

**Learning Outcomes based Curriculum Framework
(LOCF)**

for

B. A. (Honours)

PUBLIC ADMINISTRATION

Undergraduate Programme

2019



UNIVERSITY GRANT COMMISSION

Bahadur Shah Zafar Marg

New Delhi – 110002

Foreword

UGC has been taking several initiatives for quality improvement in higher education system in the country. Curriculum revision is one of the focus areas of these initiatives. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the higher educational system. The ever evolving and fast changing educational technology have posed various challenges as far as curriculum in the Higher Educational Institutions (HEIs) is concerned. The curriculum requires to be updated more often keeping in view the latest developments in the society and to address the society's needs from time to time.

The Quality Mandate notified by UGC was discussed in the Conference of Vice-Chancellors and Directors of HEIs during 26-28th July, 2018; wherein it was inter-alia resolved to revise the curriculum based on Learning Outcome Curriculum Framework (LOCF).

Learning Outcome Curriculum Framework (LOCF) aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. Besides this, students will attain various 21st century skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self directed learning etc.. A note on LOCF for undergraduate education is available on the UGC website www.ugc.ac.in. It can serve as guiding documents for all Universities undertaking the task of curriculum revision and adoption of outcome based approach.

To facilitate the process of curriculum based on LOCF approach, UGC had constituted subject specific Expert Committees to develop model curriculum. I feel happy to present the model curriculum to all the HEIs. Universities may revise the curriculum as per their requirement based on this suggestive model within the overall frame work of Choice Based Credit System (CBCS) and LOCF.

I express my gratitude and appreciation for the efforts put in by the Chairperson/Member/Co-opted members/experts of the committees for developing model curriculum. I also take the opportunity to thank Prof. Bhushan Patwardhan, Vice-Chairman, UGC for providing guidance to carry forward this task. My sincere acknowledgement to Prof. Rajnish Jain, Secretary, UGC for all the Administrative support. I also acknowledge the work done by Dr. (Mrs.) Renu Batra, Additional Secretary, UGC for coordinating this important exercise.

All the esteemed Vice-Chancellors are requested to take necessary steps in consultation with the Statutory Authorities of the Universities to revise and implement the curriculum based on the learning outcome based approach to further improve the quality of higher education.

New Delhi
30th July, 2019

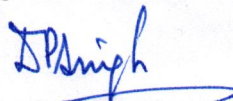

(Prof. D. P. Singh)
Chairman
University Grants Commission

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PREAMBLE

The Learning Outcomes based Curriculum prepared for the B.A. (Hons.) Public Administration subject primarily intends to help the learners in understanding the objectives of studying an Undergraduate 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.

It is worth mentioning here that the B.A. (Hons.) Public Administration Undergraduate Program framed as per the LOCF Guidelines under CBCS is a model for reference and the Higher Education Institutions conducting such academic programmes will have enough freedom in incorporating suitable modifications keeping in view the global, national and regional contexts and skill requirements for various employment sectors. Moreover, the list of readings, web resources, reports etc. are only indicative and do not pre-empt further exploration.

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.

The academic entities offering the B.A. (Hons.) Public Administration programme are expected to encourage their faculty to adopt the suggested pedagogical innovations, in addition to teaching/learning processes recommended, so that the intended Course/ Programme learning outcomes can be achieved.

1. Introduction

The learning outcomes based curriculum framework (LOCF) for B. A. (Hons.) 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. (Hons.) 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. (Hons.) 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.

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. (Hons.) Public Administration

B.A. (Hons.) 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. (Hons.) Public Administration comprise compulsory courses on Introduction to Public Administration, Administrative Theory, Indian Administration, Public Policy and Governance, Public Personnel Administration, Rural Local Governance, Public Financial Administration, Urban Local Governance, Research Methods, Comparative Public Administration, Development Administration and Administrative Ethics and Governance. The Discipline Specific courses are on Regulatory Governance, Health Administration, Administrative Law, Rights Based Governance, Disaster Management, Educational Administration, Environment Policy and Administration, NGOs and Sustainable Development, to cover almost all aspects of public governance. Besides this, skill enhancements courses on Personality Development and Communication Skills, Management of NGOs, Social Audit, E-Governance, Web Based Administration, Secretarial Practice, Training of Community Resource Persons, Negotiation and Conflict Management, Data Base Administration, Monitoring and Evaluation of Development Programs, Service Quality Management, Cyber Crime Administration have also been added to infuse vocational and practical skills among the students of this academic program.

