

GOVERNMENT ARTS COLLEGE (AUTONOMOUS)

COIMBATORE-641 018

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

M.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 (TANSCHÉ) 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 M.A. Public Administration subject 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 M.A. Public Administration Postgraduate Program 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 M.A. Public Administration is intended to prepare a curriculum which enables the Postgraduates 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 M. 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 M.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 Postgraduate Course; this may be modified without sacrificing the spirit of CBCS and LOCF.

1.1 Types of courses and Course structure

Each program may have three types of courses namely Core courses, Elective courses and Self-study/Skill-based courses

1.1.1 Core Courses

The Core courses are those courses whose knowledge is deemed essential for the students registered for a particular Master's degree program. Where feasible and necessary two or more programs may prescribe one or more common core courses.

- The core courses shall be mandatory for all the students registered for the master's degree program.
- The core courses shall be spread all the semesters of the program.

2.1 Elective courses

The elective courses can be chosen from a pool of papers. These courses are intended to

- allow the student to specialise in one or more branches of the broad subject area;
- help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area;
- help the student to bridge any gap in the curriculum and enable acquisition of essential skills, for example, statistical, computational, language, communication skills etc.

- help the student to pursue area of interest
- The student may also choose additional elective courses offered by the college to enable him /her to acquire extra credits from the discipline or across the discipline

3.1 Project work

A course (core/elective/self-study/skill based) may take the form of a project work.

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 M. A. Public Administration

M.A. Public Administration is a theoretical and application oriented academic program which needs to develop specialized knowledge and skills among the post graduates to

manage 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 M. A. Public Administration comprise compulsory courses on Organizational Behaviour, Indian Administrative System, Public Financial Administration, Rural and Urban Administration in India, Human Resource Management, Police Administration, Administrative Thinkers, Principles of Management, Tamil Nadu Administration, Administrative Law, Public Policy Analysis, Labour Welfare Administration and Industrial Relations, Public Relations Management, Health Administration in India, E-Governance in India, Environmental Administration in India and Research Methodology.

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

2.2 Aim of M A. Public Administration

The overarching aims of the M. 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 Post Graduate Attributes

Post Graduate Attributes (PGAs) 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 M.A. Public Administration are as follows:

PGA1. 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.

PGA2. 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.

PGA3. 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.

PGA4. 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.

PGA5. 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.

PGA6. 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.

PGA7. 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.

PGA8. 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.

PGA9. 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.

PGA10. 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.

PGA11. 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.

PGA12. 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 Postgraduate 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 M. A. Public Administration program: Some of the expected learning outcomes that a student should be able to demonstrate on completion of a M. 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 suggesting 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

On the successful completion of the programme the students will be able to

PLO 01 : Recognize the meaning, nature, significance and philosophical foundation of Public Administration and equip the students to appear for Civil Service and TNPSC examinations.

PLO 02 : Demonstrate the working of various Institutional frameworks in terms of its political, social and economic perspectives.

PLO 03 : Identify the significance and functioning of electronic governance.

PLO 04 : Analyze the social issues such as poverty, bonded labour, child labour and issues pertaining the gender and environment.

PLO 05 : Evaluate the Human Rights available in India and the measures taken by the governments to prevent Human Rights violation

PLO 06 : Discuss the nature, meaning and scope of social science research and specify the methods of writing the research report.

PLO 07 : Compare central and state level planning and policy making and identify the models of policy.

PLO 08 : Reproduce the methods of protecting the environment and identify the legislations available in India for the protection of the environment.

PLO 09 : Describe the nature and functioning of International Organizations and evaluate their contributions to the development of India.

PLO 10 : Recall the reasons for labour problems in India, analyze and appraise the causes for industrial dispute and identify the significance of industrial relations.

6 STRUCTURE OF M.A. PUBLIC ADMINISTRATION PROGRAMME

PG - SCHEME OF EXAMINATIONS: CBCS PATTERN
(For the students admitted during the academic year 2021-2022 and onwards)

Sub Code	Title of the Paper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext – Min.	Total Pass Mark	Credits
Semester – I								
21MPA11C	Core 01 : Organizational Behaviour	8	50	50	100	25	50	4
21MPA12C	Core 02 : Indian Administrative System	8	50	50	100	25	50	4
21MPA13C	Core 03 : Public Financial Administration	7	50	50	100	25	50	4
21MPA14E	Elective I : Rural and Urban Administration in India	7	50	50	100	25	50	4
Semester – II								
21MPA21C	Core 04 : Human Resource Management	6	50	50	100	25	50	5
21MPA22C	Core 05 : Police Administration	6	50	50	100	25	50	4
21MPA23C	Core 06 : Administrative Thinkers	6	50	50	100	25	50	5
21MPA24C	Core 07: Principles of Management	6	50	50	100	25	50	4
21MPA25E	Elective II : Tamil Nadu Administration	6	50	50	100	25	50	4

Sub Code	Title of the Paper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext – Min.	Total Pass Mark	Credits
Semester – III								
21MPA31C	Core 08 : Administrative Law	6	50	50	100	25	50	5
21MPA32C	Core 09 : Public Policy Analysis	6	50	50	100	25	50	5
21MPA33C	Core 10 : Labour Welfare Administration and Industrial Relations	6	50	50	100	25	50	5
21MPA34C	Core 11 : Public Relations Management	6	50	50	100	25	50	5
21MPA35E	Elective III : Health Administration in India	6	50	50	100	25	50	4
Semester – IV								
21MPA41C	Core 12 : E-Governance in India	8	50	50	100	25	50	5
21MPA42C	Core 13 : Environmental Administration in India	8	50	50	100	25	50	4
21MPA43C	Core 14 : Research Methodology	8	50	50	100	25	50	5
21MPA44E	Elective – IV : Indian Parliamentary System	6	50	50	100	25	50	4
21MPA45V	Project Viva Voce		50	50	100	25	50	10
	Total Credits				1900			90

No passing minimum for internal marks

SYLLABUS FOR M.A. PUBLIC ADMINISTRATION

Year	Subject Title	Semester	Subject Code
2021 – 22 Onwards	Core 01 : Organizational Behaviour	I	21MPA11C

COURSE LEVEL OUTCOMES:

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

CLO 01 : Describe the meaning, importance, need, approaches and models of Organizational Behaviour.

CLO 02 : Specify the meaning of individual behavior in terms of personality, perception, learning and emotion.

CLO 03 : Recognize group behavior, group dynamics, team building and develop communication skills.

CLO 04 : Illustrate leadership styles, theories and outline the qualities of a successful leader.

CLO 05 : Summarize the dynamics of Organizational culture, recent trends and issues in Organizational behavior.

CLO 06 : Associate the need for changes and development in the Organization.

CLO 07 : Outline the reasons for employee stress and significance of employee counselling.

UNIT – I: INTRODUCTION

Meaning, Nature, Scope of Organizational Behaviour - Need of Organizational Behaviour – Framework of Organizational Behaviour - Approaches to Organizational Behaviour - Models of Organization Behaviour.

