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**ANNAMALAI UNIVERSITY**

**(AFFILIATED COLLEGES)**

**306 - M.A. Public Administration**

Programme Structure and Scheme of Examination (under CBCS)(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part** | **Course Code** | **Study Components & Course Title** | **Credit** | **Hours/Week** | **Maximum Marks** |
| **CIA** | **ESE** | **Total** |
|  |  | **SEMESTER – I** |  |  |  |  |  |
| A | 23PPUBC11 | **Core – I:** Principles of Public Administration | 5 | 7 | 25 | 75 | 100 |
| 23PPUBC12 | **Core – II:** Administrative Thought | 5 | 7 | 25 | 75 | 100 |
| 23PPUBC13 | **Core – III:** Essentials of Constitution of India  | 4 | 6 | 25 | 75 | 100 |
| 23PPUBE14-123PPUBE14-2 | **Elective – I:** Dynamics of Development (or)Tamilnadu Government and Administration | 3 | 5 | 25 | 75 | 100 |
| 23PPUBE15-123PPUBE15-2 | **Elective– II:** Social Entrepreneurship (or)Police Administration | 3 | 5 | 25 | 75 | 100 |
|  |  |  | **20** | **30** |  |  | **500** |
|  |  | **SEMESTER – II** |  |  |  |  |  |
| A | 23PPUBC21 | **Core – IV:** Indian Government and Administration | 5 | 6 | 25 | 75 | 100 |
| 23PPUBC22 | **Core – V:** Public Policy in India | 5 | 6 | 25 | 75 | 100 |
| 23PPUBC23 | **Core – VI:** Public Financial Administration | 4 | 6 | 25 | 75 | 100 |
| 23PPUBE24-123PPUBE24-2 | **Elective – III:** Disaster Management (or)Local Government and Administration in India | 3 | 5 | 25 | 75 | 100 |
| 23PPUBE25-123PPUBE25-2 | **Elective– IV:** Administrative Behaviour (or)Development Administration | 3 | 5 | 25 | 75 | 100 |
| B (i) | 23PPUBS26 | **Skill Enhancement Course (SEC)– I:**Public Opinion and Survey Research | 2 | 2 | 25 | 75 | 100 |
|  |  |  | **22** | **30** |  |  | **600** |
|  |  | **SEMESTER – III** |  |  |  |  |  |
| A | 23PPUBC31 | **Core -VII:** Technology and Public Administration | 5 | 6 | 25 | 75 | 100 |
| 23PPUBC32 | **Core - VIII:** Administrative Law | 5 | 6 | 25 | 75 | 100 |
| 23PPUBC33 | **Core - IX:** Local Governance in India | 5 | 6 | 25 | 75 | 100 |
| 23PPUBC34 | **Core – X :** Social Auditing in India | 4 | 6 | 25 | 75 | 100 |
| 23PPUBE35-1 23PPUBE35-2 | **Elective – V :**Supply Chain Management (or) Professional Communication Skills | 3 | 3 | 25 | 75 | 100 |
| B (i) | 23PPUBS36 | **Skill Enhancement Course (SEC-II):** Performance Management | 2 | 3 | 25 | 75 | 100 |
| B (ii) | 23PPUBI37 | Summer Internship (or) Industrial Activity\* | 2 | - | 25 | 75 | 100 |
|  |  | **Total** | **26** | **30** |  |  | **700** |
|  |  | **SEMESTER – IV** |  |  |  |  |  |
| A | 23PPUBC41 | **Core -XI:** Comparative Public Administration | 5 | 6 | 25 | 75 | 100 |
| 23PPUBP42 | **Core – XII:** Research Methods in Public Administration | 5 | 6 | 25 | 75 | 100 |
| 23PPUBD43 | Project with VIVA VOCE | 7 | 10 | 25 | 75 | 100 |
| 23PPUBE44-123PPUBE44-2 | **Elective – VI**: (Industry or Entrepreneurship) Contemporary World Politics (or) Political Economy in India | 3 | 4 | 25 | 75 | 100 |
| B (i) | 23PPUBS45 | **Skill Enhancement Course (SEC-III) :**Collaborative Governance | 2 | 4 | 25 | 75 | 100 |
| C | 23PPUBX46 | Extension Activity  | 1 | - | 100 |  | 100 |
|  |  | **Total** | **23** | **30** |  |  | **600** |
|  |  | **Grand Total** | **91** |  |  |  | **2400** |

\* Students should complete two weeks of internship before the commencement of III semester.

**Credit Distribution for PG Arts Programme**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part** | **Course Details** | **No. of courses** | **Credit per course** | **Total Credit** |
| **A** | Core (including Industry Module) | 13 | 4 or 5 | **57** |
| Elective Course | 6 | 3 | **18** |
| Project Work with VIVA-VOCE | 1 | 7 | **7** |
| **B(i)** | Skill Enhancement Course  | 3 | 2 | **6** |
| **B(ii)** | Summer Internship/ Industrial Activity | 1 | 2 | **2** |
| **C** | Extension Activity | 1 | 1 | **1** |
|  |  |  |  | **91** |

**Component-wise Credit Distribution**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Courses** | **Sem I** | **Sem II** | **Sem III** | **Sem IV** | **Total** |
| **A** | Core (including Practical and Project) | 14 | 14 | 19 | 17 | **64** |
| Elective  | 6 | 6 | 3 | 3 | **18** |
| **B(i)** | Skill Enhancement Course | - | 2 | 2 | 2 | **6** |
| **B(ii)** | Summer Internship/IndustrialActivity | - | - | 2 | - | **2** |
| **C** | Extension Activity | - | - | - | 1 | **1** |
|  |  |  |  |  |  | **91** |

**Part A and B(i) component will be taken into account for CGPA calculation for the post graduate programme and the other components Part B(ii) and C have to be completed during the duration of the programme as per the norms, to be eligible for obtaining PG degree.**

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| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.**PO2: Decision Making Skill**Foster analytical and critical thinking abilities for data-based decision-making.**PO3: Ethical Value**Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.**PO4: Communication Skill**Ability to develop communication, managerial and interpersonal skills.**PO5: Individual and Team Leadership Skill**Capability to lead themselves and the team to achieve organizational goals.**PO6: Employability Skill**Inculcate contemporary business practices to enhance employability skills in the competitive environment.**PO7: Entrepreneurial Skill**Equip with skills and competencies to become an entrepreneur.**PO8: Contribution to Society** Succeed in career endeavors and contribute significantly to society.**PO 9 Multicultural competence** Possess knowledge of the values and beliefs of multiple cultures and a global perspective.**PO 10: Moral and ethical awareness/reasoning**Ability to embrace moral/ethical values in conducting one’s life.  |
| **Programme Specific Outcomes****(PSOs)** | **PSO1 – Placement**To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.**PSO 2 - Entrepreneur**To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.**PSO3 – Research and Development**Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.**PSO4 – Contribution to Business World**To produce employable, ethical and innovative professionals to sustain in the dynamic business world.**PSO 5 – Contribution to the Society**To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

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| **SEMESTER: I****CORE-I** | **23PPUBC11: PRINCIPLES OF PUBLIC ADMINISTRATION** | **CREDIT: 5****HOURS: 7/W** |

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| **Course Objectives** |
| C1 | To identify the important elements of Public Administration |
| C2 | To demonstrate how the principles enable efficient and effective public services |
| C3 | To analyse the basic concepts and dynamics relating to public organization |
| C4 | To depict the importance of human and financial resources for Public Administration |
| C5 | To evaluate the various control mechanisms in Public Administration |
| **UNIT** | **Content** | **No. of Hours** |
| I | Public Administration: Meaning, Nature, Scope and Significance – Public and Private Administration – Public Administration and its relation with subjects in Social Science–Concept of Organization, Management and Administration | **6** |
| II | Principles of Organization–Origin, Nature and Objectives of Organization– Planning–Division of Work– Hierarchy–Co–ordination–Span of Control–Line and Staff Agencies | **6** |
| III | Bases and Theories of Organization–Purpose, People, Place and Process - Theories – Classical – Behavioural –Ecological | **6** |
| IV | Personnel Administration: Recruitment, Training and Promotion- Financial Administration: Principles of Budget -Preparation –Enactment– Execution–Accounting and Auditing | **6** |
| V | Administrative Control and Accountability– Legislative, Executive and Judicial Control | **6** |
|  | **Total** | **30** |

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| --- | --- | --- |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will learn** |
| 1 | To Recognize administration | the | concepts | related | to | principles | of | PO1 |
| 2 | To analyse the effective application of principles and approaches to diagnose and solve organizational problems and develop optimal managerial decisions. | PO1,PO2 |
| 3 | To be familiar with the dynamics management and administration | of | organization, | PO4,PO6 |
| 4 | To exhibit the new horizons of Public Administration | PO4,PO5,PO6 |
| 5 | To gauge the gap between theory and practice in Public Administration | PO3,PO8 |
|  | **Text Books** |
| 1 | [D. Ravindra Prasad &Y. Pardhasaradhi (eds.,)(2011),Public Administration:Concepts,Theories and Principles(Eng), Hyderabad, Telugu Akademi.](https://www.google.co.in/search?tbo=p&amp%3Btbm=bks&amp%3Bq=inauthor%3A%22Rumki%2BBasu%22) |
| 2 | [Avasthiand Maheswari(2010),Public Administration,(30thEdition),Agra, Lakshmi](https://www.google.co.in/search?tbo=p&amp%3Btbm=bks&amp%3Bq=inauthor%3A%22Rumki%2BBasu%22)[Narayan](https://www.google.co.in/search?tbo=p&amp%3Btbm=bks&amp%3Bq=inauthor%3A%22Rumki%2BBasu%22) Agarwal. |
| 3 | Rumki Basu(2004), Public Administration: Concepts and Theories (5thRevised), New Delhi, Sterling Publishers. |
| 4 | A.K.Tripathi(2008),Principles of Public Administration, New Delhi, Murali Lal & Sons. |
| 5 | Dr.S.R.Myneni(2016),PrinciplesofPublicAdministration,Faridabad,AllahabadLawAgency. |
|  | **Reference Books** |
| 1 | W.F.Willoughby(1929),Principles of Public Administration, Brooking Institutions. |
| 2 | S.R.Nigam(1974),Principles of Public Administration, New Delhi, Kitab Mahal. |
| 3 | Avasthi& Avasthi (2012), Public Administration in India, Agra, Lakshmi Narayan Agarwal. |
| 4 | M. Laxmikanth (2017), Public Administration, Tata McGrawHill, New Delhi. |
| 5 | H.George Frederickson (1980), New Public Administration, Alabama, The University of Alabama Press. |
|  | **Web Resources** |
| 1 | <https://www.britannica.com/topic/public-administration/Principles-of-public-administration> |
| 2 | <https://onlinecourses.swayam2.ac.in/cec22_hs03/preview> |
| 3 | <https://link.springer.com/10.1007/978-3-319-31816-5_3856-1> |
| 4 | https://archive.org›details›in.ernet.dli.2015.276830 |
| 5 | <https://www.tandfonline.com/doi/full/10.1080/23311886.2017.1316916> |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| **SEMESTER: I****CORE-II** | **23PPUBC12: ADMINISTRATIVE THOUGHT** | **CREDIT: 5****HOURS: 7/W** |

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| **Course Objectives** |
| C1 | To provide introduction to the discipline of Public Administration |
| C2 | To acquaint with the idea so prominent administrative thinkers |
| C3 | To classify and interpret the contributions made by these thinkers to the administrative thinking. |
| C4 | To gain deep insight and understanding about thoughts on administration. |
| C5 | Toknowhowtheadministrativetheoriesandconceptsmakessenseinadministrativepractices. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Administrative Theory: Concept, significance and importance of Theory Evolution and Emerging Trends in Administrative theory. **Dichotomy Theorists:** Woodrow Wilson: Politics-Administration Dichotomy, Frank Good now: American Public Administration | **6** |
| II | Indian Theorists: Kautilya–Arthashastra, Thiruvalluvar–Governance and Management**,** Ambedkar – The Constitution of India **Classical Theorists:** Fredrick Winslow Taylor: Scientific Management theory, Henry Fayol: Foundations of Management, Luther Gullick and Lyndall Urwick: Science of Administration | **6** |
| III | Human Relations Theorists: Elton Mayo Human Relations Movement,M.P.Follet:ConstructiveConflictandLeadershipBureaucratic Theorists: Max Weber, Bureaucracy, Karl Marx: State and Bureaucracy | **6** |
| IV | Behavioural Theorists: Chester Barnard: Formal and Informal Organisations and Functions of the Executive, Herbert Simon: Administrative Behaviour and Decision Making, Chris Argyris: Organizational development Management & Leadership. Theorists: Rensis Likert: Organizational structure and Management Practices, P.F.Drucker: Management by Objectives | **6** |
| V | Motivation Theorists: Abraham Maslow: Need Hierarchy Theory, Douglas McGregor: Motivation and Human Behaviour, Fredrick Herzberg: Motivation Studies and Job Enrichment Modern | **6** |
|  | Theorists and Writerson Administration: Y.Dror: Public Policy, F.W.Riggs: Administrative Models, Dwight Waldo: The Administrative State and Future of Administration, Christopher Hood’s NPM. |  |
|  | **Total** | **30** |
|  | **Course Outcome** | **Programme****Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | To review the various administrative theories and concepts | PO1 |
| 2 | TocompareandcontrastthecontributionsbyIndianandClassicalthinkers | PO1,PO2 |
| 3 | To develop an understanding of the contributions of human relations and behavioural thinkers | PO4,PO6 |
| 4 | To comprehend the contributions of theorists over a period of time | PO4,PO5,PO6 |
| 5 | To establish the application of theories to understand real life situations | PO3,PO8 |
|  | **Text Books** |
| 1 | Ravindra Prasad (2011), V.S.Prasad and Sathya Narayana, Administrative Thinkers, New Delhi Sterling Publishers Pvt. Ltd. |
| 2 | Maheshwari.S.R. (2014)*,*Administrative Thinkers*,* New Delhi, Macmillan Publications. |
| 3 | Fadia.B.L.,Kuldeep Fadia (2010),Public Administration-Administrative Theories and Concepts, New Delhi, Sahityabhawan Publications. |
| 4 | Ashok Kumar(2008),Administrative Thinkers, New Delhi, Saurabh Publishing House. |
| 5 | Rakesh Hooja, Ramesh K Arora (2007), Administrative Theories: Approaches, Concepts And Thinkers in Public Administration, New Delhi, Rawat Publications. |
|  | **Reference Books** |
| 1 | Luther Gulick& Lyndall Urwick(eds.) (1937), Papers on Science of Administration, New York, NewYork Institution of Public Administration. |
| 2 | Goel,S.L (2003),Public Administration: Theory and Practice, New Delhi, Deep and Deep. |
| 3 | Hoshiar and Pradeep Sachdeva (2005), Administration Theory*,* Allahabad, Kitab Mahal Publications. |
| 4 | Sapru. R.K. (2013), Administrative theories and Management Thought*,* New Delhi, India Learning Pvt. Ltd. |
| 5 | Amitai Etzioni(1964), Modern Organization, Englewood Cliffs, N.J., Prentice-Hall. |
|  | **Web Resources** |
| 1 | <https://www.tandfonline.com/loi/madt20> |
| 2 | <https://global.oup.com/academic/product/journal-of-public-administration-research-and-theory-14779803> |
| 3 | <https://onlinelibrary.wiley.com/journal/14679299> |
| 4 | <https://link.springer.com/10.1007/978-3-319-31816-5_3856-1> |
| 5 | <https://www.insightsonindia.com/2015/07/28/public-administration-strategy-how-to-prepare-better-to-deal-with-uncertainties/> |

