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From

Dr.V.V.Joseph
Principal
Civil Service Institute
Arunapuram , Pala
Kottayam, Kerala

To

The Principal
Sacred Heart College
Thevara , Ernakulam

Sub: Proposal to establish Off Campus-reg:-

Dear Rev.Fr. Principal

The Civil Service Institute Pala is sponsored by the Archdiocese of Changanasserry and the Dioceses of Palai and Kanjirappally and managed by the Inter Diocesan Trust for Human Resource Development .The institute was established in Pala in 1998 and has so far been instrumental in producing over 128 civil servants in India. We have a city campus at Lourdes Centre Thiruvananthapuram.

Six years back we realized that most civil services aspirants commence their preparation only after their post graduation. Hence we commenced the Add On course at our campuses to help students to prepare for the Civil Services Examination even while completing their under graduation. One such student Sri.Harikrishnan Pai was selected to the IPS this year in his first attempt. Such students get a very early start. Since we have found the course extremely useful and effective we have initiated talks with some of the most accomplished colleges in the state to establish Off Campus of the institute in their campuses.

The Add On Course helps to lay the foundation for the Civil Service examination .This programme is organized for all college going students of all disciplines. The programme is designed to be conducted on Saturdays, Sundays and select holidays. It will be trimester in nature .All in all there will be **nine trimesters** in **three years**.

The Add On Course can be of great help to students to face the examinations to Staff Selection Commission, Staff Selection Board, Bank Recruitment Boards and so on . The focus of the course will be on transmitting to the student an understanding of Indian History, Indian Politics, Indian Economics, Indian Society ,governance , social issues ,ethical concerns ,Environment ,Science and Technology ,Geography ,mental ability ,logical reasoning and so on

Hence we place before you a proposal for the commencement of an Off Campus Centre at your esteemed institution.

Yours sincerely

Dr.V.V.Joseph



3. As far as current affairs, both national and international, are concerned the monthly notes published by the institute would be of great significance. Besides the teachers who take various topics like political Science, or economics or international Affairs or ecology can periodically discuss events of current significance during the class hours.
4. Hours have not been set aside for passage comprehension as such tests do not require much of tutoring .It would be better to expose the students to such passages by constant tests and valuation . Passage comprehension is an integral part of all competitive examinations. The CSAT has almost 32 questions out of the 80, based on passage comprehension.
5. The resource persons who take classes for the Add On programme may be asked also to focus on giving an overview of the subject .They may be asked to take the students through various topics trying to impart a holistic idea of the topic that has been covered.
6. It would be nice to make each student feel that the institute caters to his interest .There may always be an alternative plan if a teacher is absent .Teachers can be given the institute's teaching plan at the very start of the programme so that they know how much portion they ought to cover within a specific period.
7. Students may be given assignment on chosen topics (particularly on international events) to be submitted as written assignment every Saturday .They may be asked to write a short summary of the assignment from memory for 15 minutes every Saturday morning. Writing skill has tremendous significance in the Civil Service examination .Through this process a student may be able to inculcate the habit of research at an early stage which would help him seek out materials for preparation on his own at a later stage.
8. It would be advisable to establish a communication link between the parents and the institute. It would be wise to initiate a feedback system where in the institute gets to assess the performance of teachers.

TIME TABLE

9.00 - 9.55	WRITING ASSIGNMENT /COMPARTMENTAL TEST SERIES/ COMPREHENSIVE TESTS (Voluntary)
9.55 - 10.05	BREAK
10.05 -10.55	SESSION I
10.55-11.05	BREAK
11.05-12.15	SESSION II
12.15-1.00	LUNCH BREAK
1.00-1.55	SESSION III
2.00-2.55	SESSION IV
3.00-4.00 (voluntary)	GROUP DISCUSSION /ROLE PLAY/MOCK PRESS/QUIZ/DEBATE

The syllabi of the Civil Service Examination is divided into modules for the Nine Trimesters