UNIT – II: INDIVIDUAL BEHAVIOUR

Personality – Types – Factors influencing personality – Theories of Personality- Learning - Attitudes – Perception – Factors influencing Perception – Motivation.

UNIT – III: GROUP BEHAVIOUR

Groups in Organization - Group Dynamics – Formal Groups and Informal Groups – Team Building – Communication

UNIT – IV: LEADERSHIP

Meaning and importance of Leadership – Styles of Leadership – Theories of Leadership: Trait Theory, Behavioural Theory, Transactional Theory and Situational Theory.

UNIT – V: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR

Organizational Culture – Organizational Climate – Organizational Change – Organizational Development – Organizational stress – Organizational Counselling.

PEDAGOGY STRATEGIES:

1. Lecturing
2. Slide Share
3. Assignments
4. Group Discussion
5. Interaction
6. Semi
7. Class Test

REFERENCE BOOKS:

1. Prasad L.M, Organizational Behaviour, Sultan Chand Publishers, New Delhi 2004
2. Dwivedi R. S., Human Relations and Organizational Behaviour, Oxford & IBH, New Delhi, 1979.
3. Stephen P.Robbins, Organizational Behaviour, Prentice Hall, 1997.
4. Nirmal Singh, Organizational Behaviour, Concepts, Theory and Practices Managing People and Organization in the 21st century Deep & Deep Publishers New Delhi, Reprint 2009
5. Keith Davis, Human Behaviour at Work, McGraw Hill Book Co.,1991

FURTHER READING:

1. Rudani R.B, Management & OB, McGraw Hill Book, New Delhi 2011.
2. Gregory Moorhead Organizational Behaviour - Managing people and Organizations, Jaico, 1994.
3. Judith R. Gordon, A Diagnostic Approach to Organizational Behaviour, Allyn & Bacon, 1993.

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 02 : Indian Administrative System	I	21MPA12C

COURSE LEVEL OUTCOMES:

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

1. Recite the evolution of Indian administration.

2. Describe the functions of the Prime Minister, the President and analyze the significance of the machineries of the union government.
3. Identify the functions of the Chief Minister, the Governor and the Council of Ministers of the state government.
4. Outline the significance of constitutional authorities of India.
5. Examine the trending issues in Indian administration.
6. Compare the functions and statues of the Generalists and the Specialists
7. Analyze the Centre and State relations

UNIT – I: EVOLUTION OF INDIAN ADMINISTRATION

Administration in Pre-colonial, Colonial and Post-colonial Era - welfare state - Salient features of Indian Constitution – Constitutional Framework of Indian Administration.

UNIT – II: UNION ADMINISTRATION

President - Prime Minister - Prime Minister's Office - Council of Ministers - Cabinet Secretariat - Cabinet Committees - Central Secretariat - Ministries and Departments - Boards and Commissions – Judicial Administration in India.

UNIT – III: CONSTITUTIONAL AUTHORITIES

Finance Commission – Union Public Service Commission – Election Commission – National Commission for SCs – National Commission for STs – Attorney General of India – Comptroller and Auditor General of India - Advocate General of State.

UNIT – IV: STATE ADMINISTRATION

Governor – Chief Minister – Cabinet – State Secretariat – Departments – Directorate – Collectorate - State Public Service Commission – State Planning Commission - Metropolitan Planning Committee.

UNIT – V: ISSUES IN INDIAN ADMINISTRATION

Minister – Civil Servant Relation – Generalist Vs. Specialists – Union - State Relations (Administrative and Financial) – Planning Commission - National Development Council – Integrity in Administration - Corruption Administrative Reforms - Impact of Information Technology on Indian Administration – Globalization and Indian Administration - Issues due to coalition form of government.

PEDAGOGY STRATEGIES:

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

REFERENCE BOOKS:

1. ArunShourie, The Parliamentary System In India, Rupa, New Delhi, 2007.
2. J.C.Johari, Indian Parliament: A Critical Study of Its Evolution, Composition and Working, Metropolitan Book, New Delhi, 2006.
3. Shukla.V.N. Constitution of India, Eastern Book Company, Lucknow, 2013.
4. Basu.D.D. Introduction To The Constitution Of India, Lexis Nexis, Publishing House, 20

- Shankar. B.L., Valerian Rodrigues. The Indian Parliament, Oxford University Press, Nagpur 2013, Nodia U.P. 2010.

FURTHER READING

- Basic of Indian Administration, NILIM University.
- M.Laxmikanth. Indian polity, McGraw Hill Education (India) Private Limited.
- M.Laxmikanth. Public Administration, McGraw Hill Education (India) Private Limited.

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 03 : Public Financial Administration	I	21MPA13C

COURSE LEVEL OUTCOMES:

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

1. Describe the nature, scope of Financial Administration and compare the Budgetary Procedures of UK., USA., and India.
2. Outline the structure and functions of the Finance Ministry.
3. Analyse about the different types of Committees involved in the Budgetary Process.
4. Classify the role of Comptroller and Auditor General of India and Accounting and Auditing Procedures.
5. Combine Public Finance with its agencies
6. Compare the different types of financial administrative systems.
7. Examine the resource mobilization and the functions of State Finance Commission.

UNIT – I: INTRODUCTION

Nature, Meaning, Scope and Significance of Public Financial Administration - Modern Techniques of Public Financial Administration – Budgetary procedure in UK, USA and India.

UNIT – II: BUDGETARY PROCESS AND PUBLIC BUDGETING IN INDIA

Principles of Budget – Aspects of Indian Budgetary system – Types of Budget – Finance Ministry - Preparation, Enactment and Execution of Budget - Control over Public Expenditure in India.

UNIT – III: PARLIAMENTARY COMMITTEE

Public Accounts Committee – Estimate Committee – Committee on Public Undertakings – Committee on Subordinate Legislation – Departmental Standing Committees.

UNIT – IV: ACCOUNTS AND AUDITING

Meaning of Audit – Auditing procedures in India – Comptroller and Auditor General of India – Separation of Accounts from Audit – Performance Auditing.

UNIT – V: PUBLIC FINANCE AND FINANCIAL RELATIONS

Central Finance Commission – Union – State Financial Relations - Resource Mobilization – Tax Administration in India - Financial Administration in States and Local Bodies – Public Debt – State Finance Commission.

