. (Understand)

CO 2: Understand the structural and functional features of developing and developed nations. (Understand)

CO 3: Outline contributions of F.W. Riggs, Ferrel Heady & Dwight Waldo in the field of Comparative Public Administration. (Understand)

CO 4: Understand the features of administrative systems in the UK, USA and China. (Understand)

CO 5: Understand the emerging trends in Comparative Public Administration. (Evaluate)

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**4. Course Content****Module I – Introduction to Comparative Public Administration 15 HOURS**

- a. Comparative Public Administration (CPA): Meaning, nature, scope and significance.
- b. Approaches to CPA: Ecological, structural-functional and behavioral.
- c. CPA - Environment of Administration (Social, cultural, economic and political)

**Module II – Administration in Developing and Developed Nations. 15 HOURS**

- a. Developing and developed countries: Structural and Functional features.
- b. Bureaucracy and comparative analysis.
- c. Comparative criminal judicial system.

**Module III – Contribution of Riggs, Heady and Dwight Waldo to CPA 15 HOURS**

- a. Contribution of FW Riggs in CPA : Prismatic Model and Sala Model.
- b. Contribution of Ferrel Heady in CPA: Administration in Less Developed Countries, Common Administrative Patterns, Administration in more developed countries
- c. CPA: Prologue, performance, problems and promise (Dwight Waldo)

**Module IV – Administrative systems in UK, USA and China 15 HOURS**

- a. Administrative system in the United Kingdom.
- b. Administrative System in the USA.
- c. Administrative law in China.
- d. Comparative public administration in a globalizing world.

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**Module V – Emerging Trends in Comparative Public Administration****15 HOURS**

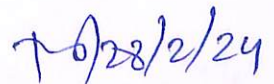
- a. Citizens & Administration: A comparative study of various mechanisms for Redressal of citizens' grievances in U.K., U.S.A & France.
- b. International systems: International Monetary Fund (IMF), International Bank for Reconstruction and Development (IBRD), World Trade Organization (WTO), World Bank.
- c. International Agencies: United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF), International Labour Organization (ILO), World Health Organization (WHO).

**5. Reference Books:**

- A. Avasthi and S. R. Maheshwari, Public Administration, Agra: Lakshmi Narain Agarwal, 2014.
- D. R. Sachdeva and Meena Sogani, Public Administration: Concepts and Application, New Delhi: Associated Publishing House, 1990.
- I. P. Massey, Administrative Law, Lucknow: Eastern Book Publishers, 2000.
- J. A. G. Griffith, eds., From Policy to Administration, Great Britain: Aldine Press, 1976.
- M. P, Sharma and B. L. Sadana, Public Administration in Theory and Practice, Allahabad: Kitab Mahal, 2000.
- Om Prie Srivastava, Public Administration and Management: The Broadening Horizons, Bombay: Himalaya Publishing House, 1991.
- Rumki Basu, Public Administration: Concepts and Theories, New Delhi: Sterling, 1990.
- VishnooBhagwaan and Vidya Bhushan, Public Administration, New Delhi: S. Chands Company, 1961.



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## 6. Syllabus Focus

## a) Relevance to Local, regional, National and Global Development Needs

Local / Regional / National/ Global Development Needs  (Mention any ONE at a time)	Relevance  (Describe how the course addresses the need) Maximum 15 words
Global	The students develop a comparative comprehension on global administrative system facilitating cross-cultural understanding and collaboration towards global advancement.

## b) Components on Skill Development / Entrepreneurship Development/ Employability

SD/ED/EMP  (Mention any ONE of the above at a time)	Syllabus Content  (Mention Module part content applicable)	Description of Activity  (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module 1	Assignment
SD	Module 2	Assignment

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

*End*

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8. Course Assessment Plan

e) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)	
CO1	} CIA-1	End Semester examination	
CO2			
CO3	} CIA-2 Presentation		
CO4			CIA-2 Quiz, Written Test, Assignment
CO5			

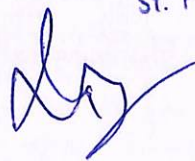


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## b) Model Question Paper – End Semester Exam

## COMPARATIVE PUBLIC ADMINISTRATION

Course Code: U24/PUB/DSC/602

Credits: 5

Max Marks: 60

Time: 2 Hrs

SECTION A – INTERNAL CHOICE				
ANSWER ANY ONE QUESTION FROM EACH MODULE				
			5 Q X 10 M = 50 M	
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Explain the nature and scope of Comparative Public Administration (CPA).	CO 1	BL 2
2	Module 1	Describe ecological and structural-functional approaches to CPA in India in detail.	CO 1	BL 2
3	Module 2	Outline the structural and functional features in developed countries.	CO 2	BL 2
4	Module 2	How would you summarize the functioning of the comparative criminal judicial system?	CO 2	BL 2
5	Module 3	Write an essay on the contributions of FW Riggs in CPA.	CO 3	BL 2
6	Module 3	Describe Dwight Waldo's role in Comparative Public Administration (CPA).	CO 3	BL 2
7	Module 4	Write an essay on the judicial system in India.	CO 4	BL 2
8	Module 4	Describe the scope and forms of judicial control over administration.	CO 4	BL 2
9	Module 5	Explain the concept and origin of the ombudsman.	CO 5	BL 2
10	Module 5	The Central Vigilance Commission is a watchdog in controlling corruption. Explain.	CO 5	BL 2

SECTION B				
ANSWER ANY FIVE QUESTIONS				
			5 Q X 2 M = 10 M	
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
11	Module 1	Administrative law.	CO 1	BL 1
12	Module 2	Judicial review.	CO 2	BL 1
13	Module 3	Administrative adjudication.	CO 3	BL 1
14	Module 4	Public Interest Litigation (PIL).	CO 4	BL 1
15	Module 5	Lokpal.	CO 5	BL 1
16	Any Module	Nyaya Panchayat	Relevant CO	BL 1
17	Any Module	Judicial writs	Relevant CO	BL 1

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**SEMESTER - VI**

**CONTEMPORARY POLITICAL THEORY**

**1. Course Description**

Programme: **B.A**  
Course Code: **U24/POL/DSE/602**  
Course Type: **DSE**  
No. of credits: **5**

Max. Hours: **75**  
Hours per week: **5**  
Max. Marks: **100**

**2. Course Objectives**

- To introduce the students to the political ideas of the prominent contemporary thinkers.
- To enable to understand the influence of the contemporary political ideas on the current political trends at the national and global levels.