Mapping with Programme Outcomes:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course****Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: I****CORE-III** | **23PPUBC13: ESSENTIALS OF CONSTITUTION OF INDIA** | **CREDIT: 4****HOURS: 6/W** |

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| **Course Objectives** |
| **C1** | Gain insights on the constitutional design of state structures and institutions |
| **C2** | Illustrate the various institutions of the union and states |
| **C3** | Develop the ability to understand the working of the Indian Constitution |
| **C4** | Categorize the role and functions of the administrative machineries at the Union and the State Level |
| **C5** | Examine the significance of the Constitutional and Non-Constitutional Bodies.  |
| **UNIT** | **Content** | **No. of Hours** |
| **I** | **Introduction**: Historical Background – Constituent Assembly of India – Philosophical Foundations of the Indian Constitution – Preamble – Fundamental Rights – Directive Principles of State Policy – Fundamental Duties – Citizenship including provisions of the Indian Citizenship Act, 1955 – Constitutional Remedies for Citizens  | **6** |
| **II** | **Union Government:** President – Vice President – Prime Minister – Cabinet – Parliament – Supreme Court of India – Judicial Review  | **6** |
| **III** | **State Government:** Governor – Chief Minister – Cabinet – State Legislature – Judicial system in States – High Courts and other Subordinate Courts.  | **6** |
| **IV** | **Constitutional Bodies:** Election Commission – Union Public Service Commission- State Public Service Commission – Finance Commission – National Commission for SC/ST – Comptroller and Auditor General – Attorney General of India – Advocate General of India. **Non Constitutional Bodies :**Planning Commission – National Development Council– National Human Rights Commission – State Human Rights Commission -Central Information Commission – State Information Commission – Central Vigilance Commission – Central Bureau of Investigation – Lokpal and LokAyukta | **6** |
| **V** | **Constitutional Functions**: Indian Federal System – Centre State Relations – President’s Rule – Constitutional Amendments – Assessment of the working of the Parliamentary system in India.  | **6** |
|  | **Total** | **30** |
|  | **Course Outcome** | **Programme Outcomes** |
| **CO** | **On completion of this course, students will learn** |  |
| **1** | Enumerate the origin, and evolution of the Indian constitution. | **PO1** |
| **2** | Interpret the manner in which government functions through its various organs. | **PO1, PO2** |
| **3** | Measure and justify division of power between various organs of the government at different levels. | **PO4, PO6** |
| **4** | Develop an understanding on the Constitutional and non-constitutional bodies. | **PO4, PO5, PO6** |
| **5** | Compare and contrast the working of the administrative machineries at the Union and the State level. | **PO3, PO8** |
| **6** | Understand the division of powers in Indian federal set-up and its asymmetrical federal arrangements |  |
|  | **Text Books** |  |
| **1** | Bidyut Chakrabarty and Prakash Chand, *“*Indian Administration: Evolution and Practice”, Sage Publications India Pvt., Ltd., 2016. |
| **2** | Durga Das Basu, Introduction to the Constitution of India*,* Prentice Hall of India, New Delhi, 2014.  |
| **3** | M. Laxmikanth, “Indian Polity*”,* Mc. Graw Hill, 7th edition  |
| **4** | A. Thiruvengadam, The Constitution of India, A Contextual Analysis, Oxford Press, New Delhi, 2017. |
| **5** | M. Khosla, The Indian Constitution, Oxford University Press, New Delhi, 2012. |
|  | **Reference Books** |  |
| **1** | MadhavKhosla, *“India’s Founding Moment – The Constitution of a Most Surprising Democracy”*, Maurice and Lula Bradley Smith Memorial Fund, 2020  |
| **2** | Granville Austin, *“The Indian Constitution, Cornerstone of a Nation”*, Clarendon Press, ed. 2020.  |
| **3** | S.K. Chaube, The Making and Working of the Indian Constitution, New Delhi: National Book Trust, 2010. |
| **4** | S. Kashyap, Our Constitution: An Introduction to India’s Constitution and Constitutional Law, National Book Trust, New Delhi, 2017. |
| **5** | M.P.Singh and Rekha Saxena, Federalising India in the Age of Globalisation, Primus Books, New Delhi, 2013. |
|  | **Web Resources** |  |
| **1** | <https://legislative.gov.in/sites/default/files/COI.pdf> |
| **2** | <https://vikaspedia.in/education/interactive-resources/indian-constitution-resources> |
| **3** | <https://www.constitutionofindia.net/about-us> |
| **4** | <https://constitutionnet.org/vl/item/basic-structure-indian-constitution> |
| **5** | <https://indiacode.nic.in/> |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| CO1 | S | S | M | M | S | M | M | M | M | S |
| CO2 | S | S | M | M | M | M | S | S | M | M |
| CO3 | S | S | M | M | M | S | M | M | S | L |
| CO4 | S | S | M | M | S | M | S | S | M | S |
| CO5 | S | S | M | M | M | S | M | M | S | M |

 S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| CO1 | 3 | 3 | 2 | 2 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 |
| Weightage | 15 | 15 | 10 | 10 | 12 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| --- | --- | --- |
| **SEMESTER: I****ELECTIVE-I** | **23PPUBE14-1: Dynamics of Development** | **CREDIT: 3****HOURS: 5/W** |

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| **Course Objectives** |
| **C1** | To enable the students to appreciate the different perspectives and approaches to the developmental process. |
| **C2** | To map and examine the contours of Development.  |
| **C3** | To deduce the importance and need for the Development Administration in the developing countries and more particularly in India. |
| **C4** | To familiarize the students with different approaches to development and their characteristics.  |
| **C5** | To analyse the significance of Human Development Index and synthesize with the study of Development economics |
| **UNIT** | **Content** | **No. of Hours** |
| **I** | **INTRODUCTION :** Meaning, nature and scope of Dynamics of Development – Significance of Dynamics of Development - Evolution and role of development economics - ‘Development Dynamics: Role of market in Development, Role of community in Development  | **4** |
| **II** | **CONTEXT OF DYNAMICS OF DEVELOPMENT :** Context of Development – Changing nature of Development -‘Development Processes : Theoretical Perspectives - Development Approaches and Development Strategies’  | **4** |
| **III** | **CONCEPT OF DEVELOPMENT:** Changing profile of development– Strong State Versus the market debate –‘Social and Cultural Dynamics of Development’ Emerging concepts of social and cultural development, social development theory, social development index, cultural obstacles to economic development, social aspiration in the determinants of development and social development principles.  | **4** |
| **IV** | **DEVELOPMENT AGENCIES:** Development Agencies’ -National and International agencies in development. Role of Government Agencies- Role of Financial and Non-Financial Institutions- Role of Multilateral and Bilateral International Agencies- Role of the United Nations Agencies  | **4** |
| **V** | **SUSTAINABLE DEVELOPMENT:** UN Sustainable Development Goals – India and SDG - Human Development – Gender Development – Self - help group movement-Entrepreneurship  | **4** |
|  | **Total** | **20** |
|  | **Course Outcome** | **Programme Outcomes** |
| **CO** | **On completion of this course, students will learn** |  |
| **1** | To identify and recognise the basics of development, its approaches and the need for sustainable development | **PO1** |
| **2** | To acquire conceptual and theoretical understanding of development process including the ecological and post-globalization contexts | **PO1, PO2** |
| **3** | To understand the need for Development, Sustainable Development Goals and Development Indicators | **PO4, PO6** |
| **4** | To know about the significance of dynamics of development and learn that development is a dynamic concept. | **PO4, PO5, PO6** |
| **5** | To familiar with the main actors who play important roles in the developmental process  | **PO3, PO8** |
|  | **Text Books** |  |
| **1** | Paleker, S.A. Development Administration, PHI Learning, New Delhi, 2012. |
| **2** | Adam Szirmai, (2005). The Dynamics of Socio-Economic Development: AnIntroduction. Cambridge University Press, 2005  |
| **3** | ManoranjanSarkar, Dynamics of Development Administration, Wisdom Press, New Delhi, 2014. |
| **4** | Jan NederneenPieterse, Development Theory: Deconstruction/Reconstruction, Vistaar Publications, New Delhi, 2002. |
| **5** | R.K. Sapru, Development Administration, Sterling Publishers Limited, New Delhi, 2012. |
|  | **Reference Books** |  |
| **1** | Sen, Amartya, Development as Freedom, Anchor Books, New York, 1999. |
| **2** | Fred Riggs, Frontiers of Development Administration, Duke University Press, Durham, 1970.  |
| **3** | The World Bank, Engendering Development, Washington D.C: The World Bank, 2001. |
| **4** | The World Bank, Sustainable Development in a Dynamic World, World Development Report – 2003 Washington D.C: The World Bank, 2003. |
| **5** | S. K. Sharma (ed.), Dynamics Of Development: An International Perspective, Concept Publications, New Delhi, 1978. |
|  | **Web Resources** |
| **1** | [www.tutor2u.net/economics/content/topics/development/](http://www.tutor2u.net/economics/content/topics/development/) development-approach esstate.htm. |
| **2** |  <http://publicadministrationtheone.blogspot.com/dynamics> of development  |
| **3** | <https://worldbank.org/development> indicators  |
| **4** | [https://egyankosh.ac.in ›](https://egyankosh.ac.in › ) |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

 **S-Strong M-Medium L-Low**

 **CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| CO1 | 3 | 3 | 2 | 2 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 |
| Weightage | 15 | 15 | 10 | 10 | 12 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: I****ELECTIVE-I** | **23PPUBE14-2: TAMIL NADU GOVERNMENT AND ADMINISTRATION** | **CREDIT: 3****HOURS: 5/W** |

|  |
| --- |
| **Course Objectives** |
| **C1** | To enable the students to appreciate the different perspectives and approaches to the developmental process. |
| **C2** | To map and examine the contours of Development.  |
| **C3** | To deduce the importance and need for the Development Administration in the developing countries and more particularly in India. |
| **C4** | To familiarize the students with different approaches to development and their characteristics.  |
| **C5** | To analyse the significance of Human Development Index and synthesize with the study of Development economics |
| **UNIT** | **Content** | **No. of Hours** |
| **I** |  **INTRODUCTION:** Meaning and Nature of the Administration - During the Ancient period and British period – Salient features of Tamilnadu Administration | **4** |
| **II** |  **STATE ADMINISTRATION:** Secretariat – Chief Secretary- Additional chief secretary- Principal Secretary to Government Governor- chief Minister- MLAs - Secretariat service - e-governance in the state. | **4** |
| **III** | **STATE GOVERNMENT DEPARTMENT:**  Finance commission- Planning commission– State election commission-State Human Rights Commission- CMDA – Adi- Dravidar and Tribal Welfare Department – Social Welfare and Women Empowerment – Slum clearance board -Revenue and Disaster Management. | **4** |
| **IV** | **SPECIALIZED DEPARTMENT:** ELCOT- TIDCO-TANSIDCO – HUDCO – THADCO - Cable TV.  | **4** |
| **V** | **RECRUITMENT AGENCIES:** TNPSC- Recruitment: TNUSRB - TN Cooperative Bank – TET- TRB- Higher education department - SET. | **4** |
|  | **Total** | **20** |
|  | **Course Outcome** | **Programme Outcomes** |
| **CO** | **On completion of this course, students will learn** |  |
| **1** | To identify and recognise the basics of development, its approaches and the need for sustainable development | **PO1** |
| **2** | To acquire conceptual and theoretical understanding of development process including the ecological and post-globalization contexts | **PO1, PO2** |
| **3** | To understand the need for Development, Sustainable Development Goals and Development Indicators | **PO4, PO6** |
| **4** | To know about the significance of dynamics of development and learn that development is a dynamic concept. | **PO4, PO5, PO6** |
| **5** | To familiar with the main actors who play important roles in the developmental process  | **PO3, PO8** |
|  | **Text Books** |
| **1** | Dr.K.Venketesan - Tamil Nadu (Government, administration and governance) –Varththamaan2 |
| **2** | Sriram, G., -TamilnaduNirvagam- Chennai- Sakthi Publishing House- 2016. |
| **3** | Pavithran - History and Administration of Government of Tamil Nadu |
|  | **Reference Books** |
| **1** | Sen, Amartya, Development as Freedom, Anchor Books, New York, 1999. |
| **2** | Fred Riggs, Frontiers of Development Administration, Duke University Press, Durham, 1970.  |
| **3** | The World Bank, Engendering Development, Washington D.C: The World Bank, 2001. |
| **4** | The World Bank, Sustainable Development in a Dynamic World, World Development Report – 2003 Washington D.C: The World Bank, 2003. |
| **5** | S. K. Sharma (ed.), Dynamics Of Development: An International Perspective, Concept Publications, New Delhi, 1978. |
|  | **Web Resources** |  |
| **1** | www.tutor2u.net/economics/content/topics/development/development-approachesstate.htm. |
| **2** |  <http://publicadministrationtheone.blogspot.com/dynamics> of development  |
| **4** | <https://worldbank.org/development> indicators  |
| **5** | [https://egyankosh.ac.in ›](https://egyankosh.ac.in › ) |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

