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| b.a.,  Public administration |
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| **SYLLABUS** |
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| **from the academic year**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |

1. **Introduction**

Public Administration is particularly suited to students to pursue a broad-based education giving scope for many multiple careers and meaningful lives, be it in politics, civil service, civil society organisations and businesses with commitment to social service, and new vocations that are in the making. Further it helps students who seek broad-based access to insights from multiple disciplines as a way to understand how people behave and influence the world around us. These students aspire to study social science as a holistic discipline which has practical relevance in understanding and tackling real problems in society.

The Bachelor’s Programme in Public Administration equips the students with knowledge of the Indian constitution, the political system, institutions, and their functioning besides giving an idea of how a government works at the central, state and local levels. The discipline of Public Administration studies government-in-action and has acquired salience and popularity among students, particularly those aspiring to make a career in the rapidly changing political economy of India today. The Indian Civil services are an alternative area of career planning for the students of Public Administration besides the ever-expanding private sector in post globalized India. The programme familiarizes the students with the complexities of state and bureaucratic functioning as well as policy making and implementation with reference to India. The students learn about the concepts and theories of administration/management and their application which is extremely relevant to the working of both public and private sector organizations.

The courses in this programme have been structured in a manner that they introduce the student to the canvas of subjects that comprise the umbrella discipline of Public Administrationwhichhasboththeoreticalandappliedaspects.Beginningwithafocusonconceptsandtheorieswhichform the core courses, other courses are introduced to see how these concepts have been translated into Indian administrative practices. The transition from an era of government to governance has brought Public Administration to the forefront of seminal changes in theoperationalcontextofdevelopedanddevelopingcountriesinthe21stcentury.Allthesechangeshave been mapped to make the course relevant and meaningful to a student in today’stimes. Given this diversebasketofcoursesandskillsetsthatastudentisexpectedtomasterinthisB.A.Programme,thelearning outcome enablethemtoseekgainfulemploymentandengagement in diverse sectors of the economy such as teaching and research, civil services,journalism, law or executive work in privatesectororganizations.

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| **CHOICE BASED CREDIT SYSTEM AND LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK BASED B.A. ECONOMICS SYLLABUS** | |
| **Programme:** | **U.G.** |
| **Programme Code:** |  |
| **Duration:** | **3 Years(UG)** |
| **Programme Outcomes:** | **PO1: Knowledge of Economics:** Ability to understand Economic Theories and functioning of Economic Models. To develop an adequate competency in the Economic Theory and Methods.  **PO2: Analytical Reasoning and Critical Thinking:** Critically Analyze and assess the way in which economists examine the real world to understand the current events and evaluate specific proposals.  **PO3: Logical Reasoning and Quantitative Ability:** Ability to understand how to collect and analyse data and use empirical evidence to evaluate the validity of hypothesis, using Quantitative Methodology and conduct data analysis to interpret results.  **PO4: Communication and Research Skills:** Communication and Research related skills. Developing a sense of capability for relevant/appropriate inquiry and asking questions, synthesising and articulating and reporting results and to efficiently communicate thoughts and ideas in a clear and concise manner.  **PO5: Gender, Environment and Sustainability:** Comprehend the Environmental issues and Sustainable Development and strive to achieving economic and social equity for women and be Gender Sensitive.  **PO6: Employability and Leadership Skills:** Become empowered individuals to be employed in various positions in industry, academia and research and have the potential to become Entrepreneurs and take leadership roles in their chosen occupations and communities.  **PO7**: **Social Interaction**: Acquire the ability to engage in relevant conversations and have the ability to understand the views of society that would help initiate policy making.  **PO8:** Digital Literacy and Lifelong Learning: Capability to use ICT tools in a variety of learning situation and use appropriate software for analysis of data **-** Ability to acquire Knowledge situations and skills for life through self directed learning and adapt to different learning environments. |
| **Programme Specific Outcomes:** | **PSO1**: To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.  **PSO 2**: To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.  **PSO 3**: To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.  **PSO 4**: Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.  **PSO 5:** Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** |
| **PSO 1** | Y | Y | Y | Y | Y | Y | Y | Y |
| **PSO 2** | Y | Y | Y | Y | Y | Y | Y | Y |
| **PSO3** | Y | Y | Y | Y | Y | Y | Y | Y |
| **PSO 4** | Y | Y | Y | Y | Y | Y | Y | Y |
| **PSO 5** | Y | Y | Y | Y | Y | Y | Y | Y |

**3 – Strong, 2- Medium, 1- Low**

**Highlights of the Revamped Curriculum**:

* Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
* The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
* The General Studies and Mathematics based problem solving skills are included as mandatory components in the ‘Training for Competitive Examinations’ course at the final semester, a first of its kind.
* The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
* The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
* The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
* Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
* State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

**Value additions in the Revamped Curriculum:**

|  |  |  |
| --- | --- | --- |
| **Semester** | **Newly introduced Components** | **Outcome / Benefits** |
| **I** | **Foundation Course**  To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens  gives rise to a new perspective. | * Instill confidence among students * Create interest for the subject |
| **I, II, III, IV** | **Skill Enhancement papers** (Discipline centric / Generic / Entrepreneurial) | * Industry ready graduates * Skilled human resource * Students are equipped with essential skills to   make them employable |
| * Training on language and communication skills enable the students gain   knowledge and  exposure in the competitive world. |
| * Discipline centric skill will improve the Technical knowhow of solving real life   problems. |
| **III, IV, V & VI** | Elective papers | * Strengthening the domain knowledge * Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature * Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with   hands-on-training. |

|  |  |  |  |
| --- | --- | --- | --- |
| **IV** | Elective Papers | | * Exposure to industry moulds students into solution providers * Generates Industry ready graduates * Employment opportunities enhanced |
| **V Semester** | Elective papers | | * Self-learning is enhanced * Application of the concept to real situation is conceived resulting   in tangible outcome |
| **VI Semester** | Elective papers | | * Enriches the study beyond the course. * Developing a research framework and   presenting their  independent and  intellectual ideas effectively. |
| **Extra Credits:**  **For Advanced Learners / Honors degree** | | | * To cater to the needs of peer learners / research   aspirants |
| **Skills acquired from the Courses** | | Knowledge, Problem Solving, Analytical  ability, Professional Competency, Professional Communication and Transferrable Skill | |

**Credit Distribution for UG Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem I** | **Credit** | **H** | **Sem II** | **Credit** | **H** | **Sem III** | **Credit** | **H** | **Sem IV** | **Credit** | **H** | **Sem V** | **Credit** | **H** | **Sem VI** | **Credit** | **H** |
| 1.1. Language | 3 | 6 | 2.1. Language | 3 | 6 | 3.1. Language | 3 | 6 | 4.1. Language | 3 | 6 | 5.1 Core Course –\CC IX | 4 | 5 | 6.1 Core Course –  CC XIII | 4 | 6 |
| 1.2 English | 3 | 6 | 2.2 English | 3 | 6 | 3.2 English | 3 | 6 | 4.2 English | 3 | 6 | 5.2 Core Course – CC X | 4 | 5 | 6.2 Core Course –  CC XIV | 4 | 6 |
| 1.3 Core Course – CC I | 5 | 5 | 2.3 Core Course – CC III | 5 | 5 | 3.3 Core Course – CC V | 5 | 5 | 4.3 Core Course – CC VII  Core Industry Module | 5 | 5 | 5. 3.Core Course CC -XI | 4 | 5 | 6.3 Core Course –  CC XV | 4 | 6 |
| 1.4 Core Course – CC II | 5 | 5 | 2.4 Core Course – CC IV | 5 | 5 | 3.4 Core Course – CC VI | 5 | 5 | 4.4 Core Course –  CC VIII | 5 | 5 | 5. 4.Core Course –/ Project with viva- voce  CC -XII | 4 | 5 | 6.4 Elective -VII Generic/ Discipline Specific | 3 | 5 |
| 1.5 Elective I Generic/ Discipline Specific | 3 | 4 | 2.5 Elective II Generic/ Discipline Specific | 3 | 4 | 3.5 Elective III Generic/ Discipline Specific | 3 | 4 | 4.5 Elective IV Generic/ Discipline Specific | 3 | 3 | 5.5 Elective V Generic/ Discipline Specific | 3 | 4 | 6.5 Elective VIII  Generic/ Discipline Specific | 3 | 5 |
| 1.6 Skill Enhancement Course SEC-1 | 2 | 2 | 2.6 Skill Enhancement Course SEC-2 | 2 | 2 | 3.6 Skill Enhancement Course SEC-4,  (Entrepreneurial Skill) | 1 | 1 | 4.6 Skill Enhancement Course SEC-6 | 2 | 2 | 5.6 Elective VI Generic/ Discipline Specific | 3 | 4 | 6.6 Extension Activity | 1 | - |
| 1.7 Skill Enhancement -(Foundation Course) | 2 | 2 | 2.7 Skill Enhancement Course –SEC-3 | 2 | 2 | 3.7 Skill Enhancement Course SEC-5 | 2 | 2 | 4.7 Skill Enhancement Course SEC-7 | 2 | 2 | 5.7 Value Education | 2 | 2 | 6.7 Professional Competency Skill | 2 | 2 |
|  |  |  |  |  |  | 3.8 E.V.S. | - | 1 | 4.8 E.V.S | 2 | 1 | 5.8 Summer Internship /Industrial Training | 2 |  |  |  |  |
|  | **23** | **30** |  | **23** | **30** |  | **22** | **30** |  | **25** | **30** |  | **26** | **30** |  | **21** | **30** |
| **Total – 140 Credits** | | | | | | | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System**

**for all UG courses including Lab Hours**

**First Year**

**Semester-I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course SEC-1 | 2 | 2 |
| Foundation Course | 2 | 2 |
|  |  | **23** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-2 | 2 | 2 |
| Skill Enhancement Course -SEC-3 (Discipline / Subject Specific) | 2 | 2 |
|  |  | **23** | **30** |

**Second Year**

**Semester-III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-4 (Entrepreneurial Based) | 1 | 1 |
| Skill Enhancement Course -SEC-5 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | - | 1 |
|  |  | **22** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 13 |
| Part-4 | Skill Enhancement Course -SEC-6 (Discipline / Subject Specific) | 2 | 2 |
| Skill Enhancement Course -SEC-7 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | 2 | 1 |
|  |  | **25** | **30** |

**Third Year**

**Semester-V**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| **Part-3** | Core Courses including Project / Elective Based | 22 | 26 |
| **Part-4** | Value Education | 2 | 2 |
| Internship / Industrial Visit / Field Visit | 2 | 2 |
|  |  | **26** | **30** |

**Semester-VI**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| **Part-3** | Core Courses including Project / Elective Based & LAB | 18 | 28 |
| **Part-4** | Extension Activity | 1 | - |
| Professional Competency Skill | 2 | 2 |
|  |  | **21** | **30** |

**Consolidated Semester wise and Component wise Credit distribution**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Parts** | **Sem I** | **Sem II** | **Sem III** | **Sem IV** | **Sem V** | **Sem VI** | **Total Credits** |
| **Part I** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part II** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part III** | 11 | 11 | 11 | 11 | 22 | 18 | 84 |
| **Part IV** | 6 | 6 | 6 | 7 | 3 | 3 | 31 |
| **Part V** | - | - | - | - | - | 1 | 1 |
| **Total** | 23 | 23 | 23 | 24 | 25 | 22 | **140** |

**\*Part I. II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree**

|  |  |  |
| --- | --- | --- |
| **Methods of Evaluation** | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | 25 Marks |
| Assignments |
| Seminars |
| Attendance and Class Participation |
| **External Evaluation** | End Semester Examination | 75 Marks |
|  | Total | 100 Marks |
| **Methods of Assessment** | | |
| **Recall (K1)** | Simple definitions, MCQ, Recall steps, Concept definitions | |
| **Understand/ Comprehend (K2)** | MCQ, True/False, Short essays, Concept explanations, Short summary or  overview | |
| **Application (K3)** | Suggest idea/concept with examples, Suggest formulae, Solve problems,  Observe, Explain | |
| **Analyze (K4)** | Problem-solving questions, Finish a procedure in many steps, Differentiate | |
|  | between various ideas, Map knowledge | |
| **Evaluate (K5)** | Longer essay/ Evaluation essay, Critique or justify with pros and cons | |
| **Create (K6)** | Check knowledge in specific or offbeat situations, Discussion, Debating or  Presentations | |

**B.A Public Administration**

**First Year**

**Semester-I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **Hours per week (L/T/P)** |
| Part-I | Language – Tamil | 3 | 6 |
| Part-II | English | 3 | 6 |
| Part-III | CCI – **Principles of Public Administration** | 5 | 5 |
| **Administrative Thinkers** | 5 | 5 |
| DSE -1 –**Law, State and Government** | 3 | 4 |
| Part-IV | Skill Enhancement Course (Non Major Elective) – **Introduction to Public Relations** | 2 | 2 |
| Foundation Course FC - ………………… | 2 | 2 |
|  |  | 23 | 30 |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **Hours per week(L/T/P)** |
| Part-I | Language – Tamil | 3 | 6 |
| Part-II | English | 3 | 4 |
| Part-III | **Public Policy Making in India** | 4 | 4 |
| **Financial Administration in India** | 4 | 5 |
| Elective -2 – **Introduction to Constitution of India** | 3 | 5 |
| Part-IV | SEC -2 **Disaster Management** | 2 | 2 |
| SEC – 3 **Citizen Centric Governance** | 2 | 2 |
| (AECC - 2) Soft Skill –**NGO Management** | 2 | 2 |
|  |  | 23 | 30 |

**Second Year**

**Semester-III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **Hours per week(L/T/P)** |
| Part-I | Language – Tamil | 3 | 6 |
| Part-II | English | 3 | 4 |
| Part-III | **Comparative Public Administration** | 4 | 5 |
| **Organization Theory** | 4 | 4 |
| Elective – 3 – **Public Service Delivery in India** | 3 | 4 |
| Part-IV | SEC-4 (Entrepreneurial Based) – **Entrepreneurship and**  **Skill Development** | 1 | 2 |
| SEC – 5 – **Digital Literacy** | 2 | 2 |
| (AECC 3) Soft Skill –**Administrative Techniques** | 2 | 2 |
| Environmental Studies | - | 1 |
|  |  | 22 | 30 |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **Hours per week (L/T/P)** |
| Part-I | Language – Tamil | 3 | 6 |
| Part-II | English | 3 | 4 |
| Part-III | **Administrative Institutions in India** | 4 | 4 |
| **Human Resource Management** | 4 | 4 |
| Elective -4 – **Gender and Public Policy** | 3 | 4 |
| Part-IV | SEC – 6 – **Information and Cyber Security** | 2 | 2 |
| SEC – 7 –**Project Management** | 2 | 2 |
| (AECC 4) Soft Skill - **Basics of Social Science Research** | 2 | 2 |
| Environmental Studies | 2 | 2 |
|  |  | 25 | 30 |

**Third Year**

**Semester-V**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **Hours per week (L/T/P)** |
| Part-III | **Development Administration** | 4 | 5 |
| **International Organization** | 4 | 5 |
| **Administrative Behaviour** | 4 | 5 |
| Elective -5 – **Social Welfare Administration in Tamil Nadu** | 3 | 5 |
| Elective – 6 – **Globalization** | 3 | 4 |
| Project with Viva voce or **Ethics and Integrity in**  **Public Administration** | 4 | 4 |
| Part-IV | Value Education | 2 | 2 |
| Internship / Industrial Training  (Summer vacation at the end of IV semester activity) | 2 |  |
|  |  | 26 | 30 |

**Semester-VI**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **Hours per week (L/T/P)** |
| Part-III | **New World Order** | 4 | 5 |
| **Politics and Social Justice** | 4 | 5 |
| **Government and Administration in Tamilnadu** | 4 | 5 |
| Elective – 7 – **Demography and Development** | 3 | 6 |
| Elective – 8 – **Civil Service in India** | 3 | 5 |
| Part-IV | Professional Competency Skill – **Media Management** | 2 | 4 |
| Part -V | Extension Activity | 1 |  |
|  |  | 21 | 30 |

**Total Credits: 140**

1. Suggestive Topics in Core Component
2. Suggestive Topics in Elective Courses (Generic / Discipline-centric)
3. Group II –Suggestive Elective Courses (Discipline-centric)
4. Suggestive Topics in Skill Enhancement Courses (SEC)
5. Skill Enhancement Courses (SEC)

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

CO-PO Mapping (Course Articulation Matrix)

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

Level of Correlation between PSO’s and CO’s

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER I** | | | | | | | | | | | | | | |
| **PRINCIPLES OF PUBLIC ADMINISTRATION** | | | | | | | | | | | | | | |
| **Course Code** |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | | |
| **CIA** | | **External** | **Total** | |
|  |  | **Principles of Public**  **Administration** | Core | Y | - | - | - | 4 | 5 | 25 | | 75 | 100 | |
|  | **Course Objectives** | | | | | | | | | | | | | |
| C1 | To understand the basis of administration and management. | | | | | | | | | | | | | |
| C2 | To describe the theoretical evolution of Public Administration. | | | | | | | | | | | | | |
| C3 | To analyse the relevance and effectiveness of changing organizational forms to carry out the administrative process. | | | | | | | | | | | | | |
| C4 | To assess the importance of legislative and judicial controls in administration | | | | | | | | | | | | | |
| C5 | To examine the civil society and other grievance mechanism in Public Administration | | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | | |
| I | Introduction: Public Administration- Meaning, Nature, Scope and Significance; Dimensions of Public Administration; Difference between Private Administration and Public Administration. | | | | | | | | | | 5 | | | |
| II | Growth of Public Administration: Evolution of Public  Administration; Minnow brook Conferences (I, II and III); Relation of Public Administration with Political Science, Sociology, History, Economics, Law and Management. | | | | | | | | | | 5 | | | |
| III | Trends in Public Administration: New Public Administration; New Public Management; Globalization and Public Administration; Paradigm Shift from Government to Governance; New Public Service. | | | | | | | | | | 5 | | | |
| IV | Organization and its Principles: Principles of Organization- Hierarchy, Unity of Command, Span of Control, Coordination, Authority and Responsibility, Supervision and Control, Centralization, Decentralization and Delegation. | | | | | | | | | | 5 | | |
| V | Good Governance: Concept, characteristics, elements, Issues and challenges, development of leadership, qualities of leadership, citizen and administration issues and problems, methods to promote good relationship. | | | | | | | | | | 5 | | |
|  | Total | | | | | | | | | | 25 | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcomes** | | |
| CO | On completion of this course, students will learn | | | | | | | | | |  | | |
| 1 | To assimilate the basic concepts of public administration. | | | | | | | | | | PO1 | | |
| 2 | To gain insights on various functions of administration and its principles. | | | | | | | | | | PO1, PO2 | | |
| 3 | To evaluate relevance of public administration today. | | | | | | | | | | PO4, PO6 | | |
| 4 | To trace the growth of Public Administration and the trends. | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To distinctively identify the process of administration, governance and organization. | | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | Bhattacharya Mohit (2019), New Horizons of Public Administration, New Delhi, Jawahar Publishers & Distributors. | | | | | | | | | | | | |
| 2 | Hoshiar Singh / Sachdeva (2011), Public Administration: Theory and Practice, New Delhi, Pearson Education India. | | | | | | | | | | | | |
| 3 | Ravindra Prasad Singh (2011), Principles and Practice of Public Administration, Jaipur, ABD Publishers. | | | | | | | | | | | | |
| 4 | Ravi Goel, (2012), Public Administration, Concepts and Theories, New Delhi, Sonali Publications. | | | | | | | | | | | | |
| 5 | Ebenezer Oni (2016), Principles of Public Administration, New Delhi, Concept Publications Ltd. | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Basu, Rumki. (2019), Public Administration in the 21st Century: A Global South Perspective, New York and London, Routledge. | | | | | | | | | | | | |
| 2 | S.R Myneni (2016), Principles of Public Administration, Haryana, Allahabad Law Agency. | | | | | | | | | | | | |
| 3 | Peters, B. Guy (2018), The Next Public Administration: Debates & Dilemmas. New Delhi, Sage Publications. | | | | | | | | | | | | |
| 4 | Marc Holzer, Richard W. Schwester (2019), Public Administration: An Introduction, New Delhi, Taylor & Francis Ltd. | | | | | | | | | | | | |
| 5 | P.B. Rathod (2005), A Handbook of Public Administration, Jaipur, ABD Publishers. | | | | | | | | | | | | |

|  |  |
| --- | --- |
|  | **Web Resources** |
| 1 | ht<https://www.jstor.org/stable/977179> |
| 2 | ht<https://www.britannica.com/topic/public-administration/Principles-of-public-administration> |
| 3 | [hthttps://www.sigmaweb.org/publications/Principles-of-Public-Administration-2017-edition-ENG.pdf](https://www.sigmaweb.org/publications/Principles-of-Public-Administration-2017-edition-ENG.pdf) |
| 4 | ht<https://www.academia.edu/30097948/PRINCIPLES_OF_PUBLIC_ADMINISTRATION> |
| 5 | ht<https://botw.org/top/Science/Social_Sciences/Public_Administration/> |

Mapping with Programme Outcomes:

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

S-Strong M-Medium L-Low

CO-PO Mapping (Course Articulation Matrix)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO1 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 13 | 13 | 12 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.6 | 2.6 | 2.4 |

Level of Correlation between PSO’s and CO’s

**ADMINISTRATIVE THINKERS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  |  | **Administrative Thinkers** | Core | Y | - | - | - | 4 | 5 | 25 | | 75 | 100 |
|  | **Course Objectives** | | | | | | | | | | | | |
| C1 | To provide the comprehensive view of administrative theories. | | | | | | | | | | | | |
| C2 | To familiarize the concepts propounded by various administrative thinkers. | | | | | | | | | | | | |
| C3 | To examine the emerging ideas of public administration with theories. | | | | | | | | | | | | |
| C4 | To gather insights of various ideas of the theorists over a period of time. | | | | | | | | | | | | |
| C5 | To appreciate the contribution of thinker’s ability to describe, explain and predict an administrative phenomenon. | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Indian Administrative Thinkers**:** Kautilya & Thiruvalluvar- Statecraft and Governance, Classical Approach**:** Woodrow Wilson: Politics Administration – Dichotomy Henri Fayol: Principles of Management, F.W. Taylor: Scientific Management Max Weber: Model of Bureaucracy | | | | | | | | | | 5 | | |
| II | Human Relations Approach**:** Luther Gullick and Lyndall Urwick: Administrative Principles; M.P. Follett: Leadership and Conflict; Elton Mayo: Human Relations Theory; Abraham Maslow: Need Hierarchy Concept | | | | | | | | | | 5 | | |
| III | Behavioral Approach**:** Chester Barnard: Contribution Satisfaction Equilibrium; Herbert Simon: Theory of Decision-Making; F.W. Riggs: Administrative Models and Approaches; Douglas Mc Gregor: Managerial Theories of ‘X’ and ‘Y’ | | | | | | | | | | 5 | | |
| IV | Public Choice, Entrepreneurial Government and NPS: Vincent Ostrom: Public choice approach and the theory of democratic administration; David Osborne and Ted Gaebler: Concept of entrepreneurial government; Robert and Janet Denhardt: The New Public Service | | | | | | | | | | 5 | | |
| V | MBO, Policy Science and Theory Z: P.F. Drucker: Management by Objectives; YehezkelDror: Ideas on Policy Sciences; William Ouchi: Theory ‘Z’; Frederick Herzberg: Hygiene Motivation Theory | | | | | | | | | | 5 | | |
|  | Total | | | | | | | | | 25 | | | |
|  | **Course Outcome** | | | | | | | | | **Programme Outcome** | | | |
| CO | On completion of this course, students will learn | | | | | | | | |  | | | |
| 1 | To understand the basic concepts and ideas of Public Administration. | | | | | | | | | PO1 | | | |
| 2 | To examine the characteristic features of ideas of various thinkers. | | | | | | | | | PO1, PO2 | | | |
| 3 | To have insight on ideas emerging during different time periods | | | | | | | | | PO4, PO6 | | | |
| 4 | To distinguish the perspectives of various Concepts of Thinkers. | | | | | | | | | PO4, PO5, PO6 | | | |
| 5 | To apply the ideas / theories to real time situations. | | | | | | | | | PO3, PO8 | | | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | Prasad, Ravindra D., V.S. Prasad, P. Satyanarayana & Y. Pardhasaradhi (eds.) (2010), Administrative Thinkers, New Delhi, Sterling Publishing House. | | | | | | | | | | | | |
| 2 | Anupama Puri Mahajan (2020), Administrative Thinkers, New Delhi, Sage Publications Pvt. Ltd. | | | | | | | | | | | | |
| 3 | SSS.R. Maheshwari (2003), Administrative Thinkers, New Delhi, Macmillan, India. | | | | | | | | | | | | |
| 4 | S.L. Goel (2008), Administrative and Management Thinkers, New Delhi, Deep and Deep Publications. | | | | | | | | | | | | |
| 5 | R. K. Sapru , 2013, Administrative Theories and Management Thought, New Delhi, PHI Learning Pvt., Ltd. | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | R Hooja (2007), Administrative Theories : Approaches, Concepts and Thinkers in Public Administration, Jaipur, Rawat Publications. | | | | | | | | | | | | |
| 2 | Ramesh K Arora (1979), Perspective in Administrative Theory, New Delhi, Associated Publishing House. | | | | | | | | | | | | |
| 3 | Gangadhar. V & Sharma Manoj, Administrative Thinkers, New Delhi, Anmol Publications Pvt., Ltd. | | | | | | | | | | | | |
| 4 | Anthony Tillet, Thomas Kemper & Gordon Willey (1970), Management Thinkers, London, Penguin Books. | | | | | | | | | | | | |
| 5 | Pardeep Sahni, Etakula Vayunandan (2009), Administrative Theory, New Delhi, PHI Learning Pvt., Ltd. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://study.sagepub.in/mahajan_at> | | | | | | | | | | | | |
| 2 | <https://www.academia.edu/32941538/Administrative_Thinkers_by_Siam> | | | | | | | | | | | | |
| 3 | <https://sterlingpublishers.in/sterling/product/administrative-thinkers> | | | | | | | | | | | | |
| 4 | <https://aub.edu.lb.libguides.com/publicadministration/Web_Resources> | | | | | | | | | | | | |
| 5 | <https://www.bl.uk/business-and-management/management-thinkers> | | | | | | | | | | | | |