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Identify the contemporary liberal thinkers. **(Understand)**

CO2: Distinguish the ideas of Neo-Marxist thinkers. **(Analyze)**

CO3: Examine the theories of feminist thinkers of the contemporary times. **(Analyze)**

CO4: Critique the current trends in the multicultural countries.  
**(Evaluate)**

CO5: Judge the impact of Communitarian ideas on the contemporary movements for group rights. **(Evaluate)**

**4. Course Content****MODULE I: Liberal Theory (15 Hours)**

1. Isaiah Berlin -Two Concepts of Liberty
2. John Rawls – Theory of Justice
3. Robert Nozick - Libertarianism

**MODULE II: Neo-Marxist Theory (15 Hours)**

1. Antonio Gramsci – Hegemony and Civil Society.
2. Theodor Adorno – Critical Theory.

**MODULE III: Feminist Theory (15 Hours)**

1. Simone de Beauvoir – ‘Second Sex’
2. Betty Friedan – ‘The Feminine Mystique’
3. Vandana Shiva – Eco-Feminism

**MODULE IV: Multiculturalism (15 Hours)**

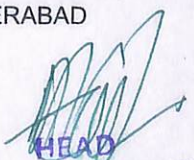
1. Bhikhu Parekh – Cultural Diversity
2. Will Kymlicka – Multicultural Citizenship

**MODULE V: Communitarianism (15 Hours)**

1. Michael Walzer – Critique of the ‘Unencumbered Self’
2. CHARLES TAYLOR– ‘POLITICS OF RECOGNITION’

**5. References**

1. Farrelly Collin Patrick, Contemporary Political Theory – A Reader, Sage, New Delhi, 2004.
2. Farrelly Colin, An Introduction to Contemporary Political Theory, Sage, 2004.
3. Ian Shapro, Contemporary Political Theory, Cambridge University Press, Cambridge, 1977.
4. Sen Amartya, The Idea of Justice, Penguin Books, London, 2009.
5. Misra Krishnakanth, Contemporary Political Theory, Pragati Publication, New Delhi, 1983.
6. Haywood Andrew, Political Theory - An Introduction, Palgrave Publisher, New York, 2015.



**6. Syllabus Focus****a) Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
National	The course reflects on the contemporary political ideas that express the pressing socio-political issues of the country.
Global	The course throws light on the contemporary social, political, economic and cultural issues in the global society.

**b) Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III	Group Discussion
Skill Development	Module IV	Class Assignments
Skill Development	Module V	Class Assignments

**7. Pedagogy**

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 Written Exam	Written Exam
CO2	CIA 1 Skill Test	
CO3	CIA 2 Assignment	

## b) Model Question Paper- End Semester Exam

ST. FRANCIS COLLEGE FOR WOMEN, BEGUMPET

(An Autonomous College of Osmania University)  
Faculty of ARTS – Department of Political Science  
DISCIPLINE SPECIFIC ELECTIVE

Course Code: U20/POL/DSE/602

Max.Marks:60

Credits: 5

Time: 2Hrs

## SECTION - A

Answer the Following:

5 x 10 = 50 M

1. Write an essay on Isaiah Berlin's two concepts of liberty.

OR

2. Critically analyze Rawls 'theory of justice'.

3. Critically discuss the relevance of the concept of hegemony in the current global political scenario.

OR

4. Elaborate Adorno's Critical Theory.

5. Reflect on the feminist perspective expressed in 'Second Sex'.

OR

6. Evaluate the concept of Eco-feminism

7. Describe Parekh's views on cultural diversity.

OR

8. Analyze Kymlicka's theory of Multicultural Citizenship.

9. Reflect on Charles Taylor's argument about the politics of recognition.

OR

10. Elaborate Walzer's critique of the 'Unencumbered Self'.

## SECTION - B

III. Answer any All the Questions:

5 x 2 = 10 M


11. Civil Society
12. Libertarianism
13. Civil Society
14. Simone de Beauvoir
15. Feminine Mystique
16. Multiculturalism
17. Communitarianism

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1.	15	1	2	10	1	2
2.	15	2	2	10	1	2
3.	15	3	2	10	1	2
4.	15	4	2	10	1	2
5.	15	5	2	10	1	2

## 9. CO-PO Mapping

CO	PO	Cognitive Level	Class room sessions(hrs)
1	1	Understand	15
2	2	Analyze	15
3	3	Analyze	15
4	3	Evaluate	15
5	4	Evaluate	15

  
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## SEMESTER - VI

## DYNAMICS OF SOCIAL BEHAVIOUR

## 1. Course Description

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/DSE/601

Hours per week: 4

Course Type: DSE

Max. Marks: 100 M

No. of credits: 4

## 2. Course Objectives

- To introduce social thought and how it affects social behaviour; examine key theories of attribution to understand how individuals make sense of others' behavior.
- To explore the formation and change of attitudes, examine the nature and sources of prejudice, techniques for reducing prejudice and discrimination and understand the dynamics of group behavior.

## 3. Course Outcomes

On completion of the course the student will be able to:

- CO1: Describe the process of socialization, apply the concepts of social cognition to analyze and interpret various social phenomena and behaviors. **(UNDERSTAND, APPLY AND ANALYZE)**
- CO2: Use the theories of attribution to analyse and explain how individuals attribute causes to others' behavior. **(UNDERSTAND, APPLY AND ANALYZE)**
- CO3: Explain attitude formation and change, the nature and sources of prejudice. **(UNDERSTAND AND APPLY)**
- CO4: Analyze factors influencing conformity, compliance, and group decision-making processes. **(UNDERSTAND, APPLY AND ANALYZE)**

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**4. Course Content****MODULE 1: INTRODUCTION AND SOCIAL COGNITION 15 Hrs**

Definition and application of social psychology in the new millennium (Scope/ applications)

Process of socialization: Agents & Types of Socialisation.

Socialization theory by Cooley.

Social Cognition: automatic processing, schemas, heuristics (representativeness, availability, simulation, anchoring and adjustment)

**MODULE 2: SOCIAL PERCEPTION 15 Hrs**

Non-verbal Communication: facial expressions, eye contact, body language, touch

Attribution and theories: Theory of correspondent inference, Kelly's Covariation model

Biases / Errors in attribution: fundamental attribution error, actor-observer effect, false consensus effect, self-serving bias, just-world belief, ultimate attribution error

Impression Formation & Impression Management

**MODULE 3: ATTITUDE AND ATTITUDE CHANGE 15 Hrs**

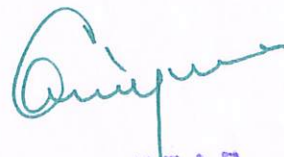
Attitude Formation: Behavioural (direct experience, classical conditioning, instrumental conditioning, social learning); mere exposure effect, polarization.