 **S-Strong M-Medium L-Low**

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| CO1 | 3 | 3 | 2 | 2 | 3 |
| CO2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 2 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 |
| Weightage | 15 | 15 | 10 | 10 | 12 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: I****ELECTIVE-II** | **23PPUBE15-1: SOCIAL ENTREPRENEURSHIP** | **CREDIT: 3****HOURS: 5/W** |

|  |
| --- |
| **Course Objectives** |
| C1 | To promote entrepreneurial spirit and aspire for social change. |
| C2 | To prepare professionally for meaningful social engagement |
| C3 | To create entrepreneurship mind set among the students |
| C4 | To launch social entrepreneurship projects which have high-potential of significant positive social impact |
| C5 | To improve consulting skills, formulation of strategic and tactical recommendations and client relationship management. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Social Entrepreneurship Definition, Relevance and Importance, difference between Business Entrepreneurship and Social Entrepreneurship, Social Engagement & Forms, Mapping the Social Entrepreneurship Ecosystem, Ideas and Opportunities | **4** |
| II | Types of Social Entrepreneurship: Community Social Entrepreneur, Non-Profit Social Entrepreneur, Transformational Social Entrepreneur, Transformational Social Entrepreneur | **4** |
| III | Social Entrepreneurship Skills: Experiential Learning for the Social Entrepreneur, Sustainable Development & Social Entrepreneurship, Assessing social change opportunities and designing social change Ventures to meet unmet needs. | **4** |
| IV | Being a Social Entrepreneur: Vision Characteristics, Challenges and Issues of a Social Entrepreneur, Structuring your social change ventures and other organization considerations | **4** |
| V | Social Entrepreneurship and Innovation: Market and industryanalysis,Structuringyoursocialchange,venturesandotherorganization,Launch,Growthand Goal Attainment | **4** |
|  | **Total** | **20** |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | To learn how to address social problems and transform society | PO1 |
| 2 | To learn to apply social entrepreneurship skills to address social problems | PO1,PO2 |
| 3 | To apply the theoretical and experiential understanding of concepts, strategies and tools of social entrepreneurship | PO4,PO6 |
| 4 | To create new patterns and possibilities for employment generation through social entrepreneurship. | PO4,PO5,PO6 |
| 5 | To assess the strengths and limitations of social entrepreneurship in addressing social problems | PO1 |
|  | **Text Books** |
| 1 | S.S.Khanka(2009), Entrepreneurship in India: The next big perspective and practice, New Delhi, Akansha Publishing House. |
| 2 | Kaliyamoorthy and Chandrasekhar (Ed) (2007), Entrepreneurial Training: Theory and Practice, New Delhi, Kanishka Publishers. |
| 3 | Roy Rajeev, Entrepreneurship (ed.2)(2011), New Delhi,Oxford University Press. |
| 4 | Gopalakrishnan (2014), The Entrepreneur’s Choice: Cases on Family Business in India, New Delhi, Routledge Taylor & Francis Group. |
| 5 | Robert Hisrich, Michael Peters and Dean Shepherd(2009), Entrepreneurship, New Delhi, Tata McGraw-Hill Publishing Company Limited. |
|  | **Reference Books** |
| 1 | EDII(1986),Faculty and External Experts A Hand Book for New Entrepreneurs, Ahmadabad, Entrepreneurship Development Institute of India. |
| 2 | Philips, Bonefiel and Sharma (2011), Social Entrepreneurship, New Delhi, Global Vision Publishing House. |
| 3 | Banks Ken, Peter Gabriel, Bill Drayton(2016), Social Entrepreneurship and Innovation: International Case Studies and Practice, Kogan Page. |
| 4 | Chahine,T.(2016), Introduction to Social Entrepreneurship., FL : CRC Press, Boca Raton. |
| 5 | Keohane,G.L.(2013),Social entrepreneurship for the 21stcentury :Innovation across the nonprofit, private and public sectors, NewYork, McGraw Hill. |
|  | **Web Resources** |
| 1 | <https://www.ediindia.org/> |
| 2 | <http://www.innovation-portal.info/online-resources-for-innovation-entrepreneurship/> |
| 3 | <https://www.researchgate.net/publication/259923145_Social_Entrepreneurship_in_India_An_Exploratory_Study> |
| 4 | <https://library.jgu.edu.in/content/entrepreneurship> |
| 5 | <https://www.researchgate.net/publication/36388150_Online_business_development_services_for_entrepreneurs_An_exploratory_study> |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: I****ELECTIVE-II** | **23PPUBE15-2: POLICE ADMINISTRATION** | **CREDIT: 3****HOURS: 5/W** |

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| --- |
| **Course Objectives** |
| C1 | To know the significance of Police Administration |
| C2 |  To understand the Approaches to Police Administration |
| C3 | To understand the Approaches to Police Administration |
| C4 | To in depth knowledge Police in Union Territories. |
| C5 |  To analyse the Police Organization in India Central Police system. |
| **UNIT** | **Content** | **No. of Hours** |
| I | **Introduction:**Introduction Nature, Scope and importance of Police Administration-Approaches to Police Administration-Evolution of Police Administration. | **4** |
| II | **Police Organization in India Central Police system**Police Organization in India Central Police system-.Armed -Unarmed and Auxiliary in Police Administration- State Police System-Role of State Home Ministry -Special Police Structure-District Police -Women Police -Police in Union Territories. | **4** |
| III | **Police Personnel Management Police classification**Police Personnel Management Police classification-Recruitment, Promotion and Retirement-Pay and Compensation Welfare-Police Association-Police Reforms. | **4** |
| IV | **Police Behaviour Autonomy and Accountability**Police Behaviour Autonomy and Accountability-Police Ethics- Code of Conduct (Violence and Cultural Corruption)  | **4** |
| V | **Police and Society Police**Police and Society Police and Judiciary-Police and Mass Media-Community Policing-Role of Police in Terrorism & Insurgency- Juvenile Delinquency-Police and Economic crimes. | **4** |
|  | **Total** | **20** |

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Programme****Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | Acquire knowledge on Evolution of Police Administration. | PO1 |
| 2 | Find out the significance of Special Police Structure | PO1,PO2 |
| 3 | To find out Compensation Welfare-Police Association-Police Reforms | PO4,PO6 |
| 4 | Acquire knowledge on Mass Media-Community Policing | PO4,PO5,PO6 |
| 5 | Acquire knowledge on Economic crimes. | PO1 |
|  | **Text Books** |
| 1 | Ghosh.S.K. and Rustomji. K.F., Encyclopedia of Police in India, Ashish Publishing House, New Delhi, 2003 |
| 2 | Raghavan. R.K.,Indian Police: Problems, Planning and Perspectives, Manohar Publications, Chennai, 1989 |
| 3 | Rajinder Prasher. Police Administration: Organisation& Structure, Recruitment & Training, Unionism & Public Relation |
| 4 | Report of the National Police Commission, Ministry of Home Affairs, Govt. of India, 2008. |
| 5 | RobertHisrich, Michael Peters and Dean Shepherd(2009),Entrepreneurship, New Delhi, Tata McGraw-Hill Publishing Company Limited. |
|  | **Reference Books** |
| 1 | Saha B.P., - Indian Police: Legacy and Quest for Formative Role, Konark Publishers, New Delhi,1990 |
| 2 | VenugopalRao.S., - Criminal Justice, Problems and Perspectives in India. Advent Books Division, New Delhi, 1990 |
| 3 | Chahine,T. (2016),Introduction to Social Entrepreneurship., FL: CRC Press, Boca Raton. |
| 4 | Chahine,T.(2016),IntroductiontoSocialEntrepreneurship.,FL:CRCPress,BocaRaton. |
| 5 | Keohane,G.L. (2013),Social entrepreneurship for the 21stcentury:Innovation across the nonprofit, private and public sectors, NewYork, McGrawHill. |
|  | **Web Resources** |
| 1 | <https://www.ediindia.org/> |
| 2 | <http://www.innovation-portal.info/online-resources-for-innovation-entrepreneurship/> |
| 3 | <https://www.researchgate.net/publication/259923145_Social_Entrepreneurship_in_India_An_Exploratory_Study> |
| 4 | <https://library.jgu.edu.in/content/entrepreneurship> |
| 5 | <https://www.researchgate.net/publication/36388150_Online_business_development_services_for_entrepreneurs_An_exploratory_study> |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****CORE: IV** | **23PPUBC21: INDIAN GOVERNMENT AND ADMINISTRATION** | **CREDIT: 5****HOURS: 6/W** |

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| **Course Objectives** |
| C1 | To critically examine the structures of Indian government system |
| C2 | To identify the core features of government of India |
| C3 | To describe the nature of Indian Administrative system |
| C4 | To substantiate how effective government enables good governance |
| C5 | To exhibit the strategies to reform the system |
| **UNIT** | **Content** | **No.of Hours** |
| I | Introduction: Kautilya’s Arthashastra, Mughal administration, Legacy of British rule in politics and administration – Evolution of Indian Administration in the Colonial Period - Post Independence Indian Administration. | **6** |
| II | Union Administration: Cabinet Secretariat, Prime Minister’s Office, Central Secretariat, Ministries and departments, Boards and Commission State Administration: State Secretariat, Chief Secretary and Directorates. District Administration: Changing role of the Collector, Union-State local relations, District administration and democratic decentralization-Urban and Rural Administration in India. | **6** |
| III | Reinventing Government: Reforms- Bureaucratic Re-engineering-Strategies for reform. Examining the Principles of Administration: New Administrative initiatives, Efficiency, Effectiveness-Equity and Fairness- Reversibility Transparency & Accountability, Civil service neutrality, Civil service activism. | **6** |
| IV | Modeling government Actions: Government capacity- Government actions-Rhetoric Nudge-Changing Incentives-Umpiring-Changing Ownership-Unpacking Regulation-Role of a regulator-Regulatory Independence-Government as a market player-Market making | **6** |
|  | Issues in Indian Administration: Administrative reforms in India: Major Committees and Commissions, Generalist Vs Specialists. | **6** |
| V | Major Debates–Centralization Vs Decentralization; Inter-State Water Disputes; Corruption and Accountability; Peoples’ Participation – Regulatory Commissions - Values and Ethics in administration |  |
|  | **Total** | **30** |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | To appreciate the features of administrative system of India. | PO1 |
| 2 | To appreciate the role of the bureaucrats, their functions and responsibilities in the Indian administrative system. | PO1,PO2 |
| 3 | To gainknowledge on the significance of civil service, the constitutional provisions, recruitment, and training methods. | PO4,PO6 |
| 4 | To examine the special role of Police and Defence services in Indian government | PO4,PO5,PO6 |
| 5 | To have conceptual clarity of approaches & dimensions of government and administration in India | PO3,PO8 |
|  | **Text Books** |  |
| 1 | Chakrabarty Bidyut, Prakash Chand (2016), Indian Administration: Evolution and Practice,New Delhi, Sage Publications. |
| 2 | Fadia B.L.,Kuldeep Fadia(2010), Public Administration–Administrative Theories and Concepts, New Delhi, Sahitya Bhawan Publications. |
| 3 | Maheshwari.S.R.(2018), Indian Administration, New Delhi, Orient Black SwanPublications. |
| 4 | Durga Das Basu (2021),Introduction to the Constitution of India, New Delhi, Prentice Hall of India. |
| 5 | Maheswari.S.R.(2003), Administration of India, New Delhi,Macmillan India Ltd. |
|  | **Reference Books** |  |
| 1 | Bhatacharya, Mohit (2017), New Horizon of Public Administration, New Delhi, Jawahar Publishers & Distributors. |
| 2 | Maheshwari. S.R. Public Administration in India: The Higher Civil Service, Oxford India. |
| 3 | Singh, Hoshiar(1999),Indian Administration, Allahabad, Kitab Mahal. |
| 4 | Arora K.Ramesh & Rajani Goyal (1996), Indian Administration: Institutions and Issues, New Delhi, Vishwa Prakashan. |
| 5 | Sharma, Manoj (2005),Indian Constitution, New Delhi, Anmol Publications Limited. |
|  | **Web Resources** |
| 1 | <https://www.india.gov.in/> |
| 2 | <https://www.india.gov.in/topics/governance-administration> |
| 3 | <https://www.darpg.gov.in/arc-reports> |
| 4 | <https://dopt.gov.in/central-secretariat-service-css-0> |
| 5 | <https://www.pmindia.gov.in/en/prime-ministers-office/> |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| --- | --- | --- |
| **SEMESTER: II****CORE: V** | **23PPUBC22: PUBLIC POLICY IN INDIA** | **CREDIT: 5****HOURS: 6/W** |

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| **Course Objectives** |
| C1 | To familiarize students with the basic concepts, theories and models of public policy analysis. |
| C2 | To provides an interface between public policy and administration in India. |
| C3 | To promote understanding of the political, social, legal and economic environment in which public policy is made. |
| C4 | To explore how institutions of public policy shape society and its affairs, how they originated, and how they work. |
| C5 | To exhibit the goals, instruments and formulation of public policy at the national and regional levels describes the multiple nodes–markets, civil society, legislative and judicial actors and agendas that shape decision making. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Public Policy: Concept, Significance and Approaches-Policy Analysis: Concept, Significance and Approaches-Models for Policy Analysis: Systems, Institutional and Rational Policy making. | **6** |
| II | Public Policy Making: Structure and Process - Policy Making in India: Constitutional Arrangement and Role of Executive, Legislature and Judiciary - Other Stakeholders in Policy-making: Political Parties, Interest Groups, Mass-media, Civil Society and International Agencies. | **6** |
| III | Public Policy Implementation and Control: Role of Executive with Special reference to Bureaucracy, Legislature, Judiciary, Non-Governmental Organizations, Pressure Groups- Approaches to Policy Implementation-Major Issues and Problems in Policy Implementation. | **6** |
| IV | Policy Evaluation: Purpose and Significance – Criteria for Evaluation: Cost- Benefit Analysis; Efficiency; Effectiveness; Equity-Forums for Policy Evaluation: Legislative and Departmental Committees-Policy Change and continuity | **6** |
| V | Recent Trends in Policy Making in India–Strength and Weaknesses of Policy making process in India –Technology and Policy making | **6** |
|  | **Total** | **30** |
|  | **Course Outcome** |  **Programme Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | To use proven methods and frameworks to analyze key policies | PO1 |
| 2 | To identify and explain the key determinants of policy making | PO1,PO2 |
| 3 | To evaluate the potential outcomes and effects of public policies | PO4,PO6 |
| 4 | To understand and apply various approaches to policy-making | PO4,PO5,PO6 |
| 5 | To critically analyze the existing policies in India | PO3,PO8 |
|  | **Text Books** |
|  |  |
| 1 | R.K.Sapru, Public Policy, New Delhi, Sterling Publishers. |
| 2 | Rathod,P.B,FrameworkofPublicPolicy:TheDisciplineanditsDimensions,NewDelhi,CommonwealthPublishers. |
| 3 | IshwarDayalandK.Mathur (1978),DynamicsofFormulationofPolicyinGovernmentofIndia,NewDelhi, ConceptPublishing House. |
| 4 | R.K.Sapru(2019),PublicPolicy:Formulation,ImplementationandEvaluation,NewDelhi,SterlingPublishers. |
| 5 | RajeshChakrabartiandKaushikiSanyal(2016),PublicPolicyinIndia,NewDelhi,OxfordUniversityPress. |
|  | **Reference Books** |
| 1 | BidyutChakrabarty,PrakashChand(2016),PublicPolicy: Concept,TheoryandPractice,SAGEPublications |
| 2 | JamesE.Anderson,PublicPolicyMaking,NewYork,Praegr. |
| 3 | Stuart,S.Nagel,PublicPolicy:Goals,MeansandMethods,NewYork, MartinPress. |
| 4 | KuldeepMathur(2015),PublicPolicyandPoliticsinIndia,NewDelhi,OUP. |
| 5 | [KuldeepMathur](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Kuldeep%2BMathur&search-alias=stripbooks)and[JamesWarner](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=James%2BWarner&search-alias=stripbooks)(2009)**,**Policy-MakinginIndia:WhoSpeaks?WhoListens?, NewDelhi,Hindustan Publishing Corporation. |
|  | **Web Resources** |
| 1 | <https://www.amazon.in/Public-Policymaking-India-R-V-Ayyar-ebook/dp/B00AE3T7WA> |
| 2 | <https://www.iipa.org.in/cms/public/page/library> |
| 3 | <https://publicpolicyindia.com/> |
| 4 | <https://niilmuniversity.in/coursepack/humanities/Public_Policy.pdf> |
| 5 | <https://www.academia.edu/3482142/Study_of_Public_Policy_making_in_India_A_theoretical_framework> |