Mapping with Programme Outcomes:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1 | S | S | M | M | S | S | M | M | S | S |
| CO2 | S | S | M | M | M | M | M | S | M | M |
| CO3 | S | S | M | S | M | M | S | M | L | L |
| CO4 | S | S | S | M | S | S | M | S | M | S |
| CO5 | S | S | M | S | S | M | S | M | L | 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 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 |
| Weightage | 15 | 15 | 12 | 12 | 13 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.4 | 2.4 | 2.6 |

Level of Correlation between PSO’s and CO’s

**LAW, STATE AND GOVERNMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credit**  **s** | **Inst.**  **Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  |  | **Law, State and**  **Government** | Elective | Y | - | - | - | 3 | 4 | 25 | 75 |  |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To understand the concepts of Law, State and Government | | | | | | | | | | | |
| C2 | To trace the evolution of State and Government | | | | | | | | | | | |
| C3 | To examine the salient features and theories of State | | | | | | | | | | | |
| C4 | To comprehend the institutional mechanism and their processes. | | | | | | | | | | | |
| C5 | To identify the nexus between Law, State and Government | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | **No. of Hours** | | |
| I | Law, Justice, and Morality - Classification of Laws - Public and Private Law, Substantive and Procedural Law, Municipal and International Law, Civil Law and Criminal Law - Sources of Law: Custom, Precedent, Legislation. | | | | | | | | | 4 | | |
| II | Basic Concepts of Indian Legal System - Common Law  Foundations - Rule of Law, Separation of Powers, Principle of Natural Justice, and Rule of equity - Indian Constitution: Salient Features - Judicial System in India - Hierarchy of Courts and Jurisdiction of the Courts. | | | | | | | | | 4 | | |
| III | State: Theories of the Origin (Divine Origin, Social Contract, Evolutionary Theory and Marxist Theory), Nature of the State - Organic theory of the State, the Concept of Welfare State, Sovereignty: Monistic and Pluralistic theories. | | | | | | | | | 4 | | |
| IV | Government - Forms of government - Unitary, Federal, and Quasi-federal - Parliamentary and Presidential - Organs of Government - Legislature, Executive and Judiciary. | | | | | | | | | 4 | | |
| V | Political Ideas: Liberty, Equality, rights, Justice, Democracy, Citizenship, Individualism, Liberalism, Socialism, Fascism, Nationalism and Feminism Franchise and Methods of Representation. | | | | | | | | | 4 | | |
|  | Total | | | | | | | | | 20 | | |
|  | **Course Outcome** | | | | | | | | | **Programme Outcome** | | |
| CO | On completion of this course, students will learn | | | | | | | | |  | | |
| 1 | To analyse the concepts and dimensions of law and its origin | | | | | | | | | PO1 | | |
| 2 | To describe the evolution and changing concepts of State and legal system | | | | | | | | | PO1, PO2 | | |
| 3 | To comprehend and describe the nature and characteristics of various theories of State | | | | | | | | | PO4, PO6 | | |
| 4 | To evaluate the intrinsic relationship between law and Political System. | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To review the various ideas and concepts related to political systems | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | N. D. Arora (2006), Theory of State, New Delhi, K. K. Publications. | | | | | | | | | | | |
| 2 | Das, P. G. (2011), History of Political Thought, New Delhi, New Central Book Agency. | | | | | | | | | | | |
| 3 | J. Duncan M. Derrett (1999), Religion, Law and the State in India, New Delhi, Oxford University Press. | | | | | | | | | | | |
| 4 | Klosko, George (ed.) (2011), The Oxford Handbook of the History of Political Philosophy, Oxford, Oxford University Press. | | | | | | | | | | | |
| 5 | Hans Kelsen (2005), General Theory of Law and State, Routledge. | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Gaus, Gerald F. &Chandran Kukathas (eds.) (2004), Handbook of Political Theory, New Delhi, Pearson. | | | | | | | | | | | |
| 2 | O.P. Guaba (2011), Introduction to Political Theory, New Delhi, Macmillan. | | | | | | | | | | | |
| 3 | Sabine, George H. (1961), A History of Political Theory, New York, Holt, Rinehart and  Winston. | | | | | | | | | | | |
| 4 | S. Ramaswamy. Political Theory: Ideas and Concepts, New Delhi, Macmillan. | | | | | | | | | | | |
| 5 | S.P. Varma. Modern Political Theory (1975), New Delhi, Vikas Publishing House. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://www.ebooks.com/en-us/subjects/law/> | | | | | | | | | | | |
| 2 | <https://nptel.ac.in/courses/109103176> | | | | | | | | | | | |
| 3 | <https://www.india.gov.in/download-e-book-ministry-law-justice> | | | | | | | | | | | |
| 4 | <https://legal.un.org/avl/studymaterials/handbook/english/book_1.pdf> | | | | | | | | | | | |
| 5 | <https://www.igi-global.com/e-resources/subject-e-book-collections/government/> | | | | | | | | | | | |

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 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 |
| Weightage | 15 | 15 | 12 | 12 | 13 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 2.4 | 2.4 | 2.6 |

Level of Correlation between PSO’s and CO’s

**INTRODUCTION TO PUBLIC RELATIONS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course Name** | **Category** | L | T | P | S | **Credits** | **Inst.**  **Hours** | Marks | | | | |
| CIA | External | | | Total |
|  |  | **Introduction to Public Relations** | SEC -1(NME) | Y | - | - | - | 2 | 2 | 25 | 75 | | | 100 |
|  | **Course Objectives** | | | | | | | | | | | | | |
| C1 | To evaluate how public relations has been defined in myriad ways since early 20th century | | | | | | | | | | | | | |
| C2 | To explicate the importance of Public Relations in Public Administration. | | | | | | | | | | | | | |
| C3 | To focus on public relations in different agencies like media, company, government and community. | | | | | | | | | | | | | |
| C4 | To identify how public relations and communications are heavily interlinked | | | | | | | | | | | | | |
| C5 | To develop various management and organizational practices. | | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | | | **No. of Hours** | |
| I | Meaning, Nature and Scope of Public Relations,Differences between public relations, marketing and Advertising-History of Public Relations-The Publics in Public Relations. | | | | | | | | | | | | 2 | |
| II | Ethics and Social Responsibility - Public Relations and the Law-Public Relations Theory-Communications Theory and Public Opinion | | | | | | | | | | | | 2 | |
| III | Planning: Strategies in Public Relations -Tactics of Public Relations- Types of Relations-Community relations- Government relations- Consumer relations-International relations | | | | | | | | | | | | 2 | |
| IV | Social Projects and Public Relations -Multimedia Message Development - Media relations Cyber-Relations in the Digital Age -Social Media and Public Relations-Cross-Cultural Communications | | | | | | | | | | | | 2 | |
| V | Careers in Public Relations-Professional Development – Corporate Social Responsibility - Crisis Management- Future Pathway. | | | | | | | | | | | | 2 | |
|  | Total | | | | | | | | | | | | 10 | |
|  | **Course Outcome** | | | | | | | | | | | | **Programme Outcome** | |
| CO | On completion of this course, students will learn | | | | | | | | | | | |  | |
| 1 | To understand the significance of Public Relations in Public administration | | | | | | | | | | | | PO1 | |
| 2 | To examine how transparency in administration is made possible through media | | | | | | | | | | | | PO1, PO2 | |
| 3 | To have an insight on the use of the technological advancement in Public Relations. | | | | | | | | | | | | PO4, PO6 | |
| 4 | To integrate various concepts in Public Administration to promote Relations | | | | | | | | | | | | PO4, PO5, PO6 | |
| 5 | To develop writing skills for newspapers and creation of Blogs. | | | | | | | | | | | | PO3, PO8 | |
|  | **Text Books** | | | | | | | | | | | |  | |
| 1 | Mordecai Lee, Grant Neeley, Kendra B Stewart (2021), The Practice of Government Public Relations, United Kingdom, Routledge. | | | | | | | | | | | | | |
| 2 | OyvindIhlen (2007), Public Relations and Social Theory: Key Figures and Concepts, United Kingdom, Routledge Communication Series. | | | | | | | | | | | | | |
| 3 | Guth, D. W., & Marsh, C. (2012), Public Relations: A Value-Driven Approach (5th edition), Boston, Allyn and Bacon. | | | | | | | | | | | | | |
| 4 | Wilcox, Dennis, et al. (2012), Think Public Relations, (2nd ed.), New York, Pearson Education. | | | | | | | | | | | | | |
| 5 | Kelleher, Tom (2017), Public Relations, Oxford, Oxford University Press. | | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | |  | | |
| 1 | Mehta. D.S (1980), Handbook of Public Relations in India, New Delhi, Allied Pulishers. | | | | | | | | | | | | | |
| 2 | Broom, G., Casey, S., & Ritchey, J. (2000). Toward a concept and theory of organization– public relationships: An update. In J. A. Ledingham & S. D. Bruning (Eds.), | | | | | | | | | | | | | |
| 3 | J.V. Vilanilam (2011), Public Relations in India: New Tasks and Responsibilities, SAGE Publications India Pvt Ltd, New Delhi | | | | | | | | | | | | | |
| 4 | C. S.Rayadu and K.R.Balan (1997), Principles of Public Relations, New Delhi, Himalaya Publishing House. | | | | | | | | | | | | | |
| 5 | Heath, R.L (2001), Handbook of Public Relations in India, New Delhi, Sage Publications. | | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | |  | | |
| 1 | <https://apps.prsa.org/AboutPRSA/PublicRelationsDefined> | | | | | | | | | | | | | |
| 2 | <http://www.instituteforpr.org/global-public-relations> | | | | | | | | | | | | | |
| 3 | <https://study.sagepub.com/copley/student-resources/13-public-relations> | | | | | | | | | | | | | |
| 4 | <https://in.coursera.org/specializations/introduction-to-public-relations-and-the-media> | | | | | | | | | | | | | |
| 5 | <https://www.academia.edu/24762203/INTRODUCTION_TO_PUBLIC_RELATIONS> | | | | | | | | | | | | | |

Mapping with Programme Outcomes:

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

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 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 |
| Weightage | 15 | 15 | 12 | 12 | 13 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.4 | 2.4 | 2.6 |

Level of Correlation between PSO’s and CO’s

**DATA ANALYSIS AND INTERPRETATION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  |  | **Data Analysis and Interpretation** | SECC -2 | Y | - | - | - | 2 | 2 | 25 | | 75 | 100 |
|  | **Course Objectives** | | | | | | | | | | | | |
| C1 | To focus on the analysis and interpretation of data. | | | | | | | | | | | | |
| C2 | To affirm the need for data collection and analysing the data. | | | | | | | | | | | | |
| C3 | To familiarize students with data interpretation and evaluation. | | | | | | | | | | | | |
| C4 | To apply various research tools for interpretation of data in social science research | | | | | | | | | | | | |
| C5 | To understand the application of statistics for examining the research problem. | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Facts- value – Data – Methods of Data Collection: Documents, Observation, Interview and Questionnaire-Data Processing: Editing, Coding and Tabulation – Graphic Representation: Graphs of time series and Graphs of frequency distributions. | | | | | | | | | | 2 | | |
| II | Statistics for investigating relationships – Multiple Regression – Logistic Regression and Exploratory Factor Analysis | | | | | | | | | | 2 | | |
| III | Methods to conduct an experiment and an observational study – Exploration of content analysis – Use of digital analytics- | | | | | | | | | | 2 | | |
| IV | Data Preparation –Appropriate Data Analysis and the Pearson Correlation – Use of statistics to investigate relationships - | | | | | | | | | | 2 | | |
| V | Data Analysis and Report Writing – Data Analysis & Measures of Central Tendency: Mean, Median, Mode – Measures of Dispersion – Formatting the Report – Tools for Referencing- MLP, APA – Content & Style of Report writing. | | | | | | | | | | 2 | | |
|  | Total | | | | | | | | | | 10 | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| CO | On completion of this course, students will learn | | | | | | | | | |  | | |
| 1 | To analyse the concepts and dimensions of data preparation and description | | | | | | | | | | PO1 | | |
| 2 | To understand quantitative and qualitative data analysis | | | | | | | | | | PO1, PO2 | | |
| 3 | To comprehend and describe the appropriate data analysis techniques | | | | | | | | | | PO4, PO6 | | |
| 4 | To explore the usage of statistical tools while conducting research | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To review the various measures of data interpretation | | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | Kothari, C R and Garg, G (2018), Research Methodology: Methods and Techniques,New Delhi, New Age International Publishers. | | | | | | | | | | | | |
| 2 | McNabb, David E (2017), Research Methods in Public Administration and Non-profit Management (4th Edition), United Kingdom,Routledge. | | | | | | | | | | | | |
| 3 | Kumar, P. S. G (2004), Research Methods and Statistical Techniques, New Delhi, B.R. Publishing Corporation. | | | | | | | | | | | | |
| 4 | Kumar, Ranjit (2011), Research Methodology: A Step-by-Step Guide for Beginner, London, Sage Publications. | | | | | | | | | | | | |
| 5 | [Srivastava, Vijay Shankar](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor:%22Srivastava,+Vijay+Shankar%22) (2017), Data Analysis and Interpretation, New Delhi, S. Chand Publishing Company. | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Ahuja, Ram (2003), Research Methods.Jaipur, Rawat Publications. | | | | | | | | | | | | |
| 2 | Yin, Robert K. (2003), Case Study Research, New Delhi, Sage Publications. | | | | | | | | | | | | |
| 3 | Nachmias, C V and Nachmias, D (2005), Research Methods in Social Sciences,London, Hodder Headline Group. | | | | | | | | | | | | |
| 4 | Miller, G J and Yang, K (Eds.) (2007), Handbook of Research Methods in Public Administration, New York , CRC Press. | | | | | | | | | | | | |
| 5 | Yadava, Surendra S and Yadava, K N S (1995), Statistical Analysis for Social Sciences,New Delhi, Manak Publications. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://www.edx.org/course/data-analysis-in-social-scienceassessing-your-know> | | | | | | | | | | | | |
| 2 | <https://www.worldbank.org/en/research/dime/data-and-analytics> | | | | | | | | | | | | |
| 3 | <https://link.springer.com/article/10.1007/s00146-014-0549-4> | | | | | | | | | | | | |
| 4 | <https://files.eric.ed.gov/fulltext/ED536788.pdf> | | | | | | | | | | | | |
| 5 | <https://www.sciencedirect.com/science/article/pii/S0049089X1630206X> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1 | S | S | M | M | S | S | M | M | S | S |
| CO2 | S | S | M | M | M | M | M | S | M | M |
| CO3 | S | S | M | S | M | M | S | M | L | L |
| CO4 | S | S | S | M | S | S | M | S | M | S |
| CO5 | S | S | M | S | M | M | S | M | L | 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 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 |
| Weightage | 15 | 15 | 12 | 12 | 13 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.4 | 2.4 | 2.6 |

Level of Correlation between PSO’s and CO’s

**PROFESSIONAL AND COMMUNICATIONSKILL**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | **External** | | **Total** |
|  | **Professional and**  **Communication Skill** | AECC-1 | **Y** | - | - | - | 2 | 2 | 25 | 75 | | 100 |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To help students gain the necessary public administration skills. | | | | | | | | | | | |
| C2 | To build the practical knowledge and skills needed to help both individuals and agencies meet their organization goals. | | | | | | | | | | | |
| C3 | To enhance the ability to act as a leader and delegate to others the ability to communicate and solve problems. | | | | | | | | | | | |
| C4 | To enable the students to become leading thinkers and become change makers. | | | | | | | | | | | |
| C5 | To accept the fact that the public administration professionals must be adaptable with the changing organizational environment. | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | **No. of Hours** | | |
| I | Administrative/Management function -Managing People Skills -Managing the Office Function -Developing your Critical Thinking Skills-Developing your Professional Competencies**-**Organization Skill**:-**Attention to detail -Allocation of meeting Spaces-Digital organization-Event planning-Filing-Invoicing-Office organization-Project management-Reimbursement and expense processing-Supply inventory-Travel planning, scheduling, and booking. | | | | | | | | | 2 | | |
| II | Communication Skills-The ability to give and receive Feedback-Active listening- Body language awareness-Communication method choice- Citizen service-Editing and proofreading – Emailing-Empathetic listening-Note taking – Presenting – Persuasion –Writing | | | | | | | | | 2 | | |
| III | Time Management Skills: -Calendar Management-Deadline Management-Delegation-Goal Setting – Pre-Planning-Prioritization – Roadmap creation – Scheduling-Schedule coordination-Task management-Time estimation | | | | | | | | | 2 | | |
| IV | Technical Skills - Communication Software: Slack, Zoom, Microsoft Teams, Google Meet-Database searching and updating – Emailing-Google Suite – Word- Project management software -Use of office equipment (for example, operating a printer, scanner, or fax machine)-Scheduling software: Google Calendar, -i-Calendar, Microsoft Outlook –Typing – Printing | | | | | | | | | 2 | | |
| V | Problem Solving - Adaptability –Analysis-Attention to detail – Brainstorming –Conflict resolution – Creativity-Critical thinking – Curiosity-Decision making-Forecasting – Judgement – Prioritization – Research-Resource allocation –Teamwork | | | | | | | | | | 2 | |
|  | Total | | | | | | | | | 10 | | |
|  | **Course Outcome** | | | | | | | | | **Programme Outcome** | | |
| CO | On completion of this course, students will learn | | | | | | | | |  | | |
| 1 | To apply Verbal and Non-Verbal Communication Techniques in the Professional Environment | | | | | | | | | PO1 | | |
| 2 | To communicate fluently and sustain comprehension of an extended discourse. | | | | | | | | | PO1, PO2 | | |
| 3 | To strengthen creative learning process through individual expression and collaborative peer activities. | | | | | | | | | PO4, PO6 | | |
| 4 | To conduct all business activities related to the workplace with technical efficiency. | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To contribute positively to the overall growth of the organization. | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | Nira Konar (2022), Communication Skills for Professionals, New Delhi, PHI Learning Pvt., Ltd. | | | | | | | | | | | |
| 2 | Jain A K & et Al (2006), Professional Communication Skills, New Delhi, Sultan Chand. | | | | | | | | | | | |
| 3 | John Brown, Pat Gaudin, Wendy Moran (2013), PR and Communication in Local Government and Public Services, London, Kogan Page Ltd. | | | | | | | | | | | |
| 4 | Christopher Reddick, Leonidas Anthopoulos (2015), Information and Communication Technologies in Public Administration: Innovations from Developed Countries, United Kingdom, Routledge. | | | | | | | | | | | |
| 5 | Owen Hargie (2019), The Handbook of Communication Skills, New York, Routledge. | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Hargie, O (2017), Skilled Interpersonal Communication: Research, Theory and Practice, 6th edition. London, Routledge. | | | | | | | | | | | |
| 2 | Greene & B. Burleson (Eds.) (2003), Handbook of Communication and Social Interaction Skills. Mahwah, New Jersey, Lawrence Erlbaum. | | | | | | | | | | | |
| 3 | Mark Fletcher (1999), Managing Communication in Local Government, London, Kogan Page Ltd. | | | | | | | | | | | |
| 4 | Bradley S. Chilton, Stephen M. King, Viviane E. Foyou, J. Scott McDonald (2019), The Public Administration Profession Policy, Management, and Ethics, New York, Routledge. | | | | | | | | | | | |
| 5 | James S. Bowman, Jonathan P. West, Margo Berman & Montgomery Van Wart (2004), The Professional Edge: Competencies in Public Service, UK, Routledge. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://www.researchgate.net/publication/351630234_> | | | | | | | | | | | |
| 2 | <https://onlinelibrary.wiley.com/journal/14679299> | | | | | | | | | | | |
| 3 | <https://www.iipa.org.in/cms/public/training_course/62> | | | | | | | | | | | |
| 4 | <http://repository.hneu.edu.ua/bitstream/123456789/23747/1/2020-pdf> | | | | | | | | | | | |
| 5 | <https://edge.sagepub.com/northouse7e/instructor-resources/discipline-specific-resources/public-administration> | | | | | | | | | | | |

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 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 12 | 12 | 13 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.4 | 2.4 | 2.6 |

Level of Correlation between PSO’s and CO’s

**SEMESTER II**

**PUBLIC POLICY MAKING IN INDIA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | **Public Policy Making in India** | **Core** | **Y** | **-** | **-** | **-** | **4** | **5** | **25** | | **75** | **100** |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | Describe the relevance of policy making and its analysis | | | | | | | | | | | | |
| C2 | Compare the different approaches to the study of public policy | | | | | | | | | | | | |
| C3 | Analyze the stages involved in making and implementation of public policy | | | | | | | | | | | | |
| C4 | Evaluate the role of bureaucracy, media, NGO etc. in the policy making process. | | | | | | | | | | | | |
| C5 | Synthesize the importance and impact of policies in the prime areas of administration | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Introduction: Public Policy: Concept, Significance and Scope. Policy Analysis: Concept and Significance. Public Policy Approaches and Models with special reference to the Incrementalism and Rationalist Paradigms | | | | | | | | | | **5** | | |
| II | Concepts and Theories of Governance: Governance as per the World Bank, UNDP and others; Public Choice Theory, Public Value Theory; Governance as Theory, Governance and Public Governance; Role of State, Market and Civil Society in Governance | | | | | | | | | | **5** | | |
| III | Role of Various stakeholders in Public Policy Making Process: Role of Legislature, Executive, Judiciary, Planning Machinery at the Central and State levels in Policy Making. Role of other Stakeholders in Policy-making: Political Parties, Interest Groups, Mass Media | | | | | | | | | | **5** | | |
| IV | Public Policy Implementation and Evaluation: Approaches to Policy Implementation, Role of Executive (with special reference to Bureaucracy), Legislature, Judiciary, Non-Governmental Organizations, Pressure Groups. | | | | | | | | | | **5** | | |
| V | Issues in Public Policy Implementation. Policy Evaluation: Approaches to Policy Evaluation: Criteria for Evaluation. Issues in Policy Evaluation | | | | | | | | | | **5** | | |
|  | **Total** | | | | | | | | | | **25** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| **CO** | On completion of this course, students will learn | | | | | | | | | |  | | |
| 1 | To examine the basic concepts such as public policy, policy analysis, public policy process and governance | | | | | | | | | | PO1 | | |
| 2 | To recall the different stages of the public policy process in terms of theoretical formulation and the process | | | | | | | | | | PO1, PO2 | | |
| 3 | To apply necessary competence to undertake policy analysis | | | | | | | | | | PO4, PO6 | | |
| 4 | To elaborate on the concepts using practical examples involving public policy issues. | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To discuss the issues in public policy implementation | | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | Kuldeep Mathur (2015), Public Policy and Politics in India, New Delhi, Oxford University Press. | | | | | | | | | | | | |
| 2 | Furqan Ahmad (2020), Public Policy in India, New Delhi, Adroit Publishers. | | | | | | | | | | | | |
| 3 | Sapru R.K.(2004), Public Policy: Formulation, Implementation and Evaluation, New Delhi, Sterling Publishers | | | | | | | | | | | | |
| 4 | KaushikiSanyal, Rajesh Chakrabarti, KaushikiSanyal, Rajesh Chakrabarti (2016), Public Policy in India, USA, Oxford University Press. | | | | | | | | | | | | |
| 5 | Birkland Thomas A. (2019), An Introduction to the Policy Process:Theories, Concepts, and Models of Public Policy Making, Routledge, India | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Dr. Prakash Chandra (2015), Public Administration: Policy, Politics and Practice, New Delhi,Astha Publishers | | | | | | | | | | | | |
| 2 | Dr. Rathore Richa (2017), Public Policy and Administration in India, New Delhi, Mangalam Publishers and Distributors | | | | | | | | | | | | |
| 3 | Sapru R.K.(2010), Public Policy: Art and Craft of Policy Analysis, New Delhi, PHI Learning Private Limited | | | | | | | | | | | | |
| 4 | Peters Guy.B (2018),Policy Problems and Policy Design, United Kingdom, Edward Elgar Publishing | | | | | | | | | | | | |
| 5 | Weimer L David (2017), Policy Analysis: Concepts and Practice, United Kingdom, Routledge Publishers | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://www.india.gov.in/my-government/documents/policy> | | | | | | | | | | | | |
| 2 | <https://gyankosh.ac.in/handle/123456789/3759> | | | | | | | | | | | | |
| 3 | <https://www.academia.edu/3482142/Study_of_Public_Policy_making_in_India_A_theoretical_framework> | | | | | | | | | | | | |
| 4 | <https://publicpolicyindia.com/> | | | | | | | | | | | | |
| 5 | <https://ippr.in/> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