PEDAGOGY STRATEGIES:

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

5. Class test
6. Seminars

REFERECE BOOKS

1. Goel S.L., Public Financial Administration, New Delhi Deep and Deep Publication, 2002.
2. Thavaraj M.J.K., Financial Administration in India, Sultan Chand & Sons, New Delhi, 2000.
3. Mukherjee S.S., Financial Administration in India, Surjeet Publication, New Delhi
4. Kramer Fred A., ed. Contemporary Approaches to Public Budgeting, Cambridge, Mass: Winthrop, 1979.
5. Sanjeev Kumar Mahajan, Anupama Puri Mahajan, Financial Administration In India, PHI Learning, March 2014

FURTHER READING

1. Prof. B.L.Fadia, Dr.Kuldeep Fadia - Public Administration – Sahitya Bhawan Publications
2. M.Y.Khan - Indian Financial System - McGraw Hill, Eleventh Edition July 2019.
3. Financial Administration In India – Sanjeev Kumar Mahajan, Anupama Puri mahajan – PHI Learning, March 2014
4. M.K.Sharma - Financial Administration – Anmol 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		✓		✓		✓	

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Elective I : Rural and Urban Administration in India	I	21MPA14E

COURSE LEVEL OUTCOMES:

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

1. Discuss the origin and development of Local Government and the Concept of Democratic Decentralization.
2. Generate the recommendations of various committees on Panchayat Raj and the intake of such recommendations by the Government.
3. Detect the multiple aspects of Rural Local Government and its institutions in India.
4. Describe the structure and functions of the various institutions of Urban Local Government in India.
5. Examine the different issues with reGard to Local Government and Peoples' Participation.
6. Recall the method of elections to the local bodies
7. Classify the financial sources of both Rural and Urban Local Government.

UNIT – I: INTRODUCTION

Meaning, Nature, Scope and Significance of Local Government - Democratic Decentralization –Evolution of Local Government.

UNIT – II: COMMITTEES ON PANCHAYATI RAJ

Community Development Programme – National Extension Service – Balwantrai Mehta Committee – Ashok Mehta Committee - GVK Rao Committee and L M Singvi Committee.

UNIT – III: RURAL LOCAL GOVERNMENT

Rural Local Government - 73rd Amendment – District Rural Development Agency (DRDA) - Role, Function and Powers of Zilla Parishad – Panchayat Samiti - Village Panchayats and Grama Sabha - Control Over Rural Local Government – Financial Sources of Rural Local Government

UNIT – IV: URBAN LOCAL GOVERNMENT

Urban Local Government – 74th Amendment – Municipal Corporation Municipality – Townships - Notified Area Committees – Cantonment Board – Mayor and Municipal Commissioner - Control Over Urban Local Bodies – Financial Sources of Urban Local Government

UNIT – V: ISSUE IN LOCAL GOVERNMENT

Role of Political Parties in Local Bodies - Election methods of Rural and Urban Local Government - Women Representation in Local Bodies – Corruption in Rural and Urban Local Bodies – People's Participation and Social Audit – Reserved Village Panchayats.

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.S.R - Local Government in India, Laxmi Narain AGArwal, New Delhi, 2010-2011.
2. Goel S.L and Shalini Rajneesh – Panchayat Raj in India; Theory and Practice,Deep & Deep Publications, New Delhi,2009.
3. U.B.Singh Functioning of Local Government in South India- Gyan Publishing house - 2001
4. Dhaliwal.S.S – Municipal Administration, Deep & Deep, New Delhi,1999
5. Amarendra – Poverty, Rural Developmentand Public Policy, Deep and Deep Publishers, New Delhi 1998.

FURTHER READING:

1. Jackson, R.M. The Machinery of Local Government, 1967, Macmillan, London.
2. Jain, S.P. (ed), 1995, Panchayat Raj Institutions in India : An Appraisal. Hyderabad. NIRD, 1995
3. Puri, K.K. 1985, Local Government in India, Bharat Prakshan, Jalandhar.
4. Puri, V.K. 2005. Local Government and administration, Modern Publishers, Jalandhpur
5. M.P Sharma:Local self-Government in India- Munshiram -1977-
6. Dhaliwal, S.S. – Municipal Administration, Deep and Deep Publishers, New Delhi, 1990
7. BharGava, B.S. and Rama Rao – Indian Local Government – A Study, Minerva Associates, New Delhi 1978.
8. GAndhi, M.K. – Panvhayat Raj, Navjivan Publishers, Ahmedabad, 1994

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 04 : Human Resource Management	II	21MPA21C

COURSE LEVEL OUTCOMES:

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

1. Specify the scope Human Resource Management and HRM Trends in Dynamic Environment
2. Explain the role, techniques and subsystems of Human Resource Development.
3. Associate the manpower planning Techniques, Job Analysis and job Satisfaction.
4. Illustrate the Recruitment Process to Retirement.
5. Generate the recent trends like Employee Stress and Required counseling techniques to rectify that.
6. Design the performance appraisal
7. Compile the trends of HRM like using technology in recruitment

UNIT – I: INTRODUCTION

Meaning, Nature, Scope and Significance of Human Resource Management - HRM and HRD – Objectives of Human Resource Management – HRM Trends in Dynamic Environment.

UNIT – II: HUMAN RESOURCE DEVELOPMENT

Role and Significance of HRD – Techniques of HRD– Design and Implementing HRD

UNIT – III: ORGANIZATION DESIGN AND PERSONNEL FUNCTIONS

Organization structure and Role of HR Department – Man Power Planning - Job Description – Job analysis – Job Rotation - Job Enrichment and Evaluation - Job Satisfaction.

UNIT – IV: HUMAN RESOURCE PLANNING

Recruitment and Selection –Training and Development – Promotion – Career Planning and Development – Motivation and Morale – Compensation - Performance and Potential Appraisal -Retirement.

UNIT – V: MANAGEMENT DEVELOPMENT

Grievance systems – TQM - Quality Circles – Employees Stress – Employee Counseling – Resent trends in HRM - Using Technology to Recruitment – Repurposing the Human Capital -Reinventing Talent Acquisition.

PEDAGOGY STRATEGIES:

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

REFERECE BOOKS

1. Tripathi, P.C. Human Resource Management Development, New Delhi: Sultan Chand and Sons. 2000
2. Mahapatro B.B. Human Resource Management, New Age International Publishers New Delhi, 2010.
3. Kandila. S.R. Competency – Based Human Resource Management, P H I Publishing House, New Delhi, 2012
4. Aswathappa.K. Human Resource Management Text and cases, Tata McGraw Hill Education India Private Limited, New Delhi, 2013
5. Singh .N.K. Human Resource Management Excel Publication New Delhi, 2002.

FURTHER READING

1. A.Chandramohan - Human Resource Management Development – APH Publishing.
2. Dr.P.Anbuoli - Human Resource Management Development – Lulu.com.
3. S.S.Khanka - Human Resource Management Development – S.Chand Publishing 2007.
4. Susan Cartwrigth – Human Resource Management Development - Mittal Publications 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				✓		✓	✓

Year	Subject Title	Semester	Subject Code
2021 - 22 Onwards	Core 05 : Police Administration	II	21MPA22C

COURSE LEVEL OUTCOMES:

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

1. Describe the concept of Police Administration, its evolution and its approaches.
2. Examine the role and functioning of the various intelligence agencies at the Central level.
3. Categorize the structures of Police Administration at the State level.
4. Identify the modes of recruitment, training, promotion, transfer and retirement of the Police Personnel.
5. Appraise the various mechanisms through which the police personnel operates.
6. Outline the recruiting agencies of Police personnel.
7. Specify the reason for the formation of commissioner of Police System.