Trimester II

Module 17(B)— General Studies IV—Economic Development

4.2 inclusive growths

4.2.1 Issues relating to inclusive growth

4.3 Government budgeting

Module 11(B)-- General Studies III --Indian constitution

3.2 Functions and responsibilities of the union and the states

3.2.1 Issues and challenges pertaining to the federal structure

3.2.2 Devolution of powers and finances up to local levels and challenges therein

Module 5 (B)--General Studies II--World History

2.5 History of the world

2.5.2 World wars

Module 16 (B)--General Studies III –International Relations

3.24 Bilateral agreements involving India or affecting India's interests

3.24.1 Regional groupings and agreements involving India or affecting India's interests

3.24.2 Global groupings and agreements involving India or affecting India's interests

Module 23(B)-- General Studies V--Ethics

5.2 Human interface

5.2.1 Human values

5.2.2 Lessons from the lives and teachings of:

5.2.3.1 Great leaders

5.2.3.2 Reformers

5.2.3.3 Administrators

5.3 Human values

5.3.1 Role of family in inculcating human values

5.3.2 Role of society in inculcating human values

5.3.3 Role of educational institutions in inculcating human values

Trimester IV

Module 18(A)-- General Studies IV—Technology-economic development

- 4.6 agricultural produce
 - 4.6.1 Storage
 - 4.6.2 Transport
 - 4.6.3 Marketing
 - 4.6.4 Issues and related constraints
 - 4.6.5 e technology in the aid of farmers
- 4.7 Issues related to direct and indirect farm subsidies
 - 4.7.1 Issues related to minimum support prices

Module 3-- General Studies II India from the 18th Century—Indian History

2.2 Modern Indian history from about the middle of the 18th century until present

- 2.2.1 Significant events
- 2.2.2 Personalities
- 2.2.3 Issues

Module 10(A)--General Studies II --Geography

- 2.15 Salient features of world's physical geography
- 2.16. Distributions of key natural resources across the world.
 - 2.16.1 Factors responsible for the location of primary, secondary and tertiary sector industries in various parts of the world

Module 24(B)—General Studies V-Integrity and Aptitude

- 5.7 Aptitude and foundational values for civil service
 - 5.7.1 Integrity
 - 5.7.2 Impartiality and non partisanship
 - 5.7.3 Objectivity
 - 5.7.4 Dedication to public service
 - 5.7.5 Empathy
 - 5.7.6 Tolerance and compassion towards weaker sections
- 5.8 emotional intelligence concepts
 - 5.8.1 Their utilities and application in administration and governance
- 5.9 contributions of moral thinkers and philosophers from the world
 - 5.9.1 Contributions of moral thinkers and philosophers from India

Module 14(B)--General Studies III –Social Justice

- 3.18 welfare schemes for vulnerable sections of the population
 - 3.18.1 Central government
 - 3.18.2 State government
 - 3.18.3 Performance of the schemes
 - 3.18.4 Mechanisms of the schemes
 - 3.18.5 Laws of the schemes
 - 3.18.6 Institutions for implementing these schemes
 - 3.18.7 Institutions and bodies constituted for the protection and betterment of the vulnerable sections

Trimester VI

Module 18 (C) General Studies IV—Economic Development

- 4.12 food processing and related industries in India
 - 4.12.1 Scope
 - 4.12.2 Significance
 - 4.12.3 Location
 - 4.12.4 Upstream and downstream requirement
 - 4.12.5 Supply chain management

Module 12(B)--General Studies III—Indian Constitution

- 3.8 Judiciary
 - 3.8.1 Structure
 - 3.8.2 Organization
 - 3.8.3 Functioning
- 3.9 Ministries and departments of the government
- 3.10 pressure groups
- 3.11 formal and informal associations
 - 3.11.1 Their role in society

Module 4(A)—General Studies II –Freedom Struggle

- 2.3 The freedom struggle
 - 2.3.1 Various stages
 - 2.3.2 Important contributors
 - 2.3.3 Contributions

Module 5(D).--General Studies II World History

- 2.5.6 Political philosophies and their forms and effects on society
 - 2.5.6.1 Communism
 - 2.5.6.2 Capitalism
 - 2.5.6.3 Socialism

