

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS)  
COIMBATORE-641 018**

**Learning outcomes-based Curriculum Framework  
(LOCF) for**

**B.A. PUBLIC ADMINISTRATION  
(Effective from Academic year 2021-2022)**



**POSTGRADUATE AND RESEARCH  
DEPARTMENT OF PUBLIC ADMINISTRATION  
MAY-2021**

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## **Preamble**

Over the past decades the higher education system of our country has undergone substantial structural and functional changes resulting in both quantitative and qualitative development of the beneficiaries. Such changes have gained momentum with the introduction of Choice Based Credit System (CBCS) which further expects learning outcome-based curriculum in order to maximize the benefits of the newly designed curriculum. The learning outcome-based curriculum will definitely help the teachers of the discipline to visualize the curriculum more specifically in terms of the learning outcomes expected from the students at the end of the instructional process. It is pertinent to mention here that the purpose of education is to develop an integrated personality of the individual and the educational system provides all knowledge and skills to the learner for this.

Tamil Nadu State Council for Higher Education (TANSCHE) has formed the State Integrated Boards of Studies, which, with great diligence and expertise has devised the mandatory areas that have to be covered for three-year undergraduation and two-year postgraduation courses to realize the facilitation of the mobility of faculty and students from one university to another and to easily solve the problem of equivalence among courses. Great care has been taken so that these areas would take 75% of the course content and the remaining 25% can be decided by the individual institutions. The areas that must be covered by the student that are mandatory for earning the degree to have due value has been worked out so that the student will gain enough depth of knowledge in the subject concerned. 25% percent of the syllabus should be designed by the institutions, and the areas covered under this also must have a weightage of 25%. This gives the autonomous institution seamless liberty on every Board of Studies (BOS) to innovate and experiment, and more importantly, it is here that the institution devises appropriate strategies by which (i) to make creative and critical applications of what has been learnt in the mandatory components, and (ii) to meaningfully connect the learners to the career demands and expectations. It is essential that the theoretical subject knowledge of the students must be translated into practical hands-on experience.

The Learning Outcomes based Curriculum prepared for the Programme, B. A. Public Administration primarily intends to help the learners in understanding the objectives of studying an Postgraduate Programme and specifically the discipline of Public Administration. This curriculum will help them in understanding, critically engaging, analysing and appreciating the societal and market relevance of the discipline of Public Administration

This syllabus for B.A. Public Administration is framed as per the LOCF Guidelines under CBCS. The learning outcomes of the various courses and the whole programme are modifiable keeping in

view the advancement in the related fields of knowledge or practice and the changing requirements of the stakeholders, which are complex, diverse and culturally specific.

## 1. Introduction

The learning outcomes based curriculum framework (LOCF) for B. A. Public Administration is intended to prepare a curriculum which enables the graduates to respond to the contemporary societal needs of public governance and equip them with necessary knowledge, wisdom and skills relevant for local, national and international governance. The framework will assist in developing an understanding of the principles, institutions and their ecological concerns, processes and issues of local/regional, national and international levels of public governance on completion of the B. A. Public Administration programme. The framework also intends to allow for greater flexibility and innovation in curriculum design and syllabus development, teaching-learning process and assessment of student learning levels.

The LOCF for B.A. Public Administration has been prepared in the backdrop of the changing landscape of the theory and practice of Public Administration and the curricular structure provided by the UGC; this may be modified without sacrificing the spirit of CBCS and LOCF.

### 1.1 Course Structure – Types of Courses.

**The following types of courses are offered under CBCS-LOCF:**

- a) **Core Courses (CC).** A core course is a compulsory discipline specific course. A student of Public Administration has to take 13 such Public Administration courses over six semesters.
- b) **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types. Which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - i. **Discipline Specific Electives (DSE).** These are elective courses that provide advanced undergraduate training in specialised areas of Public Administration. A set of six semester-specific, courses of this kind are offered in the First through fourth semester of the Undergraduate programme, Public Administration.
  - ii. **Project.** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project. Such a course is compulsory in sixth semester.
- iii. **Generic Electives (GE).** These courses, in disciplines other than Public Administration, are intended to broaden the training of a student in the Public Administration Undergraduate programme. A

student of Public Administration will take one such course, offered by another department, in each of Semester's V to VI.

- c) **Ability Enhancement Compulsory Course (AECC).** Two such courses are to be taken, one in Semester I (Environmental Studies) and one in Semester II (Value Education– Gandhian Thoughts).
- d) **Skill Enhancement Course (SEC).** A student is to take one such course each in Semester III through Semester VI.

## **2. Learning Outcomes Based Approach to Curriculum Planning**

The learning outcomes-based approach implies that when an academic program is planned, desirable learning outcomes are identified and considered in the formulation of the program. Course contents, learning activities and assessment types are designed to be consistent with the achievement of desired learning outcomes. The learning outcomes are in terms of knowledge, professional attitude, work ethics, critical thinking, self-managed learning, adaptability, problem solving skills, communication skills, interpersonal skills and group/team work. At the end of a particular course/program, assessment is carried out to determine whether the desired outcomes are being achieved. This outcome assessment provides feedback to ensure that elements in the teaching and learning environment are acting to nurture, with the aim to facilitate the desired outcomes. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes which in turn help not only in curriculum planning and development, but also in delivery and review of the academic program.

The overall objectives of the learning outcomes-based curriculum framework are to-

- Help formulate graduate attributes, qualification descriptors, program learning outcomes and course learning outcomes that are expected to be demonstrated by the holders of the qualification;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes or attributes a graduate of a program should be capable of demonstrating on successful completion of the program of study;
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of academic research and the program.

### **2.1 Nature and extent of B. A. Public Administration**

B.A. Public Administration is a theoretical and application oriented academic program which

needs to develop specialized knowledge and skills among the graduates to engage themselves in Public governance and its related activities. In recent years, mega developments like information and communication technology, liberalization, privatization, globalization, decentralization and growing role of the civil society have impacted the role of the state and its agencies. It has changed the citizens' interface with the governance and market forces. Innovative citizen-centric practices in governance have been adopted across the world. The concerns for good governance and citizen centric governance have become important objectives in addition to the traditional narratives of efficiency, economy and effectiveness. Policy process and performance have become the central theme of intellectual debate and discourse. This kind of all-round transformation has created the need for well informed and proficient manpower for discharging regulatory responsibilities and delivering a set of quality services to the satisfaction of the citizens. This manpower can be developed only with flexible, adaptive and progressive training

programs. The key areas of study within the subject area of B. A. Public Administration comprise compulsory courses on Introduction to Public Administration, Principles of Management, Asian Governments, Local Governments, International Organisation and Administration, Administrative Thinkers, Citizen and Civic Awareness, Indian Administration, Personnel Administration in India, Financial Administration in India, Political Parties and Pressure Groups, Development Administration, Law and Order Administration, Labour Welfare Administration in India, History of National Movement, and Public Administration for Competitive Examination. The Discipline allied Specific courses are on Principles of Political Science Principles of Sociology and Human Rights: Theory and Practice.

This Learning Outcomes-based Model Curriculum of B. A. Public Administration is designed to provide a better learning experience to the graduates. Besides, imparting disciplinary knowledge, the curriculum aims to equip the graduates with practical competencies and leadership which will provide them high professional competence in the field.

## **2.2 Aim of B. A. Public Administration**

The overarching aims of the B. A. Public Administration are to:

- Provide students with learning experiences that develop broad knowledge and understanding of key concepts of Public Administration and equip them with advanced knowledge and understanding for analyzing and performing the tasks concerning public



affairs;

- Develop students' ability to apply the acquired knowledge and skills to the solution of specific theoretical and applied problems in Public Administration settings;
- Develop abilities in students to come up with innovative prescriptions/solutions for the benefit of society, by diligence, leadership, team work and lifelong learning;
- Provide students with skills that enable them to get employment in public, private, non-governmental sectors; pursue higher studies; participate in quality research assignments.

### 3. Graduate Attributes

Graduate Attributes (GAs) form a set of individually assessable outcomes, which collectively indicate the graduate's potential to acquire competence of an individual to perform certain tasks/ duties/responsibilities. The Graduate Attributes of B. A. Public Administration are as follows:

**GA1. Disciplinary Knowledge:** Acquire in-depth knowledge of theory and practice of Public Administration, including the wider and global perspective, with an ability to compare, evaluate, analyze existing situations and new knowledge, and integration of the same for enhancement of knowledge.

**GA2. Critical Thinking:** Analyze complex social/administrative problems critically; apply independent judgment for analyzing information to make intellectual and/or rational decisions for conducting social enquiry in a wider theoretical, practical and policy context.

**GA3. Analytical Reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and gaps in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and addressing opposing viewpoints.

**GA4. Research-related Skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

**GA5. Problem Solving:** Think laterally and originally, conceptualize and solve social/administrative problems, consider and examine a wide range of information for those problems and arrive at a rational, feasible, optimal decision after considering the legitimacy, democratic principles, efficiency and economy and above all the public interest in a specific cultural, societal and environmental setting.

**GA6. Usage of Modern Tools:** Create, select, learn and apply appropriate techniques, resources, and managerial/administrative practices and modern IT tools, including prediction and modeling to complex social/administrative situations.

- GA7. Collaborative and Multidisciplinary Work:** Possess knowledge and understanding of group dynamics, recognize opportunities and contribute positively to collaborative multidisciplinary scientific research, demonstrate a capacity for self- management and teamwork, decision-making based on open-mindedness, objectivity and rational analysis in order to achieve common goals and further self-learning as also that of others.
- GA8. Communication:** Communicate with all concerned stakeholders, community leadership and with society at large regarding complex social, political and administrative activities confidently and effectively, endowing the graduate with abilities such as, being able to comprehend and write effective reports and design documentation by adhering to appropriate standards, make effective presentations, and give and receive clear instructions.
- GA9. Multicultural Competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective and the capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
- GA10. Leadership Readiness/Qualities:** Capability for mapping out the tasks of a team or an organization, setting direction; motivating and inspiring team members to engage with the team objectives/vision; and using management skills to follow the mapped path to the destination in a smooth and efficient way.
- GA11. Life-long Learning:** Recognize the need for and have acquired the ability to engage in life-long independent learning, with a high level of enthusiasm and commitment, to unceasingly improve knowledge and competence.
- GA12. Ethical Practices and Social Responsibility:** Acquire professional and intellectual integrity, professional code of conduct, ethics of research and scholarship, thoughtfulness of the impact of research outcomes on professional practices and an understanding of the responsibility to contribute to the community for sustainable development of society.

#### 4. Qualification Descriptors

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect the following:

1. Disciplinary knowledge and understanding
2. Skills & Ability
3. Global competencies that all students in any academic field of study should acquire/attain and demonstrate.

**4.1 Qualification descriptors for B. A. Public Administration program:** Some of the expected learning outcomes that a student should be able to demonstrate on completion of a B. A. Public Administration program may include the following: **Knowledge & Understanding**

- Demonstrate extensive knowledge of the disciplinary foundation in the various fields of Public Affairs and Administration, as well as insight into contemporary research and development.
- Demonstrate specialized methodological knowledge in the specialized areas of Public Administration/ Governance in terms of the principles, theoretical knowledge and practices adopted.

##### **Skills & Ability**

- Demonstrate the basic and conceptual understanding of the discipline and ability to apply this knowledge in comprehending administrative situations for arriving at a conclusion and suggest a set of alternatives.
- Demonstrate ability to evaluate an administrative phenomenon/system or administrative program and suggest necessary measures to realize the desired objectives in an effective manner.
- Demonstrate ability to apply one's knowledge, skills, tools and techniques learned to identify and analyze complex real-life problems and take appropriate decisions

and apply those decisions as per the social needs keeping in view the larger public interest.

**Competence**

- Communicate his or her understanding, knowledge and arguments effectively and professionally both in writing and by means of presentation to different audiences in the local, national and international context.
- Ability to work in a collaborative manner in a team, contributions to the management, planning and implementation.
- Ability to contribute as a team member in a developmental project plan and its implementation – evaluate its outcomes and report its results in a proper manner.
- Ability to identify the personal need for further knowledge relating to the current and emerging areas of study by engaging in lifelong learning practices.

## **5. Programme Learning Outcomes of B. A. Public Administration**

**After successful completion of the undergraduate programme the students will be able to:**

PLO 01: Describe the meaning, principles and significance of Public Administration.

PLO 02: Identify the structure and functions of the Ministries and Departments at the Central and State Governments respectively and also the relationship between the Centre and State Governments.

PLO 03: Paraphrase within them a spirit of serving the Society.

PLO 04: Characterize Political, social, Legal and Economic perspectives of modern governments.

PLO 05: Analyze the role, nature and significance of the Panchayati Raj and the Urban Bodies.

PLO 06: Appraise the financial status and control over administration.

PLO 07: Evaluate the role of government in protecting the Human Rights and protect the environment.

PLO 08: Demonstrate the process of Recruitment and Promotion and the procedure of Law making and Budget in the Country.

PLO 09: Illustrate the Law-and-Order situation in India and specify the administration of Police.

PLO 10: Rate and relate the provisions and principles of the Indian Constitution and enable them to appear for Civil Service Examinations.