UNIT – I: INTRODUCTION

Meaning, Nature and Scope of Police Administration – Evolution of Police Administration in India – Role of Police -Approaches to Police Administration

UNIT – II : CENTRAL INTELLIGENCE AGENCIES

Central Intelligence Agencies: Central Bureau of Investigation – Central Intelligence Bureau – Central Reserve Police Force – Central Industrial Security Force – Railway Protection Force - Border Security Force - Forensic Science Laboratory - Cyber Crime Bureau – Crime Record Bureau

UNIT –III: SYSTEM OF POLICE ADMINISTRATION AT STATE LEVEL

Organization of the Police Department at the state level – District Police Administration Armed Police, Tamil Nadu Special Police (TSP) - Traffic Police –Women Police - Juvenile Delinquency.

UNIT – IV: 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 –Retirement Benefits – Police Welfare.

UNIT – V: POLICE OPERATION

Police Operation: Patrol, Beats, Outposts, Police Station – Mounted Police – Dog Squad – Video Piracy - Police Judiciary Relation - Police Public Relation Police and Mass Media.

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. Gary Corner, Police Administration, Anderson Publishing, Australia, 2010.
2. Rohit Choudhari, Policing, Sage Publications, New Delhi, 2009.
3. Chaturvedi, J.C. Police Administration and Investigation of Crime, Isha Books, New Delhi, 2005.
4. S. K Chaturvedi, Police Administration and Investigation of Crime Isha Books New Delhi – 2005.
5. James Vadakumchery, Human Rights and the Police in India, Ashish Publishing, New Delhi 2000

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. H. L. Kapoor, Police Administration, Ess Ess publication, New Delhi, 2000.
5. Ramanujam. T (1992), Prevention and Detection of Crime, Madras Book Agency.
6. Sankar Sen (1986), Police Today, Ashish Publishing House, 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 6 : Administrative Thinkers	II	21MPA23C

COURSE LEVEL OUTCOMES:

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

CLO 01 : Draw the evolution of the discipline Public Administration.

CLO 02 : Analyse the theories of Administration and Management.

CLO 03 : Examine the different classical, behavioural, human relations theorists and analyse their contributions with present scenario.

CLO 04 : Evaluate the necessity for the study of the thinkers and equip themselves with Decision Making skills.

CLO 05 : Prescribe leadership qualities and leadership skills.

CLO 06 : Discuss how conflicts are resolved in Organizations.

CLO 07 Discover the principles of Organization and Management.

UNIT – I: INTRODUCTION

Kautilya – Thiruvalluvar - Woodrow Wilson.

UNIT – II: CLASSICAL SCHOOL

F. W. Taylor – Henri Fayol - Luther Gullick - Urwick

UNIT – III: NEO-CLASSICAL SCHOOL

Max Weber – Karl Marx - Elton Mayo - Mary Parker Follet – S. V. Patel – Jawaharlal Nehru.

UNIT – IV: BEHAVIOURAL SCHOOL

Herbert. A. Simon - Rensis Likert – Riggs – Chris Argyris

UNIT – V: SOCIO-PSYCHOLOGICAL SCHOOL

Abraham Maslow – McGregor - Herzberg

PEDAGOGY STRATEGIES:

1. Lecturing
2. Slide Share
3. Assignments
4. Role Play
5. Interaction
6. Seminar

REFERENCE BOOKS:

1. Ravindra Prasad and Sathyanarayanan - Administrative Thinkers, sterling publishers New Delhi 2004
2. Maheshwari S. R., Administrative Thinkers, Macmillan Publications, New Delhi, 2014.
3. Anthony Tillet, Thomas Kemper & Gordon Willey – Management Thinkers, Penguin Books 1970.

4. Ramesh K Arora – Perspective in Administrative Theory, Associated Publishing House, New Delhi, 1979.
5. Sapru R.K.-Administrative Theories & management ThoPGht, Prentice Hall, New Delhi 2000.

FURTHER READING:

1. Singh R N – Management Thinkers, Sultan Chand Publishers, New Delhi.
2. Rumki Basu, Public Administration: Concepts and Theories, Sterling Publication, New Delhi, 2004.
3. Sapru R K, Administrative Theories and Management ThoPGht, India Learning Pvt. Ltd. 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 07 : Principles of Management	II	21MPA24C

COURSE LEVEL OUTCOMES:

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

1. Describe the concept of Management, its principles and applications.
2. Specify the different aspects, methods, types of Planning and Decision Making.
3. Generalize the purpose of Organization, its types and merits and demerits.
4. Apply Directing techniques and tools for the betterment of Management.
5. Interpret controlling techniques with special focus on MBO, MIS, TQM and Quality Circle.
6. Compare current issues in management and method of handling.
7. Outline the various principles for functioning management ineffective manner.

UNIT-I: INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS

Meaning, Nature, Scope and importance of Management – Science or Art – Evolution of Management – Approaches to Management – Current Trends and Issues in Management.

UNIT-II: PLANNING

Nature and Purpose of Planning – Planning Process – Types of Planning – Planning Tools and Techniques – Decision Making - Elements and types of Decision Making

UNIT-III: ORGANIZING

Nature and purposes – Formal and Informal Organization – Organization Structure – Line and Staff – Departmentalization – DeleGation of Authority – Hierarchy - Centralization and Decentralization

UNIT-IV: DIRECTING

Motivation – Motivation Theories – Motivational Techniques – Leadership – Communication – Types of Communication – Barrier in Communication – Effective Communication –

UNIT V: CONTROLLING

Control - Control Techniques – MBO-MIS-TQM - Participative Management - Quality Circles.

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. Chippy Mohan, Principles of Management, Dhruvah Lekhani Publications, January 2020

2. Mishra & Gupta, Principles of Management, Agra : SBPD Publishing House, January 2018.
3. Stephen A. Robbins & David A. Decenzo & Mary Coulter, “Fundamentals of Management” 7th Edition, Pearson Education, 2011.
4. Robert Kreitner & Mamata Mohapatra, “Management”, Biztantra, 2009.
5. Harold Koontz & Heinz wehrich “Essential of Management”, Biztantra, 2008

FURTHER READING:

1. Davav, Rustom, S. The Principles of Management Crown Publishing Company, Bombay.
2. Massie, Joseph L. Elements of Management, Prentice Hall of India, New Delhi.
3. Terry and Franklin Principles of Management, all India Traveller Book Publishers, New Delhi, 1987
4. JAF Stoner, Freeman R.E and Daniel R Gilbert “Management”, 6th Edition, Pearson Education, 2004.
5. BHUSHAN, Y.K. (2002) Fundamentals of Business Organization and Management, New Delhi: Sultan Chand and Sons.
6. Tripathy PC & Reddy PN, “Principles of Management” Tata MCgraw Hill, 1999
7. Stephen P.Robbins & Mary Coulter, “Management”, Prentice Hall (India) Pvt. Ltd., 10th Edition, 2009.
8. Prasad, L.M., Principles and Practice of Management, New Delhi: Sultan Chand and Sons.