Mapping with Programme Outcome:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course****Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****CORE: VI** | **23PPUBC23: PUBLIC FINANCIAL ADMINISTRATION** | **CREDIT: 4****HOURS: 6/W** |

|  |
| --- |
| **Course Objectives** |
| C1 | To review the current theories and practices in Financial Administration. |
| C2 | To gain knowledge on preparation of budget and allocation of resources on a priority basis. |
| C3 | To identify the contemporary issues in Public Financial Administration. |
| C4 | To gain knowledge on Public Financial Administration of Union, State and local governments. |
| C5 | To examine the taxation policy, management of public expenditure, public debt andBudgetary techniques and practices. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Introduction: Meaning, Nature, Scope and Significance of Pubic Financial Administration- Aspects of budgeting–Principles of Public budgeting- Contemporary approaches to pubic budgeting: Planning–Programming-Budgeting systems (PPBS)-Performance budgeting – Zero Base Budgeting (ZBB)-Cost– Benefit Analysis–Management By Objectives–NPM Model of Budgeting. | **6** |
| II | Budgetary Process in Comparative perspective: Constitutional provisions regarding budgeting in India—Budgetary process in India- Budgetary Process in UK, USA, France, Switzerland-Germany. | **6** |
| III | Accounting and Auditing system in Comparative perspective: Accounting and Auditing system in India–Accounting and auditingSystem in Great Britain-Accounting and Auditing in USA-Accounting and auditing in European countries | **6** |
| IV | Control over public expenditures in India: Comptroller and Auditor General of India: powers, functions and responsibilities-Parliamentary control over public expenditure: Standing committees of Parliament in India Departmentally Related Standing Committees (DRSC)- Public Accounts Committee(PAC)- Estimates Committee (EC)- Committee on Public Undertaking (COPU).Public Debt of India- Monetary Policy: Role of ReserveBank of India(RBI). | **6** |
| V | Fiscal Administration in India: Tax and Non-tax resources of the Union and the states: Direct taxes and Indirect taxes – Board ofDirect taxes– Board of Indirect taxes –Goods and Services Tax-Goods and Services Tax Council(GSTC)-Grants–in-Aid system- | **6** |
|  | Finance Commission-the National Institution for Transforming India(NITI AAYOG) |  |
|  | **Total** | **30** |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | To gain knowledge of Monetary and Fiscal Policies and the concepts of Balance of Payments and basket of currencies | PO1,PO2 |
| 2 | To analyze the budgetary process and the role of the Ministry of Finance. | PO3,PO4 |
| 3 | To critically examine the implementation of different types of budgeting systems practiced globally | PO5,PO6 |
| 4 |  To gain clarity on taxation machinery and the GST process. | PO7,PO68 |
| 5 | To assess the importance of Administrative, Parliamentary and Audit control over Public Expenditure. | PO9,PO10 |
|  | **Text Books** |
| 1 | ThavarajM.J.K.(1992),FinancialAdministrationinIndia,NewDelhi,S.Chand&Co. |
| 2 | Goel.S.L.(2002),PublicFinancialAdministration,NewDelhi,Deep&DeepPublications. |
| 3 | Batsya.K.N.(1993),FinancialAdministrationinIndia,Chandigarh,HaryanaSahityaAcademy. |
| 4 | Mukherjee,S.S.(1992),FinancialAdministrationinIndia,NewDelhi,SurjeetPublications. |
| 5 | Lal G.S.(1998),FinancialAdministrationinIndia,NewDelhi,SterlingPublications. |
|  | **Reference Books** |
| 1 | Handa, K.L.(1988),Financial Administration in India,N ewDelhi, IIPA. |
| 2 | Dutt, Ruddar &SundramK.P.(1997),Indian Economy,NewDelhi,S.Chand. |
| 3 | Gupta,B.N.(2006),IndianFederalFinanceandBudgetaryPolicy,Allahabad,ChaitanyaPublishingHouse. |
| 4 | Musgrave&Musgrave(1989),PublicFinanceinTheoryandPractice,NewYork,McGrawHillBook Company. |
| 5 | Sundharam,K.P.M.,(1974),IndianPublicFinanceandFinancialAdministration,NewDelhi,SultanChand&Sons. |
|  | **Web Resources** |
| 1 | <https://business.mapsofindia.com/india-tax/system.html> |
| 2 | <https://www.brainkart.com/article/Financial-Administration_40516/> |
| 3 | <https://www.politicalsciencenotes.com/essay/public-administration/finance-ministry-in-india-essay-finance-public-administration/13692> |
| 4 | <https://www.politicalsciencenotes.com/essay/public-administration/financial-committees-in-india-essay-public-administration/13697> |
| 5 | <https://www.yourarticlelibrary.com/india-2/financial-administration/financial-administration-in-india/63475> |

Mapping with Programme Outcome:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of****Course Contribution to POs** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****ELECTIVE: III** | **23PPUBE24-1: DISASTER MANAGEMENT** | **CREDIT: 3****HOURS: 5/W** |

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| --- |
| **Course Objectives** |
| C1 | To understand the basic concepts in disaster management and how it impacts the personal lives |
| C2 | To know the dimensions and various types of disaster. |
| C3 | To enhance awareness of Disaster Risk Management institutional processes in India. |
| C4 | To be aware of the different types and categories of Disasters. |
| C5 | To understand the challenges posed by Disasters and the role of Government machinery |
| **UNIT** | **Content** | **No.of Hours** |
| I | Disaster: Meaning, Types and Historical sketch of Disasters–Risk and the Components –Dimensions of Disaster –Phases of Disaster | **4** |
| II | Hazards: Definition - Types of hazards - Characteristic features, occurrence and impact of different types of hazards viz. natural hazards(including geohazards)-Human induced hazards-Environmental hazards-Biohazards –Hazard map of India. | **4** |
| III | Vulnerability: Definition- Types of vulnerability–Physical vulnerability– Socio-economic Vulnerability-Vulnerability related to Gender and Age- Rural & Urban Vulnerability- VulnerabilityAnalysis with special reference to India. | **4** |
| IV | Preparedness and Action Programmes: Planning–Training–Providing Equipments– Public Awareness–Education–Media–First Aid Medical treatment– Evacuation–Treating the Hazard–Taking care of Food, Water, Health and other emergency services | **4** |
| V | Recovery and Management: Crisis Management-Impact of disaster on development–Role of Government Agencies– NGOs–Academic Institutions– Financial institutions- Multilateral Bodies–People’s Participation | **4** |
|  | **Total** | **20** |
|  | **Course Outcome** | **Programme** **Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | To build capacities for investigating the out break of disease epidemics during and after disaster and to prevent environmental health problems. | PO1,PO2 |
| 2 | To enhance the knowledge and abilities in risk reduction strategies to prevent major causalities during disaster. | PO3,PO4 |
| 3 | To analyze the relationship between Development and Disasters. | PO5,PO6 |
| 4 | To prioritize Rescue and Relief operational mechanism. | PO7,PO68 |
| 5 | To create opportunities to build skills to respond to disasters. | PO9,PO10 |
|  | **Text Books** |
| 1 | Rajendra Kumar Pandey(2020), Disaster Management in India, NewDelhi, Sage Publications. |
| 2 | S.L.Goel(2007),Disaster Administration and Management: Text and Case Studies, New Delhi, Deep &Deep Publications. |
| 3 | R.Nishith, A.K.Singh (2012),Disaster Management in India: Perspectives, Issues and Strategies, Lucknow, New Royal Book Company. |
| 4 | Pradeep Sahaniet.al. (ed.) (2002), Disaster Mitigation: Experiences and Reflections, New Delhi, Prentice Hall of India. |
| 5 | Ayaz Ahmad, Disaster Management through the New Millennium, NewDelhi, Anmol Publications. |
|  | **Reference Books** |
| 1 | Disaster Management Guidelines, GOI–UNDP Disaster Risk Reduction Programme 2009-2012. |
| 2 | Bryant Edwards (2005), Natural Hazards, Cambridge, Cambridge University Press, Cambridge. |
| 3 | Carter.W.Nick (1991),Disaster Management; A Disaster Manager’s Handbook, Manila, Asian Development Bank. |
| 4 | Barrow.C.J.(1995), Developing the Environment: Problems and Management, Harlow, Longman. |
| 5 | Bhargava, Gopal (1992), Environmental Challenges and Ecological Disaster: Global Perspective, New Delhi, Mittal Publications. |
|  | **Web Resources** |
| 1 | <https://nidm.gov.in/> |
| 2 | [https://www.researchgate.net/publication/275935187\_Digital\_Information\_Resources\_forDisaster\_Management\_of\_Libraries\_and\_Information\_Centres](https://www.researchgate.net/publication/275935187_Digital_Information_Resources_for_Disaster_Management_of_Libraries_and_Information_Centres) |
| 3 | <http://sdmassam.nic.in/pdf/publication/undp/disaster_management_in_india.pdf> |
| 4 | <https://ndma.gov.in/> |
| 5 | <https://www.unisdr.org/2005/mdgs-drr/national-reports/India-report.pdf> |

Mapping with Programme Outcome:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to****Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****Elective: III** | **23PPUBE24-2: LOCAL GOVERNMENT AND ADMINISTRATION IN INDIA** | **CREDIT: 3****HOURS: 5/W** |

|  |
| --- |
| **Course Objectives** |
| C1 | To study meaning, nature and importance of local self-government-, evolution of local self -government in India |
| C2 | To define democracy at grassroots level: balwantray Mehta, Asoka Mehta committee democratic decentralization panchayat raj amendment bill |
| C3 |  To discuss the panchayat raj system- salient features of 73rd constitutional amendment act |
| C4 | To describe resources mobilization-taxes-tax revenue-non-tax revenue, local and -social audit |
| C5 | To study the role of district collector in development administration and DRDA the service. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Meaning, Nature and Importance of Local Self-Government, Evolution of Local Self -Government in India, Community Development Programme | **4** |
| II | Democracy at Grassroots level: Balwantray Mehta Committee, Asoka Mehta Committee – Democratic, Decentralization Panchayat Raj Amendment Bill | **4** |
| III | Panchayati Raj System- Salient features of 73rd Constitutional Amendment Act, Structure of and Functions of Panchayati Raj Institutions | **4** |
| IV | Salient features of 74th Constitutional Amendment Act, Structure of Urban Local Bodies- Functions and Powers of Urban local bodies | **4** |
| V | Resources Mobilization-Taxes-Tax Revenue-Non-Tax Revenue- Octroi Local Audit-Social Audit | **4** |
|  | **Total** | **20** |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | Understanding the basic concept of local self government and importance of the committees on Balwanroy and Ashok Mehta and effectiveness on 73rd and 74th Amendment Acts. | PO1,PO2 |
| 2 | Examine the effect of structure and functions of rural local government and influence of the personnel, financial, and control supervision of rural local bodies. | PO3,PO4 |
| 3 | Evaluate the service of structure and functions of urban government and utility of control and supervision of urban local bodies. | PO5,PO6 |
| 4 | Assess the assistance and aid of the rural and urban development programs and impact on the employment and poverty alleviatory programmes | PO7,PO68 |
| 5 | Describe the role of district collector in development administration and DRDA the service. | PO9,PO10 |
|  | **Text Books** |
| 1 | Amarendra, ( 1998) Poverty, Rural Development and Public Policy, New Delhi: Deep and Deep. |
| 2 | Chattarjee.S.K., Development Administrtion, Sujeet Publications, Delhi |
| 3 | Maheswari, Sriram., (1997) Local Governments in India, Agra: Lakshmi Narayan Aggarwal. |
| 4 | Maheswari,Sriram.,(2001) Indian Administration, New Delhi: Orient Longman. |
| 5 | AyazAhmad, Disaster Management through the New Millennium, New Delhi,Anmol Publications. |
|  | **Reference Books** |
| 1 | . Mathur, B.L.,(2000) Rural Development and Cooperation, Jaipur: RBSA Publishers. |
| 2 | Pattanayak, Raiman,(2002) Local Government Administration Reform. New Delhi: Anmol Publications(P) Ltd. |
| 3 | Singh, Amit., (2002) Public Administration Roots and Wings, New Delhi: Galgatia Publishing Company. |
| 4 | Barrow.C.J.(1995),DevelopingtheEnvironment:ProblemsandManagement,Harlow,Longman. |
| 5 | Bhargava,Gopal(1992),EnvironmentalChallengesandEcologicalDisaster:GlobalPerspective, NewDelhi,MittalPublications. |
|  | **Web Resources** |
| 1 | <https://nidm.gov.in/> |
| 2 | [https://www.researchgate.net/publication/275935187\_Digital\_Information\_Resources\_forDisaster\_Management\_of\_Libraries\_and\_Information\_Centres](https://www.researchgate.net/publication/275935187_Digital_Information_Resources_for_Disaster_Management_of_Libraries_and_Information_Centres) |
| 3 | <http://sdmassam.nic.in/pdf/publication/undp/disaster_management_in_india.pdf> |
| 4 | <https://ndma.gov.in/> |
| 5 | <https://www.unisdr.org/2005/mdgs-drr/national-reports/India-report.pdf> |

Mapping with Programme Outcome:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to****Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****Elective: IV** | **23PPUBE25-1: ADMINISTRATIVE BEHAVOUR** | **CREDIT: 3****HOURS: 5/W** |

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| **Course Objectives** |
| C1 | To provide theoretical understanding of the rational behavior of personnel in an organization |
| C2 | To examine the decision–making, communication and leadership skills |
| C3 | To review the views of organizational behavioral theorists |
| C4 | To explain the decision making and execution of decision process in administration |
| C5 | To authenticate how the functioning of administration is influenced by the behavior of the personnel |
| **UNIT** | **Content** | **No.of Hours** |
| I | Decision-Making with Special Reference to H. Simon: Meaning -Simon’s Concept of Decision-Making, Bases or Factors, Simon’s Bases of Decision-Making, Process or Stages, Simon’s Stages of Decision Making, Programmed and Non- Programmed Decisions, Models. | **4** |
| II | Communication: Significance–Definition–Types–Media-Theoretical Contributions - Henry Fayol, Chester Bernard, Herbert Simon, Norbert Weiner–Process–Channels-Barriers and Problems- Elements or Principles. | **4** |
| III | Control: Definition, Process, Techniques, Theoretical Contributions: Classical Thinkers -M P Follet -Behaviouralists –Amitai Etzioni. | **4** |
| IV | Leadership Theories: Meaning, Definition, Nature, Sources, Styles, Functions, Qualities, Theories: Trait Theory, Behavioural Theory, Situational Theory. | **4** |
| V | Theories of Motivation: Meaning, Definition, Theories: Traditional Theory, Maslow’s Hierarchy of Needs, Herzberg Two Factor Theory, Maslow VS Herzberg. | **4** |
|  | **Total** | **20** |
|  | **Course Outcome** | **Programme****Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | To obtain knowledge about theoretical contribution of prominent thinkers in the field of management and administration | PO1,PO2 |
| 2 | To develop their innate professional qualities by understanding the key elements of administrative behavior. | PO3,PO4 |
| 3 |  To evaluate the ideas on many administrative behavioral theorists | PO5,PO6 |
| 4 | To discuss the impact of motivational theories of Abraham Maslow and Frederick Herzbergon Organizational Processes today | PO7,PO68 |
| 5 | To review the views on leadership traits in leaders in bureaucratic administration | PO9,PO10 |
|  | **Text Books** |
| 1 | HerbertA.Simon(2013),AdministrativeBehavior:AStudyofDecision-MakingProcessesinAdministrativeOrganisation,FreePress. |
| 2 | D.Prasad,V.S.PrasadandP.Satyanarayana(ed)(1995),AdministrativeThinkers,NewDelhi, Sterling Publishers. |
| 3 | B.GuyPeters(2021),AdministrativeTraditions:UnderstandingtheRootsofContemporaryAdministrativeBehavior,OUP Oxford. |
| 4 | SidneyMailick(2021),ConceptsandIssuesinAdministrativeBehavior,HASSELLSTREETPress. |
| 5 | S.L.Goel(2008),AdministrativeandManagementThinkers(RelevanceinNewMillennium),Deep&DeepPublications. |
|  | **Reference Books** |
| 1 | AnthonyTillett,ThomasKemperandGordonWills(ed)(1970),ManagementThinkers,MiddleSex, Penguin Books. |
| 2 | Wholey,JosephS.(2007),MonitoringPerformanceinthePublicSector:FuturedirectionsfromInternationalExperience, NewJersey,Transaction Publishers. |
| 3 | HerbertG.HicksandRayC.Gutlet,Organizations:TheoryandBehaviour,NewYork,McGraw Hill. |
| 4 | P.HerseayandK.H.Blanchard,ManagementofOrganizationalBehaviour,NewDelhi. |
| 5 | W.M.Newman,C.SummerandE.Warren,ManagementConcepts,Behaviour&Practice,Meerut,Edu. Publishers. |
|  | **Web Resources** |
| 1 | <https://www.jeywin.com/wp-content/uploads/2010/03/Optional-Public-Administration-4-Administrative-Behaviour.pdf> |
| 2 | [https://www.amazon.in/Forest-Ranger-Administrative-Behavior Resources/ dp/](https://www.amazon.in/Forest-Ranger-Administrative-Behavior%20Resources/%20dp/%200801803284)[0801803284](https://www.amazon.in/Forest-Ranger-Administrative-Behavior%20Resources/%20dp/%200801803284) |
| 3 | <https://www.library.illinois.edu/sshel/laboremployment/orgazinationaladmin/> |
| 4 | <https://www.researchgate.net/publication/341371173_Herbert_A_Simon_Administrative_Behavior_A_Study_of_Decision-making> |
| 5 | <https://onlinelibrary.wiley.com/journal/10991379> |