**6. PROGRAMME STRUCTURE OF B. A. PUBLIC ADMINISTRATION  
SCHEME OF EXAMINATIONS: CBCS PATTERN**

(For the students admitted during the academic year 2021-2022 and onwards)

<b>Part</b>	<b>Sub Code</b>	<b>Title of the Paper</b>	<b>Hrs (wk)</b>	<b>Internal (CA) Marks</b>	<b>External Marks</b>	<b>Total Marks</b>	<b>Ext – Min.</b>	<b>Total Pass Mark</b>	<b>Credits</b>
<b>Semester – 1</b>									
<b>I</b>	21TAM11L	<b>Part – I: Language: Tamil I</b>	6	50	50	100	20	40	3
<b>II</b>	21ENG12L	<b>Part –II: English I</b>	6	50	50	100	20	40	3
<b>III</b>	21BPA13C	<b>Core 01 : Principles of Public Administration</b>	8	50	50	100	20	40	5
<b>III</b>	21BPA14A	<b>Allied – 1: Principles of Political Science</b>	8	50	50	100	20	40	5
<b>IV</b>	21ENV1GE	<b>Environmental Studies</b>	2	50	50	100	20	40	2
<b>Semester – 1I</b>									
<b>I</b>	21TAM21L	<b>Part – I: Language: Tamil II</b>	6	50	50	100	20	40	3
<b>II</b>	21ENG22L	<b>Part –II: English II</b>	6	50	50	100	20	40	3
<b>III</b>	21BPA23C	<b>Core 02 : Principles of Management</b>	8	50	50	100	20	40	5
<b>III</b>	21BPA24A	<b>Allied – 2: Modern Political System</b>	8	50	50	100	20	40	5
<b>IV</b>	21VAL2GE	<b>Value Education – Gandhian Thoughts</b>	2	50	50	100	20	40	2

Semester – III									
<b>*I / III</b>	21TAM31L	<b>*Part – I: Language: Tamil III</b>	6	50	50	100	20	40	3
<b>I / III</b>	21ENG32L	<b>*Part –II: English III</b>	6	50	50	100	20	40	3
<b>III</b>	21BPA33C	<b>Core 03 : Asian Governments</b>	5	50	50	100	20	40	5
<b>III</b>	21BPA34C	<b>Core 04 : Local Governments</b>	5	50	50	100	20	40	4
<b>III</b>	21BPA35A	<b>Allied – 3: Principles of Sociology</b>	4	50	50	100	20	40	5
<b>IV</b>	21BPA36S	<b>Skill Based Subject – I: International Organization and Administration</b>	4	50	50	100	20	40	3
Semester – IV									
<b>I* / III</b>	21TAM41L	<b>*Part – I: Language: Tamil III</b>	6	50	50	100	20	40	3
<b>I* / III</b>	21ENG42L	<b>*Part –II: English III</b>	6	50	50	100	20	40	3
<b>III</b>	21BPA43C	<b>Core 05: Administrative Thinkers</b>	7	50	50	100	20	40	5
<b>III</b>	21BPA44A	<b>Allied – 4: Human Rights : Theory and Practice</b>	7	50	50	100	20	40	5
<b>IV</b>	21BPA45S	<b>Skill Based Subject – II: Citizen and Civic Awareness</b>	4	50	50	100	20	40	3
<b>V</b>	21EXA4GE	<b>@Extension Activities: NCC/NSS/SPORTS//YRC</b>	-	-	-	-	-	-	1
Semester – V									
<b>III</b>	21BPA51C	<b>Core 06 : Indian Administration Paper – I</b>	6	50	50	100	20	40	5
<b>III</b>	21BPA52C	<b>Core 07 : Personnel Administration in India</b>	6	50	50	100	20	40	4
<b>III</b>	21BPA53C	<b>Core 08 : Financial Administration in India</b>	6	50	50	100	20	40	5
<b>III</b>	21BPA54C	<b>Core 09 : Social Welfare Administration in India</b>	5	50	50	100	20	40	4
<b>IV</b>	21BPA55S	<b>Skill Based Subject – III: Political Parties and Pressure Groups</b>	4	50	50	100	20	40	3



<b>IV</b>	21BPA5EL	<b>Non-Major Elective Paper – I: Public Administration for Competitive Examinations-Paper-I</b>	2	50	50	100	20	40	2
<b>Semester – VI</b>									
<b>III</b>	21BPA61C	<b>Core 10 : Development Administration in India</b>	6	50	50	100	20	40	5
<b>III</b>	21BPA62C	<b>Core 11 : Indian Administration Paper-II</b>	6	50	50	100	20	40	5
<b>III</b>	21BPA63C	<b>Core 12 : Law and Order Administration</b>	6	50	50	100	20	40	4
<b>III</b>	21BPA64C	<b>Core 13 : Labour Welfare Administration ion India</b>	5	50	50	100	20	40	4
<b>III</b>	21BPA65V	<b>Project &amp; Viva – Voce</b>		50	50	100	20	40	15
<b>IV</b>	21BPA66S	<b>Skill Based Subject – IV : History of National Movement</b>	4	50	50	100	20	40	3
<b>IV</b>	21BPA6EL	<b>Non-Major Elective Paper – II: Public Administration for Competitive Examinations-Paper-II</b>	2	50	50	100	20	40	2
		<b>Total / Credits</b>				<b>3400</b>			<b>140</b>

**\*Courses offered with four semester Language Papers**  
**No passing minimum for internal marks**

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Core 01: Principles of Public Administration	I	21BPA13C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Define Public Administration and its basic concepts.
2. Relate Public Administration and other Social Sciences.
3. Actualize the Principles and bases of organization.
4. Identify the types of organizations and their functions in administration.
5. Recognize the Dynamics Organization.
6. Analyze the importance of Organizational Behaviour in the Organizational Development.
7. Illustrate the control over Public Administration and role of media.

### **UNIT – I: INTRODUCTION**

Meaning, Nature and Scope of Public Administration – Public Administration and Private Administration - Public Administration Arts, Science or both – Public Administration and its Relations with other Social Sciences - New Public Administration.

### **UNIT – II: ORGANIZATION**

Meaning, Nature and Scope Organization – Bases of organization – Principles of Organization – Hierarchy – Span of control – Unity of Command – Delegation of Authority – Co-ordination – Integration Vs Disintegration – Centralization Vs Decentralization - Authority & Responsibility - Accountability & Control .

### **UNIT – III: TYPES OF ORGANIZATION**

Chief Executive – Types of Chief Executive – Line, Staff and Auxiliary Agencies – Departments – Ministries - Public Corporations - Independent Regulatory commissions – Boards and commissions – Field Vs Head Quarters - Public Private partnership.

### **UNIT – IV: ORGANIZATIONAL DYNAMICS & ORGANIZATIONAL BEHAVIOUR**

Organizational Change - Organizational Development - Organizational Leadership and Organization Control - Organization Goal - Organizational Behaviour - Organizational Conflict - Organization and Society.

### **UNIT – V: CONTROL OVER PUBLIC ADMINISTRATION**

Control over Public Administration – Legislative – Executive – Judicial – NGO – Civil Society and Social Audit.

### **PEDAGOGY STRATEGIES:**

1. Lecturing
2. Assignment
3. Classroom discussion
4. Questioning

5. Class test
6. Seminars

**REFERECE BOOKS:**

1. M.Sharma, Theory of Public Administration Anmol Publication Pvt. Ltd, New Delhi, 2003.
2. Sunjay Kumar Jana, Fundamentals of public Administration, Anmol Publication, New Delhi, 2007.
3. Dr.Manoj Kumar & Dr.Chandrika Singh, Public Administration, Regal Publications, New Delhi, 2013.
4. Dr.N.K.Singh, Public Administration: Research and Practice, ALP Books Publications, New Delhi, 2015.
5. Tyagi, A.R. – Public Administration: Principles and Practice, Atma Ram and Sons 6<sup>th</sup> Edition, New Delhi, 2004

**FURTHER READING:**

1. Dr.P.B.Rathod, Personal Administration, Commonwealth Publishers, New Delhi, 2008.
2. S.R.Maheshwari, Public Administration in India, MacMillan India Limited, New Delhi, 2010.
3. Prof.B.L.Fadia, Dr.Kuldeep Fadia – Sathiya Bhawan Publishers, Agra.
4. Mohit Bhattacharya – New Horizons of Public Administration –
5. Sachdeva D.R., Vidhya Bhushan – Introduction to Public Administration, Edition II – S.Chand Publication.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓	✓		✓	✓	
PLO2	✓	✓		✓		✓	✓
PLO3	✓		✓	✓	✓		
PLO4	✓	✓		✓	✓	✓	✓
PLO5	✓		✓			✓	
PLO6		✓		✓	✓		✓
PLO7	✓	✓	✓	✓		✓	
PLO8	✓	✓	✓		✓		✓
PLO9		✓	✓	✓		✓	✓
PLO10	✓		✓	✓	✓		✓

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Allied 01 : Principles of Political Science	I	21BPA14A

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Describe the basic concept of Political Science.
2. Prepare the elements related to State.
3. Identify the Theories of State.
4. Evaluate the meaning and significance of Sovereignty.
5. Comprehend the concepts such as liberty, equality and justice.
6. Acclimatize the basic forms of Government.
7. Determine the features of Political Ideologies.

### **UNIT – I: INTRODUCTION**

Meaning nature Scope and importance of Political Science - Politics - Definition and Meaning of state - Elements of State - State and Nation - Features of the State.

### **UNIT – II: THEORIES OF ORIGIN OF STATE**

Theory of Divine Origin - Theory of Force - The Patriarchal Theory - The Matriarchal Theory – The Evolutionary Theory – Social Contract Theory of Hobbes, Locke and Rousseau.

### **UNIT –III: BASIC POLITICAL CONCEPTS**

Sovereignty – Meaning- attributes and kinds - Monistic and Pluralistic Theories - Law – Source, Nature, Merits and Defects - Liberty - Meaning, Civil Liberty and Political Liberty - Safe Guards of Liberty – Equality: Meaning, Equality in Modern State – Equality and Liberty – Political Obligations – Duties towards State, Meaning, importance and kinds of Justice.

### **UNIT – IV: FORMS OF GOVERNMENT**

Democracy: Definition, Meaning and Principles - Merits and Demerits Democracy – Classification of Government - Unitary and Federal, Parliamentary and Presidential forms of Government – Aristocracy.

### **UNIT – V: POLITICAL IDEOLOGIES**

Liberalism – Communalism - Socialism – Modernism – Post Modernism – Totalitarianism – Environmentalism - Feminism.

### **PEDAGOGY STRATEGIES:**

1. Lecturing
2. Assignment
3. Classroom discussion
4. Questioning

5. Formatting schedules
6. Classroom test
7. Problem Solving

**REFERENCE BOOKS:**

1. V.D. Mahajan Political Theory, Chand & company Ltd New Delhi.2012.
2. R.C Johari, Modern Political Theory, Wisdom Press, New Delhi.2011
3. S.K Rathod, Principles of political Science, Arise Publishers, New Delhi. 2012
4. Bhargava, R. ‘What is Political Theory’, in Bhargava, R and Acharya, A (eds.) Political Theory: An Introduction. Pearson Longman, New Delhi. 2008
5. Gilchrist R.N., Principles of Political Sciences, Orient Longman Madras. 1983.

**FURTHER READING:**

1. Appadurai A., The Substances of Politics, Oxford University Press, India Madras 1974.
2. Chapman, J. ‘The Feminist Perspective’, in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. Macmillan, London.1995
3. Agarwal R.C., Political Theory, S.Chand & Co, Ltd. New Delhi, 2010
4. Eddy Asirvatham and K.K. Mishra, Political Theory, S. Chand & Company, New Delhi, 2012.
5. Vidyapuri. Bhuyan, Dasarathy ‘Understanding Political Theory’, Kitab Mahal., Cuttack. 2016.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓	✓	✓	✓	✓	
PLO2	✓	✓		✓		✓	✓
PLO3	✓	✓	✓		✓	✓	
PLO4	✓		✓	✓			✓
PLO5		✓	✓		✓	✓	✓
PLO6	✓	✓		✓	✓	✓	
PLO7		✓	✓	✓		✓	✓
PLO8		✓		✓	✓		✓
PLO9	✓	✓	✓	✓		✓	
PLO10		✓	✓		✓	✓	✓

## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) –1 @ SEMESTER I

Year	Sem.	Subject Code	Title of the paper	Hours/Week
2021 -2022 onwards	I	21ENV1GE	ENVIRONMENTAL STUDIES (For all UG courses)	2

### COURSE LEARNING OUTCOMES:

On the successful completion of the course, students will be able to:

1. Recognize the role of the environment and the need to conserve it for sustaining life.
2. Enumerate the natural resources
3. Explores the adverse effects of deforestation and over exploitation of natural resources
4. Associate the components of the ecosystem and need for biodiversity conservation.
5. Evaluate the environmental pollution hazards and their effects on the living system.
6. Interpret the different disaster management procedures.
7. Analyse the climatic change and global effects
8. Infer the need for environmental laws in the constitution of India.
9. Relate the growth of the human population and its impact on the environment.

#### UNIT I:

Environment – Introduction – Nature - Scope – Content – Need for study. Natural resources- Forest and energy resources- Use and overexploitation - deforestation. Energy resources- renewable and non-renewable energy resources.

#### UNIT II:

Ecosystem – concept – types- Forest, Grassland, Desert and Aquatic (Pond)- Structure and function of an ecosystem – Producers- consumers and decomposers – Food chain – food web- ecological pyramids- energy flow. Biodiversity and its conservation- *in situ* and *ex situ* conservation- Mega biodiversity centres and hotspots.

#### UNIT III:

Environmental pollution- definition- causes-effects and control measures of air, water, soil, thermal and nuclear pollution. Waste management- Industrial and solid waste. Disaster management – earthquake, cyclone, flood and landslides.

#### UNIT IV:

Social Issues and the environment-Urbanization-Urban problems related to energy and watershed management. Environmental Ethics- Issues and possible solutions- Wasteland reclamation- Climate change - causes and effects. Global warming- Acid rain- Ozone layer depletion- Public awareness. Environmental laws- Environment Protection Act, Wildlife Protection Act, Forest Conservation Act.