Strong – 3; Medium – 2; Low – 1

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO1 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 2 |
| Weightage | 15 | 15 | 12 | 13 | 12 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.4 | 2.6 | 2.4 |

Level of Correlation between PSO’s and CO’s

**FINANCIAL ADMINISTRATION IN INDIA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | **Financial Administration in India** | **Core** | **Y** | **-** | **-** | **-** | **4** | **5** | **25** | | **75** | **100** |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To examine the importance of financial administration as distinct from Public Finance | | | | | | | | | | | | |
| C2 | To discuss various agencies and processes involved in financial administration | | | | | | | | | | | | |
| C3 | To illustrate different sources of income and borrowing of government. | | | | | | | | | | | | |
| C4 | To compare and contrast different types of budgeting and their significance | | | | | | | | | | | | |
| C5 | To recommend the importance of methods in the control of over public expenditure | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Nature, Scope and Importance of Financial Administration, Process and Agents in Financial Administration | | | | | | | | | | **5** | | |
| II | Resource Mobilization For Different Level of Government-Monetary and Fiscal Policies-Tax and Non Tax Sources, Public Borrowings, Public Debt and its Management | | | | | | | | | | **5** | | |
| III | Concept of Budget, Types of Budget-Performance Budgeting-Capital Budgeting-Zero Base Budgeting, Budgetary Process in India, Public Policy and Budgeting, Accounts and Audit | | | | | | | | | | **5** | | |
| IV | Parliamentary Control Over Public Expenditure-Estimates Committee-Public Accounts Committee-Committee on Public Undertakings, Comptroller and Auditor General of India, Role of Finance Ministry, Finance Commission, Problems and Prospects of Financial administration in India | | | | | | | | | | **5** | | |
| V | Union, State, Local Finances in India National Development Council Financial Reforms in the Era of Globalization and Liberalization | | | | | | | | | | **5** | | |
|  | **Total** | | | | | | | | | | **25** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| CO | On completion of this course, students will learn | | | | | | | | | |  | | |
| CO1 | To describe the basic concepts of public finance in India | | | | | | | | | | PO1 | | |
| CO2 | To outline the different stages of the budgetary process and financial administration in India | | | | | | | | | | PO1, PO2 | | |
| CO3 | To classify the types of budgeting used in India | | | | | | | | | | PO4, PO6 | | |
| CO4 | To evaluate the various mechanism for control over public expenditure | | | | | | | | | | PO4, PO5, PO6 | | |
| CO5 | To construct the significance of Public Finance in India | | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | Mahajan Kumar Sanjeev and Mahajan PuriAnupama(2014),Financial Administration in India, New Delhi, PHI Learning Private Limited | | | | | | | | | | | | |
| 2 | Goel S L(2008),Public Financial Administration, New Delhi,Sterling Publications | | | | | | | | | | | | |
| 3 | Goel Sandeep(2016),Financial Management Practices in India, New Delhi, Routledge | | | | | | | | | | | | |
| 4 | Singh Sekhar Raj(1988),Union Budgets and FinancialAdministration, NewDelhi,Deep & Deep Publications | | | | | | | | | | | | |
| 5 | Chelliah, Raja J. (2011), Fiscal Policy in Underdeveloped Countries: With Special Reference to India, New Delhi, Routledge | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Thavaraj M J K(2014),Financial Administration of India, New Delhi, Sultan Chand | | | | | | | | | | | | |
| 2 | Sharma M K(2008), Financial Administration,New Delhi, R. K. Books | | | | | | | | | | | | |
| 3 | AhamedAbdullahiDahir and Sardar M N Islam(2010),Financial Liberalisation in Developing Countries: Issues,Time Series Analysis and Policy Implications, New York,Springer | | | | | | | | | | | | |
| 4 | ChkrabartyBidyut and Prakash Chand(2012),Public Administration in a Globalizing World: Theories and Practices,New Delhi,Sage Publications | | | | | | | | | | | | |
| 5 | Chand S N (2008),Public Finance, New Delhi,Atlantic Publishers | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://onlinecourses.swayam2.ac.in/cec20_mg05/preview> | | | | | | | | | | | | |
| 2 | <https://gyankosh.ac.in/handle/123456789/3759> | | | | | | | | | | | | |
| 3 | <https://www.nic.in/products/public-financial-management-system/> | | | | | | | | | | | | |
| 4 | <https://financialservices.gov.in/> | | | | | | | | | | | | |
| 5 | <https://doe.gov.in/public-finance-central> | | | | | | | | | | | | |

Mapping with Programme Outcomes:

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

Strong – 3; Medium – 2; Low - 1

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 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 2 |
| Weightage | 15 | 15 | 11 | 12 | 12 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.2 | 2.4 | 2.4 |

Level of Correlation between PSO’s and CO’s

**INTRODUCTION TO CONSTITUTION OF INDIA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | **Introduction to Constitution of India** | **Elective - 2** | **Y** | **-** | **-** | **-** | **3** | **4** | **25** | | **75** | **100** |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To describe the evolution of Indian Constitution | | | | | | | | | | | | |
| C2 | To identify the basic structure of the Indian Constitution | | | | | | | | | | | | |
| C3 | To illustrate the exclusiveness of the Indian Constitution. | | | | | | | | | | | | |
| C4 | To interpret the relations between Centre , State and Local Government | | | | | | | | | | | | |
| C5 | To assess the machinery of Public Governance as provided in the Constitution. | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Constitutional Development - Regulating Act, 1773 - Pitts India Act, 1784 - Govt. of India Act, 1909, 1919 & 1935 -Indian Independence Act, 1947 | | | | | | | | | | **4** | | |
| II | Basics of the Constitution - The making of the Constitution - Salient features of the Constitution - The Preamble of the Constitution | | | | | | | | | | **4** | | |
| III | Nature of the federal System - Fundamental Rights - Fundamental Duties - Directive Principles of State Policy -Procedure of Constitution Amendment | | | | | | | | | | **4** | | |
| IV | Union-State Relations - Legislative Relations -Administrative Relations - Financial Relations -Inter-State Relations | | | | | | | | | | **4** | | |
| V | Decentralization: Panchayati Raj Institutions - Local Self Government Institutions; Bureaucracy and the Defense Forces - Nature of Bureaucracy - Civil-Military Relations | | | | | | | | | | **4** | | |
|  | **Total** | | | | | | | | | | **20** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| CO | On completion of this course, students will learn | | | | | | | | | |  | | |
| CO1 | To review the working of the Indian Constitution | | | | | | | | | | PO1 | | |
| CO2 | To outline the main tenets of the Constitution | | | | | | | | | | PO1, PO2 | | |
| CO3 | To relate the functioning of the government along with Constitutional guidelines. | | | | | | | | | | PO4, PO6 | | |
| CO4 | To trace the constitutional history of India. | | | | | | | | | | PO4, PO5, PO6 | | |
| CO5 | To assess the significance of Indian Constitution | | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | Durga Das Basu (2019), Introduction to the Constitution of India, Lexis Nexis, (24th Ed) | | | | | | | | | | | | |
| 2 | B.K. Sharma (2020), Introduction to the Constitution of India, New Delhi, PHI Learning. | | | | | | | | | | | | |
| 3 | Brij Kishore Sharma (2011), Introduction to the Constitution of India, New Delhi, Prentice - Hall of India Pvt., Ltd. | | | | | | | | | | | | |
| 4 | De, Rohit (2018), A People’s Constitution: The Everyday Life of Law in the Indian Republic, New Delhi, Oxford University Press. | | | | | | | | | | | | |
| 5 | Arun K Thiruvengadam (2017), The Constitution of India: A Contextual Analysis, New Delhi, Hart Publishing Company. | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Khosla, Madhav et.al. (2016), The Oxford Handbook of Indian Constitution, New Delhi, Oxford University Press | | | | | | | | | | | | |
| 2 | M.V. Pylee (2003), An Introduction to the Constitution of India, New Delhi, Vikas Publishing House. | | | | | | | | | | | | |
| 3 | Khosla, Madhav (2012), The Indian Constitution, New Delhi, Oxford University Press. | | | | | | | | | | | | |
| 4 | Jayal, Niraja Gopal (2011), The Oxford Companion to Politics in India, New Delhi, Oxford University Press. | | | | | | | | | | | | |
| 5 | Kohli, Atul, et.al. (2018), Handbook of Indian Politics, New Delhi, Routledge. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://egyankosh.ac.in/handle/123456789/53790> | | | | | | | | | | | | |
| 2 | <https://onlinecourses.nptel.ac.in/noc20_lw03/preview> | | | | | | | | | | | | |
| 3 | <https://legislative.gov.in/sites/default/files/coi-4March2016.pdf> | | | | | | | | | | | | |
| 4 | <https://www.constitutionofindia.net/> | | | | | | | | | | | | |
| 5 | <https://www.mea.gov.in/Images/pdf1/Part3.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 | M |
| **CO4** | S | S | M | M | S | M | S | S | M | S |
| **CO5** | S | S | M | M | M | S | M | M | S | M |

**Strong – 3; Medium – 2; Low - 1**

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 |

Level of Correlation between PSO’s and CO’

**DISASTER MANAGEMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | **Disaster Management** | **SEC -2** | **Y** | **-** | **-** | **-** | **2** | **2** | **25** | | **75** | **100** |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To demonstrate the key concepts in the study of Disaster Management. | | | | | | | | | | | | |
| C2 | To outline the nature, scope and impact of natural and man-made disasters. | | | | | | | | | | | | |
| C3 | To classify the psychological, socio-economic, and political effects of the same. | | | | | | | | | | | | |
| C4 | To deal with disaster preparedness and the role and responsibilities of the State and Society in disaster management in India. | | | | | | | | | | | | |
| C5 | To compare & contrast International State-run and private agencies with special reference to Australia, Chile, Japan, Indonesia, Philippines and the USA. | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Meaning and Classifications of Disasters, Functioning of Disaster Management Organisation, Methodology to cope with Disaster in India, Disaster Management Cycle, Disaster Management- Recent Trends, Impact of Natural Disasters on Environment and Development. | | | | | | | | | | **2** | | |
| II | Disaster Mitigation, Basic Principles and Elements of Disaster Mitigation, Flood mitigation Practices in India, Action Plan for Earthquake Disaster Mitigation, Cost-Benefit Consideration of Mitigation, Resource Analysis and Mobilization | | | | | | | | | | **2** | | |
| III | Disaster Prevention and Preparedness, Vulnerability Analysis and Risk Assessment, Role of Community in Disaster Management, Communication Systems and Protocol, Legislation/ Existing Laws | | | | | | | | | | **2** | | |
| IV | Disaster Awareness, Role of Disaster Managers, Role of NGOs, Training of Disaster Managers, Use of Formal Education System, Emerging Issues and Lessons for Future. | | | | | | | | | | **2** | | |
| V | Disaster Response and Recovery i) Disaster Response Plan: State, Union and Local ; NDRF ii) Communication, Participation and Enforcement of Emergency Plans iii) International Models of Change: State and Private Agencies (Australia, Chile, Japan, Indonesia, Philippines, USA) | | | | | | | | | | **2** | | |
|  | **Total** | | | | | | | | | | **10** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| CO | On completion of this course, students will learn | | | | | | | | | |  | | |
| CO1 | To describe the functioning of organizations in disaster Management | | | | | | | | | | PO1 | | |
| CO2 | To discuss the conceptual and theoretical understanding of Disaster Preparedness and Mitigation | | | | | | | | | | PO1, PO2 | | |
| CO3 | To develop an insight on disaster mitigation. | | | | | | | | | | PO4, PO6 | | |
| CO4 | To limelight the emerging issues and lessons learnt in disaster management | | | | | | | | | | PO4, PO5, PO6 | | |
| CO5 | To assess the significance of disaster management in the context of development | | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | V.K. Sharma (1995), Disaster Management, New Delhi, New United Process. | | | | | | | | | | | | |
| 2 | David Alexander (1993), Natural Disaster, London, UCL Press. | | | | | | | | | | | | |
| 3 | KathakaliBagchi. S (1991), Drought Prone India: Problems and Prospects, New Delhi, Agricale. | | | | | | | | | | | | |
| 4 | Melvin A Benarde (1972), Race against Famine,Bombay, Orient Longmans. | | | | | | | | | | | | |
| 5 | Cohen, D. Aftershock (1991), The Psychological and Political Consequences of Disaster, United Kingdom, Paladin Publication. | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Drake, F. (2000), Global Warming: The Science of Climate Change,London, Oxford University Press. | | | | | | | | | | | | |
| 2 | Centre for Science and Environment (2001), Down to Earth, Vol. 10, No. 6, New Delhi. | | | | | | | | | | | | |
| 3 | ICRC and Red Crescent ( 2000), World Disaster Report, Oxford Press. | | | | | | | | | | | | |
| 4 | Shukla P. R., S. K. Sharma and P. Venkatraman (Eds.) (2002), Climate Change and Indian Issues, Concerns and Opportunities, New Delhi: Tata McGraw Hill. | | | | | | | | | | | | |
| 5 | Blaikie P. and others (2005), At Risk: Natural Hazards, People’s Vulnerability and Disaster, London, Routledge. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://egyankosh.ac.in/handle/123456789/25233> | | | | | | | | | | | | |
| 2 | <https://onlinecourses.swayam2.ac.in/cec19_hs20/preview> | | | | | | | | | | | | |
| 3 | <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3793465/> | | | | | | | | | | | | |
| 4 | <https://ndma.gov.in/> | | | | | | | | | | | | |
| 5 | <https://nidm.gov.in/> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| **CO1** | S | S | M | S | S | S | M | S | S | S |
| **CO2** | S | S | S | M | M | S | M | M | M | L |
| **CO3** | S | S | M | S | M | S | S | L | L | M |
| **CO4** | S | S | S | M | S | M | M | M | 3 | 1 |
| **CO5** | S | S | M | S | M | S | S | L | M | S |

**Strong – 3; Medium – 2; Low - 1**

CO-PO Mapping (Course Articulation Matrix)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
| CO1 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 2 |
| CO3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 2 |
| Weightage | 15 | 15 | 12 | 13 | 12 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.4 | 2.6 | 2.4 |

Level of Correlation between PSO’s and CO’

**CITIZEN CENTRIC GOVERNANCE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | **Citizen Centric Governance** | **SEC - 3** | **Y** | **-** | **-** | **-** | **2** | **2** | **25** | | **75** | **100** |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To discuss the concept of Citizen Centric Governance | | | | | | | | | | | | |
| C2 | To describe the quality of governance | | | | | | | | | | | | |
| C3 | To illustrate the tools and mechanisms of citizen charters | | | | | | | | | | | | |
| C4 | To explain the right to service delivery | | | | | | | | | | | | |
| C5 | To examine the functioning of the institutions and challenges in citizen centric governance | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Governance and Good Governance: Ancient Discourse on Good Governance; Elements and Forms of Good Governance; Theories and Concepts of Governance – World Bank and UNDP; State, Market and Civil Society. | | | | | | | | | | **2** | | |
| II | Citizen Centric Governance: Concept; Pre-conditions and Principles (Rule of Law-Zero Tolerance Strategy, Making Institutions Vibrant, Responsive and Accountable, Active Citizens’ Participation – Decentralization and Delegation, Transparency, Civil Service Reforms, Ethics in Governance, Process Reforms, Periodic & Independent Evaluation of the Quality of Governance etc.; Functions of the Government; Rights and Duties of the Citizens; Civil Society – Role and Limitations; Right to Information | | | | | | | | | | **2** | | |
| III | Tools and Mechanisms: Citizens’ Charters – Concept, Objectives and Significance; Sevottam Model; Indian Standard for Quality Management Systems; Seven Steps Model for Citizen Centricity; | | | | | | | | | | **2** | | |
| IV | Right to Service Delivery – State of the Concept and Practice; People Participation in Governance (Concept, Forms including Social Audit); Citizens Grievance Redress and Monitoring System (central, state and corporate levels); and Consumer Protection (National Commission, State Commission, District Forum) | | | | | | | | | | **2** | | |
| V | Institutions and Challenges: National Human Rights Commission; National Commission for Women; National Commission for Protection of Child Rights; National Backward Classes Commission; National Minorities Commission; National Consumer Disputes Redressal Commission | | | | | | | | | | **2** | | |
|  | **Total** | | | | | | | | | | **10** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| CO | On completion of this course, students will learn | | | | | | | | | |  | | |
| CO1 | To trace the evolution and growth of the idea and concept of citizen centric governance | | | | | | | | | | PO1 | | |
| CO2 | To examine the theoretical approaches towards governance, good governance, and citizen centric governance | | | | | | | | | | PO1, PO2 | | |
| CO3 | To analyse the working of the institutions, tools, and mechanism for ensuring citizen centric governance | | | | | | | | | | PO4, PO6 | | |
| CO4 | To exhibit the challenges whilst establishing citizens-oriented governance | | | | | | | | | | PO4, PO5, PO6 | | |
| CO5 | To ensure the need for creating citizen centric engagement in India | | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | Alford, John and O’Flynn, Janine (2012), Rethinking Public Service Delivery, New York, Palgrave Macmillan. | | | | | | | | | | | | |
| 2 | Anderson, Dennis; Wu Robert; Cho, June-Suh and Schroeder, Katja (2015), E - Government Strategy, ICT and Innovation for Citizen Engagement, New York, Springer-Verlag New York Inc. | | | | | | | | | | | | |
| 3 | Mishra (2012), Citizen - Centric Public Systems, New Delhi, Pearson Education India. | | | | | | | | | | | | |
| 4 | Chakrabarty, Bidyut and Bhattacharya, Mohit (Eds.) (2008), The Governance Discourse: A Reader, New Delhi, Oxford. | | | | | | | | | | | | |
| 5 | Chand, Vikram K (Ed.) (2010), Public Service Delivery in India: Understanding the Reform Process, New Delhi, Oxford. | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Ramesh K Arora, Meena Sogani (2011), Governance in India: Paradigms and Practices, New Delhi, Aalekh Publishers | | | | | | | | | | | | |
| 2 | Government of India (2009). Citizen Centric Administration: The Heart of Governance Twelfth Report. Second Administrative Reforms Commission, Department of Administrative Reforms and Public Grievances, Ministry of Personnel, Public Grievances and Pensions, New Delhi | | | | | | | | | | | | |
| 3 | Government of India (2008), Citizen’s Charter – A Handbook. Centre for Good Governance Department of Administrative Reforms and Public Grievances, Ministry of Personnel, Public Grievances and Pensions, New Delhi | | | | | | | | | | | | |
| 4 | Mathur, Birendra Prasad (2014), Ethics for Governance: Reinventing Public Services. New Delhi, Routledge. | | | | | | | | | | | | |
| 5 | Sawshilya, Archana (2012), Ethics and Governance, New Delhi, Pearson | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <http://goicharters.nic.in/ccinitiative.htm> | | | | | | | | | | | | |
| 2 | <https://www.researchgate.net/publication/289190592_A_Framework_for_Citizen-Centric_Government_Websites> | | | | | | | | | | | | |
| 3 | <https://www.csi-sigegov.org/1/5_392.pdf> | | | | | | | | | | | | |
| 4 | <https://www.academia.edu/22903936/Next_Generation_Citizen_Centric_e_Services> | | | | | | | | | | | | |
| 5 | <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/implementing-a-citizen-centric-approach-to-delivering-government-services> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | M | S | S | S |
| **CO2** | S | S | S | M | M | S | M | M | M | L |
| **CO3** | S | S | M | S | M | S | S | L | L | M |
| **CO4** | S | S | S | M | S | M | M | M | 3 | L |
| **CO5** | S | S | M | S | M | S | S | L | M | S |

**Strong – 3; Medium – 2; Low – 1**

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 | 3 | 2 |
| CO4 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 2 |
| Weightage | 15 | 15 | 12 | 12 | 12 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.2 | 2.4 | 2.4 |

Level of Correlation between PSO’s and CO’

**NGO MANAGEMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **NGO Management** | **AECC -2** | **Y** | **-** | **-** | **-** | **2** | **2** | **25** | | **75** | **100** |
| **Course Objectives** | | | | | | | | | | | | |
| C1 | To examine the purpose of forming NGOs | | | | | | | | | | | |
| C2 | To describe the various organizational forms and governance structure of NGOs | | | | | | | | | | | |
| C3 | To evaluate the administrative practices of NGOs | | | | | | | | | | | |
| C4 | To assess the issues, accountability and problems of NGOs | | | | | | | | | | | |
| C5 | To identify the research tools necessary for case study analysis of each NGO’s | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | **No. of Hours** | | |
| I | Non-Governmental Organisations (NGOs): Concept, Rationale and Scope; National Policy on the Voluntary Sector 2007; NGO-Government Interface in India with special reference to the NITI Ayog, Ministries and Departments | | | | | | | | | **2** | | |
| II | Organisational Forms and Governance Structures of NGOs: Trust; Society; Company; NGO-Government & NGO-Private sector partnerships | | | | | | | | | **2** | | |
| III | Rationale and practice; Sources of NGO Funding; Government and Foreign Grants: Eligibility, Requirements & Procedures with special reference to Foreign Contributions | | | | | | | | | **2** | | |
| IV | Issues, Accountability, Mechanism & Problems: Issues of Governance; Capacity Building; Autonomy; Ethics. Accountability of NGOs: Rationale, Mechanisms and Problems; Formulation of a Welfare/Development Project Proposal including Monitoring and Evaluation arrangements | | | | | | | | | **2** | | |
| V | Case Studies: Self Employed Women’s Association (SEWA): Organisation, Functions and Working; Red Cross Society of India: Organisation, Functions and Working; Voluntary Action Network India (VANI); and OXFAM India | | | | | | | | | **2** | | |
|  | **Total** | | | | | | | | | **10** | | |
|  | **Course Outcome** | | | | | | | | | **Programme Outcome** | | |
| CO | On completion of this course, students will learn | | | | | | | | |  | | |
| CO1 | To have theoretical conceptualization of NGOs and the Public sector | | | | | | | | | PO1 | | |
| CO2 | To examine the National Policy on Voluntary Sector and Government-NGO interface | | | | | | | | | PO1, PO2 | | |
| CO3 | To analyse the role of public and foreign financial contributions to NGOs | | | | | | | | | PO4, PO6 | | |
| CO4 | To perceive how NGO’S have an innate role to address social concerns. | | | | | | | | | PO4, PO5, PO6 | | |
| CO5 | To create the necessary skills for student to plan and execute projects | | | | | | | | | PO3, PO8 | | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | Chandra, Suresh (2015), Non-Government Organisations. Jaipur, Rawat. | | | | | | | | | | | |
| 2 | Dantwala, M L, Sethi, Harsh and PravinVisaria (Eds.) (1998), Social Change Through Voluntary Action, New Delhi, Sage Publications. | | | | | | | | | | | |
| 3 | Government of India (2007), Report of the Steering Committee on Voluntary Sector for the Eleventh Five-Year Plan, New Delhi, Planning Commission. | | | | | | | | | | | |
| 4 | Jain, N (2009), Handbook for NGOs: An Encyclopedia for Non-Governmental Organisations and Voluntary Agencies, (I & II), New Delhi, Nabhi Publications. | | | | | | | | | | | |
| 5 | Ashok Kumar Sarkar (2008), NGOs and Globalization: Development and Organizational Facets, Jaipur, Rawat Publications. | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Khaira, Dahlia (2017), Appreciation &Evaluation of MGNREGA in Punjab, New Delhi, Adroit Publishers. | | | | | | | | | | | |
| 2 | Planning Commission (2002), Report of the Steering Committee on Voluntary Sector for the Tenth Five-Year Plan: Government of India, New Delhi, Planning Commission. | | | | | | | | | | | |
| 3 | Meher,Nanavaty and Kulkarni P (1998), NGOs in the Changing Scenario, New Delhi,Uppal Publishing House. | | | | | | | | | | | |
| 4 | Prasad, K (Ed.) (2000,) NGOs and Socio-Economic Development Opportunities, New Delhi, Deep and Deep Publications. | | | | | | | | | | | |
| 5 | Smith-Sreen, P (1995), Accountability in Development Organisations: Experiences of Women Organisations in India, New Delhi, Sage Publication. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://ngosindia.com/> | | | | | | | | | | | |
| 2 | <https://ngobox.org/resources-ngos-in-india> | | | | | | | | | | | |
| 3 | <https://www.researchgate.net/publication/341089166_INTRODUCTION_TO_NGO_MANAGEMENT_Compiled_Lecture_Notes> | | | | | | | | | | | |
| 4 | <https://web.worldbank.org/archive/website00978/WEB/PDF/GUIDE_TO.PDF> | | | | | | | | | | | |
| 5 | <https://researchguides.library.syr.edu/c.php?g=471151&p=3222302> | | | | | | | | | | | |