Mapping with Programme Outcome:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage ofCourse Contribution toPos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****Elective: IV** | **23PPUBE25-2: DEVELOPMENT ADMINISTRATION** | **CREDIT: 3****HOURS: 5/W** |

|  |
| --- |
| **Course Objectives** |
| C1 | To explain the meaning, nature and scope of development administration and approaches to development administration |
| C2 |  To define bureaucracy and development administration, planning, training for development and people’s participation |
| C3 | To describe the district administration – its relationship with functional department and panchayat raj – 73rd and 74th amendments |
| C4 | To explain the area development program me of tribal, agriculture, development |
| C5 | To study the development Administration and recent studies in the World arena |
| **UNIT** | **Content** | **No.of Hours** |
| I | Meaning, Nature and Scope of Development Administration, Traditional Public Administration and Development Administration, Approaches to Development Administration | **4** |
| II | Bureaucracy and Development Administration, Development Planning, Training for Development, People’s participation | **4** |
| III | District Administration – its relationship with functional departments – Changing role of the District Collector, New Panchayati Raj – 73rd and 74th Amendments, Rural and Urban Development Programmes | **4** |
| IV | Area Development Programme, Tribal Development Programme, Agricultural Developmental Programme, Educational Developmental Programme, Role of NGO’s in Development Administration. | **4** |
| V | 6 Development Administration in the International Context , Role of UNO and allied agencies – IBRD – ADB – IMF | **4** |
|  | **Total** |  **20** |
|  | **Course Outcome** |  **Programme** **Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | Explain the meaning, nature and scope of development administration. | PO1,PO2 |
| 2 | Describe the concept of bureaucracy and development administration | PO3,PO4 |
| 3 | Discuss the functions of PRIs and development |  PO5,PO6 |
| 4 | Assess the assistance and aid of the rural and urban development programs and impact on the employment and poverty alleviatory programmes |  PO7,PO68 |
| 5 | Describe the role of district in development administration and DRDA the service. |  PO9,PO10 |
|  | **Text Books** |
| 1 | Riggs, F.W – Frontiers of Development Administration |
| 2 | Chattarjee.S.K., Development Administrtion, Sujeet Publications, Delhi |
| 3 | Chaterjee – Development Administration – S.Chand & Co, New Delhi (1990)  |
| 4 | Sapru, R.K. – Development Administration, Sterling Publications, New Delhi; 2002 |
| 5 | .Singh, Swindar – Development Administration. |
|  | **Reference Books** |
| 1 |  Verma, S.P. and Sharma S.K. – Development Administration  |
| 2 | Pattanayak, Raiman,(2002) Development Administration Reform. New Delhi: Anmol Publications(P) Ltd. |
| 3 | Singh, Amit., (2002) Public Administration Roots and Wings, New Delhi: Galgatia Publishing Company. |
| 4 | Barrow.C.J.(1995),DevelopingtheEnvironment:ProblemsandManagement,Harlow,Longman. |
| 5 | M. Laxmikanth, Public Administration, (New Delhi: McGraw Hill Education, 2011)  |
|  | **Web Resources** |
| 1 | <https://nidm.gov.in/> |
| 2 | <https://www.researchgate.net/publication/275935187_Digital_Information_Resources_for_Disaster_Management_of_Libraries_and_Information_Centres> |
| 3 | <http://sdmassam.nic.in/pdf/publication/undp/disaster_management_in_india.pdf> |
| 4 | <https://ndma.gov.in/> |
| 5 | <https://www.unisdr.org/2005/mdgs-drr/national-reports/India-report.pdf> |

Mapping with Programme Outcome:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to****Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: II****Skill Enhancement Course-I** | **23PPUBS26: Public Opinion and Survey Research** | **CREDIT: 2****HOURS: 2/W** |

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| **Course Objectives** |
| C1 | To introduce the students to the methods, theories and common core questions in public opinion research. |
| C2 | To explain the overview of the statistical and survey methods used to collect and analyze public opinion data. |
| C3 | To introduce the concepts and practices of public opinion polls in the context of democracies, with special reference to India |
| C4 | To familiarize the students with the principles and practice of survey research andConceptualizing and measuring public opinion using quantitative methods. |
| C5 | To give special attention to developing basic skills pertaining to data collection and its analysis |
| **UNIT** | **Content** | **No.of Hours** |
| I | Definitionandcharacteristicsofpublicopinion,conceptionsandcharacteristics,Patterns, uses of opinion poll | **2** |
| II | MeasuringPublicOpinionwithSurveys:Representationandsampling-Sampledesign-Samplingerrorandnon‐response-Typesof sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified | **2** |
| III | SurveyResearch-Interviewing:Interviewtechniquespitfalls,differenttypesofandformsofinterview-Questionnaire:Questionwording; fairnessandclarity. | **2** |
| IV | Quantitative Data Analysis-Introduction to quantitative dataAnalysis Basic concepts: correlation research, causation and prediction, descriptive and inferential Statistics | **2** |
| V | Interpretingpolls-Predictioninpollingresearch:possibilitiesandpitfalls-Politicsofinterpreting polling | **2** |
|  | **Total** | **10** |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will learn** |  |
| 1 | To substantiate the importance of public opinion in a democracy | PO1,PO2 |
| 2 | To learn about the methods used for conducting surveys and interpreting survey data | PO3,PO4 |
| 3 | To acquire basic skill sets related to understanding public opinion formation and conducting research through the use of sample date, framing a questionnaire, etc. | PO5,PO6 |
| 4 | To explore the central theories and selected key themes in the fields of public opinion | PO7,PO68 |
| 5 | To introduce students to the practice of survey research | PO9,PO10 |
|  | **Text Books** |
| 1 | S.KumarandP.Rai(2013),MeasuringVotingBehaviourinIndia–Chapter-1,NewDelhi, SagePublications. |
| 2 | R.EriksonandK.Tedin(2011),AmericanPublicOpinion(8thedition),NewYork,PearsonLongmanPublishers. |
| 3 | A.AgrestiandB.Finlay(2009),StatisticalMethodsfortheSocialSciences(4thedition),Uppersaddleriver,NJ:Pearson‐PrenticeHall. |
| 4 | MichaelWTraugott,WolfgangDonsbach(2007),TheSAGEHandbookofPublicOpinionResearch,SAGEPublications. |
| 5 | Kini,N.G.S.,TheCityVoterinIndia,AbinavPublications,NewDelhi,1974. |
|  | **Reference Books** |
| 1 | G.Gallup(1948),AGuidetoPublicOpinionPolls,Princeton,PrincetonUniversityPress. |
| 2 | G.Kalton(1983),IntroductiontoSurveySampling,BeverlyHills,SagePublications. |
| 3 | AdamJ.Berinsky(2015),NewDirectionsinPublicOpinion,Taylor&Francis. |
| 4 | PaulM.Sniderman,WillemE.Saris(2018),StudiesinPublicOpinion:Attitudes,Non-attitudes,MeasurementError, andChange, PrincetonUniversity Press. |
| 5 | LiorGideon(2012),HandbookofSurveyMethodologyfortheSocialSciences,SpringerNewYork. |
|  | **Web Resources** |
| 1 | <https://guides.library.cornell.edu/polling_survey_onlinem> |
| 2 | <https://researchguides.library.tufts.edu/publicopinion/websites> |
| 3 | <https://libguides.princeton.edu/politics/opinion/international> |
| 4 | <https://libraryguides.lehigh.edu/publicopinion> |
| 5 | <https://guides.nyu.edu/polisci/public-opinion-data> |

**Mapping with Programme Outcome:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| --- | --- | --- |
| **SEMESTER: III****PART A****CORE-VII** | **23PPUBC31: TECHNOLOGY AND PUBLIC ADMINISTRATION** | **CREDIT: 5****HOURS: 6/W** |

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| **Course Objectives** |
| C1 | To educate the students about the role of ICT in facilitating administration and citizen services. |
| C2 | To know the significance of technology in enhancing the effectiveness of public administration. |
| C3 | To demonstrate the use of various tools of technology |
| C4 | To bridge the gap between public administration theory, research, and practice |
| C5 | To examine how the ‘EEE’ is made possible through technology |
| **UNIT** | **Content** | **No. of Hours** |
| I | Meaning, Nature, and Significance of Information in Government –Information Technology and governance–Approaches to Information Technology-E-Governance as a Change management tool–Challenges in Information Technology Sector | **6** |
| II | Traditional bureaucracy– Disadvantages–Need for Reforms–Transparency and Accountability–Citizen Friendly Administration–Citizen Charter–MIS Information and communication Technology | **6** |
| III | National and State level Information Technology Policy–NationalInformatics Centre– Delivery of Public Services through e-programs–Licensing –Tax administration –E-Kiosks | **6** |
| IV | Identity cards–Payroll System–GIS and Local Planning–E-Panchayats –Tax reforms-Teleconference–IT Based Projects | **6** |
| V | Law relating to Information Technology-Behavioural change in Public Personnel System–Training–People’s Participation inadministration–Change Oriented Administrative System–Recent Trends and Issues in Information Technology Sector | **6** |
|  | **Total** | **30** |

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will earn** |  |
| 1 | To promote student commitment to use of ICT in government policies | PO1,PO2 |
| 2 | To gauge the nuances of modern technology and its significance in administration | PO3,PO4 |
| 3 | To evaluate how technology can enhance the democratic process of decision making | PO5,PO6 |
| 4 | To develop practical understanding on how application of technology ensures accountability in public service | PO7,PO68 |
| 5 | To analyse the process of networking amongst various levels of government organisations | PO9,PO10 |
|  | **Text Books** |
| 1 | Rajiv Shukla (2000), Information Technology in Next Millennium, New Delhi, D.K. Publishers. |
| 2 | S.L.Sah (1999), Information Technology, New Delhi, Cujan Publishing House. |
| 3 | Subhash Bhatnagar (2004) , E-Government, New Delhi, Sage Publications. |
| 4 | Kiran Bediand others(2001),Government and Net in New Governance Opportunities for India, New Delhi, Sage Publications. |
| 5 | P. Paneervel (2005), E-Governance :A Change Management Tool, Jaipur, RawatPublications. |
|  | **Reference Books** |
| 1 | Agarwala K. N., IT and E-Governance in India, New Delhi, Macmillan India Limited. |
| 2 | Hecks.R.(1999),Re-Inventing Government in the Information Age, New York, Routledge. |
| 3 | Christopher G.Reddick (2011), Public Administration and Information Technology, Canada, Jones and Bartlett Learning. |
| 4 | G. David Garson (1999), Information Technology and Computer Applications in Public Administration: Issues and Trends, Idea Group Pub. |
| 5 | David Greisler, Ronald J. Stupak (2006), Handbook of Technology Management in Public Administration, Taylor &Francis. |
|  | **Web Resources** |
| 1 | <http://ignited.in/I/a/210968> |
| 2 | <https://egyankosh.ac.in/bitstream/123456789/25877/1/Unit-4.pdf> |
| 3 | <http://egyankosh.ac.in/bitstream/123456789/25666/1/Unit-6.pdf> |
| 4 | <https://www.igi-global.com/journal/international-journal-public-administration-digital/70583> |
| 5 | <https://aiu.edu/publications/student/english/Study%20of%20Information%20Technology%20Impacts%20on%20Public%20Administration%20Performance.htm> |

**Mapping with Programme Outcome:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of****Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| --- | --- | --- |
| **SEMESTER: III****PART A****CORE-VIII** | **23PPUBC32: Administrative Law** | **CREDIT: 5****HOURS: 6/W** |

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| **Course Objectives** |
| 1 | To demonstrate the importance of the concepts and principles of administrative law |
| 2 | To gain advanced skills in statutory interpretation and in analysing case laws |
| 3 | To enhance the ability to apply legal reasoning and statutory interpretation |
| 4 | To develop critical understanding of the values of administrative law, and of the avenues to seek review of decisions made by government bodies. |
| 5 | To review the ambiguities in administrative law, current issues in administrative law, andThe contexts in which administrative law may be relevant. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Nature & Definition of Administrative Law-Rule of Law & Administrative Law- Separation of Powers & its relevance-Relationship between Constitutional Law & Administrative Law | **6** |
| II | Meaning & Need of Delegated Legislation,Types of DelegatedLegislation,Constitutionality of Delegated Legislation, Delegatus-Non Potest Delegare, Sub-Delegation & Conditional Legislation | **6** |
| III | Parliamentary Control, Procedural Control, Judicial Control, Judicial control at the stage of Delegation of Administrative Discretion, Judicial control at the stage of Exercise of Administrative- Discretion, Abuse of Discretion | **6** |
| IV | Non Application of Mind, General Limitations, Locus Standi, ExTurpi Causa Non Oritur Actio, Alternate Adequate Remedy, Laches, Res Judicata,Ombudsmen, Lokpal & Lokayukta | **6** |
| V | Needs & Problems of Administrative Adjudication, Administrative Tribunals, Rules of Natural Justice, Rules against Bias, Rules of Fair Hearing (Audi Alteram Partem),Post Decisional Hearing, Exceptions to the Rules of Natural Justice | **6** |
|  | **Total** | **30** |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | On completion of this course, students will earn |  |
| 1 | To recall the meaning of administrative and constitutional law | **PO1,PO2** |
| 2 | To compare and contrast the concepts of delegated legislation and subordinate legislation | **PO3,PO4** |
| 3 | To illustrate the principles of natural justice and analyse theVarious administrative authorities | **PO5,PO6** |
| 4 | To examine the various constitutional and non-constitutional bodies in administrative law | **PO7,PO68** |
| 5 | To construct the importance of PIL, its jurisdiction and remedies available in administrative law of India | **PO9,PO10** |
|  | **Text Books** |
| 1 | D.P. Mittal (2017), Principles of Constitutional & Administrative Law, Kolkata, Book Corporation Board. |
| 2 | Massey.I.P.(2012),AdministrativeLaw(8thEd.),NewDelhi,EasternBookCompany. |
| 3 | Kesari U.P.D.(2004),Administrative Law, Allahabad, Central Law Publications. |
| 4 | Kailash Rai (2000), Administrative Law, Faridabad ,Allahabad Law Agency. |
| 5 | S.P.Sathe(2010),Administrative Law, Nagpur, Lexis Nexis. |
|  | **Reference Books** |
| 1 | A.W. Bradley, K.D. Ewing, Christopher Knight(2018),Constitutional and Administrative Law, Pearson Education. |
| 2 | Mangal Chandra Jain Kagzi, Madhusudan Saharay (2014), The Indian Administrative Law, Universal Law Publishing Company. |
| 3 | Wade & C.F.Forsyth (2009), Administrative Law, Oxford, Oxford University Press. |
| 4 | P.Ishwar Bhatt (2008), Law and Social Transformation, Lucknow, Eastern Book Company. |
| 5 | P.Jain & S. N Jain (2013), Principles of Administrative Law ,Nagpur, Lexis Nexis. |
|  | **Web Resources** |
| 1 | <https://www.legalserviceindia.com/legal/article-3776-development-of-administrative-law-in-india.html> |
| 2 | <https://www.india.gov.in/topics/law-justice> |
| 3 | <http://www.legalservicesindia.com/article/643/Administrative-law.html> |
| 4 | <https://www.lexisnexis.com/documents/pdf/20090218103837_large.pdf> |
| 5 | <https://www.academia.edu/5498367/Administrative_Law_in_India> |