#### UNIT V:

Human population and its impact on environment- Population growth- Resettlement and Rehabilitation of project affected persons- Case studies – Sardar Sarovar Project, Maharashtra and Bandipur National Park- Project Tiger, Karnataka, NTPC, India. Role of Indian and Global religions and Cultures in environmental conservation- Case study: sacred groves in Western Ghats (kavu) & Chinese culture. Human and Wildlife Conflict.

### PEDAGOGY STRATEGIES

- ❖ Board and Chalk lectures

- ❖ PowerPoint slide presentations
- ❖ Assignments

**Textbooks:**

1. Sharma, P. D. 2000. Ecology & Environment. Rastogi Publications, Meerut, India.
2. Bharucha, E. 2003. Text book of Environmental Studies. UGC, New Delhi & Bharati Vidyapeeth Institute of Environmental Education and Research, Pune.
3. Arumugam, M. and Kumaresan, V. 2016. Environmental Studies (Tamil version). Saras Publications, Nagerkoil.

**Online/E-Resources:**

- <https://www.edx.org/course/subject/environmental-studies>
- [https://www.coursera.org/courses?\\_facet\\_changed\\_=true&domains=life-sciences%2Cphysical-science-and-engineering%2Csocial-sciences&query=environmental%20science%20and%20sustainability&userQuery=environmental%20science%20and%20sustainability](https://www.coursera.org/courses?_facet_changed_=true&domains=life-sciences%2Cphysical-science-and-engineering%2Csocial-sciences&query=environmental%20science%20and%20sustainability&userQuery=environmental%20science%20and%20sustainability)
- <https://www.open.edu/openlearn/nature-environment/free-courses>

**COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOME:**

Program Level Outcomes (PLO)	Course Level Outcome (CLO)								
	1	2	3	4	5	6	7	8	9
Disciplinary Knowledge		√	√		√	√			
Communication Skills		√		√				√	√
Critical Thinking	√		√		√		√		
Research related skills	√		√			√		√	
Analytical reasoning	√			√		√		√	
Problem Solving		√	√			√			√
Team Work				√	√		√		√
Moral and ethical awareness		√		√		√		√	√

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Core 02 : Principles of Management	II	21BPA23C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Acquire knowledge about management and the difference between Administration and Management.
2. Discuss various principles of Management.
3. Describe the leadership and its qualities.
4. Explain the meaning of Planning, explore the process of planning and Decision Making.
5. Interpret the Techniques of Management Control and the steps involved in Control Process.
6. Show the Creativity and innovations in Management Process.
7. Analyze the Global Practices in management.

### **UNIT - I: INTRODUCTION**

Meaning, Nature and Scope and functions of Management - Management Process -Characteristics of Management - Levels of Management - roles of a manager Managerial Skills - Management and Administration - Fredrick Taylor and Henry Fayol's Contribution.

### **UNIT - II: PRINCIPLES OF MANAGEMENT**

Meaning and essential of Direction, Co-ordination - considerations in co-ordination - Motivation - Concepts and Theories - Morale - Discipline - Leadership : Qualities, Styles and Functions.

### **UNIT - III: ROLE OF PLANNING AND DECISION MAKING**

Need and Importance of planning - characteristics of Planning - Advantages and limitations of - Types & Process of planning Forecasting essentials - Decision Making: Definition - Decision making process - Types of decision making - Guidelines for effective decision making.

### **UNIT - IV: MANAGERIAL CONTROL**

Nature of managerial control - purpose of control - steps in the control process - Types & Techniques of control - Requirements of a good control system.

### **UNIT - V: EMERGING ISSUES IN MANAGEMENT**

Professionalization of Management in India – Creativity and innovations – Japanese and American Management - Recent trends in Management – Change Management - Crisis Management – Risk Management – Global Practices in Management.

### **PEDAGOGY STRATEGIES:**

1. Lecturing
2. Assignment
3. Classroom Discussion
4. Questioning
5. Class Test
6. Seminars



**REFERECE BOOKS**

1. T.Ramasamy, Principles of Management, Himalaya Publishing House, Karnataka.
2. Tripathy PC and Reddy PN, Principles of Management, Tata McGraw Hill, New Delhi.
3. Stoner, Freeman & Gilbert Jr, Management, Prentice Hall of India.
4. P.Satya Raju & A.Parthasarathy, Management Text & Cases, PHI Publishing House, New Delhi.
5. L.M.Prasad, Principles and Practices of Management, Sultan Chand & Sons, New Delhi.

**FURTHER READING:**

1. Dipak Kumar, Bhattacharya, Principles of Management, Pearson Publications, London.
2. Self-Learning Management Series Principles of Management, Vibrant Publishers, USA, 2018.
3. Mason Carpenter, Bauer and Erdogan, Principles of Management, Flat World Knowledge, Inc, 2009.
4. Ramesh B. Rudani, Principles of Management, McGraw Hill, New Delhi.
5. R.N.Gupta, Principles of Management, S Chand, New Delhi.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓	✓	✓	✓	✓	✓
PLO2	✓		✓		✓	✓	✓
PLO3	✓	✓	✓	✓	✓	✓	
PLO4	✓			✓	✓	✓	✓
PLO5		✓		✓	✓		✓
PLO6	✓	✓	✓	✓		✓	
PLO7		✓		✓	✓		✓
PLO8		✓	✓		✓	✓	✓
PLO9		✓		✓	✓		✓
PLO10	✓		✓	✓		✓	

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Allied – 02: Modern Political System	II	21BPA24A

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Outline the features of Constitutional Monarchy with its types
2. Explore the meaning and importance of unitary form of Government.
3. Prescribe the functions of British Government.
4. Analyze the features of federal system in USA with special reference to the checks and balances
5. Estimate the popular sovereignty in France.
6. Compute the features of the constitution of Germany.
7. Illustrate the significance of Direct Democracy in Switzerland.

#### **UNIT – I: THE BRITISH CONSTITUTION**

UK - Salient Features of the Constitution – Unwritten, Evolutionary, Unitary form of Government - Parliamentary Executive - Sovereignty of Parliament Conventions - Gap between Theory and Practice Powers and Position of the Monarch - Prime Minister – Council of Ministers - Parliament - Judiciary – Rule of Law - Party System.

#### **UNIT – II: CONSTITUTION OF USA**

USA - Salient Features of the Constitution – An Enacted and A Written Constitution - Federal System - Separation of Powers – Checks and Balances -President - Congress - Committee System - Supreme Court – Judicial Review - Party System.

#### **UNIT – III: THE FRENCH CONSTITUTION**

France – Salient Features of the Constitution - Written, Brief and Enacted Constitution Popular Sovereignty - Secular State, unitary - President of the Republic – Prime Minister – Parliament – Judiciary - Droit Administratif – Party System.

#### **UNIT – IV: THE GERMAN CONSTITUTION**

Germany - salient features of the constitution - A Written, Enacted Constitution – Federal Republic – Basic Law - Laender – Check and Balances - Political Rights - Democratic Institutions, President - Powers and functions, Chancellor - Powers and functions, Parliament – Bicameralism, Judiciary – Review - Constitutional Courts - Party system.

#### **UNIT – V: THE SWISS CONSTITUTION**

Swiss - Salient Features of the Constitution - The Preamble: A Written, Enacted and Adopted Constitution Bill of Rights: Social Goals: Federal Council – Federal Assembly - Federal Tribunal - Direct Democracy - Party System.

## PEDAGOGY STRATEGIES

1. Lecturing
2. Assignment.
3. Class room discussion
4. Questioning.
5. Formatting schedules.
6. Classroom test.
7. Problem solving.

## REFERENCE BOOKS:

1. Vishnoo Bhagwan and Vidya Bhushan, World Constitution, Sterling publishers Pvt. Limited , New Delhi.2011
2. Ghai K.K, Major Governments, Kalyani Publishers, Ludhiana,2010
3. Mahajan.V.D., Political Theory, Sultan &Chand, New Delhi 2012
4. Strong C.F., Modern Political Constitutions; The English Language Book Society and Sidwick & Jackson Ltd., London.1983.
5. Hardin, R. “Why a Constitution.”. Agathon Press ,New York: 1989.

## FURTHER READING:

1. Ray, S. N., Modern Comparative Politics: Approaches, Methods and Issues, Prentice Hall, New Delhi, 2006
2. Hague, R., Haroop, M. and Breslin, S., Comparative Government and Politics: Introduction, Macmillan, London, 1993.
3. Wheare K.C., Modern Constitutions; Oxford University, New Delhi. 1966
4. Johari.J.C., New Comparative Government, Lotus Press, New Delhi, 2010.
5. Kapur A.C., Select Constitution, S. Chand & Co, New Delhi. 1986

## MAPPING:

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓	✓	✓	✓	✓	✓
PLO2		✓		✓	✓		✓
PLO3	✓	✓	✓	✓		✓	✓
PLO4		✓	✓		✓	✓	✓
PLO5	✓		✓		✓	✓	✓
PLO6	✓	✓	✓	✓		✓	
PLO7	✓		✓		✓	✓	✓
PLO8	✓			✓	✓		✓
PLO9	✓		✓		✓	✓	✓
PLO10		✓	✓	✓		✓	

## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) – 2 @ SEM-II

Year	Subject Title	Semester	Sub Code
2021 -22 Onwards	VALUE EDUCATION – GANDHIAN THOUGHTS (For all UG courses)	II	21VAL2GE

### COURSE LEVEL OUTCOMES:

#### On the successful completion of the course, student will be able to:

1. Interpret Gandhiji's experiments to his spiritual pursuits and search for purity, political activities through fasting protests, and even his role as an educator using diet and meals as teaching exercises.
2. Lead a life marked with humility and truthfulness and subsequent realization of the Truth as the purpose of human life.
3. Infer lessons that are fundamental to living in harmony and social progress such as respect, empathy, equality, solidarity and [critical thinking](#).
4. Promote tolerance and understanding above and beyond our political, cultural and religious differences.
5. Create special emphasis on the defense of human rights, the protection of ethnic minorities
6. Emerge as responsible citizens with clear conviction to practice values and ethics in life.
7. Transform themselves to become good leaders.
8. Realize their role and contribution to the nation building.

**UNIT I:** Birth and Parentage - Childhood - At the High school - Stealing and Atonement - Glimpses of Religion - Gandhi's choice - Experiments in Dietetics - Acquaintance with Religions - The Great Exhibition.

**UNIT II:** The first case - Preparing for South Africa - same experiences - on the way to Pretoria – Coolie - Natal Indian Congress - Education of Children - Brahmacharya.

**UNIT III:** Simple life - The Boer war - Sanitary Reform and Famine Relief - Lord Curzon's Darbar - A month with Gokhale - Experiments in Earth and water treatment - Indian opinion - Coolie Locations or Ghettoes - The Black plague.

**UNIT IV:** The Magic spell of a Book - The Zulu Rebellion - The Birth of Satyagraha - More experiments in Dietetics - Kasturbai's Courage - Domestic Satyagraha- Fasting - Shanti Niketan -

Woes of Third-Class passengers.

**UNIT V:** Kumbha mela - Lakshman Jhula - Founding of the Ashram - Abolition of Indentured Emigration - The Kheda Satyagraha - The Rowlatt Bills - Navajivan and young India - Congress Initiation - The Birth of Khadi.

**TEXT BOOKS**

1. M.K.GANDHI, “The Story of My Experiments with Truth”, An Autobiography Apple publishing International(P) Ltd, Chennai.
- 2.

. மகாத்மா காந்தியின் சுயசரிதை - சத்தியசோதனை தமிழாக்கம் -  
-ரா.வேங்கடராஜ்\*லு, நவஜீவன் பரகராலயம், அகமதாபாத

**PEDAGOGY STRATEGIES**

- Board and Chalk lecture
- Powerpoint slide presentations
- Seminar
- Assignments
- Quizes
- Group discussion

**COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.**

		Course Level Outcomes (CLO)							
		1	2	3	4	5	6	7	8
Program Level Outcomes (PLO)	Reflective thinking	✓	✓			✓		✓	✓
	Communication skills		✓		✓	✓	✓	✓	✓
	Critical thinking	✓			✓		✓	✓	✓
	Multicultural competence				✓	✓	✓	✓	✓
	Analytical reasoning		✓	✓	✓		✓		
	Problem solving		✓	✓	✓		✓	✓	✓
	Team work	✓		✓		✓	✓	✓	
	Leadership readiness/qualities			✓		✓	✓		✓
	Moral and ethical awareness	✓		✓		✓	✓		✓

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Core 03 : Asian Governments	III	21BPA33C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Identify the federal features of Singapore.
2. Estimate the nature of judicial review in Singapore.
3. Analyze the monarchical system in Malaysia.
4. Recognize the renunciation of war in Japan
5. Reproduce the functions of Diet.
6. Assess the features of the constitution of Pakistan.
7. Outline the significance of Unitary State in China.

#### **UNIT – I: CONSTITUTION OF SINGAPORE**

Singapore - Salient features of the Constitution - Written – Federal - Fundamental Rights - Rule of law - Prime minister powers and functions, President - powers and functions, Parliament - structure and functions, Judiciary – judicial review - Party system.

#### **UNIT – II: CONSTITUTION OF MALAYSIA**

Malaysia - Salient features of the Constitution - Federal form – Monarchy, Prime Minister – Parliament – Judiciary - Party System - State Governments.

#### **UNIT – III: CONSTITUTION OF JAPAN**

Japan – Salient features of the Constitution - Popular Sovereignty – renunciation of War - Emperor – Prime Minister – Diet - Executive – Judiciary - Party System.

#### **UNIT – IV: CONSTITUTION OF PAKISTAN**

Pakistan - Salient features of the Constitution - Federal – Parliamentary form - Direct Election System – President - Prime Minister - Parliament – Judiciary - Party System.