Attitude Change -Persuasion: the communicator, the communication, the audience

Elaboration likelihood model, cognitive dissonance, effort justification, choice justification,

Prejudice: nature and sources of prejudice - ingroup favouritism, contact hypothesis, stereotypes as heuristics, scapegoat theory, confirmation bias,

Discrimination, techniques for reducing prejudice and discrimination

  
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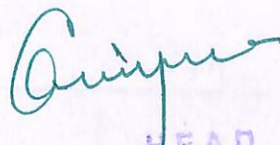
  
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**MODULE 4: SOCIAL INFLUENCE****15 Hrs**

Groups: definition and nature of groups (roles - Zimbardo, norms, status) group cohesiveness  
 Conformity, factors affecting conformity, Ash's research  
 Compliance: underlying principles, foot-in-the-door technique, door-in-the-face technique  
 Social Facilitation, Social Loafing, Group decision making  
 Prosocial Behaviour: factors leading to helping behavior, deindividuation and bystander effect  
 Aggression: factors affecting aggression(overview of drive theory, social learning theory, genetic and environmental factors)

**5. References**

1. Vaughan, G., & Hogg, M. A. (2005). *Introduction to social psychology*. Pearson Education Australia. Baron, R. A., Byrne, D. E., & Hopkins, Y. (1984). *Social psychology: Understanding human interaction*.
2. Feldman, R. S. (1985). *Social psychology: Theories, research, and applications*. McGraw-Hill.
3. Hogg A.M, Vaughan M.G(2002) 3rd edition, Social Psychology, Pearson publication.
4. Fiske, S. T., Gilbert, D. T., & Lindzey, G. (2010). *Handbook of social psychology* (Vol. 2). John Wiley & Sons.



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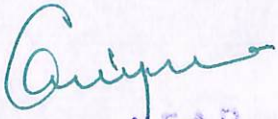
## 6.Syllabus Focus


a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Social psychology investigates how culture influences individual behavior and social processes. It explores cultural norms, values, and beliefs and examines how they shape perceptions, attitudes, and behaviors. This understanding is essential for promoting cultural sensitivity, diversity appreciation, and effective communication in multicultural settings.
National	Social psychology contributes to fostering national unity and cohesion by examining factors that influence intergroup relations, stereotypes, prejudice, and discrimination.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Communication, Analytical and Decision Making	Modules 2, 3, 4	The students were given “Cave Rescue Operation” as an individual task first and as a group task later to experience how being in a group can influence decision making and to help understand other dynamics of groups.

  
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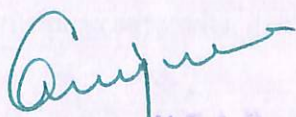
## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Assignment: The students select a news report / article on aggressive behaviours and altruistic behaviours and analyze the reasons for the same based on the theories and concepts from social psychology.
2.	Participative Learning	Skill Test: Students prepare the concepts and study in depth to answer objective type questions from the given Module
3.	Participative and Experiential Learning	Group Discussion The students can be given "Cave Rescue Operation" as an individual task first and as a group task later to experience how being in a group can influence decision making and to help understand other dynamics of groups.


## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1 - Written Test	Written Exam
CO2	CIA-1 - Written Test	
CO3	CIA-1 - Assignment	
CO4	CIA-1 - Skill Test	



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b) Model Question Paper- End Semester Exam

**DYNAMICS OF SOCIAL BEHAVIOUR**

**Course Code: U24/PSY/DSE/601**  
**Credits: 4**

**Time: 2 Hrs**  
**Max marks: 60**

**SECTION - A**

**I. Answer the following**

**4 x 10 = 40 M**

1. Describe the process of socialization, including the agents and types of socialization.

OR

2. Explain automatic processing, schemas and heuristics in social cognition with the help of examples.

3. Discuss the importance of non-verbal communication in social interactions, in detail.

OR

4. What are the biases and errors in attribution, and how do they influence social perception?

5. Explore the various factors contributing to attitude formation.

OR

6. Analyze the nature and sources of prejudice, suggesting some techniques to reduce prejudice.

7. Define groups and discuss how group cohesiveness influences group behavior?

OR

8. Explore the factors affecting conformity, drawing from Ash's research.



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**SECTION - B****II. Answer any four of the following.****4 x 5 = 20 M**

9. Differentiate foot-in-the-door technique and the door-in-the-face techniques.
10. Summarize cognitive dissonance and its role in attitude change.
11. Describe the processes of impression formation and impression management.
12. What is the scope of social psychology in the new millennium?
13. Write a brief note on Cooley's theory of socialization.
14. Discuss Kelly's theory of attribution using examples.

**c) Question Paper Blueprint**

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	15	CO-1	2	10	2	5
II	15	CO-2	2	10	1	5
III	15	CO-3	2	10	2	5
IV	15	CO-4	2	10	1	5

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**SEMESTER - VI**

**ENVIRONMENTAL PSYCHOLOGY**

**Course Description**

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/SEC/601

Hours per week: 2

Course Type: SEC

Max. Marks: 50 M

No. of credits: 2

**2. Course Objectives**

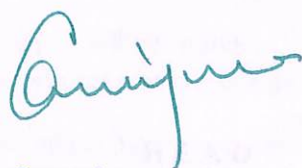
- To recognize environmental problems and related psychological processes to understand human-environment transactions.
- To explain various processes related to environmental degradation, identify significant impact on human life and well-being and encourage in adopting pro-environmental behaviours.

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Understand the role of psychological processes in people's responses to environmental problems. **(UNDERSTAND)**

CO2: Identify the processes related to environmental degradation and their impact on human life while encouraging pro-environment behaviour. **(UNDERSTAND, APPLY)**



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**4. Course Content****MODULE 1: INTRODUCTION TO HUMAN -ENVIRONMENT RELATIONSHIP**

Definition and scope.

Salient features of environmental psychology

Personal space, territoriality, crowding.

Human - environment transaction: personal space, territoriality, crowding, stimulus overload

Indian research on crowding and personal space

**MODULE 2: POLLUTANTS AND PRO-ENVIRONMENT BEHAVIOUR**

Environmental stress, types of stress

Sources of stressors: Cataclysmic, ambient stressors, daily hassles

Noise, air, water and chemical pollution, their consequences

Changing the environmental destructive mindset

Environmental education: environmental prompts and cues, reinforcement strategies Environmental movements and their effectiveness.

**References**

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R.(2002). Health psychology.New Delhi: Pearson
3. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Delmar Learning.
4. J. Pandey (Ed.), Psychology in India revisited: Developments in the discipline (Vol. 3: Applied social and organizational psychology, pp. 261-308). New Delhi, India: Sage.
5. Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.

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## 6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	By understanding psychological barriers and motivators for pro-environmental actions, students can develop strategies to promote behaviors such as recycling, energy conservation, and sustainable transportation choices, which are widely accepted and easy to apply for most people.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD-Knowledge	Module 2	Use storytelling, role-playing, or empathy-building exercises to help students understand the interconnectedness of all life forms and the importance of environmental sustenance.

