

**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)

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| **Course Code** | **Study Components & Course Title** | **Credit** | **Hours/Week** | **Maximum Marks** | | |
| **CIA** | **ESE** | **Total** |
|  | **SEMESTER – I** |  |  |  |  |  |
| 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 |
| 23PPUBE14-1  23PPUBE14-2 | **Elective – I:**  Dynamics of Development  Tamilnadu Government and Administration | 3 | 5 | 25 | 75 | 100 |
| 23PPUBE15-1  23PPUBE15-2 | **Elective– II:**  Social Entrepreneurship  Police Administration | 3 | 5 | 25 | 75 | 100 |
|  |  | **20** | **30** |  |  | **500** |
|  | **SEMESTER – II** |  |  |  |  |  |
| 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 |
| 23PPUBE24-1  23PPUBE24-2 | **Elective – III:**  Disaster Management  Local Government and Administration in India | 3 | 5 | 25 | 75 | 100 |
| 23PPUBE25-1  23PPUBE25-2 | **Elective– IV:**  Administrative Behaviour  Development Administration | 3 | 5 | 25 | 75 | 100 |
| 23PPUBS26 | **Skill Enhancement Course (SEC)– I:**  Public Opinion and Survey Research | 2 | 2 | 25 | 75 | 100 |
|  |  | **22** | **30** |  |  | **600** |

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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:](https://www.google.co.in/search?tbo=p&amp%3Btbm=bks&amp%3Bq=inauthor%3A%22Rumki%2BBasu%22) [Concepts,](https://www.google.co.in/search?tbo=p&amp%3Btbm=bks&amp%3Bq=inauthor%3A%22Rumki%2BBasu%22) [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:

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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)**

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| --- | --- | --- | --- | --- | --- |
| **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 |

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| **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:**

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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: 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: An  Introduction. 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:**

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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** |

|  |  |  |
| --- | --- | --- |
| **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 industry  analysis,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** |

|  |  |  |
| --- | --- | --- |
| **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 gain knowledge 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 Swan  Publications. | | |
| 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 |

|  |  |  |
| --- | --- | --- |
| **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 and  Budgetary 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 auditing  System 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 Reserve  Bank 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 of  Direct 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 Out come** | **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,Haryana  SahityaAcademy. | |
| 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,New  Delhi,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** |

|  |  |  |
| --- | --- | --- |
| **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- Vulnerability  Analysis 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 inI ndia, NewDelhi, Sage Publications. | |
| 2 | S.L.Goel(2007),Disaster Administration and Management: Text and CaseStudies, New Delhi, Deep &Deep Publications. | |
| 3 | R.Nishith, A.K.Singh(2012),Disaster Management in India: Perspectives, Issues and Strategies, Lucknow, NewRoyalBook Company. | |
| 4 | PradeepSahaniet.al.(ed.)(2002),DisasterMitigation:ExperiencesandReflections,New  Delhi, Prentice Hall of India. | |
| 5 | AyazAhmad,DisasterManagementthroughtheNewMillennium,NewDelhi, AnmolPublications. | |
|  | **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),DisasterManagement;ADisasterManager’sHandbook,Manila, Asian Development Bank. | |
| 4 | Barrow.C.J.(1995),DevelopingtheEnvironment:ProblemsandManagement,Harlow,Longman. | |
| 5 | Bhargava,Gopal(1992),EnvironmentalChallengesandEcologicalDisaster:GlobalPerspective, NewDelhi, 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\_for](https://www.researchgate.net/publication/275935187_Digital_Information_Resources_for_Disaster_Management_of_Libraries_and_Information_Centres) [Disaster\_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** |

|  |  |  |
| --- | --- | --- |
| **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:UnderstandingtheRootsofContemporary  AdministrativeBehavior,OUP Oxford. | |
| 4 | SidneyMailick(2021),ConceptsandIssuesinAdministrativeBehavior,HASSELL  STREETPress. | |
| 5 | S.L.Goel(2008),AdministrativeandManagementThinkers(RelevanceinNew  Millennium),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** |

|  |  |  |
| --- | --- | --- |
| **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 and  Conceptualizing 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-Types  of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified | **2** |
| III | SurveyResearch-Interviewing:Interviewtechniquespitfalls,differenttypesofandformsofinterview-Questionnaire:Question  wording; fairnessandclarity. | **2** |
| IV | Quantitative Data Analysis-Introduction to quantitative data  Analysis 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,Springer  NewYork. | |
|  | **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:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 |