**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 |

**Strong – 3; Medium – 2; Low - 1**

**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 | 13 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 2.0 | 2.0 | 2.6 |

**Level of Correlation between PSO’s and CO’**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER III** | | | | | | | | | | | | | |
| **COMPARATIVE PUBLIC ADMINISTRATION** | | | | | | | | | | | | | |
| **Course code** |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.**  **Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  |  | **Comparative**  **Public**  **Administration** | **Core** | **Y** | **-** | **-** | **-** | **4** | **5** | **25** | | **75** | **100** |
|  | **Course Objectives** | | | | | | | | | | | | |
| C1 | To focus on various approaches and theories of CPA. | | | | | | | | | | | | |
| C2 | To examine the issues and concerns in developed and developing countries. | | | | | | | | | | | | |
| C3 | To compare the administrative processes applying methodologies of comparison. | | | | | | | | | | | | |
| C4 | To develop an understanding of Political system of different countries. | | | | | | | | | | | | |
| C5 | To conclude how public administration across the countries is coping with new challenges | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Introduction: Comparative Public Administration: Meaning, Nature, Scope and Significance. Salient Features of Administration in Developed & Developing Countries: Social, Economic, Political and Administrative features | | | | | | | | | | **5** | | |
| II | Approaches: Structural Functional Approach; Behavioral Approach; and Ecological Approach | | | | | | | | | | **5** | | |
| III | UK – Salient features of British Administration – Conventions – Parties System. | | | | | | | | | | **5** | | |
| IV | USA – Salient features of American Administrative System –  Federal System – Separation of Powers – President and American Cabinet-Checks and Balance | | | | | | | | | | **5** | | |
| V | Salient Features of Constitution of Japan – Legislature – Executive – Parliament – Cabinet – Lawmaking Procedure – Political Parties – Judiciary - Local Government. | | | | | | | | | | **5** | | |
|  | **Total** | | | | | | | | | | **25** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| CO | On completion of this course, students will learn | | | | | | | | | |  | | |
| 1 | To analyze the emerging concepts and dimensions of comparative public administration | | | | | | | | | | PO1 | | |
| 2 | To evaluate the social fabrics of developed and developing countries | | | | | | | | | | PO1, PO2 | | |
| 3 | To compare the pertinent features of various political systems | | | | | | | | | | PO4, PO6 | | |
| 4 | To diagnose the countries specific issues in public administration | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To appreciate the relevance between comparative approach of study | | | | | | | | | | PO3, PO8 | | |
| **Text Books** | | | | | | | | | | | | | |
| 1 | Sharma, R.D. (Ed.) (1999), Administrative Systems of Developing Countries, New Delhi, Mittal Publications. | | | | | | | | | | | | |
| 2 | Viswanathan, V.N. (1996), Comparative Public Administration, New Delhi, Sterling Publishers. | | | | | | | | | | | | |
| 3 | Jesmine Ahmed (2020), An Introduction to Comparative Government and Politics, New Delhi, Kalpaz Publications. | | | | | | | | | | | | |
| 4 | Dahiya, Sewa Singh and Ravindra Singh (2014), Comparative Public Administration. New Delhi, Sterling Publishers. | | | | | | | | | | | | |
| 5 | Heady, Ferrel (1996), Public Administration: A Comparative Perspective, New York, M Dekker Inc. | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | Arora, Ramesh K. (2008), Comparative Public Administration, New Delhi, Associated Publishing House. | | | | | | | | | | | | |
| 2 | Berman, Evan et al. (2010), Public Administration in East Asia, Francis & Taylor (China Chapter) Routledge. | | | | | | | | | | | | |
| 3 | Rowat, Donald E, 1985, Public Administration in Developed Democracies, New York, Marcel Dekker, Inc., (Latest Edition). | | | | | | | | | | | | |
| 4 | Sabharwal, Meghna & Evan M. Berman (2013), Public Administration in South Asia, London, Francis & Taylor. | | | | | | | | | | | | |
| 5 | Wang, James C.F. (2002), Contemporary Chinese Politics, New Jersey, Prentice Hall. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | [https://unacademy.com/content/upsc/study-material/publicadministration/comparative-public-](https://unacademy.com/content/upsc/study-material/public-administration/comparative-public-administration/)administration | | | | | | | | | | | | |
| 2 | <https://www.academia.edu/35253178/Comparative_Public_Administration_Definition_Sources_and_Problems> | | | | | | | | | | | | |
| 3 | <https://egyankosh.ac.in/handle/123456789/78054> | | | | | | | | | | | | |
| 4 | [https://www.routledge.com/Comparative-Public Administration/ Chandler/ p/book/ 9780415569286](https://www.routledge.com/Comparative-Public%20Administration/%20Chandler/%20p/book/%209780415569286) | | | | | | | | | | | | |
| 5 | <https://onlinelibrary.wiley.com/doi/10.1111/j.1540-6210.2011.02432.x> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 2 |
| **Weightage** | 15 | 15 | 12 | 13 | 12 |
| **Weighted percentage of Course Contribution to POs** | 3.0 | 3.0 | 2.4 | 2.6 | 2.4 |

**ORGANISATION THEORY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | |  | **Organization Theory** | **Core** | **Y** | **-** | **-** | **-** | **4** | **5** | 25 | | 75 | 100 |
|  | | **Course Objectives** | | | | | | | | | | | | |
| C1 | | To outline the meaning, nature and scope of the study of Organisational Theory | | | | | | | | | | | | |
| C2 | | To distinguish the background of evolution of various theories of organization | | | | | | | | | | | | |
| C3 | | To elaborate on the emerging trends in forms of organization in the digital era | | | | | | | | | | | | |
| C4 | | To infer how the behavioural pattern impacts the growth of organization | | | | | | | | | | | | |
| C5 | | To compile the pertinent contributions of organizational theorists | | | | | | | | | | | | |
| **UNIT** | | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | | Meaning, Nature and Scope and Importance of Organization – Types of Organization –Basic Principles of Organization – Theories of Organisation | | | | | | | | | | **5** | | |
| II | | Classical or Traditional Theory - Human Relations or Neo-Classical Theory - Decision-Making Theory - Systems Approach - Weber’s Ideal of Bureaucracy - Modern Theory. | | | | | | | | | | **5** | | |
| III | | Process of Organization- Leadership, Meaning, Styles, Qualities, Types, Theories Organisational Communications-Meaning, Importance, Process, Barriers, Principles of Effective Communication | | | | | | | | | | **5** | | |
| IV | | Issues of Organizational Behaviour Organization Conflict Organization Effectiveness Organizational Culture- Meaning, Significance-Organisational Climate, Organization Counselling  Organization Dynamics - Organisational Change, Meaning, Nature, Organisational Development-Meaning and Interventions | | | | | | | | | | **5** | | |
| V | | Ethics, Concept of Organizational Culture- Types of culture – Creating and Sustaining Culture  Organisational Behaviour and Development - Intellectual Capital - E-commerce, Virtual Organizations, Life-long learning - Ethical Behaviour, Social Responsibility, Global Dimensions, Development Interventions today | | | | | | | | | | **5** | | |
|  | | **Total** | | | | | | | | | | **25** | | |
|  | | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| **CO** | On completion of this course, students will learn | | | | | | | | | | |  | | |
| 1 | To demonstrate the importance of various proponents of theories. | | | | | | | | | | | PO1 | | |
| 2 | To determine the factors that lead to changes in the organizational setup | | | | | | | | | | | PO1, PO2 | | |
| 3 | To propose descriptive solutions to the ingrained problems of public organization. | | | | | | | | | | | PO4, PO6 | | |
| 4 | To justify the need for creating an effective organizational machinery through ideas of theorists | | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To translate the theories into practice | | | | | | | | | | | PO3, PO8 | | |
| **Text Books** | | | | | | | | | | | | | | |
| 1 | Dwivedi R.S. (1979), Human Relations and Organisational Behaviour, New Delhi, Oxford& IBH. | | | | | | | | | | | | | |
| 2 | Singh Nirmal (2003), Organisational Behaviour: Concept, Theory and Practice, New Delhi, Deep and Deep Publications. | | | | | | | | | | | | | |
| 3 | Prasad Lallan Banerjee (1985), Management of Human Resources, New Delhi, Sterling Publishers. | | | | | | | | | | | | | |
| 4 | Prasad L.M (2005), Organisational Theory and Behaviour, New Delhi, Sultan Chand and Co. | | | | | | | | | | | | | |
| 5 | Parikh, Margie and Rajen Gupta (2010), Organisational Behaviour, New Delhi, McGraw Hill Education (India) Pvt. Ltd. | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | John W. & Davis (2004), Organisational Behaviour, New Delhi, Tata McGraw Hill. | | | | | | | | | | | | | |
| 2 | Berman, Evan et al. (2010), Public Administration in East Asia, London, Francis & Taylor. | | | | | | | | | | | | | |
| 3 | Robbins Stephen. P (2005), Organisational Behaviour*,* New Delhi, Prentice Hall. | | | | | | | | | | | | | |
| 4 | Sabharwal, Meghna & Evan M. Berman (2013), Public Administration in South Asia, London: Francis & Taylor. | | | | | | | | | | | | | |
| 5 | Pershing, Sandra Parkes and Eric K. Austin (2015), Organization Theory and Governance for the 21st Century, New Delhi, Sage Publications. | | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | | |
| 1 | <https://www.researchgate.net/publication/31695904_Essential_Organization_Theory_and_Design> | | | | | | | | | | | | | |
| 2 | <https://www.cambridge.org/ca/academic/elements/organizational-theory> | | | | | | | | | | | | | |
| 3 | <https://www.oxfordbibliographies.com/view/document/obo-9780199846740/obo-9780199846740-0024.xml> | | | | | | | | | | | | | |
| 4 | [https://global.oup.com/ukhe/disciplines/business-and-management/management/ organizational-theory/](https://global.oup.com/ukhe/disciplines/business-and-management/management/%20organizational-theory/) | | | | | | | | | | | | | |
| 5 | <https://libguides.eastern.edu/olg350> | | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 2 |
| **Weightage** | 15 | 15 | 11 | 12 | 12 |
| **Weighted percentage of Course Contribution to POs** | 3.0 | 3.0 | 2.2 | 2.4 | 2.4 |

**PUBLIC SERVICE DELIVERY IN INDIA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  |  | **Public Service Delivery in India** | **Elective** | **Y** | **-** | **-** | **-** | **3** | **4** | 25 | 75 | 100 |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To identify the various public service delivery systems in India | | | | | | | | | | | |
| C2 | To describe the operational mechanisms of the public delivery system | | | | | | | | | | | |
| C3 | To distinguish the features of private and public delivery system | | | | | | | | | | | |
| C4 | To limelight the core issues in public service delivery today. | | | | | | | | | | | |
| C5 | To formulate measures of reform in public service delivery in India | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | |
| I | Introduction to Public Service Delivery :Public Service and Social Protection, State of Public Service Delivery in India, Scope, Significance of PSD, Public perception, Political Agenda | | | | | | | | | | **4** | |
| II | Delivering Physical and Social Infrastructure: Community Mobilisation, Decentralisation, Affirmative Action, Cohesion and Consensus among States, Technology | | | | | | | | | | **4** | |
| III | Issues in Public Service Delivery : Financial Resources, Capacity building, Citizen Charters, Role of ICT, Target group-based Service Delivery, Bio Metric Identity | | | | | | | | | | **4** | |
| IV | Reforms in Public Service Delivery Role of NGO’s & PPPs:Sevottam Model, Right to Public Service Delivery, Public Trust on Governments | | | | | | | | | | **4** | |
| V | Governance and Public Service Delivery: Government Initiatives and Schemes, MyGov, E-Kranti, Digital India, Good Governance, Ungal Thokuthiyil Muthalamaichar Scheme 2022 | | | | | | | | | | **4** | |
|  | **Total** | | | | | | | | | | **20** | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | |
| **CO** | On completion of this course, students will learn | | | | | | | | | |  | |

|  |  |  |
| --- | --- | --- |
| 1 | To determine the strategic importance of planning for public service delivery | PO1 |
| 2 | To prioritize the sectoral dimensions in public service delivery | PO1, PO2 |
| 3 | To modify the structure of public service delivery system with other delivery system | PO4, PO6 |
| 4 | To critically measure the gaps /lapses in public service delivery | PO4, PO5, PO6 |
| 5 | To propose a possible solution to initiate effective plan of action for providing quality service | PO3, PO8 |
| **Text Books** | | |
| 1 | Vikram Chand, Reinventing Public Service Delivery in India: Selected Case Studies, (2021), New Delhi, Sage Publications. | |
| 2 | Chand. K.Vikram, et.al (2010), Public Service Delivery in India, Oxford. | |
| 3 | Bhargava, Gopal (1981), Urban Problems and Policy Perspectives, New Delhi, Abhinav Publications. | |
| 4 | Dahiya, Sewa Singh and Ravindra Singh (2014), Comparative Public Administration. New Delhi, Sterling. | |
| 5 | Tanuja Trivedi (2013), Public Services in the Digital Age, New Delhi, Jnanda Prakashan. | |
| **Reference Books** | | |
| 1 | Mohanty, Bidyut (ed.) (1993), Urbanization in Developing Countries: Basic Services and Community Participation, New Delhi, Concept Publishing Company. | |
| 2 | Singh U.B. (2001), Privatization of Municipal Services, Lucknow, Bharat Book Centre. | |
| 3 | Harrington. J (2001), Financing Basic Social Services, New York, United Nations Development Programme Division. | |
| 4 | Jagannadam. V, Bhattacharya. M (1977), Integrated Delivery System for Social Services, New Delhi, IIPA. | |
| 5 | Stephen Osborne (2020), Creating Value for Public Service Users, Citizens and Society through Public Service Delivery, New York, Routledge. | |
|  | **Web Resources** | |
| 1 | <https://www.researchgate.net/publication/272730347_Public_Service_Delivery_in_India_Challenges_and_Opportunities> | |
| 2 | <https://www.insightsonindia.com/2017/08/10/insights-mindmaps-governance-publicservice-delivery-india-changing-facets-education/governance-and-public-servicedelivery-in-india-2/> | |
| 3 | <https://casi.sas.upenn.edu/iit/muralidharan> | |
| 4 | <https://in.sagepub.com/en-in/sas/reinventing-public-service-delivery-in-india/book229855> | |
| 5 | <https://www.amazon.in/Public-Service-Delivery-India-Understanding/dp/019806845X> | |

**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** | **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 | 13 |
| **Weighted percentage of Course Contribution to POs** | 3.0 | 3.0 | 2.0 | 2.0 | 2.6 |

**ENTREPRENEURSHIP AND SKILL DEVELOPMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst**  **Hours** | | **Marks** | | | | | | |
| **CIA** | | | | | **External** | **Total** |
|  | **Entrepreneurship and Skill**  **Development** | **SEC - 5** | **Y** | **-** | **-** | **-** | **1** | **1** | | 25 | | | | 75 | | 100 |
| **Course Objectives** | | | | | | | | | | | | | | | | |
| C1 | To spell out the innate need to acquire skills of entrepreneurship | | | | | | | | | | | | | | | |
| C2 | To develop entrepreneurial abilities by providing skills sets | | | | | | | | | | | | | | | |
| C3 | To analyse the entrepreneurial process of creating innovative start-ups | | | | | | | | | | | | | | | |
| C4 | To learn basic fundamentals of decision making towards establishing enterprises in real life situations. | | | | | | | | | | | | | | | |
| C5 | To make a foundation for those who plan to work and start a business enterprise. | | | | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | | | **No. of Hours** | | | |
| I | Concept and need of entrepreneurship, Characteristics and types of entrepreneurship, aim of an Entrepreneur: Entrepreneurial decision process, Entrepreneurship as a career, Entrepreneurship as a style of management, changingrole of the entrepreneur, Entrepreneurial traits, Factors affecting entrepreneur. | | | | | | | | | | | | **1** | | | |
| II | Influences on entrepreneurship development, External influences on entrepreneurship development: socio-cultural, political and economic, Personal entrepreneurial success and failure, Reasons and remedies, Womenentrepreneurs, Challenges and achievements of women entrepreneurs. | | | | | | | | | | | | **1** | | | |
| III | Meaning of entrepreneurial motivation, Motivation cycle or process, Theories of entrepreneurial motivation, Entrepreneurial motivating factors, Changes in entrepreneurial motivation, Entrepreneurial motivation behavior, Meaning of entrepreneurial competencies, Major entrepreneurial competencies, Developing entrepreneurial competencies. | | | | | | | | | | | | **1** | | | |
| IV | Need for opportunities identification and selection,  Environmental dynamics and changes, Business Opportunities in various sectors, Identification of business opportunities, Opportunity selection | | | | | | | | | | | **1** | | | | |
| V | Role of central government and state government in promoting entrepreneurship with various incentives, subsidies, grants, programmed schemes and challenges, Government initiatives and inclusive entrepreneurial growth. | | | | | | | | | | | **1** | | | | |
|  | **Total** | | | | | | | | | | **5** | | | | | |
|  | **Course Outcome** | | | | | | | | **Programme Outcome** | | | | | | | |
| **CO** | On completion of this course, students will learn | | | | | | | |  | | | | | | | |
| 1 | To propose an alternate options to acquire varied skills to absorb in both public and private organizations | | | | | | | | PO1 | | | | | | | |
| 2 | To appraise the objectives of the government to train its citizens to acquire individual skills to emerge as an entrepreneur | | | | | | | | PO1, PO2 | | | | | | | |
| 3 | To deduct how the state vs market debate has lead to initiate the scope for learning entrepreneurship skills | | | | | | | | PO4, PO6 | | | | | | | |
| 4 | To recommend how with changing times the student has to adapt by adopting new skills for development | | | | | | | | PO4, PO5, PO6 | | | | | | | |
| 5 | Understand the relevance between comparative approach of study | | | | | | | | PO3, PO8 | | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | |
| 1 | Desai, Vasant (2011), Dynamics of Entrepreneurship: New Venture Creation, New Delhi, Prentice Hall of India. | | | | | | | | | | | | | | | |
| 2 | Arvind Kumar Bhatt (2016), Innovation and Entrepreneurship, New Delhi, Laxmi Publications Pvt. Ltd. | | | | | | | | | | | | | | | |
| 3 | A.K. Gupta (2022), Generic Skills and Entrepreneurship Development, New Delhi, S.K. Kataria & Sons. | | | | | | | | | | | | | | | |
| 4 | Sharma, Sangeeta (2022), Entrepreneurship Development (2nd Edition), New Delhi, PHI Learning. | | | | | | | | | | | | | | | |
| 5 | Mohd. Shoeb (2020), Skill Development, Innovations and Entrepreneurship, New Delhi, New Century Publications. | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | |
| 1 | Arya Kumar (2013), Entrepreneurship Creating and Leading an Entrepreneurial Organization, Noida, Pearson Education India. | | | | | | | | | | | | | | | |
| 2 | Robert Hisrich and Michael Peters (2013), Entrepreneurship, Tata Mc Graw – Hill. | | | | | | | | | | | | | | | |
| 3 | Dangi K.L. (2014), Communication Skills and Entrepreneurship Development, Udaipur, Agrotech Publications. | | | | | | | | | | | | | | | |
| 4 | Rameshwari Pandya (2016), Skill Development and Entrepreneurship in India, New Delhi, New Century Publications. | | | | | | | | | | | | | | | |
| 5 | Shipra Vaidy (2014), Developing Entrepreneurial Life Skills, New Delhi, Springer. | | | | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | | | | |
| 1 | <https://www.oecd.org/cfe/leed/cooney_entrepreneurship_skills_HGF.pdf> | | | | | | | | | | | | | | | |
| 2 | <https://msme.gov.in/entrepreneurship-and-skill-development-programs> | | | | | | | | | | | | | | | |
| 3 | <https://www.ediindia.org/> | | | | | | | | | | | | | | | |
| 4 | <https://nsdcindia.org/> | | | | | | | | | | | | | | | |
| 5 | <https://www.msde.gov.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** | **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 | 13 |
| **Weighted percentage of Course Contribution to POs** | **3.0** | **3.0** | **2.0** | **2.0** | **2.6** |

**DIGITAL LITERACY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | | **Insti.**  **Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | | **Digital Literacy** | **SEC-6** | **Y** | **-** | **-** | **-** | **2** | | **2** | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | | | |
| C1 | | To introduce the objectives of digital literacy | | | | | | | | | | | | | |
| C2 | | To empower the citizens to acquire the skills to operate modern computers | | | | | | | | | | | | | |
| C3 | | To ensure how the government can function efficiently by promoting digital literacy | | | | | | | | | | | | | |
| C4 | | To examine the purpose of introducing digital information in various government organisations | | | | | | | | | | | | | |
| C5 | | To enumerate the challenges to be encountered in enhancing digital literacy in India | | | | | | | | | | | | | |
| **UNIT** | | **Content** | | | | | | | | | | | **No. of Hours** | | |
| I | | [Introduction to Digital Literacy – meaning –nature and scope for Digital Literacy-creating digital content-multilingual content - navigate the digital world using reading, writing, technical skills, and critical thinking- using technology—like a smart phone, PC, e -reader.](https://alison.com/courses/diploma-in-global-digital-literacy/content) | | | | | | | | | | | **2** | | |
| II | | Information & Data Literacy- Definition of Information and Data- [Browsing, searching and filtering](https://d3.youthmetre.eu/browsing-searching-and-filtering-data-information-and-digital-content/)- [Evaluating data and digital content](https://d3.youthmetre.eu/evaluating-data-information-and-digital-content/)- analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content-organise, store and retrieve data, information and content in digital environments. | | | | | | | | | | | **2** | | |
| III | | Communication & Collaboration-digital citizenship -Interacting through open data sharing - information through open data - communicate effectively in digital media and spaces, such as text-based forums, online video, audio and social media-participate in digital teams and working groups- collaborate effectively using shared digital tools and media | | | | | | | | | | | **2** | | |
| IV | | Digital Identity- Netiquette and digital identity-person’s online activity, biometric behavioural data, Driver’s licenses, social security numbers, key fobs, employee badges, bank account logins, and personal identification numbers | | | | | | | | | | | **2** | | |
| V | | Digital Safety & Security- [Technologies and Change-Distributed IT systems and the Internet of Things-Highly secure and highly available software and systems-Data Science, Artificial Intelligence (AI), and Block chain Technologies-Latest sensor technologies and biometric systems for the protection of critical infrastructures and digital identities-Digital solutions for modern environmental management and crisis and disaster management.](https://alison.com/courses/diploma-in-global-digital-literacy/content) | | | | | | | | | | | **2** | | | |
|  | | **Total** | | | | | | | | **10** | | | | | | |
|  | | **Course Outcome** | | | | | | | | **Programme Outcome** | | | | | | |
| **CO** | | On completion of this course, students will learn | | | | | | | |  | | | | | | |
| 1 | | To organise the information/data as per the virtual learning norms | | | | | | | | PO1 | | | | | | |
| 2 | | To perceive how digital literacy can promote enlightened citizenship | | | | | | | | PO1, PO2 | | | | | | |
| 3 | | To agree that the 21st century belongs to government and citizens who are digitally literate | | | | | | | | PO4, PO6 | | | | | | |
| 4 | | To justify why the traditional form of literacy has transformed into digital literacy | | | | | | | | PO4, PO5, PO6 | | | | | | |
| 5 | | To prove that digital literacy will become cost effective and enhance time management | | | | | | | | PO3, PO8 | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | |
| 1 | Stéphane Goldstein (2019), Informed Societies: Why Information Literacy Matters for Citizenship, Participation and Democracy, UK, Facet Publications. | | | | | | | | | | | | | | | |
| 2 | Christopher G. Reddick (2012), Public Administration and Information Technology, USA, Jones & Bartlett Learning. | | | | | | | | | | | | | | | |
| 3 | Blum-Ross. A (2020), Enhancing Digital Literacy and Creativity Makerspaces in the Early Years, Taylor & Francis. | | | | | | | | | | | | | | | |
| 4 | Katharine Reedy and Jo Parker 2018, Digital Literacy Unpacked, UK, Facet Publishing. | | | | | | | | | | | | | | | |
| 5 | Pankaj Sharma (2012), E – Governance: The New Age Governance, New Delhi, APH Publishing Corporation. | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | |
| 1 | Swanson Kristen (2013), Professional Learning in the Digital Age, Taylor & Francis Ltd. | | | | | | | | | | | | | | | |
| 2 | Pier Cesare Rivoltella (2008), Digital Literacy: Tools and Methodologies for Information Society, USA, IGI Publishing Company. | | | | | | | | | | | | | | | |
| 3 | John Hartley (2010), The Uses of Digital Literacy, USA, Aldine Transaction. | | | | | | | | | | | | | | | |
| 4 | Carillo Ellen. C (2022), MLA Guide to Digital Literacy, USA, Modern Language Association of America. | | | | | | | | | | | | | | | |
| 5 | Rodney Jones (2012), Understanding Digital Literacies: A Practical Introduction, UK, Routledge. | | | | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | | | | |
| 1 | <https://www.microsoft.com/en-us/digital-literacy> | | | | | | | | | | | | | | | |
| 2 | <https://eskillindia.org/Course/course_detail/digi-literacy-basic-wadhwani> | | | | | | | | | | | | | | | |
| 3 | <https://www.nielit.gov.in/content/digital-literacy-courses> | | | | | | | | | | | | | | | |
| 4 | <https://www.academia.edu/21490207/Digital_India_Boon_to_Transform_India_into_Digital_Empowered_Society_and_Knowledge_Economy_with_Digital_Literacy> | | | | | | | | | | | | | | | |
| 5 | <https://www.researchgate.net/publication/269900385_The_five_resources_of_critical_digital_literacy_A_framework_for_curriculum_integration> | | | | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 3 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 2 |
| **Weightage** | 15 | 15 | 11 | 13 | 13 |
| **Weighted percentage of Course Contribution to POs** | 3.0 | 3.0 | 2.2 | 2.6 | 2.6 |