**Mapping with Programme Outcome:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of****Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| **SEMESTER: III****PART A****CORE-IX** | **23PPUBC33: LOCAL GOVERNANCE IN INDIA** | **CREDIT: 5****HOURS: 6/W** |

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| **Course Objectives** |
| 1 | To critically examine the concepts of Democratic Decentralization |
| 2 | To trace the evolution of local administration in India |
| 3 | To know the salient features and provisions of Constitutional Amendment Acts |
| 4 | To comprehend the institutional mechanism and process of Rural and Urban governance |
| 5 | To review the effectiveness of service delivery mechanism in local governance |
| **UNIT** | **Content** | **No. of Hours** |
| I | Meaning, Nature, Scope and Significance of Local Government –Historical Background and Evolution of Local Self Government in India – Ancient – Mughal – British Legacy – Resolutions of Lord Mayo and Lord Ripon. | **6** |
| II | Local Administration in British India–Royal Commission on Decentralization–Government of India Act 1909,1919 and 1935 –Indian Independence Act 1947 – Mahatma Gandhi’s Concept of Local Government– Constitutional Provisions–CDP-NES | **6** |
| III | Balwant Rai Mehta Committee, 1957 – Ashok Mehta Committee, 1978– G.V.K. Rao Committee–L.M.Singhvi Committee–Salient Features of 73rd Constitutional Amendment Act Composition, Powers and Functions of Gram Sabha–Gram Panchayat–Panchayat Union–Zilla Parishad–District Planning Committee | **6** |
| IV | Salient Features of 74th Constitutional Amendment Act -Emergence of various types of Urban Local Bodies – Composition, Powers and Functions of Town Panchayat –Municipalities –Municipal Corporation–Standing Committees-Ward Committees–Role of Executives and Elected Representatives | **6** |
| V | Statutory Bodies–State Election Commission – State Finance Commission – Mobilization of Resources– Citizens Charter – Social Audit-Local Bodies Ombudsman–Control over LocalBodies –E–service delivery mechanism | **6** |
|  | **Total** | **30** |

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will earn** |  |
| 1 | To analyze the concepts and dimensions of local governance in India | PO1,PO2 |
| 2 | To reviewand observe the history and growth of local administration from Ancient to the present | PO3,PO4 |
| 3 | To describe the administrative and political frame work of Rural and Urban local institutions | PO5,PO6 |
| 4 | To evaluate the relationship of local governance and development al process | PO7,PO68 |
| 5 | To appreciate the status of stake holders participation in the decision making process | PO9,PO10 |
|  | **Text Books** |
| 1 | Bidyut chakrabarty, Rajendra Kumar Pandey (2018), Local Government in India, New Delhi, Sage Publications. |
| 2 | Maheswari,S.R.(2013),Local Government in India, Agra, Laksmi Narain Agarwal. |
| 3 | Raghunandanan, T.R.(2012), Decentralization and Local Governments: The Indian Experience , New Delhi, Orient Black Swan. |
| 4 | HoshiarSinghandPankajSingh(2011),IndianAdministration,NewDelhi,PearsonEducation. |
| 5 | G.Palanithurai (2004), Dynamics of New Panchayati Raj System in India, New Delhi,Concept Publishing Company. |
|  | **Reference Books** |
| 1 | G.Palanithurai (2014), Governance Issues in India, New Delhi ,Concept Publishing Company. |
| 2 | P.S.N. Rao(2006),Urban Governance and Management, New Delhi, Kanishka Publishers. |
| 3 | Sachdeva, Pradeep (1993), Urban Local Government and Administration in India, Allahabad, Kitab Mahal. |
| 4 | Sahib Singh (1992), Local Government in India, Jalandhar, New Academic Publications. |
| 5 | Venkataraw Niru Hazaika.V (1995), Local Government, New Delhi ,S. Chand Company Pvt.,Ltd. |
|  | **Web Resources** |
| 1 | <https://www.researchgate.net/publication/342979067_Genesis_of_Local_Government_Institutions_in_India> |
| 2 | <https://www.igi-global.com/chapter/local-government-in-india/157521> |
| 3 | <https://www.tandfonline.com/doi/full/10.1080/07352166.2016.1271614> |
| 4 | <https://www.routledge.com/Decentralization-Local-Governance-and-Social-Wellbeing-in-India-Do-Local/Mullen/p/book/9781138086449> |
| 5 | <https://www.academia.edu/14071868/Local_Governance_in_India> |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of****Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: III****PART A****CORE-X** | **23PPUBC34: SOCIAL AUDITING IN INDIA** | **CREDIT: 4****HOURS: 6/W** |

|  |
| --- |
| **Course Objectives** |
| C1 | To create awareness about social auditing in India |
| C2 | To assess the physical and financial gaps between needs and resources available for local development. |
| C3 | To analyze the social Audit Process and Issues. |
| 4 | To enumerate the challenges and issues in conducting Social Audit. |
| C5 | To know the Innovative Practices in Social Audit |
| **UNIT** | **Content** | **No. of Hours** |
| I | Meaning, Nature and scope and Origin of Social Audit in India –Types of Audit- Financial, Social and Operational Audit–Role and Significance. | **4** |
| II | Social Auditing Process–Stages in the Public Policy Cycle–Impact of Social Audit on Social Policy. | **4** |
| III | Social Audit – Indian Scenario – Schemes of various States under Social Audit Civil Society Participation – Social Audit and RTI –Inadequate Support | **4** |
| IV | Social Audit Law–Public Services Social Audit Act –2017–Social Audit Council– Stakeholders– Challenges of Social Audit. | **4** |
| V | Social Audit Process -Evaluation – Innovative Practices – Citizen Report Cards, Public Expenditure and Tracking Surveys ( PTE'S)-Citizen Charter–Integrity Parts–Social Media Initiatives–Mechanism of Accountability-Transparency and Democratic Governance. | **4** |
|  | **Total** | **20** |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course , students will earn** |  |
|  1 | To appreciate the role and significance of Social Audit in the current scenario. | PO1,PO2 |
| 2 | To describe the effects of social audit in democratic governance. | PO3,PO4 |
| 3 | To analyse various Policy decisions keeping in view stakeholders needs. | PO5,PO6 |
| 4 | To illustrate the extent of efficacy and effectiveness of Social Welfare Programmes for citizens. | PO7,PO68 |
| 5 | To compare and contrast the Mechanism of Accountability andTransparency and to Strengthen democratic Governance. | PO9,PO10 |
|  | **Text Books** |
| 1 | Mia Mahmudur Rahim ,Samuel O. Idowu (2015), Social Audit Regulation: Development, Challenges and Opportunities, Springer International Publishing. |
| 2 | CarolynJ. Cordery, David C. Hay (2020), Public Sector Audit, Taylor & Francis. |
| 3 | A.K.Shrivastava (2003), Environment Auditing, New Delhi, APH Publishing Corporation. |
| 4 | Dr.Nazia Sultana (2021), Principles and Practice of Auditing, New Delhi, Walnut Publications. |
| 5 | S.Siva Raju (2017), Corporate Social Responsibility in India: Some Empirical Evidence, Springer Singapore. |
|  | **Reference Books** |
| 1 | Mathew,G.(Ed.).(2013),Social Audit Status of Panchayati Raj in the States and Union Territories of India, New Delhi, Concept Publishing Company. |
| 2 | Mukkamala Vivekananda, S.Sreedharan, Malavika Belavangala (2012), Social Audit of Public Service Delivery in Karnataka, Public Affairs Centre |
| 3 | John Pearce (1996), Social Auditing for Small Organizations : A Work book for Trainers and Practitioners, New Economics Foundation. |
| 4 | Wally Smieliauskas, Minlei Ye, Ping Zhang (2020), Auditing and Society : Research on Audit Practice and Regulations, Taylor & Francis. |
| 5 | David Hay, Marleen Willekens,W.Robert Knechel (eds) (2014),The Routledge Companion to Auditing, Taylor &Francis. |
|  | **Web Resources** |
| 1 | <https://www.darpg.gov.in/sites/default/files/ccadmin12.pdf> |
| 2 | Government of India. (2015), NITI Aayog. Manual Social Audit: Facilitating Accountability in Social Sector Programmes. Retrieved from file:///D:/BPAE%20141/material%20for%20units/10\_Social%20Audit%20Training%20Manual.pdf |
| 3 | <http://www.socialaudit.co.nz/overview.html> |
| 4 | [http://www.accountability.org.uk](http://www.accountability.org.uk/) |
| 5 | <http://www.cgg.gov.in/core/uploads/2017/07/Social-Audit-Toolkit-Final.pdf> |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of****Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: III****PART A****ELECTIVE: V** | **23PPUBE35-1: SUPPLY CHAIN MANAGEMENT** | **CREDIT: 3****HOURS: 3/W** |

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| --- |
| **Course Objectives** |
| C1 | To provide a congenial learning and training environment to potential aspirants for gaining deep insight and for pursuing careers in Logistics and Supply Chain Management. |
| C2 | TohaveabriefintroductiontowardstheconceptofSCM(SupplyChainManagement) |
| C3 | To gain command on the key factors in new business models base done-commerce and an insight in to how they affect traditional systems of Logistics Management |
| C4 | To analyze and organize Global Network Logistics for trade and transport systems, sourcing And procurement and Supply chain management. |
| C5 | To apply the latest developments in information technology to Logistics and Supply chain management in order to generate greater added value. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Development of SCM concepts and Definitions – key decision areas–strategic. Supply Chain Management and Key components, External Drivers of Change. Dimensions of Logistics – The Macro perspective and the macro dimension–Logistic system analysis. | **4** |
| II | Sourcing strategy: Manufacturing management – make or buy decision – capacity management – Materials Management – choice of sources– procurement planning. | **4** |
| III | Distribution strategy: Choice of Market –network design–ware house designed operation and distribution planning–transportation – packaging | **4** |
| IV | Inventory Strategy: Demand forecasting–inventory planning–planning of stocking facilities–warehouse locational location. Warehouse design and operations– inventory norms. | **4** |
| V | Channels of Distribution– Customer Service Strategy: Identification of Service needs cost of services– revenue Management. | **4** |
|  | **Total** | **20** |

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Programme Outcome** |
|  **CO** | On completion of this course, students will earn |  |
| 1 | To develop a sound understanding of the important role of supply chain management in today’s business environment | PO1,PO2 |
| 2 | To apply knowledge to evaluate and manage an effective supply chain | PO3,PO4 |
| 3 | To understand the foundational role of logistics as it relates to transportation and warehousing | PO5,PO6 |
| 4 | To analyze and improve supply chain processes | PO7,PO68 |
| 5 | To align the management of a supply chain with corporate goals and strategies | PO9,PO10 |
|  | **Text Books** |
| 1 | Chandrasekaran (2023), Supply Chain Management Process, Function and System Supply Chain Management :Process, Function and System, Oxford University Press. |
| 2 | Shah,J.(2009), Supply Chain Management: Text and Cases, New Delhi,Pearson. |
| 3 | Ramakrishnan Ramanathan, Usha Ramanathan (eds) (2013) ,Supply Chain Strategies, Issues and Models, London, Springer. |
| 4 | R.P.Mohanty, S.G. Deshmukh, Supply Chain Management Theories & Practices, New Delhi, Dream Tech Press. |
| 5 | Chopra, Meindl & Kalra (2016), Supply Chain Management: Strategy, Planning & Operation (6thedition), Pearson Education. |
|  | **Reference Books** |
| 1 | Michael H. Hugos (2018),Essentials of Supply Chain Management, Wiley |
| 2 | Balram Avittathur, Debabrata Ghosh (2020), Excellence in Supply Chain Management, Taylor & Francis. |
| 3 | Christopher .M (1992), Logistics and Supply Chain Management, London, Pitman Publishing. |
| 4 | Sunil Sharma (2010), Supply Chain Management: Concepts, Practices,and Implementation, Oxford University Press. |
| 5 | C.John Langley, Robert A. Novack, BrianJ. Gibson, John Joseph Coyle (2021) , SupplyChain Management: A Logistics Perspective, Cengage Learning Asia Pvt.,Ltd. |
|  | **Web Resources** |
| 1 | <https://www.researchgate.net/publication/304194361_Supply_Chain_Management> |
| 2 | <https://www.ibm.com/topics/supply-chain-management> |
| 3 | <https://onlinelibrary.wiley.com/journal/1745493X> |
| 4 | [https://link.springer.com/10.1007%2F1-4020-0611-X\_1022](https://link.springer.com/10.1007/1-4020-0611-X_1022) |
| 5 | <https://www.tandfonline.com/journals/cjol20> |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** |  | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of****Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| --- | --- | --- |
| **SEMESTER: III****PART A****ELECTIVE: V** | **23PPUBE35-2: PROFESSIONAL COMMUNICATION SKILLS** | **CREDIT: 3****HOURS: 3/W** |