## 7. Pedagogy

S.No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Group discussion: Students to discuss in groups and identify practical skills related to environmental conservation, which they would practise henceforth.
2.	Participative and Experiential Learning	Research studies : Identify research articles on environment and sustainability in the Indian context and discuss the findings with the class.
3.	Participative Learning	Art Project : Prepare posters / placards to promote pro-environment behaviour.

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**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA 1 Group discussion, Research articles	Written Exam
CO2	CIA 2 Art Project, Skill test	

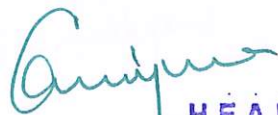
**b) Model Question Paper- End Semester Exam****ENVIRONMENTAL PSYCHOLOGY**


**Course Code: U24/PSY/SEC/601**  
**Credits: 2**

**Time: 1 Hrs**  
**Max marks: 30**

**SECTION - A****I. Answer any five of the following****5 x 6 = 30 M**

1. Define environmental psychology and discuss its salient features.
2. Summarize the human – environment relationship and the transactions.
3. Illustrate the research findings on crowding and personal space with focus on Indian population.
4. Explain the consequences of noise, chemical and air pollution on human health and well-being.
5. Discuss strategies for changing the environmental destructive mindset.
6. Write a note on 2 environmental movements aimed at promoting pro-environment behaviour, and their effectiveness.
7. Briefly discuss the sources of environmental stressors.

  
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**GOVERNANCE AND E-GOVERNANCE**

**1. Course Description**

Programme : BA

Course Code: U20/PUB/DSE/601

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

**2. Course Objectives:**

To develop an insight into governance and e-governance strategies and models adopted in public administration

To provide knowledge on governance and e-governance initiatives

**3. Course Outcomes:**

On completion of the course the student should be able to

CO1: Understand the concept, types and models of Governance. (Understand)

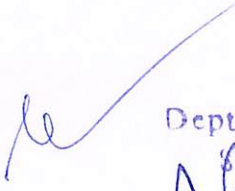
CO2: Understand the concept, types and models of E- Governance. (Understand)

CO3: Understand the changing nature of the state in the context of Governance and E-Governance. (Apply)

CO4: Interpret the acts and programmes on governance through ICT intervention. (Understand)

CO5: Assess the various techniques of governance for empowered citizens. (Evaluate)

  
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**4. Course Content****Module I - Introduction to Governance****15 HOURS**

- a. Governance - Meaning, definition, concepts, elements and barriers.
- b. Types of Governance.
- c. Good Governance Concepts and Applications.

**Module II – Introduction to E-Governance****15 HOURS**

- a. E- Governance - Meaning, definition, concepts, significance and barriers
- b. Models of E-Governance.
- c. Types of E-Governance

**Module III –State & Governance****15 HOURS**

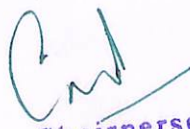
- a. Changing role of state in the context of Governance.
- b. Ethics & Governance.
- c. Government, Governance and E-Governance- Difference between Government & Governance, the difference between Governance. and E-Governance

**Module IV – Acts & Programmes****15 HOURS**

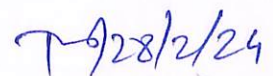
- a. IT Act 2000 & IT Act 2008.
- b. Right To Information Act 2005
- c. National E-Governance Plan 2006

**Module V-Citizens, Governance & E-governance****15 HOURS**

- a. Transparency & Accountability
- b. Citizens Charter
- c. Citizen Governance Model



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**5. Reference Books:**

1. Baghel C.L Yogendra Kumar, *Good Governance - Concept and Approaches*, Kanishka Publishers, New Delhi, 1997.
2. Balachandran V, Chandrashekaram V, *Corporate Governance, Ethics and Social Responsibility*, PHI Learning Private Ltd, Delhi, 2013.
3. Barhwal C.P, *Good Governance in India*, Deep & Deep Publications, 1997.
4. Bidyut Chakrabarty, *Reinventing Public Administration – The Indian Experience*, Orient Longman Pvt Ltd, 2007.
5. Bidyut Chakrabarty, Prakash Chand, *Public Policy- Concept, Theory and Practice*, Sage Publications, 2016.
6. Ferrel Heady, *Public Administration – A Comparative Perspective*, Markel Dekker, 197
7. Goel S.L, *Right to Information & Good Governance*, Deep & Deep Publications, 2007.
8. Hoshiar Singh, *Expanding Horizons of Public Administration*, Aalekh Publishers, Jaipur, 2005.
9. Janak Singh Meena, *Administrative Reforms and Good Governance*, Aavishkar Publications, Jaipur, 2016.
10. Karthikeyan M, 2019, *Governance in India*, Pearson India Education Services Pvt Ltd, 2019.

**6. Syllabus Focus****a) Relevance to Local, regional, National and Global Development Needs**

Local / Regional / National/ Global Development Needs (Mention any ONE at a time)	Relevance (Describe how the course addresses the need) Maximum 15 words
National	The course provides the students with an in-depth understanding of the tenants of governance and e-governance

**b) Components on Skill Development / Entrepreneurship Development/ Employability**

SD/ED/EMP (Mention any ONE of the above at a time)	Syllabus Content (Mention Module part content applicable)	Description of Activity (Activity that will be conducted in class to support the focus of SD/ED/EMP in the syllabus content)
SD	Module 5	Presentation
SD	Module 4	Presentation

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)	
CO1	} CIA-1	End Semester examination	
CO2			} CIA-1
CO3	} CIA-2 Presentation		
CO4			} CIA-2 Quiz, Written Test, Assignment
CO5			

*Ans*

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## b) Model Question Paper – End Semester Exam

## GOVERNANCE AND E-GOVERNANCE

## MODEL QUESTION PAPER

Course Code: U24/PUB/DSC/602  
Credits: 5

Max Marks: 60  
Time: 2 Hrs

SECTION A				
ANSWER ANY ONE QUESTION FROM EACH MODULE				5 Q X 10 M = 50 M
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Explain the concept of Governance, its elements and its relevance in public administration.	CO 1	BL2
2	Module 1	Illustrate Good Governance Initiatives for Citizen Centric Administration.	CO 1	BL2
3	Module 2	Describe the significance and barriers of E-Governance.	CO 2	BL2
4	Module 2	Differentiate between the types of E-Governance with its significance	CO 2	BL2
5	Module 3	How would you explain the changing role of the state in the context of Governance.	CO 3	BL4
6	Module 3	Explain the importance of ethics in Governance.	CO 3	BL4
7	Module 4	Mentions important features of IT Act 2000 and IT Act 2008.	CO 4	BL2
8	Module 4	Describe the role of NEGP 2006 in facilitating E-Governance.	CO 4	BL2
9	Module 5	What is the relationship between transparency and accountability in Good Governance.	CO 5	BL5
10	Module 5	What are the important tools and advantages of the Citizens Charter.	CO 5	BL5