This Learning Outcomes-based Model Curriculum of B. A. (Hons.) 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. (Hons.) Public Administration

The overarching aims of the B. A. (Hons.) 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. (Hons.) 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. (Hons.) Public Administration program: Some of the expected learning outcomes that a student should be able to demonstrate on completion of a B. A. (Hons.) 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. Program Learning Outcomes of B. A. (Hons.) Public Administration

The learner who completes three years undergraduate program in Public Administration would earn an Honours degree in the discipline. The learning outcomes that a student should be able to demonstrate on completion of this Hons. degree level program would involve academic, behavioural and social competencies

5.1 Academic Competence

- Disciplinary knowledge and methods including data analysis and computer literacy.
- Basic professional skills pertaining to psychological testing, assessment and counselling.
- Ability to use skills in specific areas related to chosen specialization (e.g. cognitive, industrial-organizational, clinical, counselling, health, educational, social, community).
- Ability to relate and connect concepts with personal experiences and using critical thinking.
- Curiosity and ability to formulate psychology related problems and using appropriate concepts and methods to solve them.

- Ability to use various e-resources and social media and negotiating with technological challenges.
- Articulation of ideas, scientific writing and authentic reporting, effective presentation skills.
- Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline.

5.2 Personal & Behavioural Competence

- Self-development, health and hygiene, self-regulation skills.
- Developing positive attributes such as empathy, compassion, social participation, and accountability.
- Developing cultural and historical sensibility particularly indigenous traditions, socio- cultural context and diversity.
- Having conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
- Appreciating and tolerating different perspectives.
- Ability to work both independently and in group and dealing effectively with clients and stakeholders, learning the art of negotiation.

5.3 Social Competence

- Collaboration, cooperation and realizing the power of groups and community.
- Analyzing social problems and understanding social dynamics.
- Gender sensitization including gender respect, respect for one's own gender, dealing with gender confusion and gender identity issues.
- Ethical, social and ecological responsibility including acknowledging the dignity and presence of others, awareness of social order, learning of values and social concern reflected through activation of social participates (e.g. village surveys, visiting old age homes and spending time with elderly, orphanage community service etc.).
- Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviour such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.

- Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society)

Index for program learning outcome tables

Table 1 (A)	Core Courses	: Academic Competence
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Table 3 (A)	Skill Enhancement Courses	: Academic Competence
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Table -1 (A) Core Courses														
Program Outcomes	Introduction to Public Administration	Administrative Theory	Indian Administration	Public Policy and Governance	Public Personnel Administration	Rural Local Governance	Regulatory Governance	Public Financial Administration	Urban Local Governance	Environment Policy and Governance	Research Methods	Comparative Public Administration	Development Administration	Administrative Ethics and Governance
Academic Competence														
1.1 Disciplinary knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.2 Professional skills	-	-	-	Y	Y	-	-	Y	-	Y	Y	-	-	-
1.3 Application of skills to chosen specialization	-	-	-	Y	-	-	-	Y	-	Y	Y	-	-	-
1.4 Experimental learning and critical thinking	Y	Y	Y	Y	Y	Y	-	Y	Y	-	Y	Y	-	Y
1.5 Application to administration related problems	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.6 Knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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e of e-resources and social media														
1.7 Skills in scientific writing and effective presentation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.8 Critical evaluation of theoretical approaches	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Table -1(B) Core Courses														
Program Outcome s	Introduct ion to Public Administ ration	Administ rative Theory	Indian Administ ration	Public Policy and Govern ance	Public Personne l Administ ration	Rural Local Govern ance	Regulat ory Govern ance	Public Financial Administ ration	Urban Local Govern ance	Environ ment Policy and Govern ance	Rese arch Meth ods	Compara tive Public Administ ration	Develop ment Administ ration	Administ rative ethics and Governa nce
Personal and Behavioral Competence														
2.1 Self-developm ent & self-regulatio n skills	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.2 Social skills (empathy) and accounta bility	-	Y	-	Y	-	Y	-	-	Y	-	-	-	Y	Y
2.3 Cultural & historical sensibilit y	Y	-	Y	Y	Y	Y	-	Y	Y	Y	-	Y	Y	Y
2.4 Conversa tional competen ce & communi cation skills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2.5 Appreciat ing	Y	Y	Y	Y	Y	Y	-	Y	Y	Y	Y	Y	Y	Y