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| **Course Objectives** |
| C1 | To learn the concepts of communication in public administration. |
| C2 | To understand the different aspects of communication |
| C3 | The students should be able to apply Verbal and Non-Verbal Communication Techniques in the Professional Environment |
| C4 | To emphasize the essential aspects of effective written communication necessary forProfessional success |
| C5 | To define the use of public relations technology and procedures and business communication |
| **UNIT** | **Content** | **No. of Hours** |
| I | Why Study Communication in Public Administration-Communication Principles and Strategies- The Seven C’s of the Effective Communication 1.Completeness 2.Conciseness3.Consideration 4.Concreteness 5.Clarity 6.Courtesy 7.Correctness | **2** |
| II | Analysis of communication plan in public administration; Public Administration and the digital revolution-Importance of communication in public administration .Issues in public administration . Communication : Its interpretation-1.Basics, 2.Nonverbal Communication, 3.Barriersto Communication-Developing Effective Working Relationships throughCommunication – Active Listening ; Emotional Intelligence. | **2** |
| III | Personal and Interpersonal Communication-Business Communication at Work Place- 1.Letter Components and Layouts-2.Planning a letter- 3.Process of Letter writing -4.Email Communication- 5. Memo and Memo Reports -6.Employment Communication- 7. Notice Agenda and Minutes of Meeting 8.Brochures. | **2** |
| IV | Group and Team Communication –Report Writing-1.Effective Writing- 2. Types of Business Reports- 3. Structure of Reports 4.Gathering Information- 5. Organization of the Material- 6. Writing Abstracts and Summaries -7. Writing Definitions-8. Visual Aids-9. User Instruction Manual | **2** |
| V | Organizational Communication- Inter-organizational Communication-Communication with Different “Publics” Communicating Online and through Social Media - Specific | **2** |
|  | Communication Skills (Presenting Convincingly- Holding effective meetings- Reading and Writing skills (organization, style, tone, and analysis) -Special Challenges for Communication-Cross-Cultural Communication. |  |
|  | **Total** | **10** |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course ,students will earn** |  |
| 1 | To recognize the effects of diversity , access ,and power on communication | PO1,PO2 |
| 2 | To interpret various communication theories | PO3,PO4 |
| 3 | To illustrate the effects of diversity, access, and power on communication | PO5,PO6 |
| 4 | To enhance the ability to define the communication process with respect to Public relations | PO7,PO68 |
| 5 | To evaluate communications kills that are vital in public service management | PO9,PO10 |
|  | **Text Books** |
| 1 | Shailesh Patil (2020), Handbook on Public Speaking, Presentation & Communication Skills: Principles & Practices to create high impact presentations & meaning ful conversations, Notion Press. |
| 2 | Sanjay Kumar, Pushpalata (2011), Communication Skills (1st Edition), New Delhi, Oxford Press. |
| 3 | Vilma Luoma – aho & María José Canel (2020), The Hand book of Public SectorCommunication, Wiley-Blackwell. |
| 4 | Koneru Aruna (1998), Professional Communication, New Delhi, McGraw Hill Publications. |
| 5 | KellyM. Quintanilla, Shawn T. Wahl (2018), Business and Professional Communication: Keys for Work place Excellence, SAGE Publications. |
|  | **Reference Books** |
| 1 | Jay Sullivan (2016), Simply Said: Communicating Better at Work and Beyond, Wiley. |
| 2 | Reginald L. Bell, Jeanette S. Martin (2019), Managerial Communication for Professional Development, Business Expert Press. |
| 3 | Francis Peters S. J (2011), Soft Skills and Professional Communication (1stEdition), New Delhi, McGraw Hill Education. |
| 4 | Michael J. Papa, Tom D. Daniels, Barry K. Spiker (2008), Organizational Communication: Perspectives and Trends, SAGE Publications. |
| 5 | Masami Nishishiba (2018), Culturally Mindful Communication: Essential Skills for Public and Non profit Professionals, Routledge, Taylor & Francis Group. |

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|  | **Web Resources** |
| 1 | <https://www.ijaiem.org/Volume4Issue2/IJAIEM-2015-02-18-30.pdf> |
| 2 | [http://repository.hneu.edu.ua/bitstream/123456789/23747/1/2020-](http://repository.hneu.edu.ua/bitstream/123456789/23747/1/2020-%D0%91%D0%BE%D0%BB%D0%BE%D1%82%D0%BE%D0%B2%D0%B0%20%D0%9E%20%D0%9E%2C%20%D0%9F%D0%BE%D0%BB%D0%B5%D0%B6%D0%B0%D1%94%D0%B2%D0%B0%20%D0%9E%20%D0%92.pdf)[%D0%91%D0%BE%D0%BB%D0%BE%D1%82%D0%BE%D0%B2%D0%B0%20%D0%9E%20%D0%9E%2C%20%D0%9F%D0%BE%D0%BB%D0%B5%D0%B6%D0%B](http://repository.hneu.edu.ua/bitstream/123456789/23747/1/2020-%D0%91%D0%BE%D0%BB%D0%BE%D1%82%D0%BE%D0%B2%D0%B0%20%D0%9E%20%D0%9E%2C%20%D0%9F%D0%BE%D0%BB%D0%B5%D0%B6%D0%B0%D1%94%D0%B2%D0%B0%20%D0%9E%20%D0%92.pdf)[0%D1%94%D0%B2%D0%B0%20%D0%9E%20%D0%92.pdf](http://repository.hneu.edu.ua/bitstream/123456789/23747/1/2020-%D0%91%D0%BE%D0%BB%D0%BE%D1%82%D0%BE%D0%B2%D0%B0%20%D0%9E%20%D0%9E%2C%20%D0%9F%D0%BE%D0%BB%D0%B5%D0%B6%D0%B0%D1%94%D0%B2%D0%B0%20%D0%9E%20%D0%92.pdf) |
| 3 | <https://mrcet.com/downloads/MBA/Professional%20Communication%20Skills.pdf> |
| 4 | <https://dl.uswr.ac.ir/bitstream/Hannan/141245/1/9781138219120.pdf> |
| 5 | <https://www.researchgate.net/publication/303893422_Communication_Skills_Students_Coursebook> |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of****Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: III****PART B (i)****SEC: II** | **23PPUBS36: PERFORMANCE MANAGEMENT** | **CREDIT: 2****HOURS: 3/W** |

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| **Course Objectives** |
| C1 | To provide an over view of all the concepts, principles , functions and specialized areas of performance management. |
| C2 | To provide detailed knowledge regarding the various types of performance management resources |
| C3 | To provide practical industrial exposure to the students to hone their administrativeCompetencies and business acumen |
| C4 | To know the importance of employee performance to achieve the organisational goals |
| C5 | To identify the challenges of performance management appraisal |
| **UNIT** | **Content** | **No. of Hours** |
| I | Performance management–Introduction & Historical Overview-Basics of Performance Management- Performance ManagementIssues : Organizational Learning – Performance Management Process | **2** |
| II | Performance management administration: administration of Performance management process, Developing formats and tools, Performance management cycle, Communication of process and follow ups, Performance development interventions, Role of HR Department, Line Managers Employees and the Top management. | **2** |
| III | Performance Appraisal : Methods and System Designs-Graphic Rating Scale; Alternate Ranking Method; Paired Comparison ;Force Distribution Method Critical Incident Method ; Behaviorally Anchored Rating Scale (BARS); Management by Objective; 360 Degree Appraisal and Customer feedback system. Balanced ScoreCard  | **2** |
| IV | Process , Leadership ,and Organizational Issues-Major Error in Performance appraisal : Ambiguous standards, subjectivity andbiasness.Haloeffects,recencyerror,leniencyerror,centraltendency,and Attribution error | **2** |
| V | Recent trends and development in Performance Management practice. Legal and ethical issues in performance appraisal. | **2** |
|  | **Total** | **10** |

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will earn** |  |
| CO1 | To examine various stages of Performance Management System. | PO1,PO2 |
| CO2 | To evaluate how various elements help in shaping effective Performance Management System. | PO3,PO4 |
| CO3 | To illustrate how to trans form the raw potential of human resources in to performance. | PO5,PO6 |
| CO4 | To categorize the types of performance management systems | PO7,PO68 |
| CO5 | To synthesize the empowerment to develop belongingness towards the organisation. | PO9,PO10 |
|  | **Text Books** |
| 1 | A.M. Sharma(2010),Performance Management System, New Delhi, HPH. |
| 2 | Dipak Kumar Bhattacharyya (2011),Performance Management Systems and Strategies, Pearson Education India. |
| 3 | Prem Chadha (2011), Performance Management, New Delhi , Macmillan. |
| 4 | Clive Fletcher, Richard Williams (2016), Appraisal: Improving Performance and Developing the Individual, Taylor &Francis |
| 5 | S.K.Bhatia( 2007), Performance Management, New Delhi, Deep and Deep Publications. |
|  | **Reference Books** |
| 1 | T.V.Rao (2008), Performance Management & Appraisal System, New Delhi, Sage Publications. |
| 2 | A.S.Kohli & T. Deb (2009), Performance Management,New Delhi, Oxford Press. |
| 3 | Aharon E.Tziner, Edna Rabenu (2018), Improving Performance Appraisal at Work: Evolution and Change, United Kingdom, Edward Elgar Publishing. |
| 4 | Herman Aguinis (2009), Performance Management ,London, Pearson Education. |
| 5 | Chadha Prem (2008), Performance Management, New York, MacMillan. |
|  | **Web Resources** |
| 1 | <https://www.researchgate.net/publication/337496192_Performance_Management_as_a_System_in_B_G_Shirke_Construction_Technology_Company_Ltd_Pune> |
| 2 | <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/documents/performance-management.pdf> |
| 3 | <http://sjput.in/pdf/hrmiii_pm.pdf> |
| 4 | <https://darpg.gov.in/sites/default/files/Performance_Management.pdf> |
| 5 | <https://journals.sagepub.com/doi/full/10.1177/1534484318798533> |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO- PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of****Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: III****PART B (ii)****SEC: II** | **23PPUBI37: Summer Internship (or)** **Industrial Activity** | **CREDIT: 2****HOURS: -** |

**-Refer to the Regulations-**

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| **sSEMESTER: IV****PART: A****CORE: XI** | **23PPUBC41: COMPARATIVE PUBLIC ADMINISTRATION** | **CREDIT: 5****HOURS: 6/W** |

|  |
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| **Course Objectives** |
| C1 | To analyze the administrative machinery from a comparative perspective. |
| C2 | To familiarize students with the structure and process of the administrative systems aroundThe world. |
| C3 | To examine and compare the political system and its characteristics |
| C4 | To explore the role of public management system in a democratic framework. |
| C5 | To assess and evaluate the globalization effects on machinery of government in variouscountries. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Introduction: Meaning, Nature and Scope of Comparative Public Administration - Evolution of the Study of Comparative Public Administration – Approaches to the Study of Comparative Public Administration–Traditional-Structural-Behavioral–Functional–System, Institutional, Ecological and Modern Approach | **6** |
| II | Comparison of law and policy making process: Comparative Studyof Legislature and Policy Making Process in UK, USA and France | **6** |
| III | Function of executive branches: Comparative Study of ExecutiveBranches in UK, USA and France | **6** |
| IV | Methods of judicial system: Comparative Study of Judicial System in UK, USA and France | **6** |
| V | Types of civil service and local governments :Comparative Study of Civil Services in UK ,USA and France Comparative Study of Local Government Institutions in UK, USA and France | **6** |
|  | **Total** | **30** |

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course , students will earn** |  |
| 1 | To cognize the significance of Comparative Public Administration | PO1,PO2 |
| 2 | To differentiate the various conceptual approaches in comparative public administration. | PO3,PO4 |
| 3 | To recognize the Political and Administrative Systems in the developedcountries. | PO5,PO6 |
| 4 | To compare and appraise the administrative Systems which prevail in the various parts of the world namely U.S.A., U.K., France. | PO7,PO68 |
| 5 | To know about the nature and scope of comparative studies. | PO9,PO10 |
|  | **Text Books** |
| 1 | Arora, Ramesh K. (2000), Comparative Public Administration, New Delhi, Associated Publishing House. |
| 2 | Chandler, J.A. (2014),Comparative Public Administration, New York, Routlegde. |
| 3 | Sewa Singh Dahiya, RavindraSingh (2012), Comparative Public Administration, New Delhi, Sterling Publishers. |
| 4 | R.K. Arora and Sangeeta Sharma (1992), Comparative and Development Administration : Ideas and Actions (ed.),Jaipur, Arih and Centre for Administrative Change. |
| 5 | T.N. Chaturvedi (2003) ,Comparative Public Administration , Jaipur, College Book Depot. |
|  | **Reference Books** |
| 1 | Farazm and, Ali (2019), Handbook of Comparative and DevelopmentPublic Administration, United Kingdom, CRC Press. |
| 2 | Ferrel Heady (ed.) (1978), Comparative Public Administration, Michigan, Michigan University. |
| 3 | Sabine Kuhlmann, Hellmut Wollmann (2019), Introduction to Comparative Public Administration: Administrative Systems and Reforms in Europe,(2ndEdition), EdwardElgar. |
| 4 | EricE.Otenyo,Lawrence R.Jones, Nancy S. Lind (2006), Comparative Public Administration : The Essential Readings, Emerald Group Publishing Limited. |
| 5 | Fred W.Riggs (1964), Administration in Developing Countries: The theory of Prismatic Society, Boston, Houghton Mifflii. |

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|  | **Web Resources** |
| 1 | <https://www.ignouassignmentguru.com/bpac-107-english-study-material-download/> |
| 2 | <https://onlinelibrary.wiley.com/doi/10.1111/puar.13373> |
| 3 | <http://eflorakkl.in/staff/uploads/sem2%20cpa%20uniti2.pdf> |
| 4 | <https://unacademy.com/content/upsc/study-material/public-administration/comparative-public-administration/> |
| 5 | <https://www.khoji.net/bpac-107-study-material> |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: IV****PART: A****CORE: XII** | **23PPUBC42: RESEARCH METHODS IN PUBLIC ADMINISTRATION** | **CREDIT: 5****HOURS: 6/W** |

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| **Course Objectives** |
| C1 | To identify and examine the key elements and components of social science research |
| C2 | To give focus to the research with the exhaustive review of literature available on the research problem |
| C3 | To assess the validity of research in the field of Public Administration |
| C4 | To evaluate the research methods used in Public Administration. |
| C5 | To acquaint students with distinct research methods and tools. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Research Methodology: Meaning, Scope and Objectives, Types of research, Problem definition, Operationalizing the research problem, formulation of hypothesis-relevance of Research for decision making in various functional areas of AdministrationTraditional methods of Inquiries: Philosophical, Historical, Legal and Institutional | **6** |
| II | Social Science Research : Choosing the appropriate research mode–desk research, exploratory, descriptive and conclusive research,-Experimental research design-case study method, Scientific methods in social science research—Problems of Values in SocialScience research. | **6** |
| III | Research Design : Definition, Essentials of Research Design, Significance, Kinds of Research Designs– Data Collection:Sources: Primary and Secondary, Methods: Observation, Survey, Questionnaire Schedule and Interview, Case Study, Panel Study. | **6** |
| IV | Sampling: Principles, process and types of sampling-Scaling: Techniques, Types and Comparison of measurement scales | **6** |
| V | Data Processing: Steps in Data Processing, Tools and Techniques, Data Analysis, Data Interpretation. Report/ Thesis Writing CurrentTrends and Ethical Issues in research–Citation methods and rules- | **6** |
|  | Plagiarism and self-Plagiarism – significance of the or ethical contribution (Social Issues theoretical perspective) |  |
|  | **Total** | **30** |

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| --- | --- | --- |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will earn** |  |
| 1 | To demonstrate a theoretical and practical understanding of the types and basic differences among descriptive, quasi-experimental,and experimental research methods and designs. | PO1,PO2 |
| 2 | To practice qualitative and quantitative research data collection techniques, including observation, interviews, and documentanalysis, etc. | PO3,PO4 |
| 3 | To articulate the epistemological assumptions underlyingQualitative and quantitative research methods, including the competing paradigms in research. | PO5,PO6 |
| 4 | To develop the proficiency in using SPSS. | PO7,PO68 |
| 5 | To evaluate the appropriate ness and quality of questionnaires, interviews, and other data collection methods. | PO9,PO10 |
|  | **Text Books** |
| 1 | Kothari.C.R. (2014), Research Methodology : Methods and Techniques (second revised edition), New Delhi, New Age International Publication. |
| 2 | Priyaranjan Dash (2011), Research Methodology, New Delhi, Vrinda Publications. |
| 3 | Mukul Gupta (2011), Research Methodology, New Delhi, Rekha Printers. |
| 4 | Hitesh Gupta (2011), Research Methodology, New Delhi, International Book House. |
| 5 | Garbich Carol (2004) , New Approaches in Social Research, New Delhi, Sage Publication. |
|  | **Reference Books** |
| 1 | Anthony,M. ,Graziano, A.M. and Raul in, M.L. (2009), Research Methods : A Process of Inquiry ,Allyn and Bacon. |
| 2 | Garg,B.L., Karadia, R., Agarwal, F. and Agarwal, U.K (2002), An Introduction toResearch Methodology , Jaipur, RBSA Publishers. |
| 3 | Sinha, S.C. and Dhiman, A.K. (2002), Research Methodology, New Delhi, Ess Ess Publications. |
| 4 | Trochim, W.M.K. (2005), Research Methods :The Concise Knowledge Base, Ohio, Atomic Dog Publishing. |
| 5 | Bailey Kenneth. D. (1982), Methods of Social Research, New York, The Free Press. |