#### **UNIT – V: CONSTITUTION OF CHINA**

China - Salient Features of the Constitution - written- socialist – Unitary state - Multinational State, President - Premier – Council of Ministers – Parliament - Judiciary – Party System.

### **PEDAGOGY STRATEGIES**

1. Lecturing
2. Assignment.
3. Class room discussion
4. Questioning.
5. Formatting schedules.
6. Classroom test.
7. Problem solving.

**REFERENCE BOOKS:**

1. Vishnoo Bhagwan and Vidya Bhushan, World Constitution, Sterling Publishers Pvt. Limited, 2011
2. Ghai K.K, Major Governments, Kalyani Publishers, Ludhiana, 2010.
3. Mahajan V.D., Political Theory, Sultan Chand, New Delhi 2012.
4. Finer. H. Theory and Practice of Modern Governments Macmillan, London, 1993
5. Wheare K.C., Modern Constitutions; Oxford University, New Delhi 1966.

**FURTHER READING:**

1. Hague, R., Haroop, M. and Breslin, S., Comparative Government and Politics: Introduction, Macmillan, London, 1993.
2. Kapur A.C., Select Constitution, S. Chand & Co, New Delhi. 1986
3. Padmanabhan V.K, Outlines of Comparative Governments, Pothigai Pathippagam, Pondicherry.1992
4. Strong C.F., Comparative Governments, The English Language Book Society and Sidgwick & Jackson limited London. 1962
5. Sharan. P. Modern Governments, Meenakshi Prakshan publishers, New Delhi, 1987

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓	✓	✓	✓	✓	✓
PLO2		✓			✓		✓
PLO3	✓	✓	✓	✓	✓	✓	✓
PLO4	✓	✓	✓		✓	✓	✓
PLO5	✓	✓	✓	✓		✓	✓
PLO6	✓		✓	✓	✓	✓	
PLO7	✓	✓	✓	✓		✓	✓
PLO8		✓		✓			✓
PLO9	✓	✓	✓	✓		✓	✓
PLO10	✓		✓		✓	✓	

Year	Subject Title	Semester	Subject Code
			32

2021 - 22 Onwards	Core 04 : Local Governments	III	21BPA34C
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### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Generate deeper understanding about Local Administration in India.
2. Generalize the constitutional and institutional aspects of Urban Local Government.
3. Identify the organizational and structural dimensions of the Rural Local Government.
4. Examine the aspects and impacts of development programmes.
5. State the facts relevant to the functioning of the District Administration in molding and shaping the rural and urban local government institutions.
6. Outline the structural aspects of the institutions of Urban Local Government.
7. Summarize the concept of democratic decentralization through sense of local strength and solidarity with social responsibility.

### **UNIT – I: INTRODUCTION**

Meaning, Nature, Scope and Importance of Local Administration – Evolution of Local Government in India – Balwant Roy Mehta, Ashok Mehta, L. M. Singvi and G. V. K Rao Committee Reports – 73rd and 74th constitutional Amendment Acts.

### **UNIT – II: URBAN LOCAL GOVERNMENT**

Organization Structure and Functions of Urban Local Government: Municipal Corporation – Mayor - Municipal Commissioner – Municipality - Town Panchayat – Township - Cantonment Board - Notified Area Committee - Sources of Finance.

### **UNIT – III: RURAL LOCAL GOVERNMENT**

Organization Structure and Functions of Rural Local Government – Grama Sabha - Village Panchayat - Panchayat Samiti – Zilla Parishad - Sources of Finance.

### **UNIT – IV: DISTRICT ADMINISTRATION IN TAMILNADU**

Changing Role of District Collector in Local Government Administration – District Planning Committee - Role of DRDA – State and District Control and Supervision over Local Governments.

### **UNIT – V: DEVELOPMENT PROGRAMMES**

Urban Basic Services: Housing, Water Supply and Sanitation Schemes - Rural Basic Services: Housing, Water Supply and Sanitation Schemes - Poverty Alleviation Programmes - Community Development Programmes.

### **PEDAGOGY STRATEGIES:**

1. Frequent Class Room Tests
2. Classroom Group Discussions
3. Assignments and Seminar
4. Presenting Power-Points Lectures



5. Objective Type Question Tests for in-depth knowledge
6. Academic Interaction with the students
7. Field visits to Local Government Institutions to gain firsthand knowledge.

**REFERENCE BOOKS:**

1. Pradeep Sachdev Local Government in India - Pearson Education – 2011.
2. Goel S.L and Shalini Rajneesh – Panchayat Raj in India; Theory and Practice, Deep & Deep Publications, New Delhi, 2009.
3. Katar Singh: Rural Development: Principles, Policies and Management Sage Publications, New Delhi 2009.
4. Palani Durai, Panchayat Raj in India, Concept Publications.
5. Maheswari S. R. Local Government in India, Mac Milan, New Delhi, 2008.

**FURTHER READING:**

1. U.B.Singh Functioning of Local Government in South India - Gyan Publishing house - 2001.
2. Neena. MS., Local Government and Administration, Alfa Publications, 2008.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓	✓	✓		✓	✓
PLO2		✓	✓	✓	✓	✓	✓
PLO3	✓	✓	✓		✓		✓
PLO4	✓	✓	✓	✓		✓	
PLO5	✓		✓		✓	✓	✓
PLO6		✓		✓	✓		✓
PLO7	✓	✓	✓			✓	✓
PLO8		✓	✓	✓	✓	✓	
PLO9		✓	✓	✓		✓	✓
PLO10	✓			✓	✓		✓

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Allied 03 : Principles of Sociology	III	21BPA35A

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Define Sociology and describe the meaning, nature, significance and development of the study of Sociology .
2. Recite the Thoughts of the Prominent Social Thinkers.
3. Generalize the Origin of Society and compare the other Institutions in Society.
4. Identify the origin of family in the Society and its transformation.
5. Infer the various social Dynamics in Society and detect how those dynamics acts on them.
6. Outline the importance of social life and relate individual and the society .
7. Analyze the problems of the social issues and the way to transform it.

### **UNIT – I: INTRODUCTION TO SOCIOLOGY**

Definition of Sociology – Nature – Meaning and Scope of Study of Sociology – Development of Study of Sociology - Significance of Study of Sociology – Sociology as a Discipline – Sociology and other Social Sciences – Sociology and Law – School of Thoughts in Sociology – Research Methods in Sociology.

### **UNIT – II: SOCIOLOGICAL THINKERS**

Max Weber – Emile Durkheim - Karl Marx and Fredrick Engels – V. I. Lenin – Dr.B.R Ambedkar - Periyar . E.V. Ramasamy - M.N. Srinivas – Dr. Amartya Sen.

### **UNIT – III: SOCIETY AND THEORIES OF ORIGIN OF SOCIETY**

Some Definitions of Society - Tribal Society – Agrarian Society – Capitalist Society - Socialist Society – Nature of Society – The Relation between Individual and Society – Society – Community – Association – State – Institutions – Concept of State and Society.

### **UNIT – IV: FAMILY CASTE AND CLASS IN SOCIETY**

Meaning of Family – Nature of Family – The Origin of Family – Matriarchal Family – Patriarchal Family – Family in the Capitalist Society – Socialist Society – Family and State – Future of Family – Concept of Varna - Caste and Class – Caste and Landownership.

### **UNIT – V: SOCIAL DYNAMICS AND SOCIAL ISSUES**

Social Dynamics - Religion and Religious Pluralism – Language and Linguistic Diversity - Language Policy and Issues – Ethics – Law – Education – Social Control – Culture - Social Issues – Dowry – Caste Violence - Reservation in Public Employment – Labour Movement – Student Movement – Women Movement – Caste Movement – Cyber Crimes against women.

### **PEDAGOGY STRATEGIES:**

1. Frequent Class Room Tests
2. Classroom Group Discussions

3. Assignments and Seminar
4. Presenting Power-Points Lectures
5. Objective Type Question Tests for in-depth knowledge
6. Academic Interaction with the students
7. Field visits to Local Government Institutions to gain firsthand knowledge.

**REFERENCE BOOKS:**

1. Vidya Bhushan and D.R. Sachedeva - An Introduction to Sociology, Kitab Mahal Publishers, New Delhi.
2. Dr. S.R. Myneni, Rural, Urban and Tribal Sociology of India, Allahabad Law Agency, Faridabad, 2017
3. Dr. S.R. Myneni, Principles of Sociology, Allahabad Law Agency, Faridabad.
4. C N Shankar Rao, Sociology, S. Chand & Company.
5. George Ritzer, Sociological Theory, Mc Graw Hill Company.

**FURTHER READING:**

1. M.N. Srinivas, Social Change in Modern India, Orient Black swan Private Ltd, Hyderabad.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓		✓	✓		✓
PLO2	✓	✓	✓	✓		✓	✓
PLO3	✓		✓	✓	✓	✓	
PLO4	✓		✓	✓		✓	
PLO5		✓		✓	✓	✓	✓
PLO6		✓	✓	✓	✓	✓	
PLO7	✓		✓			✓	✓
PLO8	✓	✓	✓		✓		✓
PLO9	✓	✓	✓	✓	✓		✓
PLO10			✓	✓			✓

Year	Subject Title	Semester	Subject code
2021 - 22 Onwards	Skill Based Subject – I : International Organization and Administration	III	21BPA36S

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Describe the need and emergence of international organizations
2. Recite the administrative structure of the United Nations
3. Demonstrate the functioning of the specialized agencies of the UNO
4. Point out the role of international organizations in trade activities
5. Discover the international treaties on peace
6. Compose the emergence of regional groups
7. Analyze the overall outcome of the subject is to understand the impact of international organizations in under developed countries

### **UNIT - I: UN AND ITS SPECIALIZED AGENCIES**

Evolution of International Organizations - Origin of UN - Organs, Structure and Functions- Specialized Agencies: ILO, UNICEF, WHO, UNESCO and UNDP - UN Peace Keeping Operations- UN Programmes

### **UNIT - II: WORLD ORGANIZATIONS-I**

ASEAN – APEC - EU -Arab League - OIC – OAS-Multilateral agencies (WTO, IMF, IBRD)

### **UNIT - III: WORLD ORGANIZATIONS-II**

NAM -SAARC- Commonwealth- African Union- OPEC BIMSTEC - BRICS

### **UNIT - IV: WORLD ORGANIZATIONS-III**

NATO SEATO - CENTO WARSAWPACT - G-8 - G-15- G-77 - Amnesty International -Green Peace

### **UNIT - V: INTERNATIONAL TREATIES AND AGREEMENTS**

NPT CTBT - FMCT - SDI - Chemical Weapons Convention - Human Cloning Agreement Kyoto

### **PEDAGOGY STRATEGIES:**

1. Class room discussion
2. Assignment.
3. Lecturing
4. Formatting schedules.
5. Questioning.
6. Problem solving.
7. Class test.

### **REFERENCE BOOKS:**

1. Biswal, Tapan, International Relations, Laxmi Publications Private Ltd., 2017.
2. Heywood, Andrew, Global Politics, Palgrave Macmillan.
3. Goldstein. J. & Pevehouse, J.C, International Relations, Pearson.
4. Baylis, J & Smith,S., Globalization of World Politics, Oxford University Press.
5. Ghosh, Peu, International Relations, Prentice Hall of India, 2016.

**FURTHER READING:**

1. Katharina P. Coleman, International Organizations and Peace Enforcement: The Politics of International Legitimacy, Cambridge University Press, 07 Mar 2014.
2. Ian Hurd - International organizations politics, law, practice.
3. Susan Park - International organizations and global problems theories & explanations.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓		✓			✓
PLO2		✓	✓	✓	✓		✓
PLO3	✓	✓	✓	✓	✓	✓	
PLO4	✓	✓	✓		✓	✓	✓
PLO5	✓	✓		✓	✓		
PLO6	✓		✓	✓		✓	
PLO7		✓	✓		✓	✓	✓
PLO8	✓	✓		✓		✓	✓
PLO9	✓		✓	✓	✓		
PLO10	✓		✓		✓	✓	

Year	Subject Title	Semester	Subject Code
2021 – 22 Onwards	Core 05 : Administrative Thinkers	IV	21BPA43C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Identify the administrative thoughts and principles of Kautilya, Thiruvalluvar and Woodrow Wilson.
2. Produce the management principles and concepts prescribed by Taylor, Weber, Fayol and Gullick.
3. Discover the solutions for organizational problems described by Follett, Mayo and Barnard.
4. Relate the background and aspects of human behaviour in administration by grasping the thoughts of Simon, Likert and Riggs.
5. Recognize the socio-psychological thoughts of Maslow, McGregor and Herzberg and their application in administrative process.
6. Generate the overall administrative knowledge through various administrative thought.
7. Appraise the root cause of the problems in administration and solve the same through various methods.

### **UNIT – I: INTRODUCTION**

Kautilya – Thiruvalluvar - Woodrow Wilson.

### **UNIT – II: CLASSICAL SCHOOL**

F. W. Taylor – Max Weber - Henri Fayol - Luther Gullick

### **UNIT – III: NEO - CLASSICAL SCHOOL**

Mary Parker Follet - Elton Mayo – C. I. Barnard

### **UNIT – IV: BEHAVIOURAL SCHOOL**

Herbert. A. Simon - Rensis Likert - Riggs

### **UNIT – V: SOCIO-PSYCHOLOGICAL SCHOOL**

Abraham Maslow – McGregor - Herzberg

### **PEDAGOGY STRATEGIES:**

1. Frequent Class Room Tests
2. Classroom Group Discussions
3. Assignments and Seminar
4. Presenting Power-Points Lectures
5. Objective Type Question Tests for in-depth knowledge
6. Academic Interaction with the students
7. Concept Oriented Lecturing.