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	Elective II : Tamil Nadu Administration	II	21MPA25E

COURSE LEVEL OUTCOMES:

After studying the course the students will be able

1. Describe the features of Tamil Nadu administration.
2. Differentiate the hierarchy of executives and discuss their functions.
3. Analyse the Recruitment process in Tamil Nadu government officials.
4. Outline the Functions of specialized agencies.
5. Appraise the functions of the independent institutions.
6. Analyze the functions of the Slum Clearance Board.
7. Evaluate the role of recruiting agencies.

UNIT - I: INTRODUCTION

Nature of Administrative system in Tamil Nadu: During ancient and British period - Salient Features of Tamil Nadu Administration.

UNIT - II: STATE ADMINISTRATION

State Administration: Secretariat - Chief Secretary - Additional Chief Secretary - Principal Secretary to Government - Chief Minister's Special Cell - Secretariat Services E-governance in the State Disaster Management.

UNIT - III: DEPARTMENTS

Important Departments and Organizations: State Finance Commission State Planning Commission – Chennai Metropolitan Development Authority (CMDA) Department of Town and Country Planning (DTCP) – Slum Clearance Board and Accommodation Control.

UNIT - IV: SPECIALIZED DEPARTMENTS

ELCÓT - TIDCO -TANSIDCO -HUDCO -THADCO -TASMAC -TIDEL PARK – Arasu Cable TV Corporation

UNIT - V: RECRUITING AGENCIES

State Recruiting Agencies and Training Institutes: Tamil Nadu Public Service Commission - Recruiting Procedure for various group services - Teachers Recruitment Board - Anna Institute of Management Civil Services Training Institute, BhavanisaGAR

PEDAGOGY STRATEGIES:

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

REFERENCE BOOKS:

1. Sriram, G., Tamilnadu NirvaGAm, Chennai, Sakthi Publishing House, 2016.

2. Venkatesan, K., Tamil Nadu: Government, Administration and Governance, Varththamanam PathippaGAm, 2016.
3. Dr. N.K.Singh, Public Administration: Research and practice, ALP Books publication, New Delhi, 2015.
4. E.Chandran, Public Administration, Cosmos Bookhive (P) Ltd, GurGAon, 2014.
5. Dr. Bhuvanesh Gupta, Social Equity and Public Administration, Aadi Publications, Jaipur, (India) 2014.

FURTHER READING:

1. WWW.tngove.in
2. WWW.tnpsce.gov.in.

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 : Administrative Law	III	21MPA31C

COURSE LEVEL OUTCOMES:

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

1. Define Administrative Law and describe its meaning and evolution.
2. Measure the relations between Government and Administrative law.
3. Specify the meaning of DeleGated legislation and identify its significance.
4. Detect the relations between Judiciary and Administrative law.
5. Identify the control techniques over administration.
6. Determine the meaning. Types and functions of the Administrative Tribunals.
7. Distinguish Judicial and Quasi-Judicial functions

UNIT – I: INTRODUCTION

Meaning, Nature and scope of Administrative Law – Historical Growth and Development of Administrative Law – Rule of Law – Droit Administratif – Constitutional Law and Administrative Law.

UNIT – II: GOVERNMENT AND ADMINISTRATIVE LAW

Executive and Administrative law - Government Liability – Classification of Administrative Actions – Administrative Discretion - Administrative Law and Privileges.

UNIT – III: DELEGATED LEGISLATION

Legislature and Administrative Law - DeleGated Legislation – Control over DeleGated Legislation.

UNIT – IV: JUDICIARY AND ADMINISTRATIVE LAW

Judiciary and Administrative Law- Distinction between Judicial and Quasi – Judicial Function – Principles of Natural Justice – Administrative Tribunals – Judicial Remedies – Impact of Public Interest LitiGAtion on Administration – Impact of RTI on Administration.

UNIT – V: CONTROL OVER ADMINISTRATION

Government Control Over Public Undertakings – Legislative control over Public Undertakings – Statutory Inquiries – Statutory and other Remedies – Judicial Review of Administrative Action Ombudsman, Lokpal – Lokayukta – Judicial Activism.

PEDAGOGY STRATEGIES:

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

REFERENCE BOOKS:

1. DurGA Doss Basu, Administrative Law, Prentice Hall of India (P) Ltd., New Delhi, 1986.
2. Kesari, U.P.D., Lecturers on Administrative Law,
3. Granville Austin, *The Indian Constitution*, Oxford University Press, New Delhi 2017.
4. Seventh Edition, Administrative Law, S.P. Sathe, Lexis Nexis, 2010.
5. An Introduction to Administrative Law, K C Joshi, Central Law Publications, 2018.

FURTHER READING:

1. Constitutional and Administrative Law in India, Cambridge University, 2019.

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 : Public Policy Analysis	III	21MPA32C

COURSE LEVEL OUTCOMES:

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

1. Explain the basic areas of Public Policy.
2. Categorize the factors related to Public Policy.
3. Appraise the Policy Analysis Process and Models.
4. Describe Policy making Process.
5. Prescribe the Policy Implementation and Evaluation Process.
6. Judge the Public policies of Central Government.
7. Classify the major policies of State Government.

UNIT – I: INTRODUCTION

Meaning and Nature Scope and importance of Public Policy - Evolution of Public Policy and Policy Sciences - Social, Economic, Political and cultural factors relevance to policy science, Public Policy and Public Administration

UNIT – II: POLICY ANALYSIS

Policy analysis – Approaches - Logical, Phenomenological, Participatory, process and stages, models in policy analysis: System Model, pressure group model, Game Model and Elite Model, Institutional and incremental model - Y.Dror's Optimal model.

UNIT – III: PUBLIC POLICY IN INDIA

Policy making process - Stake Holders – Citizens - Pressure Groups-Political Parties-Election Manifesto – Agencies in policy Making - Policy Implementation - Concept, Techniques Policy Evaluation - Judiciary and Public Policy – Media and Public Policy.

UNIT – IV: CENTRAL LEVEL POLICY

New Economic Policy - Food and Agriculture Policy - Population Policy and Health Policy - Science and Technology Policy - New Education Policy 2020 - Information technology policy 2000 & 2008 - Environment Policy

UNIT – V: STATE LEVEL POLICY

Language Policy – Reservation Policy – Social Welfare Policy - Disaster management policy – IT Policy in Tamilnadu.

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. Sarpu, R. K. Public Policy : Art and craft of policy Analysis. PHI Publishing House, New Delhi, 2010.
2. Khurana, Public Policy and contemporary issues, Excell Publications, New Delhi, 2010.
3. Arvind Sivaramakrishanan, Public policy and Citizenship, sage publications private limited, New Delhi, 2010.
4. Mohanty.P.K. cites and Public Policy, Sage Publication Pvt. Limited, New Delhi, 2014.
5. Anderson J.E, Public Policy - Making: An Introduction, Boston, HoPGhton, 2006.