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|  | **Web Resources** |
| 1 | <https://www.iium.edu.my/centre/cps/online-materials-for-research-methodology-course> |
| 2 | <https://study.sagepub.in/kumar_rm4e> |
| 3 | <http://www.ahc.umn.edu/img/assets/26104/Research_Ethics.pdf> |
| 4 | <https://www.academia.edu/20126178/Syllabus_Research_Methods_in_Public_Administration> |
| 5 | <https://www.researchgate.net/publication/286674858_Research_Methods_in_Public_Administration_and_Public_Management_An_introduction> |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| --- | --- | --- |
| **SEMESTER: IV****PART: A** | **23PPUBD43: PROJECT WORK WITH VIVA VOCE** | **CREDIT: 7****HOURS: 10/W** |

**-Refer to the Regulations -**

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| --- | --- | --- |
| **SEMESTER: IV****PART: A****ELECTIVE: VI** | **23PPUBE44-1: CONTEMPORARY WORLD POLITICS** | **CREDIT: 3****HOURS: 4/W** |

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| **Course Objectives** |
| C1 | To enable the students to expand their horizon beyond India and make sense of world politics. |
| C2 | To familiarize the students with some of the key political events and processes in the post-cold war era |
| C3 | To equip students to be conscious of the way in which global events and processes shapeOur everyday lives |
| C4 | To strengthen students’ capacity for political analysis by examining contemporary developments in ahistorical perspective. |
| C5 | To speculate on key contemporary global issues such as Global Warming, Climate Change, Geo Politics, etc. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Meaning and Significance of World Politics – Genesis of the concept of World Politics – Cold War Era - Emergence of two Power blocks - Arenas of the Cold War - Challenges to Bipolarity: Non Aligned Movement- New International Economic Order. | **6** |
| II | End of the Cold War – Disintegration of Soviet Union-Unipolar World- Middle East Crisis – Afghanistan – Gulf War- DemocraticPolitics and Democratization – Post- Cold War Issues –Globalization- Key Features–Implications in World Politics | **6** |
| III | New Centres of Power–Russia–China–Israel–India–Organizations - European Union – ASEAN – SAARC - BRICS –Rise of the Chinese economy–India- China Relations–Contemporary South Asia – Peace and Democratization in South Asia-Military and Democracy in Pakistan–Democracy in Nepal - Ethnic Conflicts and Democracy in Sri Lanka - India’s relations with its Other Neighbours (Bangladesh, Maldives, Burma, Myanmar, Bhutan) | **6** |
| IV | International Organizations – Need for the International Organization – Positions of UN in Uni – polar World (1988) –UNESCO – UNICEF – WHO – ILO - Criteria to be permanent and non-permanent member of UN - Criteria of permanent membership of Security Council in UNO for India- UNO in the Uni-polar World. | **6** |
| V | Security – Internal and External – New sources of threats – India’s Security Strategy - Environmental Concerns in Global Politics –Global Warming and Climate Change, Conservation of Natural Resources–Geopolitics -The indigenous people sand their Rights | **6** |
|  | **Total** | **30** |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course , students will earn** |  |
| 1 | To analyze and explain contemporary international phenomena. | PO1,PO2 |
| 2 | To recognize and interpret key aspects of governmental institutions and processes. | PO3,PO4 |
| 3 | To identify important historical continuities and changes in international relations. | PO5,PO6 |
| 4 | To analyze, evaluate, and discuss different international, European and domestic legal frame works. | PO7,PO68 |
| 5 | To engage in negotiations in an international context. | PO9,PO10 |
|  | **Text Books** |
| 1 | Pavneet Singh (2019), International Relations, New Delhi, Mc Graw Hill Education. |
| 2 | Vandana .A (2010) ,Theory of International Politics, New Delhi,Vikas Publishing House. |
| 3 | Friedn, Jeffryetal (2010) ,World Politics : Interests, Interactions ,Institutions ,New York, WW Norton. |
| 4 | Mahendra Kumar (2003) , Theoretical Aspects of International Politics, New Delhi, Shivalal Agarwal & Co. |
| 5 | Karns, P.Margaret and Karen A. Mingst (2010) , International Organizations :The Politicsand Process of Global Governance ,New Delhi ,Viva Books. |

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|  | **Reference Books** |
| 1 | Appadorai .(1999), National Interest and Non- Alignment, New Delhi, Kalinga Publications. |
| 2 | R. Daltonand M. Kuechler (1990), Challenging the Political Order: New Social and Political Movements in Western Democracies , Cambridge, Polity. |
| 3 | M, Wattenblerg (2000), Politics without Partisans: Political Change in Advanced Industrial Democracies, Oxford, Oxford University Press. |
| 4 | A.Vanaik,(ed.)(2004),GlobalizationandSouthAsia:MultidimensionalPerspectives,New Delhi, Manohar Publications. |
| 5 | Chilcote, Ronald (1994), Theories of Comparative Politics : The Search for a Paradigm Reconsidered , Boulder, Westview Press. |
|  | **Web Resources** |
| 1 | [https://www.cambridge.org](https://www.cambridge.org/) |
| 2 | https://studyvikalp.com  |
| 3 | https://rgu.ac.in›2021/02**›**comparativepolitics |
| 4 | <https://www.press.jhu.edu/journals/world-politics> |
| 5 | [https://www.researchgate.net/publication/257713575\_The\_Trends\_of\_Contemporary\_World\_Politics\_and\_China's\_Global\_Role](https://www.researchgate.net/publication/257713575_The_Trends_of_Contemporary_World_Politics_and_China%27s_Global_Role) |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Po s** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| **SEMESTER: IV****PART: A****ELECTIVE: VI** | **23PPUBE44-2: POLITICAL ECONOMY OF INDIA** | **CREDIT: 3****HOURS: 4/W** |

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| **Course Objectives** |
| C1 | To explain the basic concepts of political economy in India. |
| C2 | To assess the impact of politics on the formulation of policies and general economic development. |
| C3 | To examine the political economy perspective on economic growth and development |
| C4 | To discuss development histories, contemporary economic issues, and also future economic challenges. |
| C5 | To compare and contrast different theories and ideologies which work as a base for economic systems. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Introduction: Meaning, Nature, Scope and Importance of Political economy-Evolution of the debate over the role and Significations of The British colonial rule for India’s economy. | **4** |
| II | India’s population / demography since Independence –Broad features -major trends- regional dimensions | **4** |
| III | Planning in India up to 1991 - Historical roots, evolution of plan models, Planning Commission Five Year Plans-limitations and lessons | **4** |
| IV | Poverty and inequality in India – Diversity of measures and estimates-debates over the trend sin the post- liberalization period-poverty alleviation programmes and REG Sand their efficacy ; Self- HelpGroups | **4** |
| V | Reforms / Liberalization in India –Political and Economic impact of LPG – Rise of Anti Reform Movements – Pro-active Approaches of the Government- Role of market ,state and planning in India’sDevelopment and its future-NITI AAYOG | **4** |
|  | **Total** | **20** |

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course , students will earn** |  |
| 1 | To cognize out with India’s economic evolution from the prism of state and market inter action since independence | PO1,PO2 |
| 2 | To formulate and communicate rigorous arguments, so that studentsCan develop a strong sense of potential for further research on India’s development from political economy perspective | PO3,PO4 |
| 3 | To develop analytical skills of measuring the political dimensions of economic output and policy. | PO5,PO6 |
| 4 | To evaluate the relevance of different stakeholders in formulating political economy of any country. | PO7,PO68 |
| 5 | To appraise the historical trajectories and contemporary challenges in the way towards a global political economic framework. | PO9,PO10 |
|  | **Text Books** |
| 1 | R.Nagaraj,Sripad Motiram (eds) (2017) ,Political Economy of Contemporary India, Cambridge University Press. |
| 2 | Raju J Das (2021), The Political Economy of New India , Critical Essays, Aakar Books. |
| 3 | M. Govinda Rao, Nirvikar Singh (2006), The Political Economy of Federalism in India, OUP India. |
| 4 | Bardhan.P (1999), The Political Economy of Development in India, Oxford, OUP Catalogue. |
| 5 | Nooruddin .I (2011), Coalition Politics and Economic Development : Credibility and the Strength of Weak Governments, Cambridge, Cambridge University Press. |
|  | **Reference Books** |
| 1 | Rahul Mukherji (2010), India's Economic Transition- The Politics of Reforms, OxfordUniversity Press. |
| 2 | Bagchi.A (1982), The Political Economy of Underdevelopment, Cambridge, Cambridge University Press. |
| 3 | Matthew Mc Cartney (2009) , Political Economy, Growth and Liberalization in India, 1991-2008, Taylor & Francis. |
| 4 | Francine R. Frankel (2006), India's Political Economy : The Gradual Revolution (1947-2004), OUP India. |
| 5 | Rob Jenkins (1999), Democratic politics and economic reforming India, Cambridge University Press. |

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|  | **Web Resources** |
| 1 | <https://www.cambridge.org/core/books/political-economy-of-contemporary-india/590052789AF35F236577515F7FF998B1> |
| 2 | <https://www.jstor.org/stable/4419281> |
| 3 | <https://study.sagepub.in/ghosh_ipe> |
| 4 | <https://academic.oup.com/book/7654/chapter/152692435> |
| 5 | <https://www.routledge.com/Understanding-Indias-New-Political-Economy-A-Great-Transformation/Ruparelia-Reddy-Harriss-Corbridge/p/book/9780415598118> |

Mapping with Programme Outcome:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L-Low

**CO- PO Mapping ( Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

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| **SEMESTER: IV****PART: B (i)****SEC: III** | **23PPUBS45: COLLABORATIVEGOVERNANCE** | **CREDIT: 2****HOURS: 4/W** |

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| **Course Objectives** |
| C1 | To provide a foundation in understanding the concepts, theories and institutional arrangements of Collaborative Governance |
| C2 | To develop the skills necessary for effective inter-sectoral policy development, planning,and management. |
| C3 | To compare the structure, procedures, and goals of various types of inter-sectoral collaboration. |
| C4 | To classify the role of Stake –Holders in the Policy making Process. |
| C5 | To design and facilitate inter – sectoral consensus-building processes. |
| **UNIT** | **Content** | **No. of Hours** |
| I | Introduction: Collaborative government: meaning, dimensions, drivers and outcomes; Governing through collaboration; changing nature of government: network governance. | **2** |
| II | The reality of collaboration: Realizing the Advantage or Disadvantages; Stories of collaborative success; CollaborativeGovernance: the community sector and collaborative network governance. | **2** |
| III | Collaboration : Crisis and Challenges : Collaborating in a crisis; The PPP phenomenon ; Private Roles for Public Goals ; Rationales and Reservations ; The Delegator’s Dilemma. | **2** |
| IV | Forms of Collaboration : Collaboration for Productivity ; Collaboration for Information; Collaboration for Legitimacy ; Collaboration for Resources | **2** |
| V | Ways Forward: Tasks and Tools ; Getting Collaboration Right ; Forging the Future : Payoff s and Perils. | **2** |
|  | **Total** | **10** |

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| --- | --- | --- |
|  | **Course Outcome** | **Programme Outcome** |
| **CO** | **On completion of this course, students will earn** |  |
| 1 | To demonstrate the Importance of Collaboration for Good Governance. | PO1,PO2 |
| 2 | To evaluate the various Theories and Practices. | PO3,PO4 |
| 3 | To examine the nuances of Conflict Analysis and Assessment. | PO5,PO6 |
| 4 | To compare and contrast the link between Collaborative ,Policy Networks and New Political Economy. | PO7,PO68 |
| 5 | To critically evaluate the policymaking mechanism to enhance government performance. | PO9,PO10 |
|  | **Text Books** |
| 1 | David E .McNabb, Carl R. Swenson (2021), Collaboration in Government : Forms and Practices,Taylor & Francis. |
| 2 | Donahue, J. D., & Zeckhauser, R. J. (2012), Collaborative Governance: Private Roles for Public Goals in Turbulent Times, Princeton University Press. |
| 3 | Yuko Aoyamaand Balaji Parthasarathy (2016), The Rise of the Hybrid Domain: Collaborative Governance for Social Innovation , Cheltenham ,UK : Edward Elgar. |
| 4 | AnkaKekez, Michael Howlett (2019), Collaboration in Public Service Delivery :Promise and Pitfalls, Edward Elgar Publishing Company. |
| 5 | Thomas 2012), Citizen, Customer, Partner: Engaging the Public in Public Management. |
|  | **Reference Books** |
| 1 | Stephen Green wood, Laurel Singer,Wendy Willis (2021), Collaborative Governance :Principles, Processes, and Practical Tools, Taylor & Francis |
| 2 | Sotirios Koussouris, Yannis Charalabidis (2012), Empowering Open and Collaborative Governance: Technologies and Methods for Online Citizen Engagement in Public Policy Making, Springer, Berlin Heidelberg. |
| 3 | Kirk Emerson, Tina Nabatchi (2015), Collaborative Governance Regimes, George town University Press |
| 4 | Carmen Sirianni (2010), Investing in Democracy :Engaging Citizens in Collaborative Governance, Brookings Institution Press. |
| 5 | Jacob Tor fing (2016), Collaborative Innovation in the Public Sector, George town University Press. |
|  | **Web Resources** |
| 1 | <https://sites.duke.edu/niou/files/2011/05/Ansell-and-Gash-Collaborative-Governance-in-Theory-and-Practice.pdf> |
| 2 | <https://sk.sagepub.com/reference/hdbk_governance/n25.xml> |
| 3 | <https://www.academia.edu/12890329/Collaborative_Governance_in_Theory_and_Practice> |
| 4 | <https://www.jstor.org/stable/41317401> |
| 5 | <https://academic.oup.com/book/11955/chapter/161173707> |

**Mapping with Programme Outcome:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | M | M | M | M | S |
| **CO2** | S | S | M | M | M | M | S | S | M | M |
| **CO3** | S | S | M | M | M | S | M | M | S | L |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

S-Strong M-Medium L- Low

**CO-PO Mapping (Course Articulation Matrix)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO/PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 2 | 2 |
| **CO4** | 3 | 3 | 2 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 2 | 2 |
| **Weightage** | 15 | 15 | 10 | 10 | 12 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 2.0 | 2.0 | 2.4 |

|  |  |  |
| --- | --- | --- |
| **SEMESTER: IV****PART: C** | **23PPUBX46: Extension Activity** | **CREDIT: 1****HOURS: -** |

**-Refer to the Regulations-**