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diverse perspecti ves														
2.6 Ability to work in groups and teams (negotiati ons)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Hons	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Table -1(C) Core Courses														
Program Outcomes	Introduct ion to Public Administ ration	Administ rative Theory	Indian Administ ration	Public Policy and Govern ance	Public Personne l Administ ration	Rural Local Govern ance	Regula tory govern ance	Public Financial Administ ration	Urban Local Govern ance	Environ ment Policy and Govern ance	Rese arch Meth ods	Compara tive Public Administ ration	Develop ment Administ ration	Administ rative ethics and Governa nce
Social Competence														
3.1Collabo ration, cooperatio n & communit y feel	Y	-	Y	Y	Y	Y	-	Y	Y	Y	-	Y	Y	-
3.2 Understanding social dynamics & social problems	Y	Y	Y	Y	Y	Y	-	Y	Y	Y	Y	Y	Y	Y
3.3 Gender sensitivity & awareness of gender fluidity issues	Y	-	Y	Y	Y	Y	-	Y	Y	Y	-	-	Y	Y
3.4 Ethical, social & ecological responsibil ity	Y	-	Y	Y	Y	Y	-	Y	Y	Y	-	-	Y	Y
3.5 Moral and ethical awareness	Y	Y	Y	-	Y	Y	Y	Y	Y	Y	-	-	Y	Y

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& reasoning														
3.6 Multilevel commitment to health and wellbeing	Y	-	Y	-	-	-	-	Y	Y	Y	-	-	Y	-

Table 2 (A) Discipline Specific Elective Courses						
Program Outcomes	Health Administration	Administrative Law	Right Based Governance	Disaster Management	Educational Administration	NGOs and Sustainable Development
Academic Competence						
1.1 Disciplinary knowledge	Y	Y	Y	Y	Y	Y
1.2 Professional skills	-	Y	Y	Y	Y	Y
1.3 Application of skills to chosen specialization	-	Y	Y	Y	Y	Y
1.4 Experimental learning and critical thinking	-	Y	Y	Y	Y	Y
1.5 Application to administration related problems	Y	Y	Y	Y	Y	Y
1.6 Knowledge of e-resources and social media	Y	Y	Y	Y	Y	Y
1.7 Skills in scientific writing and effective presentation	Y	Y	Y	Y	Y	Y
1.8 Critical evaluation of theoretical approaches	-	Y	Y	Y	Y	Y

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Table 2 (B) Discipline Specific Elective Courses						
Program Outcomes	Health Administration	Administrative Law	Right Based Governance	Disaster Management	Educational Administration	NGOs and Sustainable Development
Personal & Behavioral Competence						
2.1 Self-development & self-regulation skills	-	-	Y	-	Y	Y
2.2 Social skills (empathy) and accountability	-	-	Y	Y	Y	Y
2.3 Cultural & historical sensibility	-	Y	Y	-	Y	Y
2.4 Conversational competence & communication skills	Y	Y	Y	Y	Y	Y
2.5 Appreciating diverse perspectives	-	-	Y	Y	Y	Y
2.6 Ability to work in groups and teams (negotiations)	Y	Y	Y	Y	Y	Y

B A Hons Program	1	2	3	4	5	6
Table -2(C) Discipline Specific Elective Courses						
Program Outcomes	Health Administration	Administrative Law	Right Based Governance	Disaster Management	Educational Administration	NGOs and Sustainable Development
Social Competence						
3.1 Collaboration, cooperation & community feel	Y	-	Y	Y	Y	Y
3.2 Understanding social dynamics & social problems	Y	-	Y	Y	Y	Y
3.3 Gender sensitivity & awareness of gender fluidity issues	Y	-	Y	Y	Y	Y
3.4 Ethical, social & ecological responsibility	-	-	Y	Y	Y	Y
3.5 Moral and ethical awareness & reasoning	Y	Y	Y	Y	Y	Y
3.6 Multilevel commitment to health and wellbeing	Y	-	Y	-	-	-

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Table -3(A) Skill Enhancement Courses												
Program Outcomes	Personality Development & Communication Skills	Management of NGOs	Social Audit	E-Governance	Web Based Administration	Secretarial Practice	Training of Community Resource Persons	Negotiation and Conflict Management	Data Base Administration	Monitoring and Evaluation of Development Programs	Service Quality Management	Cyber Crime Administration
Academic Competence												
1.1 Disciplinary knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.2 Professional skills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.3 Application of skills to chosen specialization	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.4 Experiential learning and critical thinking	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.5 Application to administrative related problems	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.6 Knowledge of e-resources and social media	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.7 Skills in scientific	Y	Y	Y			Y	Y	Y	Y	Y	Y	