SECTION B				
ANSWER ANY FIVE QUESTIONS				5 Q X 2 M = 10 M
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
11	Module 1	Barriers of Governance.	CO 1	BL 1
12	Module 2	Definition of E-Governance	CO 2	BL 1
13	Module 3	Difference between governance & government.	CO 3	BL 1
14	Module 4	Features of RTI	CO 4	BL 1
15	Module 5	Stages of Participation	CO 5	BL 1
16	Any Module	Advantages of Citizens Charter	Relevant CO	BL 1
17	Any Module	Significance of NeGP	Relevant CO	BL 1

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**SEMESTER - VI****INDIAN POLITICAL THOUGHT****1. Course Description**

Programme: B.A

Course Code: U24/POL/DSE/601

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks: 100

**2. Course Objectives**

- To introduce the students to the Indian political thought from the ancient to the modern times.
- To familiarize them with various political ideas in the Indian context.

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Gain an understanding of the basic prominent political ideas of ancient India.  
(Understand)

CO2: They will understand the political ideas of thinkers from Medieval India. (Understand)

CO3: Relate the Indian national thought to the contemporary trends of nationalism in India.  
(Analyze)

CO4: Critically analyze and also compare the reformist ideas of Gandhi and Ambedkar.  
(Evaluate)

CO5: Critically evaluate the ideas of the Indian Socialist thinkers. (Evaluate)

**4. Course Content****MODULE I: Ancient Indian Thought (15 Hours)**

1. Dharma, Rajdharma and Danda.
2. Kautilya – Saptanga Theory and Mandala Theory.
3. Buddha – Dhamma and Sangha.

**MODULE II: Medieval Indian Thought (15 Hours)**

1. Basava – Anubhava Mantapa
2. Ziauddin Barani – Theory of Kingship (Ideal Sultan); Ideal Polity

**MODULE III: Indian Nationalist Thought (15 Hours)**

1. Rabindranath Tagore – ‘Nationalism’
2. Muhammed Iqbal – Islam and Nationalism
3. V.D.Savarkar – Hindu Nationalism

**MODULE IV: Reformist Thought (15 Hours)**

3. M.K. Gandhi – Ahimsa, Satyagrah and Trusteeship
4. B.R. Ambedkar – ‘Annihilation of Caste’
5. Jyothi Rao Phule – Satyashodhak Samaj

**MODULE V: Indian Socialist Thought (15 Hours)**

3. M.N. Roy – Radical Humanism.
4. Jawaharlal Nehru – Democratic Socialism.
5. R.M. Lohia – Concept of Four Pillars of State (Chaukhamba Model).



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**5. References**

1. Sharma, R.S (1996) - *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass.
2. Mehta, V.R (1996) - *Foundations of Indian Political Thought: An Interpretation from Manu to the Present Day*. Delhi: Manohar
3. Pantham , Thomas and K. Deutsch (eds.) (1986) - *Political Thought in Modern India*, Sage.
4. Nanda, B.R ((1997) - *Gandhi and His Critics*. New Delhi: Oxford University Press.
5. Chakrabarty, Bidyut and R.K. Pandey (2009) - *Modern Indian Political Thought- Text and Context*. New Delhi: Sage.
6. Singh, Mahendra Prasad & Himanshu Roy (2011) – *Indian Political Thought: Themes and Thinkers*. New Delhi: Pearson.
7. Ghose, Sanker (1971) – *Socialism and Communism in India*. Allied Publishers.
8. Majumder, B.B. (1967) - *History of Indian Social and Political Ideas: From Rammohan to Dayananda*. Calcutta.
9. Jayapalan, N (2003) – *Indian Political Thinkers: Modern Indian Political Thought*. New Delhi: Atlantic Publishers.
10. Brown, Mackenzie (1959) – *Indian Political Thought: From Manu to Gandhi*. Berkeley: University of California Press.
11. Ghose, Sanker (1984) – *Modern Indian Political Thought*. Allied Publishers.

**6. Syllabus Focus****a)Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
National	The course provides knowledge about prominent ideas from the Indian political philosophy that reflect on moral fabric the country's political system.
Global	The theories that the course consists of address international concerns of global leadership, security, peace and harmony.

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Module III	Group Discussion
Skill Development	Module IV	Class Assignments
Skill Development	Module V	Class Assignments

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning

**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 Written Exam	Written Exam
CO2	CIA 1 Skill Test	
CO3	CIA 2 Assignment	

**b) Model Question Paper- End Semester Exam**

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DISCIPLINE SPECIFIC ELECTIVE**

**Course Code: U20/POL/DSE/603**

**Max.Marks:60**

**Credits:4**

**Time: 2Hrs**

**SECTION - A****I. Answer the Following:**

**5 x 10 = 50 M**

1. Write an essay on Saptanga Theory.

**OR**

2. Discuss Dharma and Danda as core concepts of ancient Indian political thought.

3. Critically discuss Basava's Anubhava Mantapa.

**OR**

4. Analyze Barani's theory of kingship.

5. Reflect on Tagore's core ideas on nationalism.

**OR**

6. Critically discuss Savarkar's views on Hindu nationalism.



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7. Analyze Ambedkar's critique of caste system in India.

OR

8. Explain Gandhi's concept of Ahimsa and comment on its contemporary relevance.

9. Reflect on the unique features of Nehru's Democratic Socialism.

OR

10. Comment on the relevance of Radical Socialism in India.

### SECTION - B

II. Answer Any Five of the Questions:

5 x 2 = 10 M

11. Dhamma
12. Trusteeship
13. Graded Inequality
14. Satyashodhak Samaj
15. Chaukhamba Model
16. Rajdharma
17. Satyagrah

### c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1.	15	1	2	10	1	2
2.	15	2	2	10	1	2
3.	15	3	2	10	1	2
4.	15	4	2	10	1	2
5.	15	5	2	10	1	2



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**SEMESTER – VI**

**INDIA'S SECURITY ENVIRONMENT**

**1.Course Description**

Programme: B.A.