**TECHNIQUES OF ADMINISTRATIVE IMPROVEMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.**  **Hours** | **Marks** | | | | |
| **CIA** | | | **External** | **Total** |
|  | **Techniques of Administrative Improvement** | **AEC-3** | **Y** | **-** | **-** | **-** | **2** | **2** | 25 | | | 75 | 100 |
|  | **Course Objectives** | | | | | | | | | | | | |
| C1 | To recognise the importance of improving flow of work as per the procedure. | | | | | | | | | | | | |
| C2 | To identify the method for improving the working process with better product quality. | | | | | | | | | | | | |
| C3 | To demonstrate the relationship between ICT and e-governance. | | | | | | | | | | | | |
| C4 | To substantiate the effective uses of Management aid tools in Administration. | | | | | | | | | | | | |
| C5 | To ensure how efficient government agencies bring in transformation of the society. | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | **No. of Hours** | | | |
| I | Organisation and methods – Meaning, objectives, nature and scope of O& M – functions and Principles of O & M - Effective uses of human and material resources- Promoting efficiency and control. | | | | | | | | | **2** | | | |
| II | Work study and work Management-Definition of Work Study - Role of Work Study - Objectives –Procedures- Advantages- operation management- ILO – IMS (Body of Knowledge and Code of Ethics). | | | | | | | | | **2** | | | |
| III | E - E-governance and information technology - Meaning, Significance – types and models of e-governance – uses of ICT –ICT activities of Governments- Strategies – Challenges of e-governance and information technology. | | | | | | | | | **2** | | | |
| IV | Management aid tools like network analysis, MIS, PERT, CPM- Meaning, Scope and nature of Management aid tools – their features and uses – role in problem solving-competitiveness of organisation- Challenges. | | | | | | | | | **2** | | | |
| V | A Administrative Reforms – Origin, meaning, nature, scope, objectives and functions of Administrative Reforms-Forms, implementation, new areas and problems of reform- Reforms in India. | | | | | | | | | **2** | | | |
|  | **Total** | | | | | | | | | | **10** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| **CO** | On completion of this course, students will learn | | | | | | | | | |  | | |
| 1 | To apply appropriate techniques in identifying customer/citizens needs | | | | | | | | | | PO1 | | |
| 2 | To measure the performance quality of personnel in administration and to identify areas for improvement; | | | | | | | | | | PO1, PO2 | | |
| 3 | To integrating proven methodologies to enhance management processes through management aid tools. | | | | | | | | | | PO4, PO6 | | |
| 4 | To choose a framework to evaluate the performance excellence of an organization, and confirm how certain performance indicators will help in achieving the objectives of the | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To validate how government has to take newer initiatives to enhance the well being of the society. | | | | | | | | | | PO3, PO8 | | |
| **Text Books** | | | | | | | | | | | | | |
| 1 | Monoranjan Sarkar (2013), Modern Administrative Techniques, New Delhi, Dominant Publishers & Distributors (P) Ltd. | | | | | | | | | | | | |
| 2 | FatihDemir (2022), Innovation in the Public Sector: Smarter States, Services and Citizens, USA, Springer Publishing Company. | | | | | | | | | | | | |
| 3 | Goel, S.L.,2000 , Modern Management Techniques, Deep & Deep Publications Pvt. Ltd. | | | | | | | | | | | | |
| 4 | Srinath, D.S (1975), PERT and CPM: Principles and Applications, New Delhi, East West Press. | | | | | | | | | | | | |
| 5 | Ina R. Barrett (2012), Administration and Management Theory and Techniques: A Guide for Practising Managers, USA, Author House. | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Jerri Killian, Niklas Eklund, (2008), Handbook of Administrative Reform: An International Perspective (1st edition), London, Routledge. | | | | | | | | | | | | |
| 2 | Kamaljeet Sandhu (2020), Leadership, Management and Adoption Techniques for Digital Service Innovation, USA, IGI Global. | | | | | | | | | | | | |
| 3 | George E. Shambaugh IV, Paul J. Weinstein Jr. (2015), The Art of Policymaking Tools, Techniques and Processes in the Modern Executive Branch, SAGE Publications. | | | | | | | | | | | | |
| 4 | Michael Armstrong (1995), Handbook of Management Techniques, New Delhi, Excel Books. | | | | | | | | | | | | |
| 5 | David Greisler, David S. Greisler, Ronald J. Stupak (2007), Handbook of Technology Management in Public Administration, UK, Taylor & Francis. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://www.yourarticlelibrary.com/public-administration/improvements/essential-techniques-for-improvement-of-public-administration/63480> | | | | | | | | | | | | |
| 2 | <https://www.oecd.org/regreform/42112628.pdf> | | | | | | | | | | | | |
| 3 | <https://link.springer.com/article/10.1007/s00607-018-0586-9> | | | | | | | | | | | | |
| 4 | <https://www.digitalarchives.wa.gov/governorlocke/improve/quality/practitioners/Systems%20theory%20-%20Jeff%20Showman.doc> | | | | | | | | | | | | |
| 5 | <https://iasexamportal.com/courses/ias-mains/pub-ad/critical-path-method> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 2 |
| **Weightage** | 15 | 15 | 11 | 12 | 12 |
| **Weighted percentage of Course Contribution to POs** | 3.0 | 3.0 | 2.2 | 2.4 | 2.4 |

|  |
| --- |
| **SEMESTER IV** |
| **ADMINISTRATIVE INSTITUTIONS IN INDIA** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Insti. Hours** | **Marks** | | |
| **CI A** | **External** | **Total** |
|  |  | **Administrative**  **Institutions in India** | **Core** | **Y** | **-** | **-** | **-** | **4** | **5** | 25 | 75 | 100 |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To evaluate the major constitutional and administrative institutions in India. | | | | | | | | | | | |
| C2 | To gain the deep insight about the structure and functions of these institutions. | | | | | | | | | | | |
| C3 | To analyse the changing dynamics of administrative relations between these institutions. | | | | | | | | | | | |
| C4 | To assess the role of these institutions in maintaining the ethical values in the administrative system. | | | | | | | | | | | |
| C5 | To examine the role of various statutory bodies in the Indian administrative system. | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | |
| I | Administrative Institutions in a Democratic Society b) Concepts of i) Laissez Faire State ii) Welfare State iii) Administrative State | | | | | | | | | | **5** | |
| II | Constitutional Bodies: Role and Significance - Role and  importance of administrative institutions in democracy - Election Commission of India - Union Public Service Commission | | | | | | | | | | **5** | |
| III | Centre State Relations: Changing dynamics - Finance Commission - Comptroller and Auditor General of India – NITI Aayog | | | | | | | | | | **5** | |
| IV | Democratic Context: Accountability and Control - Ethics in administration: Lokpal and Lokayuktas - Right to Information:  Role of Central Information Commission - New Regulatory Bodies; SEBI, TRAI, IRDA | | | | | | | | | | **5** | |
| V | Statutory Bodies - National Human Rights Commission - National Commission for Women - Unique Identification Authority of India - National Bank for Agriculture and Rural Development | | | | | | | | | | **5** | |
|  | **Total** | | | | | | | | | | **25** | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | |
| **CO** | On completion of this course, students will | | | | | | | | | |  | |
| 1 | To get an overview of different administrative institutions in India | | | | | | | | | | PO1 | |
| 2 | To distinctively examine the operational aspects of the public institutions. | | | | | | | | | | PO1, PO2 | |
| 3 | To assess the process of ethical values in the public institutions | | | | | | | | | | PO4,PO6 | |
| 4 | To evaluate the relationship between constitutional and non constitutional bodies | | | | | | | | | | PO4,PO5,PO6 | |
| 5 | To analyse the changing nature of Centre –State relations. | | | | | | | | | | PO3,PO8 | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | Ahmed, Naseem (2005), Indian Public Administration, New Delhi, Anmol PublicationsPvt. Ltd. | | | | | | | | | | | |
| 2 | Arora Ramesh K. and Rajni Goyal (2019), Indian Administration: Institutions and Issues, New Delhi, New Age Publications. | | | | | | | | | | | |
| 3 | Basu Rumki (2019), Indian Administration: Structure, Performance and Reform, New Delhi, Adroit Publishers. | | | | | | | | | | | |
| 4 | Chakravarty Bidyut& Prakash Chand (2016), Indian Administration: Evolution and Practice, New Delhi, Sage Publications. | | | | | | | | | | | |
| 5 | Kapur Devesh et. Al (2017), Public Institutions in India: Performance and Design, New Delhi, OUP. | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Devesh, Kapur., & Mehta B. Pratap (Ed.), (2005), Public Institutions in India. New Delhi, Oxford University Press. | | | | | | | | | | | |
| 2 | Fadia, B. L., &Fadia, Kuldeep., (2014), Indian Administration. New Delhi, Sahitya Bhawan. | | | | | | | | | | | |
| 3 | Sarkar, Siuli (2010), Public Administration in India, New Delhi, PHI Learning Pvt. Ltd. | | | | | | | | | | | |
| 4 | Sapru. R (2018), Indian Administration: A Foundation of Governance, New Delhi, Sage Publications. | | | | | | | | | | | |
| 5 | Mukhi,H.R. (2005), Indian Administration, New Delhi, SBD Publishers and Distributors. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://www.education.gov.in/en/institutions-national-importance> | | | | | | | | | | | |
| 2 | <http://nationalarchives.nic.in/> | | | | | | | | | | | |
| 3 | <https://www.iipa.org.in/cms/public/page/library> | | | | | | | | | | | |
| 4 | <https://projects.worldbank.org/en/projects-operations/projects-home> | | | | | | | | | | | |
| 5 | <https://darpg.gov.in/en> | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 2 |
| **Weightage** | 15 | 15 | 12 | 13 | 12 |
| **Weighted percentage of Course Contribution to POs** | 3.0 | 3.0 | 2.4 | 2.6 | 2.4 |

**HUMAN RESOURCE MANAGEMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | |
| **CIA** | **External** | **Total** |
|  | |  | **Human**  **Resource**  **Management** | **Core** | **Y** | **-** | **-** | **-** | **4** | **5** | 25 | 75 | 100 |
|  | | **Course Objectives** | | | | | | | | | | | |
| C1 | | To determine the value of human resources. | | | | | | | | | | | |
| C2 | | To trace the evolution of human resource management in India | | | | | | | | | | | |
| C3 | | To analyze the various aspects of human resource management. | | | | | | | | | | | |
| C4 | | To assess the importance of recruitment process and training methods. | | | | | | | | | | | |
| C5 | | To examine the international human resource management mechanism. | | | | | | | | | | | |
| **UNIT** | | **Content** | | | | | | | | | | **No. of Hours** | |
| I | | Human Resource Management - Definition - Objectives - Functions - Scope - Importance - HRM in India - Evolution of HRM - Computer Application in Human Resource Management - Quality of a good Human Resource Managers - Human Resource Planning - Job Analysis, Job description and Job Specification. | | | | | | | | | | **5** | |
| II | | Recruitment and Selection - Sources of Recruitment - Selection Process - Test Types - Interview Types - Career Planning - VS Man Power Planning and succession Planning - Career Planning - Process - Career Development - Placement and Induction. | | | | | | | | | | **5** | |
| III | | Training - Methods of Trading - Executive Development - Performance Appraisal - Methods of Performance Appraisal - Transfers - Promotion - Wage & Salary Administration - Wage  Boards and Pay Commission - Wage Incentive - Fringe Benefits - Employees Welfare - Safety and Health Measures - Grievance Procedures - Redressal of Grievances. | | | | | | | | | | **5** | |
| IV | Industrial Relations - Meaning & Characteristics IndustrialRelations - Parties to Industrial relations - Nature of Trade Unions - Problems of Trade Union - Measures to Strengthen Trade Union Movement in India - Causes for Industrial Disputes - Settlement of Industrial Disputes. | | | | | | | | | | | **5** | |
| V | International HRM: Concepts, Features, importance and issues.  Types of employees: HCN, PCN and TCN. Cultural dimension:  Approaches of staffing: Ethnocentric, Geocentric, polycentric; Repatriation and its process/ International performance management and compensation management. | | | | | | | | | | | **5** | |
|  | **Total** | | | | | | | | | | | **25** | |
|  | **Course Outcome** | | | | | | | | | | | **Programme Outcome** | |
| **CO** | On completion of this course, students will learn | | | | | | | | | | |  | |
| 1 | To examine the core value of human resources in administration. | | | | | | | | | | | PO1 | |
| 2 | To trace the growth of Human resources management and its emerging trends. | | | | | | | | | | | PO1, PO2 | |
| 3 | To gain insights on various aspects of HRM and its relevance. | | | | | | | | | | | PO4,PO6 | |
| 4 | To analyze the role of Trade Union Movement and its relationship with Industry. | | | | | | | | | | | PO4,PO5,PO6 | |
| 5 | To enumerate the challenges of International HRM system. | | | | | | | | | | | PO3,PO8 | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | Pattanayak, Biswajeet (2016), Human Resource Management, New Delhi, Prentice – Hall of India Pvt., Ltd. | | | | | | | | | | | | |
| 2 | Prasad,L.M (2018), Principles and Practice of Management, New Delhi, Sultan Chand and Sons. | | | | | | | | | | | | |
| 3 | Prasad L.M, (2017), Human Resource Management, New Delhi, Sultan Chand and Sons. | | | | | | | | | | | | |
| 4 | Awasthappa, K. (2013), Human Resource Management: Text and Cases, New Delhi, Tata McGraw Hill. | | | | | | | | | | | | |
| 5 | Chatterjee, Bhaskar (1999), Human Resource Management, New Delhi, Sterling Publishers. | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Gary Dessler (2016), Human Resources Management (ed.15), United Kingdom, Pearson Publisher. | | | | | | | | | | | | |
| 2 | John Daly (2016), Human Resource Management in the Public Sector: Policies and Practices, UK, Taylor & Francis. | | | | | | | | | | | | |
| 3 | Decenzo. D.A & Robbins. S.P (2011), Fundamentals of Human Resource Management, New York, Wiley. | | | | | | | | | | | | |
| 4 | Dessler. G (2017), Human Resource Management, United Kingdom, Pearson. | | | | | | | | | | | | |
| 5 | Jared J. Llorens, Donald E. Klingner, John Nalbandian (2017), Public Personnel Management: Contexts and Strategies, UK, Taylor & Francis. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://www.wiley.com/enus/Handbook+of+Human+Resource+Management+in+Government,+3rd+Edition-p-9780470484043> | | | | | | | | | | | | |
| 2 | <https://services.india.gov.in/service/detail/integrated-human-resource-management-system> | | | | | | | | | | | | |
| 3 | <https://www.researchgate.net/publication/254352709_Strategizing_Public_Sector_Human_Resource_Management_The_Implications_of_Working_in_Networks> | | | | | | | | | | | | |
| 4 | <https://www.opentextbooks.org.hk/system/files/export/32/32088/pdf/Human_Resource_Management_32088.pdf> | | | | | | | | | | | | |
| 5 | <https://journals.sagepub.com/doi/10.1177/009102601204100204> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 2 |
| **Weightage** | 15 | 15 | 11 | 12 | 12 |
| **Weighted percentage of Course Contribution to POs** | 3.0 | 3.0 | 2.2 | 2.4 | 2.4 |

**GENDER AND PUBLIC POLICY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course**  **Name** | | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | **External** | | **Total** |
|  |  | **Gender and**  **Public Policy** | | **Elective** | **Y** | **-** | **-** | **-** | **3** | **4** | **25** | **75** | | **100** |
|  | **Course Objectives** | | | | | | | | | | | | | |
| C1 | To better understand inequities based on gender and sex, their sources, and attempts to reduce them through political and legal means. | | | | | | | | | | | | | |
| C2 | To analyse the various theories on gender and evaluate how gender identities are constructed. | | | | | | | | | | | | | |
| C3 | To learn key elements of the political science canon on gender and politics, and evaluate them theoretically and empirically. | | | | | | | | | | | | | |
| C4 | To understand the relationship among gender, public policy and law. | | | | | | | | | | | | | |
| C5 | To explain the implications of judicial decisions on gender-based rights | | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | | | **No. of Hours** | |
| I | Theorizing Gender in Public Policy – Understanding Sex and Gender- Feminism, Difference, and Equality- -Modern and Post-modern Feminist Theory | | | | | | | | | | | | **4** | |
| II | States and Families- The Gender Gap-The Wage Gap- The Gendered Division of Housework and Care- Social Policy and the Work-Family Balance | | | | | | | | | | | | **4** | |
| III | Violence and Harassment- Abortion and Reproductive Choice- Regulation of Women’s Bodies: Prostitution and Pornography – gender sensitization. | | | | | | | | | | | | **4** | |
| IV | Gender Equality and Multiculturalism- Gender, Voting, and Political Representation- Women Leadership – Women in Decision Making. | | | | | | | | | | | | **4** | |
| V | Liberty and equity as goals of public policy Contemporary Policy Approaches - Contemporary Feminist Theories - Gender Based Analysis(“Plus”) and Inter-sectionality - Gender Equality Policy | | | | | | | | | | | | **4** | |
|  | **Total** | | | | | | | | | | | | **20** | |
|  | | **Course Outcome** | | | | | | | | | | **Programme Outcome** | |
| **CO** | | On completion of this course, students will learn | | | | | | | | | |  | |
| 1 | | To comprehend the role of gender in public policy  making. | | | | | | | | | | PO1 | |
| 2 | | To envision Women development, enhancing their equality and equity in society. | | | | | | | | | | PO1, PO2 | |
| 3 | | To examine the gender bias process in all dimensions. | | | | | | | | | | PO4, PO6 | |
| 4 | | To interpret and identify the gender issues and problems | | | | | | | | | | PO4, PO5, PO6 | |
| 5 | | To analyse the role of gender factor on demographic  processes and economic development | | | | | | | | | | PO3, PO8 | |
|  | | **Text Books** | | | | | | | | | | | |
| 1 | | Kalpagam. U (2011), Gender and Development in India: Current Issues, Jaipur, Rawat Publications. | | | | | | | | | | | |
| 2 | | Kannabiran, Kalpana (ed.) (2014), Women and Law: Critical Feminist Perspective, New Delhi, Sage Publications. | | | | | | | | | | | |
| 3 | | Sangeeta Bhardwaj Badal (2009), Gender, Social Structure and Empowerment, Jaipur, Rawat Publications. | | | | | | | | | | | |
| 4 | | [M. Margaret Conway](https://us.sagepub.com/en-us/nam/author/m-margaret-conway), [David W. Ahern](https://us.sagepub.com/en-us/nam/author/david-w-ahern) & [Gertrude A. Steuernagel](https://us.sagepub.com/en-us/nam/author/gertrude-a-steuernagel) (2004), Women and Public Policy: A revolution in Progress, Sage Publications. | | | | | | | | | | | |
| 5 | | Agarwal Supriya (2009), Gender, History and Culture, Jaipur, Rawat Publications. | | | | | | | | | | | |
|  | | **Reference Books** | | | | | | | | | | | |
| 1 | | Newman, Jacquetta and Linda White (2012, 2nd edition), Women, Politics and Public Policy, Don Mills, Oxford University Press. | | | | | | | | | | | |
| 2 | | Jain, Devaki, Elson and Diane (2012), Harvesting Feminist Knowledge for Public Policy, New Delhi, Sage Publications. | | | | | | | | | | | |
| 3 | | Jaggar, Alison M. (ed.) (1994), Living with Contradictions: Controversies in Feminist Social Ethics, New York, Basic Books. | | | | | | | | | | | |
| 4 | | Ray, Raka (ed) . (2012), Handbook of Gender, Oxford University Press. | | | | | | | | | | | |
| 5 | | World Bank (2011), world Development Report 2012: Gender Equality and Development, Washington. | | | | | | | | | | | |
|  | | **Web Resources** | | | | | | | | | | | |
| 1 | | <https://wcd.nic.in/womendevelopment/national-policy-women-empowerment> | | | | | | | | | | | |
| 2 | | <https://www.oecd.org/gender/resources/> | | | | | | | | | | | |
| 3 | | <https://www.un.org/womenwatch/osagi/pdf/e65237.pdf> | | | | | | | | | | | |
| 4 | | <https://www.hhh.umn.edu/research-centers/center-women-gender-and-public-policy> | | | | | | | | | | | |
| 5 | | <https://genderdata.worldbank.org/> | | | | | | | | | | | |