### **REFERENCE BOOKS:**

1. Maheswari Sriram, Administrative Thinkers, New Delhi: Lakshmi Publications, 2018.

2. Prasad, Ravindra and P. Sathya Narayana, Administrative Thinkers, New Delhi: Sterling Publishers, 2018
3. Hoshair & Pardeep Sanchedeve, Administration Theory Kitabmahal Publication, New Delhi, 2005.
4. Goel.S.L, Public Administration, Deep & Deep Publishers, New Delhi, 2003.
5. Vikramsingh, Public Administrative Thought, Practice Manual, Jawahar Publisherm, New Delhi, 2003.

**FURTHER READING:**

1. Anupama Puri Mahajan, Administrative Thinkers, New Delhi: Sage Publications, December 2018
2. Singh, R. N. - Management Thought and Thinkers, S. Chand & Co., New Delhi, 1977.
3. Pugh, D.S. - Organization Theory.
4. Sapru, R.k, Administrative Theories and Management Thought, Prentice Hall, New Delhi, 2001.
5. Avasthi & Maheswari, Public Administration, LaxmiNarian Aggarwal, Publishers, Aggra - 2001.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓	✓		✓		✓
PLO2	✓		✓	✓	✓	✓	✓
PLO3	✓	✓	✓		✓	✓	
PLO4		✓		✓	✓		✓
PLO5	✓	✓	✓	✓		✓	✓
PLO6		✓	✓	✓	✓		
PLO7	✓	✓		✓		✓	
PLO8	✓		✓		✓	✓	✓
PLO9	✓	✓	✓	✓	✓	✓	
PLO10	✓	✓	✓			✓	

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Allied 04 : Human Rights: Theory and Practice	IV	21BPA44A

## **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Describe Human Rights and outline the basic Human Rights concepts.
2. Criticize the Human Rights on the Theoretical Perspective.
3. Identify the United Nation's efforts to Safeguard the Human Rights.
4. Revise the provisions of the Constitution of India that Upholds the Principles of Natural Justice.
5. Estimate the Relevant Human Rights Issues of the Country.
6. State the problems in the democratic systems to end the re-occurrence of the human rights violation.
7. Examine the real barrier force in society.

### **UNIT – I: INTRODUCTON**

Human Rights – General Notion – Nature – Meaning and Concept of Human Rights - Origin and Development of Human Rights – Classification of Human Rights – Economic Rights – Political Rights – Cultural Rights – Right to peace – Rights to Development – Right to Environment – Right to Self – Determination – Right to Health and Water.

### **UNIT – II: THEORIES AND APPROCHES OF THE HUMAN RIGHTS**

Social Contract Theory of Right- Natural Theory of Right – Legal Theory of Right- Historical Theory of Right – The Social Theory of Right- Economic Theory of Right – Idealist Theory of Rights – Contributions to Development of Rights – American Revolution – French Revolution – Soviet Revolution.

### **UNIT – III: UNITED NATIONS AND INTERNATIONAL HUMAN RIGHTS**

Atlantic Charter – Universal Declaration of Human Rights – Human Rights Council – Human Rights Committee – United Nations High Commission for Refugees – International Covenant on Civil and Political Rights – Discrimination against Women.

### **UNIT – IV: INDIAN CONSTITUTION AND HUMAN RIGHTS AGENCIES**

Human Rights in India – Fundamental Rights - Directive Principles – Right to Privacy – Right to Free Speech – Right to Human Dignity – Right to Speedy Trial - The Protection of Human Rights Act of 1993 - National and State Human Rights Commission – Human Rights Courts

### **UNIT – V: HUMAN RIGHTS ISSUES**

Rights of Women – Children – Disabled – Tribal – Aged Persons – Minorities – SC/ST/OBC's – Rights of Prisoners – Rights of Refugees - Death Penalty – Genocide – Freedom of Opinion and Expression – Rights of Trade unions – Role of Judiciary in protecting Human Rights.



**PEDAGOGY STRATEGIES:**

1. Frequent Class Room Tests
2. Classroom Group Discussions
3. Assignments and Seminar
4. Presenting Power-Points Lectures
5. Objective Type Question Tests for in-depth knowledge
6. Academic Interaction with the students
7. Concept Oriented Lecturing.

**REFERENCE BOOKS:**

1. Darren. J.O ‘Byrne, Human Rights an Introduction, Pearson Education, New Delhi.
2. Dr. U. Chandra and Kumar Mitakshar, Human Rights, Allahabad Law Agency Publications, Allahabad.
3. Dr. S.R. Myneni, Environmental Law, Asia Law House, Hyderabad.
4. Laximkanth. M Governance in India, Mc Graw Hill Educations, New Delhi.
5. Dr. S.K. Kapoor, Human Rights, Under International Law and Indian Law, Central Law Agency, Allahabad.

**FURTHER READING:**

1. Human Rights Education, An Introduction, UN Decade for Human Rights Education (1995-2004), Module-1, by The Institute of Human Rights Education – Madurai – 625 002.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓	✓		✓		
PLO2	✓		✓	✓	✓		✓
PLO3		✓		✓		✓	✓
PLO4	✓	✓		✓	✓		✓
PLO5	✓		✓		✓	✓	✓
PLO6	✓	✓	✓	✓	✓	✓	
PLO7		✓	✓	✓		✓	✓
PLO8		✓		✓		✓	✓
PLO9	✓	✓	✓		✓		✓
PLO10	✓		✓		✓	✓	

Year	Subject Title	Semester	Subject code
2021 - 22 Onwards	Skill Based Subject – II: Citizen and Civic Awareness	IV	21BPA45S

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Describe the importance of civic awareness
2. Determine the government services available to the citizen of India
3. Discover the ways to redress the public grievances
4. Describe the meaning, need for Citizen Charter and detect the trends and issues in
5. Identify the role of Non-Governmental Organizations in empowerment
6. Detect the rights of the citizens
7. Analyze the importance of Right to Information Act.

### **UNIT – I: INTRODUCTION**

Need for Political Education – Citizen Obligation under Indian Constitution – Citizenship Training – Political Culture – Importance of Political Awareness

### **UNIT – II: CITIZEN CHARTER**

Citizens Charter – Meaning, Origin – Need for Citizen Charter – E-Governance - Delivery of Services - **Trends and Issues in Citizens Charter in Modern Era**

### **UNIT – III: GOVERNMENT AGENCIES AND BASIC SERVICES**

Approaching Government Agencies for various Welfare Programmes – Applying for Ration Card– Birth and Death Certificates – Voter Registration – Voter Identity Card – PAN Card –Enrolling Membership for Central and State Government Programmes- Employment Registration — Consumer Forum and its uses for citizens – Redressing of Citizen Grievances - Passport

### **UNIT – IV: NON-GOVERNMENTAL ORGANIZATIONS**

NGO – Meaning, Significance – Dimensions – Organization and Functions for NGO - Regulatory Mechanism at Central and State level Government over NGOs – Sources of Finances of NGOs – Expenditure, Account and Audit of NGOs - Self Help Group and Women Empowerment - Civil Society Organization – Delivery of Services through mobile phones - Foreign Contribution Regulation Act

### **UNIT – V: RIGHT TO INFORMATION ACT**

Right to Information Act 2005 - Right to Education and Employment – Right to Services – Citizen Grievance Redressal - MGNREGA Entrepreneurship - Citizen's Awareness of Information Technology Act.

**PEDAGOGY STRATEGIES:**

1. Class room discussion
2. Questioning.
3. Problem solving.
4. Class test.
5. Assignment.
6. Lecturing
7. Formatting schedules.

**REFERENCE BOOKS:**

1. M.M Khajooria, Good Governance and Coalition Politics, Kalpaz Publications, New Delhi, 2016.
2. Hoveyda.A. Indian Government and Politics Dorling KindersLey India Pvt.Ltd, NewDelhi-2011.
3. Mehra.A.K. Party system in India Lancer Publisher, New Delhi.2013.
4. JerinJ, JobiBabu, Human Rights Awareness and Civic Responsibility Among Youth, LAP Lambert Academic Publishing, 08 Jul 2016.
5. Katharina Waldmüller, Social Awareness - An introduction to the model, Norderstedt, Germany, 20 Jun 2008.

**FURTHER READING:**

1. Charles F Andrain, Children and Civic Awareness: A Study in Political Education, Merrill Publishing Company, 01 Jan 1971.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1		✓	✓	✓		✓	
PLO2	✓	✓		✓		✓	✓
PLO3	✓		✓	✓	✓		✓
PLO4	✓	✓	✓		✓	✓	✓
PLO5		✓	✓		✓		✓
PLO6	✓	✓	✓	✓	✓	✓	
PLO7	✓	✓	✓	✓	✓	✓	
PLO8	✓		✓		✓		✓
PLO9		✓	✓	✓		✓	✓
PLO10		✓		✓			✓

Year	Subject Title	Semester	Subject Code
2021 – 22 Onwards	Core 06 : Indian Administration- Paper I	V	21BPA51C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Discover the Evolution of Indian Administration.
2. Compute the features of Indian Constitution and Parliamentary Democracy.
3. Examine the functions of the President, Prime Minister and Council of Ministers.
4. Measure the functions of the State Authorities such as the Governor, Chief Minister and Center – State relations.
5. Distinguish the administration at the District level and at the Local level.
6. Analyze the role and functions of the District Collector.
7. Evaluate the functions of Tahsildar and Village Administrative Officer.

### **UNIT - I : INTRODUCTION**

Evolution of Indian Administration : Kautilya's Arthashastra - Mughal Administration - British Legacies over Indian Administration – Constituent Assembly and making of the Constitution - Administrative Development after Independence.

### **UNIT - II : CONSTITUTIONAL FRAMEWORK**

Features of Indian Constitution - Constitutional Framework: Pitts India Act – Government of India Act 1935 – Independence Act 1947 - Feature of Federalism – Parliamentary Democracy.

### **UNIT – III: UNION GOVERNMENT**

President - Prime Minister - Prime Minister's Office - Council of Ministers - Cabinet Secretariat - Central Secretariat .

### **UNIT – IV: STATE GOVERNMENT**

Governor - Chief Minister - State Secretariat - Centre - State Administrative Relations.

### **UNIT - V: DISTRICT ADMINISTRATION**

District Collector - DRDA - Changing Role of the District Collector - District Revenue Officer - Revenue Divisional Officer – Tahsildar - Village Administrative Officer.

### **PEDAGOGY STRATEGIES**

1. Lecturing
2. Class Room Discussion
3. Interaction
4. Assignments
5. Group Discussion
6. Seminar
7. Class Test

### **REFERENCE BOOKS:**

1. Hoshiar Singh, Indian Administration, Kitab Mahal, Allahabad, 1999.
2. Maheswari.S.R. Indian Administration, Orient Longman Pvt. Ltd., New Delhi, 2004.
3. Fadia B.L., Kuldeep Fadia, Public Administration – Administrative Theories and Concepts, Sahitya Bhawan Publications, New Delhi 2010.
4. Ramesh K. Arora and Ranjini Goyal, Indian Public Administration, Vishwar Prakashar, 2006.
5. Avasthi & Avasthi, Public Administration, Lakshmi Narayan Agarwal, Agra 2012.

**FURTHER READING:**

1. Laxmikanth.M ,Public Administration, Tata McGraw Hill, New Delhi,2011
2. Dr.Puri.K.R. Indian Administration, Jawahar Book Publishing House, New Delhi, 2005.
3. Mohit Bhartalchanya and Bidut Chkcraborti, Public Administration Reader, New Delhi, Oxford University Press, 2005.
4. Saroj Kumar Jena, Fundamentals of Public Administration, Anmol Publication, New Delhi 2001.
5. Sharma, P.D. and Sharama B.M, Indian administration, Retrotsted and Prospect, Rawat Publication, Jaipur, 2009.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓		✓	✓		✓	
PLO2	✓	✓	✓		✓	✓	✓
PLO3			✓	✓	✓		✓
PLO4	✓	✓		✓			✓
PLO5		✓	✓	✓		✓	✓
PLO6	✓	✓	✓	✓	✓	✓	
PLO7	✓	✓		✓	✓	✓	✓
PLO8		✓	✓		✓		✓
PLO9	✓	✓	✓	✓		✓	✓
PLO10	✓	✓		✓		✓	

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Core 07 : Personnel Administration in India	V	21BPA52C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Estimate the fundamentals of Personnel Administration in India.
2. Identify the types of Public Services in India, its merits and demerits and the concept of Position Classification.
3. Evaluate the meaning and methods of Recruitment and the recommendations of Administrative Reform Commissions.
4. Outline the benefits of Training and the types of Training for Public Services in India and also the concepts of Promotion, Transfer, and Retirement.
5. Measure the need for conduct and discipline and maintaining Integrity in Administration.
6. Explain the grievance redressal mechanism of public personnel through Whitley Council method.
7. Discover the need for employee association in the government sector.

### **UNIT – I: PERSONNEL ADMINISTRATION**

Meaning, Nature and Scope of Public Personnel Administration - Bureaucratic - Aristocratic and Democratic Personnel Systems and their Merits and Demerits.

### **UNIT – II: PUBLIC SERVICES IN INDIA**

Public Service - Tenure System - Merit System - Spoil System - Merit and Demerits - Position classification - Organization and methods - Generalist and Specialists.

### **UNIT – III: RECRUITMENT POLICIES**

Recruitment - Methods of Recruitment – Problems of Recruitment - Agencies for Recruitment: UPSC, TNPSC, SSC and Public Enterprise Bureau - Appointment and Probation - Roll of Pay Commission – Administrative Reforms Commission’s Recommendations.

### **UNIT –IV: TRAINING AND RETIREMENT BENEFITS**

Training - Objectives of Training - Types of Training - Training for Public services in India - Promotion - Principles of Promotion - Transfer Retirement, Objectives of Retirement and Retirement Benefits.