Course Code: U24/POL/SEC/601

Course Type: SEC

No. of credits: 2

Max. Hours: 30

Hours per week: 2 hrs

Max. Marks:50

**2. Course Objectives**

- To acquaint students with the security threats in India's neighbourhood
- To examine India's nontraditional security threats

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Illustrate the major traditional security threats emerging out of India's neighbouring countries

CO2: Demonstrate a critical understanding of new and emerging threats to India's security

**1.Course Content****MODULE I: INDIA'S GEOPOLITICS (7 Hrs)**

1. India's security relations with Pakistan and Bangladesh
2. India and its Indian Ocean Neighbours - Sri Lanka and Maldives
3. India's security relations with Nepal and Bhutan

**MODULE II: INDIA'S NON-TRADITIONAL SECURITY (7 Hrs)**

1. Maritime Security
2. Energy Security
3. Terrorism

**5. References**

1. Bandopadhyay, J. (1970) – *Making of India's Foreign Policy*. New Delhi: Allied Press
2. Ganguly, Sumit (2014) – *India's Foreign Policy: Retrospect and Prospect*. New York: Routledge.
3. Pant, H.V. (ed) (2009) – *India's Foreign Policy in the UniPolar World*. New Delhi: Routledge.
4. Sikri, Rajiv (2009) – *Challenge and Strategy: Rethinking India's Foreign Policy*. New Delhi: Sage Publications.
5. Chatterjee Aneek (2017). *Neighbours, Major Powers and Indian Foreign Policy*. Orient Black Swan. New Delhi.



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**6.Syllabus Focus****a)Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Regional	Module I deals with India's traditional security threats emerging out of its immediate regional neighbours
Global	Module II deals with India's non-traditional security threats
National	The paper deal with India's national perspective to traditional and nontraditional security threats

**b)Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module II	Case Study
EMP	Module I and II	Research

**7. Pedagogy**

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Quiz
2.	Participative Learning	Group Discussion
3.	Problem Solving	Case Study

### 8. Course Assessment Plan

#### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	Skill Test	Written Exam
CO2	Presentation	

## INDIA'S SECURITY ENVIRONMENT

TIME: 1 Hour  
MAX.MARKS: 30

Course Code:U24/POL/SEC/601

Answer Any Five Marks – 5x6 = 30

1. What are the main points of conflict between India and Pakistan?
2. Critically analyse the importance of Maldives in India's foreign policy.
3. Examine India's security concerns along its border areas.
4. What are the major issues in India's maritime security?
5. Explain how terrorism is a threat to India's security?
6. What are the possible ways in which India should respond to its various traditional and non-traditional security threats?
7. Evaluate India-Bangladesh security relations.

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
1	15	1	3	15
2	15	2	3	15

## 9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Evaluate	15
2	2	Evaluate	15



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**NEGOTIATION AND CONFLICT MANAGEMENT**

**1. Course Description**

**Programme : BA**

**Course Code: U24/PUB/SEC/601**

**Course Type: SEC**

**No. of Credits: 2**

**Max. Hours: 30**

**Hours Per Week: 2**

**Max. Marks: 50**

**2. Course Objectives:**

1. To develop student's understanding of negotiation strategies and techniques to resolve conflicts.
2. To equip students to understand different types of conflict management and negotiation strategies to resolve personal/organizational conflict.

**3. Course Outcomes**

On completion of the course the student should be able to:

CO 1: Demonstrate negotiation skills and strategies to real-world scenarios for individual and organizational growth. (Understand)

CO 2: Develop comprehensive understanding and practical skills in conflict resolution and negotiation strategies. (Apply)



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NEGOTIATION AND CONFLICT MANAGEMENT

1. Course Description

Programme : BA

Course Code: U24/PUB/SEC/601

Course Type: SEC

No. of Credits: 2

Max. Hours: 30

Hours Per Week: 2

Max. Marks: 50

2. Course Objectives:

1. To develop student's understanding of negotiation strategies and techniques to resolve conflicts.
2. To equip students to understand different types of conflict management and negotiation strategies to resolve personal/organizational conflict.

3. Course Outcomes

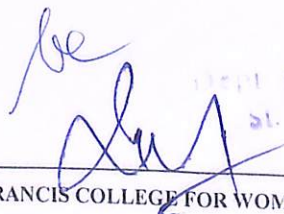
On completion of the course the student should be able to:

CO 1: Demonstrate negotiation skills and strategies to real-world scenarios for individual and organizational growth. (Understand)

CO 2: Develop comprehensive understanding and practical skills in conflict resolution and negotiation strategies. (Apply)



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**4. Course Content****Module I – Negotiation Skills and Strategies in Professional Institutions 15 Hours**


- a. Negotiation: Concept, importance, techniques, barriers and challenges in negotiation.
- b. Fundamentals of Negotiation: Negotiation phases, strategies, skills & types.
- c. Negotiation in Professional Institutions: Negotiation at the workplace, negotiation in legal bodies & negotiation for leaders.

**Module II – Conflict, Conflict Resolution and Negotiation Strategies 15 Hours**

- a. Conflict & Negotiation: Concept, types, techniques of conflict, the difference between conflict and negotiation, strategies to deal with conflict and negotiation.
- b. Techniques of Conflict Management: Inter-Personal conflict and Intra-Personal conflict handling styles and negotiation mechanism in conflict management.
- c. Approaches and strategies of Conflict management: Skills and techniques in conflict management, conflict and conflict transformation.

  
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**5. Reference Books:**


**7. Pedagogy**

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Quiz	Experiential Learning
3.	Group Discussion	Participative Learning
4.	Club Activities	Participative Learning

**8. Course Assessment Plan****a. Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO 1	Case Study	Written Exam
CO 2	Presentations	

  
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## b) Model Question Paper – End Semester Exam

## NEGOTIATION AND CONFLICT MANAGEMENT

Course Code: U24/PUB/SEC/401  
Credits: 2

Max Marks: 30  
Time: 1 Hr

SECTION A			5 Q X 6 M = 30 M	
ANSWER ANY FIVE QUESTIONS				
Question Number	Module	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Explain the meaning and techniques of negotiation.	CO 1	BL2
2	Module 1	Describe different negotiation phases in detail.	CO 1	BL2
3	Module 1	What are the important determinants of individual personality	CO 1	BL2
4	Module 2	Describe important factors of body language.	CO 2	BL3
5	Module 2	Compare personalities having positive and negative attitudes.	CO 2	BL3
6	Module 2	Illustrate internal and external motives in detail.	CO 2	BL 3
7	Any module	Describe factors leading to de-motivation in detail.	CO 1/2	BL2 / 3

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	No. of Questions	Total Marks
1	15	CO-1	3	18
2	15	CO-2	2	12

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 SEMESTER -VI

**PROJECT**

Programme : B.A  
 Course Code: U24/POL/PRJ/601  
 Type of Course: DSE  
 No. of Credits: 4

Max Hours: 60  
 Max.Marks:100  
 Hours per week: 4

**Course Objective**

To learn basic research skills and be able to apply theoretical concepts in Political Science in understanding various socio-political and economic issues.

**Course Outcomes**

- CO1 – The students will learn the fundamentals of various research methodologies.  
 CO2 – They will acquire skills in academic writing.  
 CO3 – They will be able to analyse politics better using the basic research and theoretical tools.