**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** | **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 |

**INFORMATION AND CYBER SECURITY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course**  **Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | | |
| **CIA** | | **External** | | **Total** |
|  |  | **Information and Cyber Security** | **SEC** | **Y** | **-** | **-** | **-** | **2** | **2** | **25** | | **75** | | **100** |
|  | **Course Objectives** | | | | | | | | | | | | | |
| C1 | To have fair idea about application of Information and Cyber Security in Institutions. | | | | | | | | | | | | | |
| C2 | To know the specific roles and be aware of the information and cyber security management system. | | | | | | | | | | | | | |
| C3 | To examine the digital changes taking place in society and promoting information and cyber security awareness. | | | | | | | | | | | | | |
| C4 | To reflect on how a change in culture is becoming necessary in many institutions | | | | | | | | | | | | | |
| C5 | To provide focus on the learning methods, stressing the need for sensitization and training. | | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | | **No. of Hours** | | |
| I | Meaning, nature and scope of Information and cyber security – Definition – Concepts-Types-Difference-Risks - Strategies and Security Policies–Protecting Government Network- Emerging Challenges. | | | | | | | | | | | **2** | | |
| II | Introduction to Information Security -Information Security Governance-Conventional Cryptographic Techniques - Symmetric and Asymmetric Cryptographic Techniques -Authentication and Digital Signatures- Program Security -Security in Networks | | | | | | | | | | | **2** | | |
| III | Introduction to Cyber Security-Network Defense Tools-Web Application Tools- Cyber Crime, law and Investigation-Cyber law and Policy- Cyber security initiatives in India | | | | | | | | | | | **2** | | |
| IV | Database Management and Policy- Cyber security Policy and Risk Management-Web Technology-Security Threats and Vulnerabilities- Information Security Management Systems-Government models and networks. | | | | | | | | | | | | **2** | |
| V | Cyberspace and inter-state conflict - International Norms and Treaties - Global Internet Governance-Ethical Issues in Information Security & Privacy-Security Challenges in E-commerce & e-governance | | | | | | | | | | | | **2** | |
|  | **Total** | | | | | | | | | | **10** | | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | | |
| **CO** | On completion of this course, students will learn | | | | | | | | | |  | | | |
| 1 | To recapture the concepts, terminology, principles, and methods of information security and cyberspace. | | | | | | | | | | PO1 | | | |
| 2 | To evaluate the wide range of technologies, available tools, and practical approaches in information security and cyberspace. | | | | | | | | | | PO1, PO2 | | | |
| 3 | To acknowledge the professional responsibilities based on legal and ethical principles in the context of computing practice. | | | | | | | | | | PO4,PO6 | | | |
| 4 | To reiterate the needs for users in the field of developing information systems and building secure computer networks. | | | | | | | | | | PO4,PO5,PO6 | | | |
| 5 | To identify ethical responsibilities and professional certifications in the labor market for Information and Cyber security. | | | | | | | | | | PO3,PO8 | | | |
|  | **Text Books** | | | | | | | | | | | | | |
| 1 | Surya Prakash Tripathi and Ritendra (2014), Introduction to Information Security and Cyber Laws, Noida, John Wiley. | | | | | | | | | | | | | |
| 2 | Dr. P.K. Sharma (2016), Information Warfare and Cyber Security, New Delhi, Surendra Publications. | | | | | | | | | | | | | |
| 3 | Anand Shinde (2021), Introduction to Cyber Security, Chennai, Notion Press. | | | | | | | | | | | | | |
| 4 | Kahate, A (2009), Cryptography and Network Security, New Delhi, McGraw-Hill Education. | | | | | | | | | | | | | |
| 5 | Krishna, S., Shirin Madon (2003), The Digital Challenge: Information Technology in the Development Context, United Kingdom, Ashgate Publishing Limited. | | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | | |
| 1 | Soni S.L, Col. C.P. Bhargav (2016), Cyber Security and Cyber Law, New Delhi, Prashant Publishing House. | | | | | | | | | | | | | |
| 2 | Forouzan, B.A. (2010), Cryptography & Network Security, New Delhi, Tata McGraw - Hill Education. | | | | | | | | | | | | | |
| 3 | Mark S. Merkow James Breithaupt (2007), Information Security: Principles and Practices, Noida, Pearson Education India. | | | | | | | | | | | | | |
| 4 | Sanil Nadkarni (2020), Fundamentals of Information Security, New Delhi, BPB Publications. | | | | | | | | | | | | | |
| 5 | Brij Gupta, Dharma P. Agrawal, Shingo Yamaguchi (2016), Handbook of Research on Modern Cryptographic Solutions for Computer and Cyber Security, USA, IGI Global. | | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | | |
| 1 | <https://cybersecurityguide.org/resources/> | | | | | | | | | | | | | |
| 2 | <https://guides.library.cmu.edu/c.php?g=572612&p=3948772> | | | | | | | | | | | | | |
| 3 | <https://www.mha.gov.in/division_of_mha/cyber-and-information-security-cis-division> | | | | | | | | | | | | | |
| 4 | <https://nielit.gov.in/content/online-course-cyber-security-tools> | | | | | | | | | | | | | |
| 5 | <https://dst.gov.in/basic-research-cyber-security> | | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 2 |
| **Weightage** | 15 | 15 | 12 | 13 | 12 |
| **Weighted percentage of Course Contribution to POs** | 3.0 | 3.0 | 2.4 | 2.6 | 2.4 |

**PROJECT MANAGEMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | | **Marks** | | | | | |
| **CIA** | | **External** | | **Total** | |
|  |  | **Project**  **Management** | **SEC** | **Y** | **-** | **-** | **-** | **2** | **2** | | **25** | | **75** | | **100** | |
|  | **Course Objectives** | | | | | | | | | | | | | | |
| C1 | To familiarize the students to the basic concepts of Management | | | | | | | | | | | | | | |
| C2 | To provide insights on Project and decision Making | | | | | | | | | | | | | | |
| C3 | To throw light on importance of Nature of planning and implementation. | | | | | | | | | | | | | | |
| C4 | To discuss on Co-ordination, Control & Performance Standard | | | | | | | | | | | | | | |
| C5 | To create awareness of Business ethics & Corporate Social Responsibility | | | | | | | | | | | | | | |
| **UNIT** | **Details** | | | | | | | | | | | **No. of Hours** | | | |
| I | Objectives of Project Management- Importance of Project Management- Types of Projects Project Management Life Cycle- Project Selection – Feasibility study: Types of feasibility Steps in feasibility study | | | | | | | | | | | **2** | | | |
| II | Project Planning and Implementation – Scope- Estimation of Project cost – Cost of Capital – Project Representation and Preliminary Manipulations - Basic Scheduling Concepts - Resource Levelling – Resource Allocation. | | | | | | | | | | | **2** | | | |
| III | Project Monitoring and Control - Setting a base line - Project Management Information System – Indices to monitor progress. Importance of Contracts in projects- Teamwork in Project Management - Attributes of a good project team – Formation of effective teams – stages of team formation. | | | | | | | | | | | **2** | | | |
| IV | Project Closure - Project evaluation- Project Auditing – Phases of project Audit- Project closure reports Guidelines for closeout reports. | | | | | | | | | | | **2** | | | |
| V | Special Topics in Project Management - Computers, e-markets and their role in Project management- Risk Management Environmental Impact Assessment - Case studies in Project management. | | | | | | | | | | | | | **2** | |
|  | **Total** | | | | | | | | | **10** | | | | | |
|  | **Course Outcome** | | | | | | | | | **Programme Outcome** | | | | | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | |  | | | | | |
| 1 | To have the knowledge on the basic concepts of management and understand how an organization function. | | | | | | | | | PO1 | | | | | |
| 2 | To identify various tools and techniques to initiate the project plan. | | | | | | | | | PO1, PO2 | | | | | |
| 3 | To perform a project assessment using information and requirements | | | | | | | | | PO4,PO6 | | | | | |
| 4 | To assess the key deliverables based on requirements | | | | | | | | | PO4,PO5,PO6 | | | | | |
| 5 | To develop project management skills and to build a positive career growth. | | | | | | | | | PO3,PO8 | | | | | |
|  | **Text Books** | | | | | | | | | | | | | | |
| 1 | David Wirick (2011), Public-Sector Project Management: Meeting the Challenges and Achieving Results, New York, Wiley. | | | | | | | | | | | | | | |
| 2 | Berkun, Scott (2008), Making Things Happen, Mastering Project Management, O’Reilly Media, Cambridge, MA. | | | | | | | | | | | | | | |
| 3 | David S. Kassel (2016), Managing Public Sector Projects: A Strategic Framework for Success in an Era of Downsized Government (2nd edition), UK, Taylor& Francis. | | | | | | | | | | | | | | |
| 4 | Cook, Curtis R. (2004), Just Enough Project Management, Boston, McGraw-Hill. | | | | | | | | | | | | | | |
| 5 | Khanna, R. B. (2011), Project Management, New Delhi, PHI Learning Private Limited. | | | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | | | |
| 1 | Jeffrey K. Pinto, Jonas Söderlund, Peter W. G. Morris (2012), The Oxford Handbook of Project Management, Oxford, OUP. | | | | | | | | | | | | | | |
| 2 | Berkun, Scott (2005), The Art of Project Management, O’Reilly Media, Cambridge, MA. | | | | | | | | | | | | | | |
| 3 | Snead, G. Lynne (2002), The Project Management Scorecard: Measuring the Success of Project Management Solutions, Butterworth-Heinemann, Oxford. | | | | | | | | | | | | | | |
| 4 | Gregory T. Haugan (2010), Project Management Fundamentals: Key Concepts and Methodology, Management, New York, Concept Press. | | | | | | | | | | | | | | |
| 5 | Andersen, E.S, et.al, (1995), Goal Directed Project Management: Effective Techniques and Strategies, London, Kogan Page. | | | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | | | |
| 1 | <https://opentextbc.ca/projectmanagement/chapter/chapter-11-resource-planning-project-management/> | | | | | | | | | | | | | | |
| 2 | <https://dolr.gov.in/en/guidelines-creating-project-management-unit-pmu> | | | | | | | | | | | | | | |
| 3 | <https://www.samparkinfoways.com/government-project-development-company-india.php> | | | | | | | | | | | | | | |
| 4 | <https://icar.org.in/content/natural_resource_management_division> | | | | | | | | | | | | | | |
| 5 | <https://www.ipma.world/> | | | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CO /PO** | **PSO1** | **PSO2** | **PSO3** | **PSO4** | **PSO5** |
| **CO1** | 3 | 3 | 2 | 2 | 3 |
| **CO2** | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 3 | 2 | 3 | 2 |
| **Weightage** | 15 | 15 | 11 | 12 | 12 |
| **Weighted percentage of Course Contribution to POs** | 3.0 | 3.0 | 2.2 | 2.4 | 2.4 |

**BASICS OF SOCIAL SCIENCE RESEARCH**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** |  | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | | |
| **CIA** | **External** | | **Total** | |
|  |  | **Basics of**  **Social**  **Science**  **Research** | **AECC** | **Y** | **-** | **-** | **-** | **2** | **2** | **25** | **75** | | **100** | |
|  | **Course Objectives** | | | | | | | | | | | | |
| C1 | To develop fundamental knowledge on Research Methodology | | | | | | | | | | | | |
| C2 | To comprehend the Research process in an appropriate manner | | | | | | | | | | | | |
| C3 | To know the innovative tools and techniques in research methodology | | | | | | | | | | | | |
| C4 | To examine the issues and challenges of social science research | | | | | | | | | | | | |
| C5 | To identify the differences between primary and secondary data | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | | **No. of Hours** | |
| I | Introduction to Social Research-Why Conduct Social Research? - Overview of the Research Process; Data: - Quantitative and Qualitative Approaches to Social Research - The Role of Theory in Social Research; Modelling Social Phenomena - Beginning Social Research: The Literature Review , Using Library &Introduction to the Group Project | | | | | | | | | | | **4** | |
| II | Measurement and Sampling - Capturing Social Phenomena: Measurement in Social Research; Validity and Reliability-Constructs and Concepts; Operationalization -Designing a Study and Developing a Research Question-Choosing Subjects and Sampling | | | | | | | | | | | **4** | |
| III | Quantitative Research Design-Collecting Quantitative Data: Conducting Surveys-Experimental Design Strategies-Content Analysis-Gathering and Using Secondary Data-Quantitative Analysis | | | | | | | | | | | **4** | |
| IV | Qualitative Research Design-Field Research- Historical/Comparative Research - Qualitative Analysis | | | | | | | | | | | **4** | |
| V | Social Science Research Ethics- Mixed Method Research – E- research: using the internet as object and method computerized research. Doing and writing of research project | | | | | | | | | | | **4** | |
|  | **Total** | | | | | | | | | | | **20** | |
|  | **Course Outcome** | | | | | | | | | | | **Programme Outcome** | |
| **CO** | On completion of this course, students will learn | | | | | | | | | | |  | |
| 1 | To understand the importance of research in social science. | | | | | | | | | | | PSO4 | |
| 2 | To develop the ability to evaluate the methodological validity of the claims made by theory. | | | | | | | | | | | PSO4 | |
| 3 | To enable students to evaluate a piece of research and move towards designing a simple research project | | | | | | | | | | | PSO4 | |
| 4 | To identify ethical and practical issues in research. | | | | | | | | | | | PSO6 | |
| 5 | To understand research methods are universal in nature. | | | | | | | | | | | PSO6 | |
|  | **Text Books** | | | | | | | | | | |  | |
| 1 | P. K. Majumdar (2015), Research Methods in Social Science, New Delhi, Viva Books. | | | | | | | | | | |  | |
| 2 | Garbich Carol (2004), New Approaches in Social Research, New Delhi, Sage Publications. | | | | | | | | | | |  | |
| 3 | Patil Shridhar And Aditya (2016), Research Methodology in Social Sciences, New Delhi, New India Publishing Agency. | | | | | | | | | | |  | |
| 4 | Kothari. C.R. (2014), Research Methodology: Methods and Techniques (second revised edition), New Delhi, New Age International Publications. | | | | | | | | | | |  | |
| 5 | Priyaranjan Dash (2011), Research Methodology, New Delhi, Vrinda Publications. | | | | | | | | | | |  | |
|  | **Reference Books** | | | | | | | | | | |  | |
| 1 | Young Pauline. V (1968), Scientific Social Surveys and Research*,* New Delhi, Prentice Hall. | | | | | | | | | | |  | |
| 2 | Sivapragasam. C (2009), Research Methods: Tips and Techniques, Chennai, M. J. Publishers. | | | | | | | | | | |  | |
| 3 | Lal Das D.K. (2013), Approaches to Social Science Research Methods,  Lucknow, New Royal Book Co. | | | | | | | | | | |  | |
| 4 | [William J. Goode](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=William+J.+Goode&search-alias=stripbooks) , [Paul K. Hatt](https://www.amazon.in/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Paul+K.+Hatt&search-alias=stripbooks) (2022), Methods in Social Research, Hyderabad, Asia Law House. | | | | | | | | | | |  | |
| 5 | Guthrie Gerard (2010), Basic Research Methods, USA, SAGE Publications India Pvt., Ltd. | | | | | | | | | | |  | |
|  | **Web Resources** | | | | | | | | | | |  | |
| 1 | <https://www.ssrc.org/> | | | | | | | | | | |  | |
| 2 | <https://www.nih.gov/news-events/news-releases/nih-launches-online-resource-behavioral-social-science-research-methods> | | | | | | | | | | |  | |
| 3 | <https://open.umn.edu/opentextbooks/textbooks/79> | | | | | | | | | | |  | |
| 4 | <https://www.igi-global.com/chapter/introduction/124674> | | | | | | | | | | |  | |
| 5 | <http://eprints.rclis.org/30788/1/Utility%20of%20Eresources%20in%20Social%20Sciences%20Research.pdf> | | | | | | | | | | |  | |

**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** | **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 V**

**DEVELOPMENT ADMINISTRATION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | **Development Administration** | **Core** | **Y** | **-** | **-** | **-** | **4** | **5** | | 25 75 100 | | | |
|  | **Course Objectives** | | | | | | | | | | | | |
| C1 | To develop a basic intellectual understanding of development, its approaches and sustainable development | | | | | | | | | | | | |
| C2 | To outline conceptual and theoretical understanding of Development Administration including the ecological and post-globalization contexts | | | | | | | | | | | | |
| C3 | To classify Public Private Partnership, Corporate Social Responsibility, Inclusive Development, Sustainable Development Goals and Human Development Indicators | | | | | | | | | | | | |
| C4 | To evaluate the contribution of major thinkers in development administration | | | | | | | | | | | | |
| C5 | To analyse the new perspectives and issues in development administration | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Introduction: Development and its dimensions; Development and Modernization; Approaches to Development; Ecology of Development Administration; Sustainable Development and Anti-Development | | | | | | | | | | **5** | | |
| II | Conceptual Constructs: Development Administration – concept, nature, scope and objectives; Features and Significance of Development Administration | | | | | | | | | | **5** | | |
| III | Contribution of Ralph Braibant, Edward Weidner, Fred W. Riggs and Dwight Waldo | | | | | | | | | | **5** | | |
| IV | Issues: Globalization and Development Administration; Emergence of Non-State Actors in Development Administration; Gender Parity in Development; Role of Bureaucracy in Development | | | | | | | | | | **5** | | |
| V | New Perspectives of Development: Public Private Partnership; Corporate Social Responsibility; Inclusive Development; Sustainable Development Goals (SDGs); Human Development Indicators and Social Audit | | | | | | | | | | **5** | | |
|  | **Total** | | | | | | | | **25** | | | | |
|  | **Course Outcome** | | | | | | | | **Programme Outcome** | | | | |
| **CO** | **On completion of this course, students will learn** | | | | | | | |  | | | | |
| 1 | To describe the basic concepts of management and understand how an organization functions. | | | | | | | | PO1 | | | | |
| 2 | To discuss the scope and types of planning along with decision making techniques and process | | | | | | | | PO1, PO2 | | | | |
| 3 | To develop insights on various functions of organizing, managing change and Innovation | | | | | | | | PO4, PO6 | | | | |
| 4 | To analyse the concepts of coordination and controlling techniques | | | | | | | | PO4, PO5, PO6 | | | | |
| 5 | To synthesize a better understanding on business ethics and social responsibility. | | | | | | | | PO3, PO8 | | | | |
|  | **Text Books** | | | | | | | | | | | | |
| 1 | Barnett, A Doak and Riggs, Fred Warren (1970), Frontiers of Development Administration, USA, Duke University Press. | | | | | | | | | | | | |
| 2 | Dwivedi, O.P. (1994), Development Administration: From Under-development to Sustainable Development, UK, Macmillan. | | | | | | | | | | | | |
| 3 | Ramulu, Ch. Bala (1999), International Organizations and Rural Employment Programs in India: Emerging Trends,New Delhi, Om Publishers. | | | | | | | | | | | | |
| 4 | Sapru, R. K. (2008), Development Administration,New Delhi, Sterling. | | | | | | | | | | | | |
| 5 | Parmar, M.S and Mary Parmar (2000), Issues in Development Administration, Majestic Books. | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Palekar, S L (2012), Development Administration, New Delhi, PHI Learning. | | | | | | | | | | | | |
| 2 | Puri, K K and Barara, G. S. (2013), Development Administration in India,Jalandhar, Bharat Prakashan. | | | | | | | | | | | | |
| 3 | Ramulu, Ch. Bala (2016), Governance of Food Security Policies in India, New Delhi, Kalpaz Publications. | | | | | | | | | | | | |
| 4 | Ramulu, Ch. Bala (2000), Technology and Rural Development, Jaipur, Rawat Publications. | | | | | | | | | | | | |
| 5 | Sapru, R K (2008), Development Administration, New Delhi, Sterling. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://egyankosh.ac.in/bitstream/123456789/19222/1/Unit-1.pdf> | | | | | | | | | | | | |
| 2 | <https://onlinecourses.swayam2.ac.in/cec21_hs37/preview> | | | | | | | | | | | | |
| 3 | <https://www.tandfonline.com/doi/full/10.1080/25741292.2019.1595916> | | | | | | | | | | | | |
| 4 | <https://www.jstor.org/stable/41855075> | | | | | | | | | | | | |
| 5 | <https://www.academia.edu/44754655/_The_Significance_of_Development_Administration_in_Modern_Era_> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

**Strong – 3; Medium – 2; Low – 1**

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

**INTERNATIONAL ORGANIZATIONS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | **International Organizations** | **Core** | **Y** | **-** | **-** | **-** | 4 | 5 | 25 75 100 | | | |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To enumerate the role of key international organizations, their origin, functions and importance in World affairs | | | | | | | | | | | | |
| C2 | To identify key international organizations, their origin, functional role and major issues | | | | | | | | | | | | |
| C3 | To analyse the working of international administration, civil services, budgetary system and development programs | | | | | | | | | | | | |
| C4 | To examine the personnel administration of UN organisations | | | | | | | | | | | | |
| C5 | To describe the special agencies in UN | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Evolution of Internationalism in theory and practice, Development of International Institutions, Characteristics of present Community of Nations. Universal State-State as a Unit. Nation-state co-operation and co-ordinate, coexistence Pacific methods for settlement of international disputes | | | | | | | | | | **5** | | |
| II | A brief history of League of Nations - Origin, Development structure, Functions of its various organs , appraisal, causes of decline and its contribution process of its liquidation | | | | | | | | | | **5** | | |
| III | Formation of the UN Charter, Purposes and principles, membership, Various organs of UNO- General Assembly, Security Council. Economic and Social Council. International Court of Justice, UN Secretariat; Role of Secretary General. | | | | | | | | | | **5** | | |
| IV | Personnel Administration - Problems of International Civil Service, Budgetary Problems, UN Developments Programmes, A Critical Appraisal of UN, Revision of the UN Charter | | | | | | | | | | **5** | | |
| V | UN Special Agencies - Organization and working of ILO, UNESCO, FAO, WHO and World Bank | | | | | | | | | | **5** | | |
|  | **Total** | | | | | | | | | | **25** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | | |  | | |
| 1 | To trace the evolution of international organizations | | | | | | | | | | PO1 | | |
| 2 | To examine the brief history of League of Nations | | | | | | | | | | PO1, PO2 | | |
| 3 | To illustrate the formation of UN Charter | | | | | | | | | | PO4, PO6 | | |
| 4 | To analyze the personnel administration of United Nations | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To evaluate the nature of special agencies in UN | | | | | | | | | | PO3, PO8 | | |
| **Text Books** | | | | | | | | | | | | | |
| 1 | Barnett Michael (2006), Rules for the World International Organizations in Global Politics, New Delhi, Atlantic Publishers & Distributors Pvt. Ltd. | | | | | | | | | | | | |
| 2 | H. O. Agarwal (2021), International Organization, Allahabad, Central Law Publications. | | | | | | | | | | | | |
| 3 | Archer Clive(2012), International Organizations, London, Routledge. | | | | | | | | | | | | |
| 4 | Baylis, John, smith. Steve and Owens, Patricia (2016), The Globalization of world Politics: An Introduction to International Relations, New York, Oxford University Press. | | | | | | | | | | | | |
| 5 | Sonu Trivedi (2005), A Handbook of International Organizations, New Delhi, Atlantic Publishers Pvt., Ltd,. | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | Basu, Rumki (2004), The United Nations Structure and Functions of an International Organizations, New Delhi, Sterling Publishers. | | | | | | | | | | | | |
| 2 | Michael Davis, Richard Woodward (2014), International Organizations – A Companion, USA, Edward Elgar Publishing Ltd. | | | | | | | | | | | | |
| 3 | Blavoukos Spyros, Dimitris Bourantonis(eds.) (2011), The EU Presence in International Organizations, London, Routledge. | | | | | | | | | | | | |
| 4 | Hurd Ian (2014), International Organizations, Cambridge University Press, | | | | | | | | | | | | |
| 5 | Barkin. J (2006), International Organization: Theories and Institutions, USA, Palgrave. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://suffolk.libguides.com/c.php?g=653957&p=4589697> | | | | | | | | | | | | |
| 2 | <https://research.un.org/en/un-resources/organization> | | | | | | | | | | | | |
| 3 | <https://research.ewu.edu/international_resources> | | | | | | | | | | | | |
| 4 | <https://www.ili.org/global-affiliates/affinity-groups/links-of-international-organizations.html> | | | | | | | | | | | | |
| 5 | <https://libraries.indiana.edu/yearbook-international-organizations> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

**Strong – 3; Medium – 2; Low - 1**

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

**ADMINISTRATIVE BEHAVIOUR**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | **Administrative Behaviour** | **Core** | **Y** | **-** | **-** | **-** | 4 | 5 | 25 75 100 | | | |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To introduce the concept and significance of administration and its process | | | | | | | | | | | | |
| C2 | To analyse decision making in administrative organizations | | | | | | | | | | | | |
| C3 | To appreciate the rationality in administrative behaviour | | | | | | | | | | | | |
| C4 | To evaluate the role of authority and communication in administrative behaviour | | | | | | | | | | | | |
| C5 | To reiterate the importance of the value and fact in decision-making | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Introduction: Meaning, Nature, Scope and Signification of Administration - Decision-making and Administrative Process | | | | | | | | | | **5** | | |
| II | Decision - making and administrative organization - some problems of administrative theory | | | | | | | | | | **5** | | |
| III | Rationality in Administrative Behaviour - The Psychology of administrative Decisions - The Equilibrium of the organization | | | | | | | | | | **5** | | |
| IV | The Role of Authority - communication - The Criterion of Efficiency - loyalties and organizational identification - Programmed and Non-Programmed Decision | | | | | | | | | | **5** | | |
| V | Place of Decision-making in Administration - Choice and Behaviour - Value and Fact in Decision-making - Hierarchy of Decisions | | | | | | | | | | **5** | | |
|  | **Total** | | | | | | | | | | **25** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| **CO** | **On completion of this course, students will to learn** | | | | | | | | | |  | | |
| 1 | To be familiar with the meaning and nature of administrative behaviour | | | | | | | | | | PO1 | | |
| 2 | To describe the various concepts in administrative behaviour | | | | | | | | | | PO1, PO2 | | |
| 3 | To Illustrate the idea of rationality in administrative behaviour | | | | | | | | | | PO4, PO6 | | |
| 4 | To analyse the role of authority and communication | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To validate the significance of choice and behaviour in administration | | | | | | | | | | PO3, PO8 | | |
| **Text Books** | | | | | | | | | | | | | |
| 1 | Morgan, Gareth (2006), Images of Organizations, New Delhi, Sage Publications. | | | | | | | | | | | | |
| 2 | Reddy, G.Sudarsana and K. Asvathappa, (2015), Organizational Behavior, Mumbai, Himalaya Publications. | | | | | | | | | | | | |
| 3 | Sharma, R.A, Organizational Theory &Behaviour (2002), New Delhi, Tata McGraw Hill. | | | | | | | | | | | | |
| 4 | Singh, B.P. & T.N.Chhahra (2000), Organizational Theory and Behaviour (3rd edition), Delhi, Nai Sarak Publications. | | | | | | | | | | | | |
| 5 | Paul Hersey, Kenneth H. Blanchard (1972), Management of Organizational Behaviour: Utilizing Human Resources, Prentice-Hall. | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | Sidney Mailick (2021), Concepts and Issues in Administrative Behavior, Australia, [Hassell Street Press](https://www.google.co.in/search?hl=en&q=inpublisher:%22HASSELL+STREET+Press%22&tbm=bks&sa=X&ved=2ahUKEwip06OZ-qP8AhVvaGwGHd7hCvUQmxMoAHoECCAQAg&sxsrf=ALiCzsajLRPQ6Fd6LC1VJarelG8FSmAjJA:1672493067395). | | | | | | | | | | | | |
| 2 | B. Guy Peters (2021), Understanding the Roots of Contemporary Administrative Behavior, Oxford, OUP. | | | | | | | | | | | | |
| 3 | Sapru, R.K. (2013), Administrative Theories and Management Thought, New Delhi, PHI. | | | | | | | | | | | | |
| 4 | [Herbert Alexander Simon](https://www.google.co.in/search?hl=en&sxsrf=ALiCzsabyVrnMIVVra1UohLX8hS1I9vVAg:1672492589233&q=inauthor:%22Herbert+Alexander+Simon%22&tbm=bks) (1976), A Study of Decision - making Processes in Administrative Organization, [Free Press](https://www.google.co.in/search?hl=en&gbpv=1&bsq=books+on+administrative+behavior&dq=books+on+administrative+behavior&printsec=frontcover&q=inpublisher:%22Free+Press%22&tbm=bks&sa=X&ved=2ahUKEwj-o5y1-KP8AhXxTGwGHeQNCfUQmxMoAHoECCcQAg&sxsrf=ALiCzsabyVrnMIVVra1UohLX8hS1I9vVAg:1672492589233). | | | | | | | | | | | | |
| 5 | Sahni, Pardeep & Etakula Vayunandan (2010), Administrative Theory, New Delhi, PHI. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://egyankosh.ac.in/handle/123456789/19182> | | | | | | | | | | | | |
| 2 | <https://onlinecourses.swayam2.ac.in/cec20_mg03/preview> | | | | | | | | | | | | |
| 3 | <https://www.researchgate.net/publication/341371173_Herbert_A_Simon_Administrative_Behavior_A_Study_of_Decision-Making_Processes_in_Administrative_Organization> | | | | | | | | | | | | |
| 4 | <https://openlibrary.org/works/OL1205037W/Administrative_behavior> | | | | | | | | | | | | |
| 5 | <https://global.oup.com/academic/product/administrative-traditions-9780198297253> | | | | | | | | | | | | |