FURTHER READING:

1. Dye Thomas Understanding Public Policy, Pearson Education, SinGApore. 2008.
2. Wool Peter: Public Policy., University Press of America, 1982
3. Pradeep Saxena : Public Policy Administration and Development., Printwell Publishers, MitchiGAn., 1988.
4. Dr. Chandra Prakash, Public Administration, Policy, Politics and Practice, Astha Publishers, Delhi. 2015.

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 : Labour Welfare Administration and Industrial Relations	III	21MPA33C

COURSE LEVEL OUTCOMES:

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

1. Explain the basic aspects of the Labour Welfare.
2. Categorize the New Labour Codes.
3. Describe the meaning of the Wages and point out its related issues.
4. Discuss the Importance of the Industrial Relations in an Industry.
5. Classify the types of Social Security and Specify its Importance
6. Determine the possibilities of industrial dispute.
7. Label the changing scenario of the new labour code.

UNIT – I: INTRODUCTION TO THE STUDY OF LABOUR WELFARE

Concept of Welfare – Social Welfare – Labour Welfare – Definition of Labour Welfare – Scope – Aim and Objective of Labour Welfare - Industrial Development in India – Origin of Indian Working Class.

UNIT – II: SALIENT FEATURES OF THE NEW LABOUR CODES

The Code on Wages - 2019 – The Industrial Relations Code-2020 – The Occupational Safety, Health and Working Conditions code - 2020 – The Code on Social Security 2020.

UNIT – III: CODE ON WAGES 2019

The Code on Wages-2019 – Minimum Wages – Payment of Wages – Payment of Bonus – Advisory Board – Offences and Penalties – Payment of Dues – Claims and Audits – Inspector-Cum-Facilitators – Miscellaneous Provisions.

UNIT - IV: THE INDUSTRIAL REATIONS CODE

Preliminary – Partite Forums – Trade Unions – Standing Orders – Notice of Changes – Mechanism for Resolution of Industrial Disputes – Strike – Lockouts – Special Provisions – Miscellaneous.

UNIT – V: CODE ON SOCIAL SECURITY

Preliminary – Social Security Organizations – Employee’s Provident Fund – Employees State Insurance Corporation – Gratuity – Maternity Benefits – Employee’s Compensation – Social Security for Un-orGANized workers – Employment Information and Monitoring Systems – Miscellaneous.

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. 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. The Code On Social Security, 2020, Editorial Board of Commercial Law Publishers, Commercial Law Publishers (India) Pvt. Ltd.

FURTHER READING:

1. Jyoti Sardana and Mona Yadav PGC NET/SET (JRF &LS) For Human Resource Management and Labour Welfare and Industrial Relations, Arihant 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	✓		✓		✓		✓

Year	Subject Title	Semester	Subject Code
2021 – 22 Onwards	Core 11 : Public Relations Management	III	21MPA34C

COURSE LEVEL OUTCOMES:

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

1. Specify the elements, evolution and need for public relations.
2. Analyse the role of line and staff and Public Relations Officer in the process of Public Relations.
3. Describe the techniques involved in Public Relations in the use of media like TV, Radio and Audio Visual media.
4. Create and design effective Public Relations tools.
5. Analyze the relationship between professional bodies such as the Local Government.
6. Appraise the role of Voluntary Organization and International Organization and Public Relations.
7. Estimate the digital public relations

UNIT - I: INTRODUCTION

Meaning of Public Relations – Elements of Public Relations – Evolution of Public Relations – Need for Public Relations.

UNIT – II: PROCESS OF PUBLIC RELATIONS

Organizing a Public Relations Department - In-house Public Relations- Public Relations as Staff and Line Function – Chief Executive Officer and Public Relations - Role of Public Relations officer - Public Opinion - Press and Public Relations

UNIT - III: MEDIA AND PUBLIC RELATIONS

Role of TV and Radio - Audio Visual Communication - Documentary films - Satellite Broadcasting - Film Censorship – House Journal – Round Table Conferences – Panel Discussions – Advertisements - Digital Public Relations – Social Media

UNIT - IV: PUBLIC RELATIONS WRITING

Keys to effective Public Relations writing - News release - Annual Report - Writing feature articles

UNIT - V: PUBLIC RELATIONS AND PROFESSIONAL BODIES

Public Relations and Local Government - Voluntary bodies - Public Relations and International Organizations - Public Relations and Environmental protection

PEDAGOGY STRATEGIES:

1. Lecturing
2. Slide Share
3. Assignments
4. Role Play
5. Interaction
6. Seminar
7. Group Discussion

REFERENCE BOOKS:

1. GAnesh S, Introduction to Public Relations, Indian Publishers Distributors, Delhi, 1999.
2. Mehta. D.S., Handbook of Public Relations in India, Allied Publishers, New Delhi, 2005.
3. Sam Black, Practical Public Relations, Universal Book Hall (Fourth Edition), New Delhi, 1976.
4. Frazier Moore and Kalupa, B. Frank, Public Relations – Principles, Cases and Problems, Surjeet Publications, New Delhi, 2005.
5. Sachdeva, S. Iqbal, Public Relations – Principles and Practices, Oxford University Press, New Delhi, 2009.

FURTHER READING:

1. Balan. K.R., Lectures on Applied Public Relations, Sultan and Chand, New Delhi, 1994.

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	Elective – III : Health Administration in India	III	21MPA35E

COURSE LEVEL OUTCOMES:

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

1. Discuss the concept of Public Health and the significance of Health Administration.
2. Appraise the Organizational aspects of Health Care Administration.
3. Analyze the values of Health Care Planning and its implications.
4. Determine the structural aspects and dimensions of Hospital Administration.
5. Estimate the issues related to Health Administration, its modernization and the guidelines of WHO.
6. Generate the significant role of government in public health.
7. Identify the means to mobilize manpower for Health Administration and effective functioning of emergency services in hospitals.

UNIT - I: INTRODUCTION

Meaning, Nature, Scope and significance of Health Administration – Importance of Public Health – Ministry of Health and Family Welfare - National Health Policy.

UNIT - II: ORGANIZATION OF HEALTH CARE ADMINISTRATION

Structure of Health Care Administration at the central, State and Local Levels – Administration of primary Health care system – Voluntary Health care Agencies

UNIT - III: HEALTH CARE PLANNING

Health policy – Planning for Health care – Public relations in Health care Administration - World Health Organization (WHO).

UNIT - IV: HOSPITAL ADMINISTRATION

Meaning, Nature and Scope of Hospital Administration – Out-Patients – In-Patients and Emergency Services in Hospital – Manpower Planning in Hospital Administration

UNIT - V: MODERNIZATION IN HEALTH CARE ADMINISTRATION

Modernization in Hospital Administration - Evaluation of Medical Services in Public and Private Hospital – Health Insurance – Access to Health Care System – NGOs and Health Care.