**EVALUATION**

SUBMISSION OF PROJECT WORK AND VIVA

SCHEME OF EVALUATION

INTERNAL EVALUATION – 40 MARKS

- Submission of Research Proposal – 10 Marks
- Mid-Term Evaluation – 20 Marks
- Final Presentation – 10 Marks

EXTERNAL EVALUATION – 60 MARKS

- Dissertation – 40 Marks
- Viva – 20 Marks



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## SEMESTER-VI

## PROJECT

## 1. Course Description

Programme: B.A

Max. Marks: 60

Course Code: U20/PUB/PRJ/601

Hours per week : 4

Course Type: Project

No. of credits: 4

## 2. Course Objective:

The project offers hands-on experience in comprehending different facets of Public administration fostering a culture of research and enquiry among students.


## 3. Course Outcome:

On completion of the course the student should be able to :

CO 1: Acquire comprehensive understanding of goals and limitations of Administrative systems, policies and programs through in-depth study.

CO 2: Gain insight into a broad perspective of public administration.

- The project encompasses diverse facets of public administration.
- Open to all BA students with specialization in public administration.
- Evaluation includes the submission of project and viva.

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
Ms. D. Kupali PA 28/2/24	Ms. D. Kupali PA 28/2/24	



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PA 28/2/24  
Head

Dept. of Public Administration  
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HYDERABAD.

## SEMESTER - VI

## PSYCHOLOGY AT WORK

## 1. Course Description

Programme: B.A.

Course Code: U24/PSY/DSE/602

Course Type: DSE

No. of credits: 4

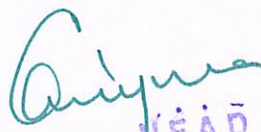
Max. Hours: 60 Hrs

Marks: 100

Hours per week: 4

## 2. Course Objectives

- To develop a deep understanding about the foundational principles and scope of organizational psychology
- Explore the impact of individual & group dynamics like attitudes & motivation on organizational behavior and its effectiveness.
- To be able to apply effective communication strategies to foster a positive organizational culture, manage conflicts as well as boost overall organizational performance and well-being.



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### 3. Course Outcomes

On completion of the course the student will be able to:

CO1: Students will be able to demonstrate a deep understanding of the scope and nature of organizational psychology including historical & contemporary trends & challenges.

**(UNDERSTAND)**

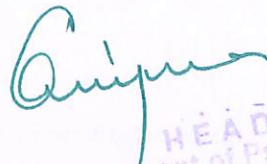
CO2: Students will be able to analyze the impact of individual factors - attitudes, values & perceptions on organizational behavior & performance & propose strategies to enhance employee motivation, satisfaction & job performance. **(ANALYZE)**

CO3: Students will be able to evaluate different types & organizational structure of leadership & apply them to analyze leadership styles & it's effects on organizational effectiveness.

**(EVALUATE)**

CO4: Students will demonstrate proficiency in identifying barriers to effective communication in organizational settings & applying communication strategies to overcome them. They will develop the skills in selecting appropriate communication channels & modes to facilitate clear & effective communication, positive organizational culture & performance.

**(IDENTIFY AND APPLY)**



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**4. Course Content****MODULE 1: INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY (15 Hrs)**

Foundations of Organizational Psychology

History, Scope and Nature of Organizational Psychology

Organizational structure – Types & Hierarchy

Contemporary trends and challenges in organizational settings

**MODULE 2: INDIVIDUAL PROCESSES IN ORGANIZATIONS (15 Hrs)**

Employee attitudes: Major Job Attitudes, Job satisfaction,

Personality and Values at workplace: Person Job fit , Person Organization fit

Role of perceptions at workplace

Work Motivation: Meaning of work motivation, early theories, McClelland, Herzberg's theory,

two factor; Contemporary theories: Self Determination Theory, Expectancy theory, Job

Characteristics Model & Job Redesign

**MODULE 3: LEADERSHIP AND DECISION MAKING (15 Hrs)**

Concept of Leadership

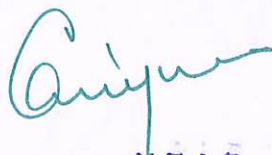
Situational Leadership

Transformational leadership, Transactional leadership

Indian perspective on leadership

Organizational Structure: Types & Hierarchy

Personal/ Self-Management & Occupational Stress – types



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**MODULE 4 : COMMUNICATION IN WORKPLACE****(15 Hrs)**

Communication process

Direction of Communication: Downward, Upward and Lateral Communication,

Interpersonal Communication: Oral Written, Non-Verbal Communication

Purpose and modes of communication in organizations

Choosing the right communication: Body language, Formal, Informal communication

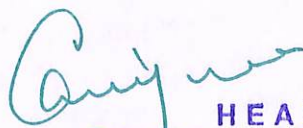
Effective Communication &amp; Barriers to effective communication – Filtering, Selective Perception,

Information Overload, Emotions, Language, Silence, Communication Apprehension

Managing Communication: Choosing the right Communication channel

**5. References:**

1. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
2. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley
3. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. Biztantra publishers
4. Muchinsky, P. (2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.
5. Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press
6. Landy, F.J. & Conte, J.M. (2007). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.
7. Robbins, S. P. & Judge, T.A. (2007). Organizational Behavior. 12th Edition. New Delhi: Prentice Hall of India.



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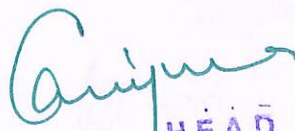
**6. Syllabus Focus**

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## a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	To understand the individual & group behavior in local organizations to create positive work environments, enhanced productivity & foster employee well-being
Regional	Effective organizational practices will contribute to regional economic growth through improved productivity, innovation, and competitiveness among businesses leading to mutually beneficial partnerships and regional development initiatives.
National	It can inform policies and programs aimed at enhancing workforce skills, productivity, and employability to promote organizational effectiveness, employee well-being, and ethical practices, leading to a more sustainable and thriving national economy.
Global	Shared knowledge of organizational psychology insights are crucial for multinational corporations operating across borders to understand and manage diverse workforces, cultural differences, and global market dynamics. I can help facilitate collaboration and cooperation among organizations on a global scale, promoting innovation, knowledge sharing, and sustainable development initiatives worldwide.