**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 |

**Strong – 3; Medium – 2; Low – 1**

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

**ETHICS AND INTEGRITY IN PUBLIC ADMINISTRATION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | **Ethics and Integrity in Public Administration** | **Core** | **Y** | **-** | **-** | **-** | 4 | 5 | 25 75 100 | | | |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To be familiar with the ethical standards and values associated with professional public administration | | | | | | | | | | | | |
| C2 | To appreciate the values, principles, standards and codes that help public servants to make decisions | | | | | | | | | | | | |
| C3 | To develop ethical reasoning skills for identifying and dealing effectively with ethical dilemmas | | | | | | | | | | | | |
| C4 | To raise awareness of contemporary administrative challenges and their ethical implications. | | | | | | | | | | | | |
| C5 | Apply ethical criteria for making decisions and analyzing consequent dilemmas in public administration | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Ethics in Public Service - Basics of Individual Responsibility - Ethics Triangle - Ethics and Leadership | | | | | | | | | | **5** | | |
| II | On-line Module – Group Discussion - The Ethical Quality of an Organization - Ethical Compliance and Codes of Ethics | | | | | | | | | | **5** | | |
| III | Ethical Management - Ethics Reform and Programs - Ethics Training - Role of Ethics in Public Administration | | | | | | | | | | **5** | | |
| IV | Public Office vs. Private Life - Ethical Challenges - Individual Analysis - Debates and Ethical Dilemmas in Public Organizations | | | | | | | | | | **5** | | |
| V | Portrayal of Public Service Ethics - Personal Code of Administrative Ethics - Changing Ethical Contexts: Historical, Socio-cultural Legal-judicial, Economic and political. | | | | | | | | | | **5** | | |
|  | **Total** | | | | | | | | | | **25** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | | |  | | |
| 1 | To analyze the basics of ethics in public administration | | | | | | | | | | PO1 | | |
| 2 | To examine the various aspects of ethical compliance | | | | | | | | | | PO1, PO2 | | |
| 3 | To investigate the role of ethics in public administration | | | | | | | | | | PO4, PO6 | | |
| 4 | To explain the ethical dilemmas in public organizations | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To develop a better understanding of business ethics and social responsibility. | | | | | | | | | | PO3, PO8 | | |
| **Text Books** | | | | | | | | | | | | | |
| 1 | Arora, Ramesh K. (2018), Ethics, Integrity and Values in Public Service, New Delhi: New Age International. | | | | | | | | | | | | |
| 2 | Das, S.K. (2010), Building a World Class Civil Service for Twenty First Century India, New Delhi, OUP. | | | | | | | | | | | | |
| 3 | David Adams, Meriem Doucette, (2019), Ethics in Public Administration, USA, Cognella Academic Publishing. | | | | | | | | | | | | |
| 4 | Phillip W Gray, Sara R Jordan, (2020), Ethics of Public Administration, Baylor University Press. | | | | | | | | | | | | |
| 5 | [Raymond W Cox](https://www.bookswagon.com/author/raymond-w-cox) (2009), Ethics and Integrity in Public Administration: Concepts and Cases, London, Routledge. | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | Randy S. Taylor (2017), Ethics for The Public Service Professional, Taylor& Francis Ltd. | | | | | | | | | | | | |
| 2 | Samuel, Paul (ed.) (2013), Fighting Corruption: The Way Forward, New Delhi, Academic Foundation. | | | | | | | | | | | | |
| 3 | Martinez J. Michael (2009), Public Administration Ethics for the 21st Century, USA, ABC-CLIO. | | | | | | | | | | | | |
| 4 | Adam Graycar (2019), Handbook on Corruption, Ethics and Integrity in Public Administration, UK, Edward Elgar Publishing. | | | | | | | | | | | | |
| 5 | Upadhyaya, Ranvijay (2018), Ethics, Integrity and Aptitude in Governance, New Delhi, Sage Publications. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://onlinecourses.nptel.ac.in/noc21_mg46/preview> | | | | | | | | | | | | |
| 2 | <https://egyankosh.ac.in/handle/123456789/19286> | | | | | | | | | | | | |
| 3 | <https://www.academia.edu/9917160/Ethics_and_Integrity_in_Public_Administration_Concepts_and_Cases> | | | | | | | | | | | | |
| 4 | <https://www.unodc.org/e4j/en/integrity-ethics/module-13/key-issues.html> | | | | | | | | | | | | |
| 5 | <https://www.tandfonline.com/doi/full/10.1080/10999922.2020.1714412> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

**Strong – 3; Medium – 2; Low – 1**

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

**SOCIAL WELFARE ADMINISTRATION IN TAMIL NADU**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** |
|  | | **Social Welfare Administration in Tamil Nadu** | **Elective** | **Y** | **-** | **-** | **-** | 3 | 4 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To acquire knowledge on theoretical, administrative application of Social Welfare Organizations. | | | | | | | | | | | | |
| C2 | To know the Social Welfare Policy and its impact on citizens. | | | | | | | | | | | | |
| C3 | To gain an overall view of the Welfare Agencies Working at the Central level and State Level. | | | | | | | | | | | | |
| C4 | To know the working of Ministry of Social Justice and Empowerment. | | | | | | | | | | | | |
| C5 | To identify the provisions and aids for the differently abled, drug addicts, Prisoners and juvenile delinquents. | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Introduction to Social Welfare Administration - Definition, nature & scope of social welfare, Concepts of social welfare, social administration in India, CSWB, models of welfare-familial, institutional & Titmus | | | | | | | | | | **4** | | |
| II | Introduction to Social Policy - Definition, meaning and nature of social policy, Objectives of social policy, types of social policy, National Women’s policy, National children’s policy and National youth policy, Tribal Policy, Policy for aged, Disability policy and Population policy | | | | | | | | | | **4** | | |
| III | Introduction to Social Planning - Meaning &definition, Types of Planning - Tactical, Operational & Strategic, Types of plan-Five year plan, annual plan, short term plans, long term plans. Niti Aayog, features, objectives, constitution, niti ayog as a strategy for new India, Atal Innovation Mission. | | | | | | | | | | **4** | | |
| IV | Introduction to Development, Social & Sustainable development- Meaning & Definitions, nature of development, indicators of development, distinction - between developed, developing and under developed nations, MDG and models of development – Capitalistic, Communistic, Socialistic & Mixed-Economy, Gandhian approach to development or Sarvodaya movement | | | | | | | | | | **4** | | |
| V | Constitutional function & Roles of Social Managers - Constitution of India, fundamental rights, DPSP, Current budget review. Role of social managers in welfare administration, Policy formulation and development. | | | | | | | | | | **4** | | |
|  | **Total** | | | | | | | | | | **20** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | | |  | | |
| 1 | To describe the meaning and nature of social welfare and social justice | | | | | | | | | | PO1 | | |
| 2 | To examine the various institutions for social welfare administration | | | | | | | | | | PO1, PO2 | | |
| 3 | To know the dynamics of social welfare administration in Tamil Nadu | | | | | | | | | | PO4, PO6 | | |
| 4 | To compare and contrast the issues and legislations for women | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To synthesize the issues and legislations relating to children | | | | | | | | | | PO3, PO8 | | |
| **Text Books** | | | | | | | | | | | | | |
| 1 | Sachdeva. D.R (1998), Social Welfare Administration in India, New Delhi, Mac Millan. | | | | | | | | | | | | |
| 2 | Goel.S.L & Jain. R.L (1995), Social Welfare Administration, New Delhi, Sterling Publications. | | | | | | | | | | | | |
| 3 | Paul Chaudry (1998), Social Welfare Administration, New Delhi, S. Chand Publications. | | | | | | | | | | | | |
| 4 | Dr. Shradha Chandra (2017), Social Welfare Administration in India, USA, Lulu Press Inc. | | | | | | | | | | | | |
| 5 | Madan, G.R. (1973), Indian Social Problems. Bombay, Allied Publishers. | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | Devi Rameshwari& Prakash Ravi (1998), Social Work and Social Welfare Administration, Jaipur, Mangal Deep Publications. | | | | | | | | | | | | |
| 2 | Goel. S.L (2016), Social Welfare Administration, New Delhi, Deep & Deep Publications. | | | | | | | | | | | | |
| 3 | Sachdeva (2016), Social Welfare Administration in India, New Delhi, Kitab Mahal Distributors. | | | | | | | | | | | | |
| 4 | Chowdary. T.N (1980), Social Administration: Development and Change, New Delhi, IIPA. | | | | | | | | | | | | |
| 5 | [Sanjoy Roy](https://www.google.co.in/search?hl=en&sxsrf=ALiCzsZTHxKmQmmG505RGn0E7rMRHwv7HQ:1672650244511&q=inauthor:%22Sanjoy+Roy%22&tbm=bks) (2016), Social Welfare Administration: Development & Prospects, New Delhi, [Discovery Publishing House Pvt. Limited](https://www.google.co.in/search?hl=en&q=inpublisher:%22DISCOVERY+PUBLISHING+HOUSE+PVT+Limited%22&tbm=bks&sa=X&ved=2ahUKEwjcsJHdw6j8AhVNSWwGHcwyB_MQmxMoAHoECBQQAg&sxsrf=ALiCzsZTHxKmQmmG505RGn0E7rMRHwv7HQ:1672650244511). | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://tnsocialwelfare.org> | | | | | | | | | | | | |
| 2 | <https://www.tn.gov.in/department/30> | | | | | | | | | | | | |
| 3 | <https://egyankosh.ac.in/bitstream/123456789/17237/1/Unit-5.pdf> | | | | | | | | | | | | |
| 4 | <https://www.sagepub.com/sites/default/files/upm-assets/38141_book_item_38141.pdf> | | | | | | | | | | | | |
| 5 | <https://onlinelibrary.wiley.com/journal/14682397?af=R> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

**Strong – 3; Medium – 2; Low –**

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

**GLOBALIZATION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | | **External** | **Total** 75 100 |
|  | | **Globalization** | **Elective** | **Y** | **-** | **-** | **-** | 3 | 4 | 25 | | 75 | 100 |
| **Course Objectives** | | | | | | | | | | | | | |
| C1 | To critically examines the subject of globalization from a sociological & economic perspective. | | | | | | | | | | | | |
| C2 | To examines the concept itself, the central themes of changing communications, social networks, and experiences of space and time, and the major economic, political and ideological dimensions of globalization. | | | | | | | | | | | | |
| C3 | To provide the student grounding in the most fundamental aspects of globalization. | | | | | | | | | | | | |
| C4 | To understand the distinctive social changes associated with globalization process in recent decades | | | | | | | | | | | | |
| C5 | to make students from diverse background  understand the process of globalization from a political perspective.  to make students from diverse background  understand the process of globalization from a political perspective.  to make students from diverse background  understand the process of globalization from a political perspective.  To make students from diverse background understand the process of globalization from a political perspective. | | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | | |
| I | Introduction to Globalization - Historical overview - Early dominators: The rise of the East, The rise of the West. | | | | | | | | | | **4** | | |
| II | Modernization and dependency theories. World systems analysis. Global health inequalities. Globalization and effects on the environment. | | | | | | | | | | **4** | | |
| III | Economic globalization: Conceptual foundations, indicators and principal topics, Globalization and income inequality | | | | | | | | | | **4** | | |
| IV | The trends of the global trade and finance. The role of FDI in economic development- The role of transnational corporations in the process of globalization | | | | | | | | | | **4** | | |
| V | The role of international organizations (WTO, WB, UNCTAD,OECD, WEFORUM) in globalization | | | | | | | | | | **4** | | |
|  | **Total** | | | | | | | | | | **20** | | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | | |  | | |
| 1 | To describe the concepts and perspectives of globalization | | | | | | | | | | PO1 | | |
| 2 | To analyze the contemporary global and ecological issues | | | | | | | | | | PO1, PO2 | | |
| 3 | To examine the various approaches to understanding globalization | | | | | | | | | | PO4, PO6 | | |
| 4 | To assess the alternative perspectives on globalization | | | | | | | | | | PO4, PO5, PO6 | | |
| 5 | To synthesize globalization and politics in developing countries | | | | | | | | | | PO3, PO8 | | |
| **Text Books** | | | | | | | | | | | | | |
| 1 | Arjun Appadurai (1996), Modernity at Large: Cultural Dimensions of Globalization, USA, University of Minnesota Press. | | | | | | | | | | | | |
| 2 | Deepak Nayyar (ed.) (2002), Governing Globalization: Issues and Institutions, Oxford, Oxford University Press. | | | | | | | | | | | | |
| 3 | Jagdish Bhagwati (2004), In defense of Globalization, New Delhi, Oxford University Press. | | | | | | | | | | | | |
| 4 | McMichael Philip 2012 Development and Social Change: A Global Perspective (5th ed), USA, Sage Publications. | | | | | | | | | | | | |
| 5 | S. Hobden and R. Jones, (2008) ‘Marxist Theories of International Relations’ in J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York, Oxford University Press. | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | [Thomas Hylland](https://www.meripustak.com/Author-Thomas-Hylland) (2020), Globalization: The Key Concepts, UK, Bloomsbury Academic Publishing. | | | | | | | | | | | | |
| 2 | Tyler Cowen (2000), Creative Destruction: How Globalization is changing the world’s culture, New Jersey, Princeton University Press, | | | | | | | | | | | | |
| 3 | Brahis John and Steeve Smith (ed.) (2001), The Globalization of World Politics: An Introduction to International Relations, New York, Oxford University Press. | | | | | | | | | | | | |
| 4 | John Clark (ed.) (2003), Globalizing Civic Engagement: Civil Society and Transnational Action, London, Earthscan. | | | | | | | | | | | | |
| 5 | Sanjeev Khagram, James Riker and Korthrxu Sikkink (ed.) (2002), Restructuring World Politics: Transnational Social Movements, MN, University of Minnesota Press. | | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | | |
| 1 | <https://www.classcentral.com/course/swayam-globalization-theoretical-perspectives-22995> | | | | | | | | | | | | |
| 2 | <https://egyankosh.ac.in/handle/123456789/3696> | | | | | | | | | | | | |
| 3 | <https://www.researchgate.net/publication/240519775_Globalization_and_the_Internet_Myths_and_Realities> | | | | | | | | | | | | |
| 4 | <https://archive.globalpolicy.org/globalization/links-and-resources-on-globalization.html> | | | | | | | | | | | | |
| 5 | <https://www.tandfonline.com/toc/cgse20/current> | | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

**Strong – 3; Medium – 2; Low – 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 VI** | | | | | | | | | | | | |
| **NEW WORLD ORDER** | | | | | | | | | | | | |
| **Course Code** | **Course**  **Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst.**  **Hours** | **Marks** | | | |
| **CIA** | **External** | | **Total** |
|  | **New**  **World**  **Order** | **Core** | **Y** | **-** | **-** | **-** | 4 | 5 | 25 | 75 | | 100 |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To acquire the knowledge of dramatic changes in world politics. | | | | | | | | | | | |
| C2 | To foresee the future of global stability and the security | | | | | | | | | | | |
| C3 | To appraise the developments taking place and the commitment of International organization | | | | | | | | | | | |
| C4 | To equip the students with the knowledge of changing world order | | | | | | | | | | | |
| C5 | To create awareness about the regional organisations in global affair | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | |
| I | Essentials of International Relations: World War I Through World War II (1914-1945), isolationism, Treaty of Versailles, the League of Nations, The Cold War (1945-1989), The Post-Cold War Era (1989-  Present),Regions of the world: Europe, East Asia and Pacific, South Asia, Africa, West Asia, Approaches to the Study of International Relations: Idealist, Realist, Marxist, Functionalist, and Systems theory. | | | | | | | | | | **5** | |
| II | New Global Order: Counter trends of Globalisation, Complex world order, The Game changers, Power shifts, Role of China, US, UK, Russia, Fundamental Determinants of India’s foreign Policy, Evolution of the International Economic System: From Bretton woods Get familito WTO; Socialist economies and the CMEA (Council for Mutual Economic Assistance); Third World demand for new international economic order; Globalisation of the world economy. | | | | | | | | | | **5** | |
| III | Rising Powers and International Institutions: Multi-power, Multi-polar, key concepts in International Relations: National interest, Security and power; Balance of power and deterrence; Transnational actors and collective security; World capitalist economy and globalization. | | | | | | | | | | **5** | |
| IV | Balance of Power, Contemporary Global Concerns: Democracy, human rights, environment, gender justice, terrorism, nuclear proliferation. | | | | | | | | | | **5** | |
| V | Globalisation: Responses from developed and developing societies, Regionalisation of World Politics: EU, ASEAN, APEC, SAARC, NAFTA. | | | | | | | | | | **5** | |
|  | **Total** | | | | | | | | | | **25** | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | | |  | |
| 1 | To be familiar with the Various approaches to the study of international relations. | | | | | | | | | | PO1, PO2 | |
| 2 | To appreciate the counter trends of globalization | | | | | | | | | | PO2, PO4 | |
| 3 | To acquire knowledge about the developments taking place in the International economic system | | | | | | | | | | PO5, PO6 | |
| 4 | To develop necessary competence to analyse the responses of the developing and developed societies. | | | | | | | | | | PO7, PO8 | |
| 5 | To create awareness about the role of international organisations in International Politics. | | | | | | | | | | PO9, PO10 | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | Raj Kumar Kothari (2019), India in the New World Order: The Changing Contours of Her Foreign Policy under Narendra Modi, New Delhi, [Atlantic Publishers and Distributors (P) Limited](https://www.google.co.in/search?hl=en&q=inpublisher:%22Atlantic+Publishers+and+Distributors+(P)+Limited%22&tbm=bks&sa=X&ved=2ahUKEwje2caF_Kr8AhX26jgGHe2PBioQmxMoAHoECAsQAg&sxsrf=ALiCzsZF6YTKl2Hx5-gkXBs7wuIXS8vL3A:1672734081104). | | | | | | | | | | | |
| 2 | Dr. Chakali Bramhayya and Dr. Karamala Areesh Kumar (2022), India and New World Order in Contemporary Global Politics, Writers Choice. | | | | | | | | | | | |
| 3 | [H.G. Wells](https://www.google.co.in/search?hl=en&sxsrf=ALiCzsatSCW4pvL1YYJj9_QxJftcGKZiew:1672733433303&q=inauthor:%22H.G.+Wells%22&tbm=bks) (2021), The New World Order, United Kingdom, [Good Press](https://www.google.co.in/search?hl=en&gbpv=1&dq=books+on+new+world+order&printsec=frontcover&q=inpublisher:%22Good+Press%22&tbm=bks&sa=X&ved=2ahUKEwiK94HQ-ar8AhW2DrcAHSdDCIoQmxMoAHoECB8QAg&sxsrf=ALiCzsatSCW4pvL1YYJj9_QxJftcGKZiew:1672733433303). | | | | | | | | | | | |
| 4 | [Henry Kissinger](https://www.google.co.in/search?hl=en&sxsrf=ALiCzsaRMTHQh1CD90Ah2p9BjSVwBvS3gw:1672733518703&q=inauthor:%22Henry+Kissinger%22&tbm=bks) (2014), World Order: Reflections on the Character of Nations and the Course of History, London, [Penguin Books Limited](https://www.google.co.in/search?hl=en&gbpv=1&dq=books+on+new+world+order&printsec=frontcover&q=inpublisher:%22Penguin+Books+Limited%22&tbm=bks&sa=X&ved=2ahUKEwi_oaD5-ar8AhUT33MBHZDZCIcQmxMoAHoECBcQAg&sxsrf=ALiCzsaRMTHQh1CD90Ah2p9BjSVwBvS3gw:1672733518703). | | | | | | | | | | | |
| 5 | [Jeremy Stone](https://www.google.co.in/search?hl=en&sxsrf=ALiCzsZzEmq4e6e8gofJ6aJswh46uuP82Q:1672733706015&q=inauthor:%22Jeremy+Stone%22&tbm=bks) (2020), Surviving the New World Order, [Amazon Digital Services LLC - Kdp](https://www.google.co.in/search?vet=10ahUKEwiMgtjS-qr8AhWozjgGHeorD64Qqa8DCI4BKAI..i&ei=CeSzY8zZLqid4-EP6te88Ao&hl=en&cs=0&async=tab_id:publisherseries,volume_id:BBkezgEACAAJ,_id:bep-tab-publisherseries,_pms:bep,_fmt:pc&q=inpublisher:%22Amazon+Digital+Services+LLC+-+Kdp%22&tbm=bks&sa=X&ved=2ahUKEwj5-YLx-qr8AhUE9zgGHe2SAYkQmxMoAHoECAUQAg&sxsrf=ALiCzsYeZULxcAv3890wSVuvJ-IsPcekOg:1672733769468). | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Naveen Tomar, Navroop Singh, Himja Parekh (2017), The New Global Order, Asian Warrior. | | | | | | | | | | | |
| 2 | Yun-han Chu and Yongnian Zheng (2020), The Decline of the Western-Centric World and the Emerging New Global Order: Contending Views, London, Routledge. | | | | | | | | | | | |
| 3 | Howlett. D (2005), Nuclear Proliferation in J. Baylis and S. Smith, The Globalization of World Politics, Oxford, Oxford University Press. | | | | | | | | | | | |
| 4 | Zach Parks (2020), Inside the New World Order: The Plot for Global Enslavement, USA, Abbott Press. | | | | | | | | | | | |
| 5 | Keith Suther (1992), Global Change: Armageddon and the New World Order, German, Albatross Books. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://www.coursera.org/learn/changing-global-order> | | | | | | | | | | | |
| 2 | <https://www.orfonline.org/tags/new-world-order/> | | | | | | | | | | | |
| 3 | <http://www.un-documents.net/s6r3201.html> | | | | | | | | | | | |
| 4 | <https://www.routledge.com/Old-Nations-New-World-Conceptions-Of-World-Order/Jacobson/p/book/9780367297268> | | | | | | | | | | | |
| 5 | <https://www.tandfonline.com/doi/pdf/10.2747/0272-3638.14.6.557> | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