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

REFERENCE BOOKS:

1. Management of Hospitals : Hospital Administration in the 21 Century (4 Vols-Set) S L Goel & R Kumar, New Delhi: Deep & Deep, 2018, Revised Edition.
2. Primary/Rural Health Care System and Hospital Administration S.L. Goel, New Delhi: Deep and Deep, 2010, Health Care System and Hospital Administration

3. Policies and Programmes of Health Care System and Hospital Administration : Health Care System and Hospital Administration -- S.L. Goel, Deep and Deep, 2010
4. Resources of Health Care System and Hospital Administration : Human, Finance and Material. S.L. Goel, Deep and Deep, 2010
5. Secondary and Tertiary Health Care System and Hospital Administration. S.L. Goel, Deep and Deep, 2010

FURTHER READING:

1. Encyclopaedia of Hospital Administration and Management (10 Vols-Set) C Charles, New Delhi: Anmol, 2007
2. Hospital Administration and Management : Theory and Practice S L Goel and R Kumar, New Delhi: Deep and Deep, 2007
3. Management Techniques and Good Governance in Health Care System and Hospital Administration S.L. Goel, New Delhi: Deep and Deep, 2010
4. Emerging and Thrust Areas of Health Care System and Hospital Administration. S.L. Goel, Deep and Deep, 2010.
5. Goel S.L (1984) Hospital Administration Delhi: Sterling Publishers Pvt. Ltd.
6. Goel S.L and R.Kumar (1986) Hospital Administration and Management.
7. Kumar arun (2000) Encyclopedia of hospital administration and development, Anmol Publication, Delhi.
8. Kumar, Arun (2000) Health Administration Anmol Publication, 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 12 : E–Governance in India	IV	21MPA41C

COURSE LEVEL OUTCOMES:

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

1. Illustrate the traditional administration.
2. Describe the meaning and importance of e-governance.
3. Estimate the power of information society.
4. Define Good Governance and describe the features and significance of it.
5. Evaluate the citizen data base human development.
6. Recognize the IT based project.
7. Measure the application of e- governance in public offices.

UNIT – I: REINVENTING GOVERNMENT

Traditional Bureaucracy – Disadvantage – Need for Reforms – Transparency and Accountability – Citizen Friendly Administration- Citizen Charter- Citizens participation in administration – Citizen Centric administration MIS – Information and Communication Technology.

UNIT – II: INTRODUCTION

Concept of Governance and Good Governance Meaning, Nature and Significance of Information Government – E-Governance – Approaches to E-Governance – New Paradigms in E-Governance., E-Governance as a Change Management Tool – Information society and community empowerment - Challenges for E-Governance.

UNIT – III: RESOURCE AND TECHNIQUES

National E-Governance Plan, E-Governance Initiatives in India, National and State Level Information Technology Policies – National E-Governance Policy - National Informatics Centre – Delivery of Public Service throPGh E-Programmes – Licensing – Tax administration – E-Kiosks.

UNIT – IV: E- GOVERNANCE APPLICATIONS

Citizen Database and Human Development Aadhar Card – Pay roll system –People’s participation in E-Governance - Local Planning – E-Panchayats – E-Governance in Urban Local Bodies - Teleconference – IT Based Project.

UNIT – V: E-GOVERNANCE IN TAMILNADU

Tamil Nadu E-Governance Agency – structure and Functions – Initiative for promoting E-Governance - state family database - nambikkai inaiyam - Online exam, Agencies running E-sevai centres - services, E-District, Mobile Governance in Public service delivery.

PEDAGOGY STRATEGIES:

1. Lecturing
2. Assignment
3. Class room discussion
4. Questioning
5. Formatting schedules

6. Classroom test
7. Problem solving

REFERENCE BOOKS:

1. Srinivasraj.B, E-Governance Techniques: New Century Publications New Delhi,2008.
2. UrmillaReddy, E-Governance in India, Lambert Academic Publication, New Delhi, 2012.
3. Prabhu.C.S.R. E-Governance: Concept and case studies, PHI Publishing House, Private Limited, New Delhi, 2013.
4. Vayunadan, E-Governance Good Governance : Initiatives in India, PHI Publishing House, Private Limited, New Delhi, 2003
5. G Desai, Information Growth and Economic Growth, Rawat Publications, Jaipur, 2005.

FURTHER READING:

1. Sinha.R.P. E-Governance in India, Initiatives and Issues, concept Publishing Company, New Delhi, 2006
2. Ashok AGArwal (Ed.), Governance - Case Studies, University Press India Pvt. Limited, Hyderabad, 2007.
3. B Srinivas Raj, E-Governance Techniques – Indian and Global Experiences, New Century Publications, New Delhi, 2008.
4. Subhash BhatnaGAR, Unlocking E-Government Potential – Concepts, Cases and Practical Insights, Sage, New Delhi, 2009
5. Y.Parthasaradhi et.al., E-governance and Indian Society, Kanishka, New Delhi, 2009.
6. B.C.Smith and D.C .Pitt Computer Revolution and Public Administration, Palgrave, 2007

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 : Environmental Administration in India	IV	21MPA42C

COURSE LEVEL OUTCOMES:

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

1. Describe the Environment and specify the scope, components and importance of Environment.
2. Classify the various forms of pollutions and its effects to be overcome.
3. Analyze the global environmental crisis and its causes and effects.
4. Evaluate the measures taken by the Government and Constitutional Provisions and Protection relate to the Environmental Administration.
5. Estimate the International Efforts to control the Environmental Protection Measures.
6. Differentiate the types of pollution and calculate its effects.
7. Associate the role of Judiciary in the protection of environment.

UNIT – I: INTRODUCTION

Meaning and Definition of Environment – Scope of Environment Administration – Need for the study of Environment Administration - Components of Environment – Importance of the Study of Environmental Administration – Environment Education – Promotion of Environment in Higher Education- Multi Disciplinary Nature of Environment Study – Environment and Globalization.

UNIT – II: STUDY OF POLLUTIONS AND CONTROL MEASURES

Meaning of Environment Pollution – Types of Pollutions – Natural and Manmade pollutions - Soil – Water – Air – Noise – Thermal and Radio Active pollution – Lock Down and Environment Reclamation.

UNIT – III: CURRENT ENVIRONMENTAL CRISIS

Problems of Global Warming – Ozone Depletion – Climate Change – Green House Gases – Acid Rain and – Non Conventional Energies - Nuclear Energy – New Alternate Energy Sources – e-Vehicles- Human Population and Environment – Disaster Management Act-2005

UNIT – IV: ENVIRONMENTAL ADMINISTRATION

MoEFCC – Environment Policy-2006 – Right to Environment – Right AGAINST Environmental Pollution – Directive Principles and Fundamental Rights in Environmental Protection – Environmental Legislations – The Environment Protection Act-1986 – Right to Environment – Right to Development – Indian Judiciary and PIL – Sustainable Development - The National Green Tribunal.

UNIT – V: INTERNATIONAL PROTOCOL AND CONVENTION

The Stockholm Declaration – The UNEP – Kyoto Protocol – Paris Summit - 2016 – Basal Convention – Bonn convention – Ramsar Convention – Information Technology and Environment – Value Based Education – Endangered Species of India - Public Awareness.