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## b) Components on Skill Development/Entrepreneurship Development/Employability


SD/ED/EMP	Syllabus Content	Description of Activity
SD - Identify & Interpret	Module I	Students can be encouraged to look for recent trends and challenges in organizational psychology, write an assignment discussing the implications of these trends for organizational practices and employee well-being.
SD - Analyze	Module II	Students can be provided with case studies depicting real-world motivational challenges in organizations & analyze them using theories of motivation discussed in class to propose solutions and strategies for enhancing motivation and job satisfaction in each scenario.
SD - Model	Module III	Students can participate in a role play using a specific leadership style (transformational, transactional, autocratic) simulating leadership scenario in a workplace setting reflecting on the effectiveness of different leadership styles
EMP - Relate & Apply	Module IV	An interactive workshop can be conducted that focuses on different aspects of communication skills (e.g., active listening, nonverbal communication, conflict resolution) where students can practice and improve their communication skills. Students can be provided with constructive feedback and guidance throughout the workshop to help refine their abilities.


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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1	Research	Students can be encouraged to look for recent trends and challenges in organizational psychology. write an assignment discussing the implications of these trends for organizational practices and employee well-being.
2	Case study	Students can be provided with case studies depicting real-world motivational challenges in organizations & asked to analyze them using theories of motivation discussed in class to propose solutions and strategies for enhancing motivation and job satisfaction in each scenario.
3	Role play	Students can participate in a role play by assigning each student a specific leadership style (e.g., transformational, transactional, autocratic) simulating leadership scenarios in a workplace setting. This will help students reflect on the effectiveness of different leadership styles in various situations.
4	Workshop	An interactive workshop can be conducted that focuses on different aspects of communication skills (e.g., active listening, nonverbal communication, conflict resolution) where students can practice and improve their communication skills. Students can be provided with constructive feedback and guidance throughout the workshop to help refine their abilities.

  
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### 8. Course Assessment Plan

#### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill Test	Written Exam
CO2	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill test & Assignment	
CO3	CIA - 2 = Presentation	

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**b) Model Question Paper- End Semester Exam****PSYCHOLOGY AT WORK****Code: U24/PSY/DSE/602****Max marks: 60****Credits: 4****TIME: 2 Hr****SECTION –A****Answer the following****4 X 10 = 40 M**

1. What is the definition of Industrial/Organizational Psychology? Give the scope and nature of Organizational Psychology.

OR

2. How would you describe the Job Characteristics Model & Job Redesign?
3. What is the definition of power and what are the bases of power? What is the role of power at the workplace?

OR

4. How would you define Human Resource management and Human Resource Development? Give the Importance of HRD.
5. What can you say about contingency theories of leadership?

OR

6. How would you explain transformational and transactional leadership?
7. What is the main purpose and modes of communication in organizations?

OR

8. What is the theme of the current trends in HRD?

**SECTION –B****II. Answer any FOUR****4x6 = 20 M**

9. What are the contributions of Hawthorne studies to I/O Psychology?
10. How can you explain what is meant by Management by Objectives.?
11. What is the Indian perspective on leadership?
12. What are the barriers to effective communication?
13. What are the Traditional and Modern views of conflict?
14. What is Individual and Group decision making?
15. How would you describe group morale?

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**SEMESTER - VI****PSYCHOMETRIC TESTS****1. Course Description**

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSE/601/P

Hours per week: 2

Course Type: DSE

Max. Marks: 50 M

No. of credits: 1

**2. Course Objectives**

To help students understand in detail about concepts of psychological testing and also administer, score, and interpret various psychological tests.

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: Apply the knowledge on principles of psychology to administer, score and interpret various psychological tests. **(APPLY, ANALYSE)**

CO2: Use appropriate psychological tests for measurement of corresponding psychological phenomena. **(APPLY, ANALYSE)**

**4. Course Content**

Any 4 to be administered from the following list

2	1	Non-verbal test of intelligence - (Raven's Standard Progressive Matrices (or) Revised Bhatia Short Battery of Performance Test of Intelligence for Adults)
	2	Comprehensive Interest Schedule
4	3	Deo-Mohan Achievement Motivation Scale
	4	Kundu Inventory of Extroversion and Introversion
	5	Word Association List
	6	Experiments on social conformity
	7	Malin's Intelligent scale for Indian Children - (Demo)

## 5. References

1. Anastasi, A. (1976). Psychological testing..
2. Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Oxford and IBH Publishing.
3. Stevens, S. S. (1951). Handbook of experimental psychology.

## 6.Syllabus Focus

### a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	The assessment tools used in psychometrics are widely used in personnel selection and recruitment processes to assess job applicants' knowledge, skills, abilities, and personality traits; enabling employers to make informed hiring decisions, predict job performance, and reduce turnover.

### b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	All tests	Rapport building, administering the test, scoring, result interpretation and recording the results.
EMP	All tests	The skill to perform all of the above provides opportunity in taking up internships or assist psychologists in administering the tests.




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## 7. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Practical Record Introductions Skill Test	Written Examination Conduction Viva

Prepared by	Checked & Verified by	Approved by
 <b>Ms. Amulya K</b> Faculty- in- charge	 <b>Dr. Nandini Sanyal</b> HoD	 <b>Dr. Uma Joseph</b> Principal



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**SEMESTER - VI**

**RESEARCH PROJECT**

**1. Course Description**

Programme: B.A

Course Code: U24/PSY/PRJ/601

Course Type: PRJ

No. of credits: 4

Max. Hours: 60 hours

Hours per week: 4

Max. Marks: 100 M

**2. Course Objectives**

- To help students inculcate interest in scientific research and support them to design and execute a research project.

**3. Course Outcomes**

On completion of the course the student will be able to:

CO1: To design a research project, identify relevant psychological assessments for measuring the variables. **(ANALYSE, EVALUATE)**

CO2: To identify and apply appropriate statistical techniques to analyse the data and draw inferences about the sample; then formatted in the APA style. **(EVALUATE, CREATE)**

**4. Course Content**

**RESEARCH METHODOLOGY**

- Meaning of Research
- Characteristics of Research
- Variables – types
- Steps in Research
- APA Format

**The research project is done on the below lines**

No. of variables to be selected: Minimum 2

Sample size: Minimum 150

Statistical analysis- descriptive statistics, t test, correlation

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**5. References:**

1. Kumar, S., & Phrommathed, P. (2005). *Research methodology* (pp. 43-50). Springer US.
2. Newman, I., & Benz, C. R. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. SIU Press.
3. Coakes, S. J., & Steed, L. (2009). *SPSS: Analysis without anguish using SPSS version 14.0 for Windows*. John Wiley & Sons, Inc..

**6.Syllabus Focus****a) Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
National	Research projects provide opportunities for students to explore innovative ideas, methodologies, and approaches, fostering a culture of innovation and creativity, essential for driving research and development across different sectors of the economy.

**b)Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Project	Conducting a minor research project allows students to develop essential research skills such as literature review, data collection, data analysis, critical thinking, problem-solving, and academic writing. These skills are valuable for academic and professional development in various fields.
EMP	Project	Employers and organisations focussed on research highly value those with basic research experience, not just for the research bent of mind, also because it demonstrates initiative, dedication, and intellectual curiosity.