### **UNIT –V: EMPLOYER–EMPLOYEE RELATIONS**

Conduct and Discipline – Morale – Ethics – Employer - Employee Relations - Employee Associations – Collective Bargaining – Joint Consultative Machinery - Whitley Council - Integrity in Administration.

### **PEDAGOGY STRATEGIES:**

1. Frequent Class Room Tests.
2. Classroom Group Discussions.
3. Assignments and Seminar.
4. Presenting Power-Points Lectures.
5. Objective Type Question Tests for in-depth knowledge.

6. Academic Interaction with the Students.
7. Concept Oriented Lecturing.

**REFERENCE BOOKS:**

1. Goel.S.L, Public Personal Administration, Deep & Deep Publishers, New Delhi, 2004.
2. Jain,C.M. Public Personnel Administration, Jaipur, College Book Publishers, Jaipur, 2003.
3. Ghosh. P. Personal Administration, Sudha Publication, New Delhi-2002.
4. Shinha V.M. Personal Administration, RBSA Publishers, Jaipur-2000.
5. Kataria. S. Personal Administration, RBSA Publishers, Jaipur-2000.

**FURTHER READING:**

1. Rudrabasavaraj. M. N- Dynamic Personnel administration.
2. Nigro, Felix A., Public Personnel Administration.
3. Torpey. W. G Public Personnel Administration.
4. Sapru, R.K., - Civil Service Administration in India.
5. Eetu Sharma, Personal Administration, G.P Publishing House Pvt. Ltd, New Delhi, 2000
6. O. Ghlen Stahl – Public Personnel Administration.
7. Avasthi – Maheswari, (1998) Public Administration, Lakshmi Narayan Agarwal, Agra.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓			✓	✓	✓	✓
PLO2	✓		✓	✓		✓	✓
PLO3		✓	✓		✓		✓
PLO4	✓	✓	✓		✓	✓	
PLO5	✓		✓	✓	✓	✓	
PLO6		✓	✓		✓		✓
PLO7	✓	✓		✓		✓	✓
PLO8	✓	✓		✓	✓	✓	
PLO9	✓	✓	✓		✓	✓	
PLO10		✓	✓		✓		✓

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Core 08 : Financial Administration in India	V	21BPA53C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Describe the Nature, meaning, scope and significance of Financial Administration
2. Discuss the budgetary process followed in India
3. Summarize the role of parliamentary committees handling accounts and audits in financial administration
4. Identify the role of legislature in budget
5. Compare Accounting and auditing and examine the reasons for separating auditing and accounting
6. Estimate the Centre state financial relations and determine measures to strengthen it
7. Differentiate Central Finance Commission and the State Finance Commission.

### **UNIT – I: INTRODUCTION**

Nature, Scope and Significance of Public Financial Administration – Meaning- Principle and Types  
Budget – Modern Techniques of Public Financial Administration - Budget Policies in Capitalist, Socialist And Communist Economies

### **UNIT – II: BUDGETARY PROCESS**

Aspects of Indian Budgetary system – Preparation and Enactment of Budget – Execution of Budget  
- Control Over Public Expenditure in India – Finance Ministry - Department Wise Allocations of Budget in India

### **UNIT – III: FINANCIAL COMMITTEES OF PARLIAMENT**

Public Accounts Committee – Estimate Committee – Committee on Public Undertakings –  
Committee on Subordinate Legislation - Standing Committees of Departments - Cabinet Committee  
on Economic Affairs

### **UNIT – IV: ACCOUNTING AND AUDITING**

Meaning of Accounting and Auditing- Types of Accounts and Audit- Audit in India – Comptroller  
and Auditor General of India – Separation of Accounts from Audit - Modern Trends and Issues in  
Accounting and Auditing

### **UNIT – V: PUBLIC FINANCE AND FINANCIAL RELATIONS**

Finance Commission of India – Union - State Financial Relations– Resource Mobilization – Tax  
Administration in India – Public Debt Administration in India – Local Finances in India – State  
Finance Commission - GST Council

### **PEDAGOGY STRATEGIES:**

1. Assignment.



2. Class room discussion
3. Lecturing
4. Class test.
5. Formatting schedules.
6. Questioning.
7. Problem solving.

**REFERENCE BOOKS:**

1. Tavaraj M.J.K, Financial Administration in India, Suttanchand & Sons, New Delhi,2000.
2. Sarapa. A. Public Finance in India, Kanishka Publishers, Distributors, New Delhi, 2004.
3. R.Duff and K.P. Sundharam, Indian Economy, S.CDhand & Company, New Delhi, 2004.
4. Goel.S.L, Public Financial Administration, Deep & Deep Publishers, New Delhi, 2004
5. Tyagi.B.P. Public Finance, Jai Prakashs Nath Publishers, Meerat, 2003.

**FURTHER READING:**

1. Gamaliel Bradford, Financial Administration a Paper Read May 19, 1874, Nabu Press, 29 Mar 2012.
2. Sanjeev Kumar Mahajan, Anupama Puri Mahajan, Financial Administration in India, PHI Learning, India, 30 May 2014.
3. Arthur Hedley Marshall, Financial Administration in Local Government, University of Toronto Press, 15 Dec 1960.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓				✓	✓	
PLO2	✓		✓		✓	✓	
PLO3		✓	✓	✓		✓	✓
PLO4	✓		✓	✓	✓	✓	✓
PLO5	✓	✓		✓	✓		✓
PLO6		✓	✓		✓	✓	✓
PLO7	✓		✓	✓		✓	✓
PLO8	✓	✓		✓	✓	✓	
PLO9	✓	✓	✓	✓	✓		✓
PLO10	✓		✓		✓		✓

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Core 09 : Social Welfare Administration in India	V	21BPA54C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Specify the nature and scope of Social Welfare Administration.
2. Distinguish the concept Social Justice and Change.
3. Outline the Problems prevailing in the society, and discussing the way to find solutions.
4. Classify the different types of Administrative systems in social welfare administration in India.
5. Analyze the situation of Refugees and Orphans.
6. Point out the welfare programmes for different categories.
7. Generalize the developmental concepts in Social Welfare Administration.

### **UNIT – I: INTRODUCTION**

Meaning, Nature, Scope and Importance of Social Welfare Administration – Evolution of Social Welfare in India - Social justice & Social change.

### **UNIT – II: SOCIAL WELFARE ADMINISTRATION IN INDIA**

Social Welfare Administration at the Union, State and Local level – Central Social Welfare Board – State Social Welfare Board – Panchayati Raj in the sphere of Social Welfare National Commission for Women - Role of Voluntary Organization in Social Welfare Tribal development Administration.

### **UNIT – III: SOCIAL WELFARE POLICIES**

Social Planning and Social Policy – Formulation and Implementation of Social Policy – Social Welfare and Five Year Plans in India – Welfare and Insurance Policies for various Sectors: Agricultural, ESI, Indian Government Insurance Schemes, SHG Insurance.

### **UNIT – IV: WELFARE OF SOCIAL CATEGORIES**

Welfare of the – Family – Women - Transgender – Child – Youth – Aged – Disabled - Drug Addicts – Ex-service Men - Refugees - Orphans.

### **UNIT – V: SOCIAL PROBLEMS AND ISSUES**

Poverty alleviation - Employment generation - Rural and Urban housing - Caste Based Discrimination - Gender Discrimination - Wage Disparities - Population Explosion – Dowry - Beggary – Slums.

### **PEDAGOGY STRATEGIES:**

1. Lecturing
2. Assignment
3. Classroom discussion

4. Questioning
5. Class Test
6. Seminars

**REFERECE BOOKS:**

1. Sachdeva.P.R, Social Welfare Administration, KitabMahal, Allahabad, 2004.
2. Mohinder Singh, Social policy And Administration In India, M.D. Publication, New Delhi, 2004.
3. Madar,G.R. Indian of tomorrow problem of social Reconstruction, Allied publisher, 2001.
4. Goel S.L Social Welfare Administration, Deep & Deep Publications, New Delhi 2010.
5. Chaudhary.D.P. – A Hand book of Social Welfare.

**FURTHER READING:**

1. M.K.Singh – Social Welfare Administration and Social Policy – Vayu Education of India.
2. Radeep Kumar Johri – Social Work for Community Development – Anmol Publications 2005.
3. G.R.Madan – Indian Social Problems (Vol.II) : Social disorganization and Reconstruction – Allied Publication 1967.
4. Choudry Paul – Social Welfare Administration (2000) - Atma Ram and Sons, Delhi.
5. Sanjay Bhattacharya – Social Work Administration and Development, Rawat Publications, Jaipur.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓		✓	✓		✓	
PLO2	✓		✓	✓		✓	✓
PLO3	✓	✓	✓		✓		✓
PLO4	✓	✓			✓		
PLO5	✓	✓	✓	✓		✓	✓
PLO6	✓		✓	✓	✓		✓
PLO7		✓		✓	✓	✓	
PLO8		✓	✓	✓		✓	✓
PLO9	✓		✓	✓	✓		✓
PLO10	✓	✓	✓		✓		

Year	Subject Title	Semester	Subject Code
2021 – 22 Onwards	Skill based Subject III : Political Parties and Pressure Groups	V	21BPA55S

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Describe the Political Parties and their Nature and Types.
2. Recognize the Various National and State Political Parties and their Ideologies and Achievements.
3. Specify the various aspects of Parties Registration and Elections.
4. Produce the Trend and Issues in the Current Electoral Politics in India.
5. Point out the nature, meaning and functions of the Pressure Groups
6. Compare Political Parties and Pressure Groups.
7. Justify the importance of political life and political power in the representative democracy.

### **UNIT – I: INTRODUCTION**

Political Parties – Meaning and Definition -Origin and Development – Functions of Political Parties – Types of Political Parties- Classification of Political Parties - Political Parties and Political Rights – Political Parties and Political Thoughts – Importance of Political parties.

### **UNIT – II: NATIONAL AND REGIONAL POLITICAL PARTIES**

National Parties – Indian National Congress – Communists Party of India – CPI and CPI(M) – Nationalist Congress Party Bharathia Janata Party- Trinamool Congress Party -TDP – Bahujan Samaj Party – Regional Parties – DMK – AIADMK – PMK – VCK – Other Smaller Parties in Tamil Nadu.

### **UNIT – III: POLITICAL PARTIES AND POLITICAL DYNAMICS**

Registration of Political Parties – Registered Parties and Recognized parties – Role of the Opposition Parties - Election Manifesto – Propaganda and public Meetings – Elections to Parliament and State Legislatures – Political dynamics -Opinion Poll – Electoral Analysis – Government Formation.

### **UNIT – IV: TREND AND ISSUES IN THE ELECTROAL DEMOCRACY**

Election Commission of India – Electoral Reforms in India – Electoral Reforms Committee – The Representation of People’s Act 1951 – Anti Defection Law – Political corruption – Criminalization of Politics Identity Politics – Culture of Hate Speech – Right to Criticism – Political Awareness and Participation - Importance of Political Education.

### **UNIT – V: PRESSURE GROUPS AND LOBBYING**

Meaning and Definition of Pressure Groups – Types of Pressure Groups – Types of Pressure Groups – Political Parties and Pressure Groups – The Lobbying – Meaning and Definition – Role of Lobbyists.

**PEDAGOGY STRATEGIES:**

1. Assignment.
2. Class room discussion
3. Lecturing
4. Class test.
5. Formatting schedules.
6. Questioning.
7. Problem solving.

**REFERENCE BOOKS:**

1. Mahajan V.D Political Theory, Sultan Chand, New Delhi 2012.
2. Fadia B.L, Indian Government and Politics, Sahthya Bhavan, Agra.
3. Laxmikanth, Indian Polity, Mc Graw Hill Education, Chennai.
4. Dr. S.R. Myneni, Rural, Urban and Tribal Sociology in India.
5. Dr. Anup Chand Kapur, Principles of Political Science, S. Chand &Company, New Delhi

**FURTHER READING:**

1. Democratic Politics-I Textbook in Political Science for Class IX – NCERT – JAN – 2007 – Edition.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓		✓	✓		✓	
PLO2	✓	✓		✓	✓	✓	✓
PLO3	✓	✓	✓		✓		✓
PLO4	✓		✓	✓		✓	
PLO5		✓	✓	✓	✓	✓	✓
PLO6	✓	✓	✓		✓		✓
PLO7	✓			✓	✓	✓	✓
PLO8		✓	✓	✓	✓	✓	✓
PLO9	✓	✓	✓		✓		✓
PLO10	✓		✓			✓	

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Non Major Elective Paper - I : Public Administration For Competitive Examinations – I	V	21BPA5EL

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Label the basic concept of Public Administration.
2. Analyze the relationship of Public Administration with other social sciences.
3. Estimate the Theories of an Organization.
4. Determine the structure and forms of an Organization.
5. Measure the Dynamics of Development
6. Assess the features of Comparative Public Administration.
7. Outline the role of Policy and Finance in Administration.

### **UNIT – I: INTRODUCTION**

Meaning, scope and significance of Public Administration; Evolution of the discipline and its present status; New Public Administration; Good Governance.

### **UNIT – II : ADMINISTRATIVE THOUGHT**

Scientific Management and Scientific Management movement; Classical Theory; Weber's bureaucratic model; Human Relations School; decision-making; Communication; Motivation

### **UNIT – III: ORGANISATIONS**

Structure and forms: Ministries and Departments, Corporations, Companies, Boards and Commissions; Headquarters and Field relationships; Concepts of accountability and control; Legislative, Executive and Judicial control over administration;

### **UNIT – IV: PERSONNEL ADMINISTRATION**

Recruitment, training, career advancement, position classification, discipline, performance appraisal, promotion, pay and service conditions; employer-employee relations, grievance redressal mechanism;

### **UNIT – V: DEVELOPMENT ADMINISTRATION**

Meaning, scope and significance; Development Dynamics: Concept of development; Bureaucracy and development; Women and development - Budget - types and forms; Accounts and audit.