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. Dr.S.R. Myneni, Environmental Law, Asia Law House, Allahabad.
2. Benny Joseph, Environmental Studies, Mc Graw Hill Education Pvt., Chennai.
3. Dr. Radha, Environmental Studies, Prasanna Publishers, Chennai.
4. K.R. Gupta, Environmental Legislation in India, Atlantic Publishers & Distributors.
5. Dr. D.K. Asthana & Dr. Meera Asthana, S. Chand & Company, New Delhi.

FURTHER READING:

1. Dr. Punam Sharma and Dr. Rashini Gupta, PGC –NET/SET – Environmental Science, Arihant 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	✓	✓	✓	✓		✓	✓

Year	Subject Title	Semester	Subject Code
2021 – 22 Onwards	Core 14 : Research Methodology	IV	21MPA43C

COURSE LEVEL OUTCOMES:

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

1. Define Research and describe the process, techniques and methods involved in selecting a topic for research.
2. Discuss the meaning of reliability and validity in conducting a research.
3. Analyze the methods and techniques involved in collecting the primary and secondary data.
4. Identify the tools involved in analyzing the data.
5. Design the style of writing the report and measure the impact of plagiarism.
6. Determine the techniques of questionnaire.
7. Discover the methods of conducting a social survey.

UNIT – I: INTRODUCTION

Social Science Research – Objectives, Scope and Need for Social Science Research – Scientific Method in Research - Research in Public Administration.

UNIT – II: TYPES OF RESEARCH

Types of Research – Historical, Explorative, Analytical, and Empirical, Research – Value Dichotomy in Research in Public Administration.

UNIT – III: RESEARCH PROCESS

The Research Process and Concepts – Variables – Review of Literature – Hypothesis – Research Design.

UNIT – IV: RESEARCH TECHNIQUES

Techniques of Data Collection, Observation, Interview, Schedule, Questionnaire – Reliability and Validity, Sampling Techniques – Case Study - Survey

UNIT – V: RESEARCH REPORT

Data Analysis – Interpretation – The Research Report – Role of SPSS in Research – Ethics in Social Science research – Current trends and issues in Research – Mono and multi-disciplinary Research – Citation methods – Plagiarism – Publication Ethics.

PEDAGOGY STRATEGIES:

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

REFERENCE BOOKS:

1. David E McNabb – Research Methods in Public Administration and Non – Profit Management, PHI Learning Pvt. Ltd, New Delhi, 2013,.

2. Kothari C.R Research Methodology-Methods and Techniques. New Age International Publishers, New Delhi 2004
3. Gerald J.Miller Hand book of Research Methods in Public Administration Kaifeng Yang New Yark-2007.
4. Sam Daniel P and Aroma G.Sam, Research Methodology, Gyan Publishing House, 2011.
5. Young Pauline V, Scientific Social Surveys and Research, Printice Hall, New Delhi, 1968.

FURTHER READING:

1. Saravanavel P :Research Methodology, Kitab Mahal, New Delhi 1991.
2. Priyaranjan Dash, Research Methodology, Vrinda Publications, Delhi 2011.

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	Elective IV : Indian Parliamentary System	IV	21MPA44E

COURSE LEVEL OUTCOMES:

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

1. Explain the meaning, kinds and importance of the Legislature
2. Describe the structure and functions of the Indian parliament.
3. Evaluate the functions, sessions and motions of Indian parliament.
4. Analyze the role of the officers who administer Indian parliament.
5. Estimate the parliamentary procedures of the Indian parliament.
6. Classify the different motions of the Indian parliament
7. Distinguish the functioning of the parliamentary committees

UNIT – I: INTRODUCTION

Legislature: Meaning, Importance and kinds - Functions of the Legislature: Law Making and Non-Law making function - Parliamentary democracy

UNIT – II: STRUCTURE OF THE INDIAN PARLIAMENT

Evolution of the Indian Parliament - Lok Sabha: Its structure, composition and powers – Rajya Sabha: Its structure, composition and powers - Whip and his role - Role of president in parliament.

UNIT – III: FUNCTIONING OF THE INDIAN PARLIAMENT

Opening of the parliament - Session by the President - Sessions of the parliament: Budget Session, Monsoon session and Winter session - Question hour: Zero hour - Types of Questions -Unstarred questions, short notice questions, questions by private members - Motions: its kinds: Adjournment motion, Call attention motion, Cut Motions - No confidence motion, censure Resolution - Joint sitting of two houses.

UNIT – IV: OFFICERS OF THE PARLIAMENT

Chairman and Deputy chairman of Lok Sabha – Rajya Sabha - Their Powers and Functions - Parliament Secretariat: Lok Sabha Secretariat: Its Structure and Functions – Rajya Sabha Secretariat and its Structure and Functions - Leader of opposition Lok Sabha.

UNIT – V: PARLIAMENT PROCEDURE

Procedures during the presentation of the Budget - Procedures during the making of the Bill - Parliamentary Committees: Joint Parliamentary committee - Adhoc Committees - Standing Committees - Other Committees - Parliamentary forums: Objectives of the Forum-Parliamentary Groups: Their composition and functions - Private member bill.

PEDAGOGY STRATEGIES:

1. Assignment
2. Class test.

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

REFERENCE BOOKS:

1. ArunShourie, The Parliamentary System In India, Rupa, New Delhi, 2007.
2. Shukla.V.N. Constitution of India, Eastern Book Company, Lucknow, 2013.
3. Basu.D.D.Introduction to The Constitution Of India, Lexis Nexis, Publishing House.
4. Shankar. B.L., Valerian Rodrigues. The Indian Parliament, Oxford University Press, Nagpur 2013, Nodia U.P. 2010
5. M.Laxmikanth. Indian polity, McGraw Hill Education (India) Private Limited.

FURTHER READING:

1. The Indian Parliamentary - Fedral Executive, Published By: Indian Political Science Association.
2. M.Laxmikanth. Pubic Administration, McGraw Hill Education (India) Private Limited.

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 Teachers will follow the lecturing, demonstrating and illustrating methods in the class rooms to make the students understand the syllabus. They will follow two way communications where the students are free to interrupt the teacher in-between the lecture and clarify their doubts if any. The students are asked to write assignment and take seminars to improve their skills. Class tests are also been conducted to improve their memory power.

8 Assessment and Outcome Measurement Methods

The PG students are awarded a maximum of 50 marks as continuous assessment and 50 marks as end semester exam. The question papers for continuous assessment are set, and the answer scripts are evaluated by the course teacher who teaches the course. The components of continuous assessment include written tests, written assignments, and seminar presentations. The end-semester examination question papers are set by external experts outside the College from the panel of question paper setters recommended by the Boards of Studies of the discipline concerned.

A minimum of 50% overall marks is required for a pass in a PG course. There are no minimum marks allotted for continuous assessment. Minimum of 25 marks is compulsory for External