Module 25(B) General Studies V- Ethics

- 5.13 sources of ethical guidance
 - 5.13.1 Laws
 - 5.13.2 Rules
 - 5.13.3 Regulations
 - 5.13.4 Conscience

Module 21 –General Studies IV-Environment

- 4.19 Environment
 - 4.19.1 Conservation
 - 4.19.2 Pollution and degradation
 - 4.19.3 Environmental impact assessment
- 4.20 Disaster
 - 4.20.1 Disaster management
- 4.21 Linkages between development and spread of Extremism

Trimester VIII

Module 19(B)--General Studies IV—Infrastructure & invest models

- 4.15 Infrastructure
 - 4.15.1 Energy
 - 4.15.2 Ports
 - 4.15.3 Roads
 - 4.15.4 Airports
 - 4.15.5 Railways

4.16 Investment models

Module 13(B) General Studies III--- Indian Constitution

3.15 Quasi judicial bodies

- 3.15.1 Statutory quasi judicial bodies
- 3.15.2 Regulatory quasi judicial bodies
- 3.15.3 Various quasi judicial bodies

3.16 Government policies and interventions for development in various sectors

- 3.16.1 Issues arising out of their design and implementation

Module 22(B)General Studies- IV-Internal security

- 4.24 money laundering and its prevention
- 4.25 security challenges and their management in border areas
- 4.26 linkages of organized crime with terrorism
- 4.27 Various security forces and agencies and their mandate

Module 7(B)--General Studies II--Indian Society

2.9 population and associated issues

- 2.9.1 Poverty
- 2.9.2 Developmental issues
- 2.9.3 Urbanization
 - 2.9.3.1 Problems and issues

2.10. Effects of globalization on Indian society

2.11. Social empowerment

Module 26 (A)--General Studies V--Ethics

5.18. Probity in governance

- 5.18.1 Concept of public service
- 5.18.2 Philosophical basis of governance and probity

5.19 information sharing and transparency in government

- 5.19.1 right to information
- 5.19.2 Codes of ethics
- 5.19.3 Codes of conduct
- 5.19.4 Citizen's charter

Module 20(A)--Mains paper IV--Science and Technology

4.17 Science and technology

- 4.17.1 Developments
- 4.17.2 Applications and effects in everyday life
- 4.17.3 Achievements o Indians in science and technology
- 4.17.4 Indigenization of technology
- 4.17.5 Developing new technology

Memorandum of understanding agreed upon between Rev Fr..... CMI,Principal Sacred Heart College Thevara Ernakulam representing Sacred Heart College Thevara Ernakulam of Kerala State and Dr V.V. Joseph, Principal Civil Service Institute, Arunapuram, Pala representing Civil Service Institute, Arunapuram, Pala , of Kottayam District of Kerala State hereinafter called the First Party and the Second Party respectively, on 2014 about providing Civil Services coaching to the students of Sacred Heart College Thevara Ernakulam and students of other institutions in the vicinity.

1. The Second Party, that is, Civil Service Institute, Arunapuram, Pala undertakes to include Sacred Heart College Thevara Ernakulam in its Off Campus Civil Services Examination Coaching Programme with effect from the academic year 2014-2015 and to provide coaching classes to the undergraduate students as Add On Course at Sacred Heart College Thevara campus to prepare them for the Civil Services recruitment examination while enabling them also to compete in examinations conducted by the Staff Selection Commission ,Staff Selection Board and other recruiting agencies. The first party The Principal Sacred Heart College Thevara Ernakulam shall have 40% of the fee collected while the second party The Principal Civil Service Institute, Pala shall have 60% of fee collected and the service tax there on as per the rates prevailing at the time.
2. The first Party,will be responsible for the following :
 - a. To make all arrangements necessary for the conduct of the classes including well furnished class rooms /lecture halls, wash place and toilet facilities for students and one office room and one retiring room for resource persons on Saturdays and Sundays.
 - b. To appoint a local coordinator whose remuneration may be paid by the first party
 - c. To ensure that there are not fewer than eighty students in each batch.