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

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

**POLITICS & SOCIAL JUSTICE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Code | Course  Name | Category | L | T | P | S | Credits | Inst. Hours | Marks | | | |
| **CIA** | **External** | | **Total** |
|  | **Politics &**  **Social**  **Justice** | **Core** | **Y** | **-** | **-** | **-** | 4 | 5 | 25 | 75 | | 100 |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To acquire the knowledge of politics and social justice | | | | | | | | | | | |
| C2 | To provide an analysis of principles of social justice | | | | | | | | | | | |
| C3 | To appraise the developments towards social changes | | | | | | | | | | | |
| C4 | To equip the students with the knowledge of government policies | | | | | | | | | | | |
| C5 | To create awareness about the welfare schemes for vulnerable sections | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | |
| I | History and Evolution of Social Justice: Theories of Social Justice: Utilitarianism, Self-Perfectionism, Existentialism, Existentialism:  Existentialism: Ambedkarism, Social Justice and India’s Constitution | | | | | | | | | | **5** | |
| II | Access to resource, Equity, Participation, Diversity, Human Rights,  Elements of Social Justice, Dispossession, Minorities and Rights. | | | | | | | | | | **5** | |
| III | Gender, Population, Ethnicity, Age, Ideology and belief system, Science and Religion, Social Chances. | | | | | | | | | | **5** | |
| IV | Social Justice and Discrimination, Vote Bank, Political Parties, Social Justice & Government Policies-Economic, Social, employment, education, Social Justice Activism. | | | | | | | | | | **5** | |
| V | Welfare Schemes for Vulnerable Sections of the population by the  Centre and States and the Performance of these Schemes; Mechanisms, Laws, Institutions and Bodies constituted for the Protection and Betterment of these Vulnerable Sections. | | | | | | | | | | **5** | |
|  | **Total** | | | | | | | | | | **25** | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | | |  | |
| 1 | To clearly examine the history and evolution of social justice | | | | | | | | | | PO1, PO2 | |
| 2 | To appreciate the principles of social justice | | | | | | | | | | PO2, PO4 | |
| 3 | To acquire knowledge about the developments in social class system | | | | | | | | | | PO5, PO6 | |
| 4 | To gain necessary competence to analyse the government policies | | | | | | | | | | PO7, PO8 | |
| 5 | To create awareness about the welfare schemes for vulnerable sections | | | | | | | | | | PO9, PO10 | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | Beitz, Charles (1999), Political Theory and International Relations, Princeton, Princeton University Press. | | | | | | | | | | | |
| 2 | Easterly, William (2001), The Elusive Quest for Growth, Cambridge, Mass, MIT Press. | | | | | | | | | | | |
| 3 | Ignatieff, Michael (2001), Human Rights as Politics and Idolatry, Princeton, Princeton University Press. | | | | | | | | | | | |
| 4 | Kant, Immanuel (1991), Political Writings,Edited by H. S. Reiss, translated by H. B. Nisbet, New York, Cambridge University Press. | | | | | | | | | | | |
| 5 | Axtmann, R. (1996), Liberal Democracy into the Twenty-first Century: Globalization, Integration and the Nation – State, Manchester, Manchester University Press. | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Capeheart Loretta, Dragan Milovanovic (2020), Social Justice: Theories, Issues, and Movements, Rutgers University Press. | | | | | | | | | | | |
| 2 | Vatsala Pratyush (2015), Equality and Social Justice: Issues and Concerns, New Delhi, Atlantic Publishers and Distributors (P) Ltd. | | | | | | | | | | | |
| 3 | Singh, M.P. & Saxena, R (2008), Indian Politics: Contemporary Issues and Concerns. New Delhi, PHI Learning. | | | | | | | | | | | |
| 4 | Vanaik, A. & Bhargava, R. (eds.) (2010), Understanding Contemporary India: Critical Perspectives, New Delhi, Orient Blackswan. | | | | | | | | | | | |
| 5 | Jalal, A. and Bose, S (1997), Modern South Asia: History, Culture and Political Economy, New Delhi, Oxford University Press. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf> | | | | | | | | | | | |
| 2 | <https://www.insightsonindia.com/social-justice/> | | | | | | | | | | | |
| 3 | <https://www.tandfonline.com/doi/full/10.1080/01436597.2018.1491301> | | | | | | | | | | | |
| 4 | <https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf> | | | | | | | | | | | |
| 5 | <https://socialjustice.gov.in> | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | S | M | M | S | S |
| **CO2** | S | S | M | M | M | M | M | S | M | M |
| **CO3** | S | S | M | S | M | M | S | M | L | L |
| **CO4** | S | S | S | M | S | S | M | S | M | S |
| **CO5** | S | S | M | S | M | M | S | M | L | 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 | 2.1 |

Level of Correlation between PSO’s and CO’s

**GOVERNMENT AND ADMINISTRATION IN TAMIL NADU**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course**  **Code** | **Course Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | **External** | | **Total** |
|  | **Government & Administration in**  **Tamil Nadu** | **Core** | **Y** | **-** | **-** | **-** | 4 | 5 | 25 | 75 | | 100 |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To examine the nature of administrative system in Tamil Nadu: Ancient and British  Period | | | | | | | | | | | |
| C2 | To learn the Salient Features and scope of Tamil Nadu Administration | | | | | | | | | | | |
| C3 | To know specifically about the important department and organisations functions in Tamil Nadu | | | | | | | | | | | |
| C4 | To evaluate the various state agencies involved in the planning and development process | | | | | | | | | | | |
| C5 | To analyse the structure and function of the recruitment agencies in the Tamil Nadu State | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | |
| I | Evolution of the Tamil Nadu State Administration – Madras Presidency – Provincial Administration – Montague Chelmsford Reforms - State Reorganization | | | | | | | | | | **5** | |
| II | Non-Brahmin Movement - Justice Party - Self - Respect Movement - Dravidian Movement - Hindi Agitation | | | | | | | | | | **5** | |
| III | Governor – Chief Minister – Council of Ministers – Legislative Assembly – Speaker - Organization of State Secretariat – Chief Secretary – Secretariat Departments – Heads of Department / Directorates | | | | | | | | | | **5** | |
| IV | Important Department and Organisations: State Finance Commission – State Planning Commission – Development Authority (CMDA) – Department of Town and Country Planning (DTCP) – District Development Council | | | | | | | | | | **5** | |
| V | Specialized Department and Recruiting Agencies ELCOT – TANSIDCO – THADCO – TASMAC – Arasu E Sevai Maiyam State Recruiting Agencies: Tamil Nadu Public Service Commission – Teachers Recruitment Board – USRB - State Election Commission | | | | | | | | | | **5** | |
|  | **Total** | | | | | | | | | | **25** | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | | |  | |
| 1 | To introduce the student about the evolution, government, and administration in Tamil Nadu | | | | | | | | | | PO1, PO2 | |
| 2 | To enable the students to understand the various social movements which shaped the Tamil Nadu administration | | | | | | | | | | PO2, PO4 | |
| 3 | To explain the State Administration: Secretariat, Chief Secretary, Chief  Minister’s Special Cell | | | | | | | | | | PO5, PO6 | |
| 4 | To analyse the activities of State Finance Commission, State Planning Commission, Development Authority (CMDA) | | | | | | | | | | PO7, PO8 | |
| 5 | To examine the process of State Recruiting Agencies: Tamil Nadu Public Service Commission and Teachers Recruitment Board | | | | | | | | | | PO9, PO10 | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | Zoya Hassan (2000), Politics and the State in India**,** New Delhi, Sage Publications. | | | | | | | | | | | |
| 2 | [A. Kalaiyarasan](https://www.google.co.in/search?hl=en&sxsrf=ALiCzsboSl-gR3nKt8qW9uB43c9-ZHvcZQ:1672741465022&q=inauthor:%22A.+Kalaiyarasan%22&tbm=bks), [Vijayabaskar M.](https://www.google.co.in/search?hl=en&sxsrf=ALiCzsboSl-gR3nKt8qW9uB43c9-ZHvcZQ:1672741465022&q=inauthor:%22Vijayabaskar+M.%22&tbm=bks) (2021), The Dravidian Model interpreting the Political Economy of Tamil Nadu, [Cambridge University Press](https://www.google.co.in/search?hl=en&gbpv=1&dq=books+on+government+and+administration+of+Tamilnadu&printsec=frontcover&q=inpublisher:%22Cambridge+University+Press%22&tbm=bks&sa=X&ved=2ahUKEwiK277Gl6v8AhV_TmwGHQTuAvUQmxMoAHoECA4QAg&sxsrf=ALiCzsboSl-gR3nKt8qW9uB43c9-ZHvcZQ:1672741465022). | | | | | | | | | | | |
| 3 | Dr. K. Venkatesan (2016), Tamil Nadu Government, Administration and Governance, Chennai, Varththamaanan Pathippagam. | | | | | | | | | | | |
| 4 | P. Surianarayanan (1999), State Administration in Tamil Nadu, New Delhi, Vikas Publishing House. | | | | | | | | | | | |
| 5 | Baskaran, R (1967), Sociology of Politics Tradition and Politics in India, New Delhi, Asia Publishing House. | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Baliga, B.S. (1960), Studies in Madras Administration, Madras, India Press. | | | | | | | | | | | |
| 2 | Roberts L. Hardgrave (1965), The Dravidian Movement, Bombay, Popular Prakashan. | | | | | | | | | | | |
| 3 | Barnett, M.R. (1976), The Politics of Cultural Nationalism in South India, Princeton, Princeton University Press. | | | | | | | | | | | |
| 4 | Baker, C.J. (1977), Politics of South India, New Delhi, Vikas Publishing House. | | | | | | | | | | | |
| 5 | Maheshwari. S.R. (2000), State Governments in India, New Delhi, Macmillan India Limited. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://www.tn.gov.in> | | | | | | | | | | | |
| 2 | <https://www.pavithran.net/history-and-administration-of-government-of-tamilnadu-pdf/> | | | | | | | | | | | |
| 3 | <https://tnega.tn.gov.in/> | | | | | | | | | | | |
| 4 | <https://elcot.in/IT-Tamilnadu> | | | | | | | | | | | |
| 5 | <https://www.tnpsc.gov.in/static_pdf/syllabus/Public_Admin_English_PG.pdf> | | | | | | | | | | | |

**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 | 2.1 |

Level of Correlation between PSO’s and CO’

**Demography and Development**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course**  **Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | **External** | | **Total** |
|  | **Demography and**  **Development** | **Elective** | **Y** | **-** | **-** | **-** | 3 | 5 | 25 | 75 | | 100 |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To equip the students with demographic theories, techniques and projections. | | | | | | | | | | | |
| C2 | To examine how migration and urbanization are the characteristics of structural change taking place in a society. | | | | | | | | | | | |
| C3 | To expose the students to sources of population and related characteristics. | | | | | | | | | | | |
| C4 | To enable the students to assess the rationale, need and evolution of population policy. | | | | | | | | | | | |
| C5 | To enumerate the role of international organisation and forum to manage the rising population globally. | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | |
| I | Demography and Development - Theories of Population-Demography and demographic Transition-Measures of population change- Structure, distribution and sources of population data- Population explosion – Demographic Dividend – Demographic transition. | | | | | | | | | | **5** | |
| II | Demographic Data Base in India - Study of census in India – Methodology and characteristics of census- National Family Health Survey 1 and 2 and Rapid Household survey- Factors affecting fertility, age at marriage, sex ratio: socio-economic, cultural and regional variations- Age structure of population, life expectancy rate, infant and child mortality rates, maternal mortality rates | | | | | | | | | | **5** | |
| III | Population Policy in India -Evolution of population policy in India – The shift in policy from population-control to family welfare, to women empowerment-Family planning strategies and their outcomes- Reproductive health, maternal nutrition and child health policies- Social impact of new reproductive technologies and their regulation-Post-ICPD (International Conference on Population and Development) era in India: The new population policy, tasks before the National Population Commission. | | | | | | | | | | **5** | |
| IV | Population and Development - Over-population and Economic Development- Some Adverse Consequences of Rapid Population Growth-Policy to Control Rapid Population Growth- Influence of Development on Fertility (Birth Rate)-Population and Human Resource - Youth and Development- Population and Sustainable development. | | | | | | | | | | **5** | |
| V | Global Population Growth and Sustainable Development- Population trends in 21st Century – Role of UNFPA- World Bank-IMF (Finance and Development)-Demographics and Human Development- Global Demography. | | | | | | | | | | **5** | |
|  | **Total** | | | | | | | | | | **25** | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | | |  | |
| 1 | To judge the relationship between population and development. | | | | | | | | | | PO1, PO2 | |
| 2 | To examine the idea of over-population state the concept of demographic transition. | | | | | | | | | | PO2, PO4 | |
| 3 | To comprehend the demographic characteristics of developing countries | | | | | | | | | | PO5, PO6 | |
| 4 | To explain the nature of population problem faced by developing countries. | | | | | | | | | | PO7, PO8 | |
| 5 | To suggest proper policy measures to be followed by developing countries. | | | | | | | | | | PO9, PO10 | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | Sachs, J. D. (2015), The Age of Sustainable Development, Columbia University Press. | | | | | | | | | | | |
| 2 | Tim Dyson (2010), Population and Development: The Demographic Transition, Zed Books. | | | | | | | | | | | |
| 3 | [W.T.S. Gould](https://www.routledge.com/search?author=W.T.S.%20Gould) (2015), Population and Development (2nd Ed), Taylor and Francis, Routledge. | | | | | | | | | | | |
| 4 | C.M. Lakshmana (ed.) (2018), Population, Development and Environment, New Delhi, Rawat Publications. | | | | | | | | | | | |
| 5 | Rajendra Kumar Sharma (2020), Demography and Population Problems, New Delhi, Atlantic Publisher. | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Lutz, Wolfgang. Warren C. Sanderson. Sergei, Scherbov, (2004), The End of World Population Growth in the 21st Century: New Challenges for Human Capital Formation and Sustainable Development, London, Earthscan. | | | | | | | | | | | |
| 2 | Birdsall, Nancy, Allen C. Kelley, and Steven W. Sinding (eds.) (2001), Population Matters: Demographic Change, Economic Growth and Poverty in the Developing World, Oxford, Oxford University Press. | | | | | | | | | | | |
| 3 | [Sanjay K. Mohanty](https://link.springer.com/book/10.1007/978-981-13-5820-3#author-1-0), [Udaya S. Mishra](https://link.springer.com/book/10.1007/978-981-13-5820-3#author-1-1), [Rajesh K. Chauhan](https://link.springer.com/book/10.1007/978-981-13-5820-3#author-1-2), The Demographic and Development Divide in India: A District-Level Analyses, Singapore, Springer | | | | | | | | | | | |
| 4 | P.K. Majumdar (2013), India's Demography: Changing Demographic Scenario in India, New Delhi, Rawat Publications. | | | | | | | | | | | |
| 5 | J. P. Singh (2022), Handbook of Indian Demography, New Delhi, IBP Publishers. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://onlinelibrary.wiley.com/doi/abs/10.1111/psj.12200> | | | | | | | | | | | |
| 2 | <https://ncert.nic.in/textbook/pdf/lesy102.pdf> | | | | | | | | | | | |
| 3 | <https://www.jstor.org/stable/3645564> | | | | | | | | | | | |
| 4 | <https://www.census.gov/programs-surveys/international-programs/about/dem-soc-analysis.html> | | | | | | | | | | | |
| 5 | <https://www.demographic-research.org/> | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

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

**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 | 2.1 |

Level of Correlation between PSO’s and CO’s

**CIVIL SERVICE IN INDIA**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course**  **Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
| **CIA** | **External** | | **Total** |
|  | **Civil**  **Service in**  **India** | **Elective** | **Y** | **-** | **-** | **-** | 3 | 5 | 25 | 75 | | 100 |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To understand the role of permanent civil service | | | | | | | | | | | |
| C2 | To understand the functioning of administrative machinery | | | | | | | | | | | |
| C3 | To gauge the relation between political executive and bureaucracy | | | | | | | | | | | |
| C4 | To assess the need for civil service and their recruitment and training | | | | | | | | | | | |
| C5 | To evaluate how the civil services enhance the life of the citizen. | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | |
| I | Evolution of Imperial Civil Service- Nature and Characteristics of the Indian civil services during the British Raj-Role of Cornwallis-Role of Wellesley-Charter Act, 1853-Indian Civil Service Act, 1861 Statutory Civil Service-Aitchison Commission, 1886-Montford Reform, 1919-Lee  Commission, 1924 - Government of India Act, 1935 | | | | | | | | | | **5** | |
| II | Civil service system after the partition of India in 1947-Constitutional Provision for All – India Service -Power, Purpose and Responsibilities | | | | | | | | | | **5** | |
| III | Civil Service in post Independent India -Role of SardarVallabhai Patel- All India Services - Central Civil Services – State Civil Services –.  Recommendations of the Administrative Reforms. | | | | | | | | | | **5** | |
| IV | Types of Civil Service -Indian Administrative Service- Indian Foreign Service Indian Police Service and other allied services | | | | | | | | | | **5** | |
| V | Functions of Civil Services -Institution of the civil service – Current Development and trends. | | | | | | | | | | **5** | |
|  | **Total** | | | | | | | | | | **25** | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | |
|  | **On completion of this course, students will learn** | | | | | | | | | |  | |
| 1 | To appreciate the real power and responsibility of the Civil Servants. | | | | | | | | | | PO1, PO2 | |
| 2 | To evaluate the policies for the welfare of society and enhancement of nation | | | | | | | | | | PO2, PO4 | |
| 3 | To substantiate how civil servants exhibit professionalism | | | | | | | | | | PO5, PO6 | |
| 4 | To acknowledge how civil services at various levels coordinate and bring about development | | | | | | | | | | PO7, PO8 | |
| 5 | To a critical view of the Civil services and the challenges they face | | | | | | | | | | PO9, PO10 | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | Karthikeyan (2019), Governance in India: Basic and Beyond, New Delhi, Pearson. | | | | | | | | | | | |
| 2 | Maheswari, S.R.(2000), Indian Administration, Hyderabad, Orient Blackswan. | | | | | | | | | | | |
| 3 | BhushanVidya and Vishnoo Bhooshan(2011),Indian Administration, New Delhi, S. Chand Limited. | | | | | | | | | | | |
| 4 | Jha, Rajesh K (2010), Public Administration in India, New Delhi, Pearson. | | | | | | | | | | | |
| 5 | Bidyut Chakrabarty and Rajendra Kumar Pandey (2008), Indian Government and Politics, New Delhi, Sage Publications. | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Jain, R.B., (1976), Contemporary Issues in Indian Administration, New Delhi, Vishal Publications. | | | | | | | | | | | |
| 2 | Subramanian, Malathi, (1987), Management of Public Administration (Patterns in the Generalist Vs. Specialist), Delhi, Deputy Publications. | | | | | | | | | | | |
| 3 | Singh, Hoshiar & Singh, Pankaj (2010), Indian Administration, New Delhi, Pearson. | | | | | | | | | | | |
| 4 | Singh Mohinder & Hoshiar Singh (1989), Public Administration in India: Theory and Practice, New Delhi, Sterling Publishers. | | | | | | | | | | | |
| 5 | S. K. Das (2013), The Civil Services in India, New Delhi, Jain Book Depot. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://www.researchgate.net/publication/317639457_REFORMS_IN_THE_INDIAN_CIVIL_SERVICES_A_Study_of_21st_Century_Recommendations_and_Implementation> | | | | | | | | | | | |
| 2 | <https://www.indianculture.gov.in/ebooks/ics-indian-civil-service> | | | | | | | | | | | |
| 3 | <https://darpg.gov.in/sites/default/files/Civil_Services_Survey_2010.pdf> | | | | | | | | | | | |
| 4 | <https://www.upsc.gov.in/> | | | | | | | | | | | |
| 5 | <https://link.springer.com/10.1007/978-3-030-29980-4_96> | | | | | | | | | | | |

**Mapping with Programme Outcomes:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | S | M | M | S | S |
| **CO2** | S | S | M | M | M | M | M | S | M | M |
| **CO3** | S | S | M | S | M | M | S | M | L | L |
| **CO4** | S | S | S | M | S | S | M | S | M | S |
| **CO5** | S | S | M | S | M | M | S | M | L | 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 | 2.1 |

Level of Correlation between PSO’s and CO’s

**MEDIA MANAGEMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course**  **Name** | **Category** | **L** | **T** | **P** | **S** | **Credits** | **Inst. Hours** | **Marks** | | | |
|  |  |  |  |  |  |  |  |  | **CIA** | **External** | | **Total** |
|  | **Media Management** | **SEC** | **Y** | **-** | **-** | **-** | 2 | 2 | 25 | 75 | | 100 |
|  | **Course Objectives** | | | | | | | | | | | |
| C1 | To Develop the professional skills enabling access and shape the media industry | | | | | | | | | | | |
| C2 | To enable the students to learn to develop strategies and create business models that promote public relations | | | | | | | | | | | |
| C3 | To improve communication, strategy and shaping of the political agenda and public discourse | | | | | | | | | | | |
| C4 | To assess how knowledge on media, politics, communication and related fields could provide employment. | | | | | | | | | | | |
| C5 | To engage with research and communicate your ideas in a variety of media, including text, video and audio | | | | | | | | | | | |
| **UNIT** | **Content** | | | | | | | | | | **No. of Hours** | |
| I | Meaning Nature and Scope of Media Management-Growth of Media  Objectives and Functions- Principles and Practices of Media Management – Media Management Department- Media Management Officer – Role and Responsibilities of Media Manager | | | | | | | | | | **2** | |
| II | Communication in Media – Techniques and Models – Media as communicating medium | | | | | | | | | | **2** | |
| III | Media Management Tools – Advertising – Publicity – Propaganda – Diplomacy – Promotion – Campaigns – Lobbying – Evaluating the effectiveness of Media – Public Opinion Research – Ethical Issues involved in Media Management | | | | | | | | | | **2** | |
| IV | News Agencies – PTI, UNI and BBC – Public Relation Society in India – Press Council in India – Indian Institute of Mass Media and Public Opinion | | | | | | | | | | **2** | |
| V | The Basic Functions of Government in Media Department – Agencies to provide information to the Citizens – Citizen Service Centers – Civic Society and Media – Emerging Trends and Issues in Media | | | | | | | | | | **2** | |
|  | **Total** | | | | | | | | | | **10** | |
|  | **Course Outcome** | | | | | | | | | | **Programme Outcome** | |
| **CO** | **On completion of this course, students will learn** | | | | | | | | | |  | |
| 1 | To apply the means of professional and management roles in the media industry. | | | | | | | | | | PO1, PO2 | |
| 2 | To work in a variety of professions, including advertising, non-profit management, and media research, as well as media advocacy and education. | | | | | | | | | | PO2, PO4 | |
| 3 | To be familiar with the options to work in radio, print journalism, publishing, public relations, research, advertising, and television. | | | | | | | | | | PO5, PO6 | |
| 4 | To gain a perspective on the evolution of media in the last decade and on key current trends. | | | | | | | | | | PO7, PO8 | |
| 5 |  | | | | | | | | | | PO9, PO10 | |
|  | **Text Books** | | | | | | | | | | | |
| 1 | Dr. Saroj Kr. Mishra (2018), Media Management, New Delhi, Gyan Geeta Prakashan. | | | | | | | | | | | |
| 2 | Yadav K. P (2020), Media Management, New Delhi, Adhyayan Publishers & Distributors. | | | | | | | | | | | |
| 3 | Chaturvedi Badrinath (2009), Media Management (1st Ed), New Delhi, Global Vision Publishing House. | | | | | | | | | | | |
| 4 | Catherine Zhou, Robert Wollan, Nick Smith (2011), The Social Media Management Hand Book, Wiley Publications. | | | | | | | | | | | |
| 5 | B.K. Chaturvedi (2014), Media Management, New Delhi, Global Vision Publishing House. | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | |
| 1 | Jan LeBlanc Wicks, George Sylvie, Wilson Lowrey, Ann Hollifield (2015), Media Management: A Casebook Approach, Routledge Communication Series. | | | | | | | | | | | |
| 2 | Karen E. Sutherland (2021), Strategic Social Media Management: Theory and Practice - Springer Publications. | | | | | | | | | | | |
| 3 | Amy Van Looy (2015), Social Media Management: Technologies and Strategies for Creating Business Value, Springer Publications. | | | | | | | | | | | |
| 4 | Bernd W. Wirtz (2020), Media Management, Springer Publications. | | | | | | | | | | | |
| 5 | Charles Warner (1997), Media Management Review, Routledge. | | | | | | | | | | | |
|  | **Web Resources** | | | | | | | | | | | |
| 1 | <https://www.coursera.org/learn/social-media-management> | | | | | | | | | | | |
| 2 | <https://onlinecourses.nptel.ac.in/noc22_mg109/preview> | | | | | | | | | | | |
| 3 | <https://journals.sagepub.com/home/mcs> | | | | | | | | | | | |
| 4 | <https://onlinelibrary.wiley.com/journal/17488583> | | | | | | | | | | | |
| 5 | <https://www.academia.edu/31768302/UNDERSTANDING_MEDIA_MANAGEMENT> | | | | | | | | | | | |

**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 | 2.1 |

Level of Correlation between PSO’s and CO’s