### **PEDAGOGY STRATEGIES:**

1. Lecturing
2. Assignment.
3. Class room Discussion.
4. Questioning.
5. Formatting schedules.
6. Class room Test
7. Problem Solving.

**REFERENCE BOOKS:**

1. Avasthi Maheswari : Public Administration, Lakshmi Narain Agarwal, Agra.2005
2. Vishnoo Bhagvan & Vidhya Bhushan : Public Administration, S. Chand and Company Ltd, Ram Nagar, New Delhi. 2009
3. Mohit Bhattacharya : Public Administration; structures, process and behaviour, The World Press (P) ltd, Calcutta. 2009
4. Tyagi.A.R : Principles and practice of Public Administration; Atma Ram & Sons New Delhi. 1996
5. B.K.Verma, Public Administration Today, Astha Publishers, New Delhi. 2014

**FURTHER READING:**

1. Bharatwal Kimkim Kishore C.P : Public Administration in India Current perspectives; A.P.H. Publishing Corporation, New Delhi. 1998
2. Bhuvanesh Gupta, Theories of Administration, Wisdom Press, New Delhi.2013
3. Dr.JoshuvaO.Miluwi, Public Administration: Theory and Practice Mangalam Publication,Delhi. 2014
4. J.A Chandler, Comparative Public Administration (IInd Edition), Routledge Group, London.2014
5. Dr.Manoj Kumar, Dr. Chandrika Singh, Public Administration New Changes, Regal publications, New Delhi, 2013

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓		✓	✓	✓	✓
PLO2	✓		✓		✓	✓	✓
PLO3		✓		✓	✓	✓	
PLO4	✓	✓	✓	✓	✓	✓	
PLO5	✓		✓				✓
PLO6		✓		✓	✓	✓	✓
PLO7	✓	✓	✓	✓	✓	✓	✓
PLO8		✓	✓			✓	
PLO9	✓	✓		✓	✓	✓	✓
PLO10	✓	✓		✓			✓

Year	Subject title	Semester	Subject code
2021 - 22 Onwards	Core 10 : Development Administration in India	VI	21BPA61C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Compare the development models in developed and developing countries
2. Define bureaucracy and analyze its role in development administration
3. Measure the contributions of rural economy in development
4. Recognize the development programs implemented by the state and the central governments
5. Specify the impact of liberalization, privatization and globalization
6. Estimate the issues in development process
7. Differentiate the Urban and Rural development in the Indian Context.

### **UNIT – I: INTRODUCTION**

Meaning, Nature, Scope and Importance of Development Administration – Evolution of Development Administration – Traditional Administration and Development Administration – International Context of Development Administration - Development Models

### **UNIT – II: BUREAUCRACY AND DEVELOPMENT ADMINISTRATION**

Development Planning in India – Bureaucracy and Development Administration – District Collector – DRDA – Field Level Agencies - Issues And Measures to Develop Bureaucracy In India – Need for Reforms and Transparency in Bureaucratic System in India.

### **UNIT – III: URBAN DEVELOPMENT PROGRAMMES**

Urban Development Programmes – Urban Housing Development Programme – JNNURM –Urban Wage Employment Programme - Urban Self Employment Programme - Smart City Mission – Urban Basic Services: Water and Medical.

### **UNIT – IV: RURAL DEVELOPMENT PROGRAMMES**

Rural Development Programmes – Integrated Rural Development Programmes – Poverty Alleviation Programme – SJSRY-MGNREGA - SANSAD ADARSH GRAM YOJANA – Panchayati Raj and Development Administration, Employment Programme – Women and Children Development.

### **UNIT – V: ISSUES IN DEVELOPMENT ADMINISTRATION**

NGOs and Development Administration – Citizens’ Grievances and Redressal Mechanism - Impact of Liberalization, Privatization, Globalization – Resource Mobilization for Development.

### **PEDAGOGY STRATEGIES:**

1. Questioning.
2. Formatting schedules.
3. Problem solving.



4. Class test.
5. Class room discussion
6. Assignment.
7. Lecturing

**REFERENCE BOOKS:**

1. Palekar S.A, Development Administration- Prentice hall India Publication -2012.
2. Narayanan Hazary, Development Administration, Quest for identity Publication- 2005.
3. Kuldeep Matheer, Development Policy and Administration, SAGE publication Pvt. Ltd-1996.
4. Anil K.Srivatsava, Development of Public Administration in India, Kunal Book Publishers, 2011.
5. Allan A Spitz, Edward W Weidner, Development Administration: An Annotated Bibliography, Literary Licensing, LLC, 19 May 2012.

**FURTHER READING:**

1. O. Dwivedi, Development Administration: From Underdevelopment to Sustainable Development, Palgrave MacMillan, 26 May 1994.
2. Sudha Menon, Development Administration, Delve Publishing, 30 Nov 2016.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓		✓		✓		✓
PLO2	✓	✓	✓		✓	✓	✓
PLO3		✓		✓		✓	
PLO4	✓		✓	✓		✓	
PLO5		✓	✓		✓		✓
PLO6	✓	✓	✓	✓	✓	✓	
PLO7	✓		✓	✓		✓	✓
PLO8		✓			✓		✓
PLO9	✓		✓	✓	✓	✓	
PLO10	✓		✓	✓	✓	✓	

Year	Subject Title	Semester	Subject Code
2021 – 22 Onwards	Core 11 : Indian Administration Paper - II	VI	21BPA62C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Identify the features of Constitution and the principles adopted.
2. Demonstrate the administrative structure and functions of important Ministries of the Government of India.
3. Assess the role of constitutional authorities.
4. Analyze the problems related to Indian Administration – Centre State relations.
5. Estimate the significance of Administrative Integrity and specify the functions of administrative machinery involved in creating corruption free government.
6. Outline the role of Niti Aayog in Indian Administration.
7. Summarize the fundamental rights and fundamental duties.

### **UNIT – I: CONSTITUTION OF INDIA.**

Preamble - Fundamental Rights – Fundamental Duties - Directive Principles of State Policy

### **UNIT - II: MINISTRIES - ORGANIZATIONAL STRUCTURE AND FUNCTIONS**

Ministry of Home Affairs : Ministry of Finance - Ministry of External Affairs - Ministry of Defense – Ministry of Personnel, Public Grievance and Pension.

### **UNIT-III: CONSTITUTIONAL INSTITUTIONS**

UPSC - Election Commission - Comptroller and Auditor General of India - Finance Commission – Attorney General.

### **UNIT– IV: ISSUE AREAS - I**

Generalist vs. Specialist - Minister Secretary Relations – ARC I and II - Central State financial Relations – Recommendations of Sarkaria Commission.

### **UNIT– V: ISSUE AREAS - II**

NITI AAYOG - Administrative Integrity - Corruption – Recommendations of Santhanam Committee - Central Vigilance Commission - CBI – Lokpal - Lok Ayukta

### **PEDAGOGY STRATEGIES:**

1. Lecturing
2. Slide Share
3. Assignments
4. Interaction
5. Seminar
6. Class Test

**REFERENCE BOOKS:**

1. Hoshier Singh, Indian Administration, Kitab Mahal, Allahabad, 1999.
2. Maheswari.S.R. Indian Administration, Orient Longman Pvt. Ltd., New Delhi, 2004.
3. Fadia B.L., Kuldeep Fadia, Public Administration – Administrative Theories and Concepts, Sahitya Bhawan Publications, New Delhi 2010.
4. Basu,D.D, Introduction to the Constitution of India, Lex is NEXIS Publishers, Gurgaon, 2002.
5. Sharma,P.D. and Sharma B.M, Indian Administration, Rawat Publication, Jaipur, 2009.

**FURTHER READING:**

1. Dr.Puri.K.R. Indian Administration, Jawahar Book Publishing House, New Delhi, 2005.
2. Aeathi & Awasthi, Indian Administration, Lakshmi Narain Agarwal, Education Publishing, Agra, 2001.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓		✓	✓			✓
PLO2	✓		✓	✓	✓	✓	✓
PLO3	✓			✓	✓		
PLO4	✓	✓	✓	✓		✓	✓
PLO5	✓	✓	✓		✓	✓	✓
PLO6	✓		✓	✓	✓		✓
PLO7		✓	✓	✓		✓	
PLO8	✓	✓	✓		✓	✓	✓
PLO9	✓	✓		✓	✓	✓	✓
PLO10	✓			✓		✓	

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Core 12 : Law and Order Administration	VI	21BPA63C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Describe the Concept of Law and Order Administration.
2. Differentiate the Structural aspects of Police System at the Central level and State level.
3. Draw the salient features of Police Personnel Administration focusing on the vital elements like Recruitment, Training, Promotion and Retirement.
4. Analyze the need for modernization of Police System by utilizing ICT tools and techniques in the Police System.
5. Measure the issues related to Law and Order Administration such as Drug Abuse, Terrorism, Criminalization of Police and Police Reforms.
6. Evaluate the problem in dual control of Law and Order Administration.
7. Justify the necessity of modernization of Police for combating insurgency and terrorism.

#### **UNIT – I: INTRODUCTION**

Meaning, Nature, Scope, Importance of Law and Order Administration – Evolution of police Administration in India - Rule of Law - Society – Social Dynamics and Control of Society – Social Tranquility and Role of Police.

#### **UNIT – II: CENTRAL AND STATE POLICE SYSTEM**

Structure of Central and State Police System – Home Department of Central and State Government - Central Government Unarmed Police Agencies Central Armed Police Force – State Police Service – Auxiliary Police.

#### **UNIT – III: POLICE PERSONNEL ADMINISTRATION**

Recruitment, Recruiting Agencies - Tamilnadu Uniform Service Recruitment Board (TNUSRB), State Public Service Commission (SPSC), Union Public Service Commission (UPSC) - Training, Promotion, Retirement – Police Autonomy and Accountability.

#### **UNIT – IV: MODERNIZATION OF POLICE**

Modernization of Police - Information and Communication Technology - Cyber Crimes - Youth Police – Bomb Detection and Disposable Squad (BDDS).

#### **UNIT – V: ISSUES AND RECENT TRENDS**

Mob Violence, Riots - Human Trafficking - Drug Abuse - Insurgency and Terrorism - Economic Crimes – Criminalization of Police – Police Public Relations – Friends of Police - Police Reforms.

### **PEDAGOGY STRATEGIES:**

1. Frequent Class Room Tests.

2. Classroom Group Discussions.
3. Assignments and Seminar.
4. Presenting Power-Points Lectures.
5. Objective Type Question Tests for in-depth knowledge.
6. Academic Interaction with the Students.
7. Concept Oriented Lecturing.

**REFERENCE BOOKS:**

1. Rohit Choudhari, Policing, Sage, New Delhi, 2009.
2. H. L. Kapoor, Police Administration in, Reference Press, New Delhi, 2000
3. Ramanujam T (1992), Prevention and Detection of Crime, Madras Book Agency.
4. K. K. Mishra, Police Administration in India: Mittal Publisher, New Delhi, 1989
5. Sankar Sen (1986), Police Today, Ashish Publishing House, New Delhi.

**FURTHER READING:**

1. Parmar. M. S., (1992), Problems of Police Administration, Reliance Publishing New House, New Delhi.
2. Gautam, D. N. (1993), The Indian Police : A Study in fundamentals, Mittal Publications.
3. Krishna Mohan Mathur (1994), Indian Police, Role and Challenges, Gyan Publishing House, New Delhi.
4. M. B. Chande, Police in India, Atlantic Publishers, New Delhi.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓			✓		✓
PLO2	✓		✓		✓	✓	✓
PLO3			✓	✓		✓	
PLO4	✓	✓		✓	✓		✓
PLO5	✓	✓	✓		✓	✓	✓
PLO6	✓		✓	✓	✓	✓	
PLO7	✓	✓		✓	✓		✓
PLO8		✓	✓	✓		✓	✓
PLO9	✓		✓	✓		✓	✓
PLO10	✓			✓	✓		✓

Year	Subject Title	Semester	Subject Code
2021 – 22 Onwards	Core 13 : Labour Welfare Administration In India	VI	21BPA64C

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Describe the meaning and nature of Labour Welfare and specify its significance
2. Determine the Theories of Labour Welfare.
3. Assess the importance of the working Conditions in the Industries and the Safety of the work force.
4. Differentiate the various types of workers and their specific Problems.
5. Measure the reasons for the Industrial Dispute justify the need for Industrial Relations and point out the Mechanisms to settle down the Issues.
6. Summarize the various welfare measures available to the labourers in India
7. Analyze the problems of the inter - state migrant workers

### **UNIT – I: INTRODUCTION**

Philosophy of Labour Welfare – Concept of Labour Welfare – Definitions of Labour welfare – Scope of Labour Welfare – Aim and Objectives of Labour Welfare – Necessity of Labour Welfare – Historical Development of Labour Welfare – International Labour Organization.

### **UNIT – II: LABOUR WELFARE THEORIES**

The Police Theory – The Religious Theory – The Philanthropic Theory – The Trusteeship Theory – The Placating Theory – The Public Relations Theory – The Functional Theory – Directive Principles of State Policy and Labour Welfare – Fundamental Rights – Right to Work - Introduction to New Labour Code.

### **UNIT – III: THE OCCUPATIONAL SAFETY AND WORKING CONDITION**

Preliminary – Registration – Duties of Employer – Occupational Safety and Health – Working Conditions – Welfare Provisions – Hours of Work – Annual Leave with Wages – Inspector – Cum – Facilitator – Other Authorities – Employment of Women.

### **UNIT – IV : CLASSIFICATION OF WORKERS**

Women Workers – Inter-State Migrant Workers – Part-III – Audio Visual workers – Beedi and Cigar workers – Building and Other Construction Workers – Industrial Establishments – Factories – Plantations – Offences and Penalties – Social Security Fund.

### **UNIT – V: INDUSTRIAL RELATIONS**

Preliminary – Partite Forum – Trade Union – Voluntary Reference of Dispute to Arbitration – Mechanism for Resolution of Industrial Disputes – Strikes – Lockouts – Layoff – Retrenchment – Closure – Special Provisions – Workers Re-Skilling – ~~Miscellaneous.~~

### **REFERENCE BOOKS:**

1. Sharma. A.M Aspects of Social welfare and Social Security.
2. Kharbanda & Kharbanda, New Industrial & Labour Codes, Law Publishing House, Allahabad, 2021

3. Anil Kaushik, Guide to workplace Labour Solutions, Law Publishing House, Allahabad, 2021
4. Dr. S.N. Venkatesan, Hand Book of New Labour Laws of India with Draft Rule, Giri Law House, Salem, 2021.
5. Labour Welfare Administration in India, Sewa Singh Chauhan, Kanishka Publishers & Distributors, New Delhi.

**FURTHER READING:**

1. Jyoti Sardana and Mona Yadav, UGC NET/SET (JRF & LS) For Human Resource Management Labour Welfare & Industrial Relations in India, Arahant Publications Pvt. Ltd.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓	✓				✓	
PLO2	✓	✓	✓	✓	✓		✓
PLO3	✓		✓	✓	✓		✓
PLO4	✓	✓			✓	✓	✓
PLO5	✓	✓	✓		✓	✓	✓
PLO6	✓		✓	✓	✓	✓	✓
PLO7	✓		✓	✓		✓	
PLO8		✓	✓		✓		✓
PLO9	✓	✓		✓	✓	✓	✓
PLO10	✓			✓		✓	

<b>Year</b>	<b>Subject Title</b>	<b>Semester</b>	<b>Subject Code</b>
<b>2021 - 22 Onwards</b>	<b>Skill Based Subject IV : History of National Movement</b>	<b>VI</b>	<b>21BPA66S</b>

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Recite British rule, Sepoy Mutiny and its impact on the administrative change.
2. Distinguish the ideologies of the Moderates and the Extremists.
3. Specify the aims of Indian National Congress, revolutionary nationalism and birth of Muslim League.
4. Criticize the Home Rule Movement, Jallian Walah Bagh Tragedy and Non – cooperation Movement.
5. Analyze the Round Table Conferences, Civil Disobedience Movement, Indian National Army and Socialist and Communist trends.
6. Recall the Quit India Movement, Gandhi Jinnah talks, and Government of India Act 1947.
7. Justify the Special status that was given to the Jammu and Kashmir.

#### **UNIT – I: INTRODUCTION**

British Rule – Queens Proclamation – The Government of India Act 1858 – Indian Council Act, 1861 – Indian Nationalism under British Rule – Brahma Samaj – Arya Samaj – Sir Syed Ahammed Khan – Role of Indian Press.

#### **UNIT – II: INDIAN NATIONAL CONGRESS**

Birth and Growth of Indian National Congress –Its aims – Indian Council Act 1892 – Swadeshi Movements – Split in Congress – Moderate and Extremists – Revolutionary Nationalism – Birth of Muslim League of 1906 – India Council Act 1909.

#### **UNIT – III: GANDHIAN ERA I**

Home Rule Movement by Annie Beasant – Government of India Act- 1919, - M. K. Gandhi and the Congress – Rowlat Act – JallianWalahBagh Tragedy - Khilafat Movement – Noncooperation Movement – Simon Commission – Civil Disobedience Movement 1930-31, – First Round Table Conference.

#### **UNIT – IV: GANDHIAN ERA II**

Gandhi – Irwin Pact 1931 – Second Round Table Conference – Resumption of Civil Disobedience Movement 1932-34, - Communal Award - Poona Pact – Third Round table Conference – Jinnah and Two Nation Theory – Socialist and Communist trends – Government of India Act 1935 – Second World War – Subash Chandra Bose - Indian national Army.

#### **UNIT – V: INDIAN INDEPENDENCE**

Cripps Mission – Quit India Movement – Gandhi – Jinnah Talks – Wavell Plan – Cabinet Mission - Indian independence Act of 1947 – Birth of India and Pakistan - Princely States and Integration –



Special Status to Jammu and Kashmir.

**PEDAGOGY STRATEGIES:**

1. Lecturing
2. Assignment
3. Classroom discussion
4. Questioning
5. Class test
6. Seminars

**REFERECE BOOKS:**

1. S. Irfan Habib, Indian Nationalism - The Essential Writings, Alph Book Company, Promoted by Rupa Publications India.
2. Romila Thapar, A.G.Noorani, Sadanand Menon, N on Nationalism, Alph Book Company, Promoted by Rupa Publications India.
3. To the Point Indian History National Movement for all Competitive Examinations – chronicle Books, 2021.
4. Indian History and Indian national Movement for Civil Services, Golden Book Series, Sark Publishers, 2019.
5. Irfan Habib, The National Movement Origin and Early Phase to1918, Columbia University Press, 2020.

**FURTHER READING**

1. Bipin Chandra, Mridula Mukherjee, Aditiya Mukherjee, Suchetha Mahajan, K.N. Panikkar - India’s Struggle for Independence — Penguin Random House India First Edition, Aug 2016.
2. Bipin Chandra, Mridula Mukherjee, Aditiya Mukherjee - India Since Independence - Penguin Random House India Revised ed. Edition, Jan 2008.
3. Indian History and Indian National Movement – Magbook – Arihant Publications July 2015.
4. Bipin Chandra – Indian National Movement the Long term Dynamics – Har Anand Pvt., Ltd. Jan 2011.
5. Bibin Chandra, History of Modern India, Orient BlackSwan Pvt. Ltd., Mount Road, Chennai.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1	✓			✓		✓	
PLO2	✓	✓	✓	✓	✓	✓	✓
PLO3		✓		✓	✓		✓
PLO4	✓	✓	✓	✓		✓	
PLO5	✓	✓	✓		✓	✓	✓
PLO6		✓	✓		✓	✓	✓
PLO7		✓	✓	✓	✓		
PLO8	✓		✓	✓		✓	✓
PLO9	✓		✓	✓	✓	✓	✓
PLO10	✓	✓		✓			✓

Year	Subject Title	Semester	Subject Code
2021 – 22 Onwards	Non Major Elective Paper -II : Public Administration for Competitive Examination Paper –II	VI	21BPA6EL

### **COURSE LEVEL OUTCOMES:**

On the successful completion of the course, students will be able to

1. Describe the constitutional developments during Queen Era.
2. Detect the situation in India during Independence.
3. Identify the principles given in the preamble of the Indian Constitution.
4. Differentiate the Fundamental rights and duties.
5. Compile the powers and functions of parliament.
6. Relate the positions and functions of the Indian President and the Prime Minister.
7. Justify the significance of Democratic Decentralization.

### **UNIT – I: EVOLUTION OF INDIAN CONSTITUTION**

Constitutional Development – Main provisions of the Government of India Act, 1858 – The Indian Council Act of 1861 – The Government of India Act of 1909 - The Government of India Act of 1919 – Government of India Act of 1935 – Indian Independent Act 1947.

### **UNIT – II: THE NATURE OF THE CONSTITUTION**

Salient Features of the Constitution – The Preamble – Fundamental Rights - Fundamental Duties - Directive principles of state policy - Federal and Unitary Parliamentary Democracy - Bi-cameralism – Judicial Review features of the Indian Constitution.

### **UNIT – III: THE UNION LEGISLATURE**

Composition Powers and Functions of Lok sabha - Speaker of Lok Sabha - Parliamentary committees - Rajya Sabha – Chairman of Rajya Sabha - Powers and Functions.

### **UNIT – IV: CENTRAL ADMINISTRATION**

President - Prime Minister –Council of Ministers – Ministries and Departments – Home – Finance - Defense - External Affairs - Cabinet Secretariat - Central Secretariat – Minister – Secretary Relationship

### **UNIT – V: STATE GOVERNMENT AND LOCAL SELF GOVERNMENT**

Centre – State Relations in India - Governor –Need for the Post of Governor - Powers and Functions – Chief Minister – Council of Ministers – Democratic Decentralization – Local Government - Rural and urban - Panchayat Raj Institutions – 73<sup>rd</sup> & 74<sup>th</sup> Constitutional Amendments – Recent Developments in Local Self Government.

### **PEDAGOGY STRATEGIES:**

1. Lecturing
2. Assignment.
3. Class room Discussion.

4. Questioning.
5. Formatting schedules.
6. Class room Test
7. Problem Solving.

**REFERENCE BOOKS:**

1. Hoshiar Singh -Indian Administration, Kitab Mahal, Allahabad, 1999
2. Jain R.B - Contemporary Issues in Indian Admn, Vishal, Delhi 1976.
3. Mahewari S.R- Indian Administration, Orient Longman, Delhi 1992
4. Avasthi - A Central Administration, Tata Mecgraw Hill, New Delhi 1980
5. C. Gnanapragasam, T. Kalyani - Indian Administration, Amal publishers, Madurai 2001

**FURTHER READING:**

1. Bakshi, P.M., Constitution of India, Universal Law Publishing House, New Delhi, 1999
2. Jha, S. N., Indian Political System,: Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
3. Sharma, B. K., Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.

**MAPPING:**

PROGRAM LEVEL OUTCOMES (PLO)	COURSE LEVEL OUTCOMES (CLO)						
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7
PLO1		✓		✓	✓		✓
PLO2	✓	✓	✓	✓	✓		✓
PLO3		✓	✓	✓		✓	✓
PLO4	✓		✓		✓	✓	✓
PLO5	✓	✓		✓	✓		
PLO6		✓	✓		✓	✓	✓
PLO7	✓	✓	✓		✓		✓
PLO8	✓			✓		✓	
PLO9	✓	✓	✓	✓	✓	✓	✓
PLO10	✓	✓	✓		✓		✓

## **7. Teaching-Learning Methodologies**

The teaching-learning process should be in-line with the course objective and outcomes. Teaching has to ensure that the suggested outcomes are ensured for each course and overall programme. Teaching-aids should be used wherever required to facilitate proper and impactful learning. Blended learning is recommended with the use different platforms and classroom teaching.

To meet the set objectives of the course and enable students achieve the expected outcomes of the course the teaching-learning process should be appropriately chosen. Though the teachers are best positioned to create innovative models suitable for teaching the course, certain well accepted and widely tested processes are suggested to achieve the desired outcomes

**CLASSROOM TEACHING** - Regular classroom and face to face teaching and tutorials can be primarily used for imparting theoretical foundations of Information Technology. Applications of the same may be explained from time to time so that the student can appreciate the theory.

**SEMINARS** - Guest lectures and seminars involving industry experts and eminent teachers should be arranged to help the students understand the practices in the industry and developments in the field.

**PROJECT** - Wherever possible the laboratory assignments can be designed in the form of a mini project. For example, Surveying for data can be designed to build a complete system for library management. Similarly, summer/ Semester breaks can be utilized for guiding students to develop live projects with industry orientation/ industry problem.

**ASSIGNMENTS** - Home assignments should be designed to make student collect information from various sources and solve unfamiliar problems and make comparisons of solutions.

## **8. Assessment and Outcome Measurement Methods**

The committee recommends that assessment should be viewed not only merely as a testing by the institution to evaluate the students' progress, but also as a valuable tool for a student to learn what is expected of him/her, where their level of knowledge and skill is lacking, and perhaps most importantly, what he/she could do to improve these levels with the valuable inputs of the lecturers. Assessment methods are the strategies, techniques, tools and instruments for collecting information to determine the extent to which students demonstrate desired learning outcomes. In the Bachelor's programmes leading to degrees such as BA with Public Administration, the assessment and evaluation methods focus on testing the conceptual understanding of the basic ideas of public administration, development of communication skills and experimental techniques, retention and ability to apply the knowledge acquired to real-life applications, and to solve new problems and communicate the results and findings effectively. Based on the Learning Objectives defined for each course as proposed in detail, assessment methods can be designed to monitor the progress in achieving the Learning Objectives during the course and test the level of achievement at the end of the course. Several methods can be used to assess student learning outcomes. Relying on only one method to provide information about the program will only reflect a part of students' achievement.

### ***Continuous Assessment***

The continuous assessment occurs on a regular and continuous basis, it is an ongoing formative and summative process, involves the monitoring of students, is integrated with teaching, involves a systematic collection of marks or grades into a final score, may be used to determine the students' final grades.

Direct methods of assessment ask students to demonstrate their learning while indirect methods ask students to reflect on their learning. Tests, essays, presentations, etc. are generally direct methods of assessment, and indirect methods include surveys and interviews. For each Learning Objective, a combination of direct and indirect assessment methods should be used.

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As this is a theoretical and application oriented academic program which needs to develop specialized knowledge and skills among the graduates quite often, care should be taken to familiarize the students with the recent advances through seminars or term papers and case studies. This should be given due weightage during continuous evaluation process. To achieve this objective, the following are suggested

- (i) The end examination papers should be covering all units of the syllabus. Questions should be balanced and evaluate the comprehension, analytical and problem -solving skills.
- (ii) The students should be evaluated on teamwork in addition to the technical skills through projects.
- (iii) Ability to self-learning and solving new problems should be assessed through assignments, Seminars and project work.
- (iv) It is recommended weightage be given for practical and field work.
- (v) Peer evaluation component is recommended for project evaluation and seminar.
- (vi) Online course certification should be encouraged and equivalent grade for the same need to be worked to achieve the outcome of self-learning.