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writing and effective presentation												
1.8 Critical evaluation of theoretical approaches	Y	Y	Y				Y	Y	Y	Y	Y	Y

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Table -3(B) Skill Enhancement Courses												
Program Outcomes	Personality Development & Communication Skills	Management of NGOs	Social Audit	E-Governance	Web Based Administration	Secretarial Practice	Training of Community Resource Persons	Negotiation and Conflict Management	Data Base Administration	Monitoring and Evaluation of Development Programs	Service Quality Management	Cyber Crime Administration
Personal and Behavioral Competence												
2.1 Self-development & self-regulation skills	Y					Y	Y	Y			Y	
2.2 Social skills (empathy) and accountability	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y
2.3 Cultural & historical sensibility	Y	Y	Y			Y	Y	Y		Y		
2.4 Conversational competence & communication skills	Y	Y	Y			Y	Y	Y		Y	Y	Y
2.5 Appreciating diverse perspectives	Y	Y	Y			Y	Y	Y		Y		
2.6 Ability to work in groups and teams (negotiations)	Y	Y	Y	Y	Y		Y	Y		Y	Y	Y

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Table -3(C) Skill Enhancement Courses												
Program Outcomes	Personality Development & Communication Skills	Management of NGOs	Social Audit	E-Governance	Web Based Administration	Secretarial Practice	Training of Community Resources	Negotiation and Conflict Management	Data Base Administration	Monitoring and Evaluation of Development Programs	Service Quality Management	Cyber Crime Administration
Social Competence												
3.1 Collaboration, cooperation & community feel	Y	Y	Y			Y	Y	Y		Y	Y	
3.2 Understanding social dynamics & social problems	Y	Y	Y			Y	Y	Y		Y	Y	Y
3.3 Gender sensitivity & awareness of gender fluidity issues	Y	Y	Y			Y	Y	Y		Y	Y	Y
3.4 Ethical, social & ecological responsibility	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
3.5 Moral and ethical awareness & reasoning	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

1. Structure of B. A. (Hons.) Public Administration

The aims of B A (Hons.) Public Administration are achieved by Core (Foundation) Courses and Elective (Specialization) Courses. The Core Courses are essential to provide basic knowledge of a discipline and framed to promote common educational premises for the same. The specialized courses, on the other hand, allow the students to acquire knowledge in various specializations and subject combinations as per the CBCS requirements.

The courses are planned in a manner that the generic or foundational courses along with courses focusing on skill, with a wide range of application, are covered during the first two years of the undergraduate program. Specialized courses to prepare students to build professional competence can be introduced in later semesters. It is pertinent to understand that the educational institutions in India have varied level of physical infrastructure, faculty strength, academic resources and availability of expertise; therefore, the basket of courses or specialized courses of discipline to be offered to students would vary from institution to institution. Efforts need to be made to provide diversity of courses and specializations in order to develop necessary skills to enhance employment opportunities.

The courses under CBCS are designed to have a strong interface between regular and online learning modes, thereby, actively utilizing national knowledge network resources. It is expected that the faculty would utilize both virtual and physical class rooms through video lectures, small group discussions, tutorials and individual presentations. Community engagement may be incorporated through socially driven small scale research projects, workshops, field training exercises and simulations utilizing currently available knowledge systems and technological facilities. The credit system used in this curriculum requires 40-50 hours (minimum) of active academic engagement for one course in one semester.

6.1 Course Learning Outcomes

This document gives autonomy and freedom to the Board of Studies to design the structure and choose the course for the undergraduate program. This framework is not to create a uniform course across the country, but to reinforce the cornerstones of good quality, respect local concerns and equal global standards. Four kinds of courses have been suggested here

- 1) Core Courses (CC), 2) Elective or Discipline Specific Elective Courses (DSC), 3) Skill Enhancement Courses and 4) General Elective Courses (GEC).

Core Courses (CC):

These are the courses which provide the basic understanding of the discipline of Public Administration. As stated earlier, Indian educational institutions are endowed with varying levels of physical, academic and human resources and also provided the autonomy to decide the structure of their undergraduate programmes and courses to be taught. However, in order to maintain a requisite standard certain core courses must be included in an academic program. This helps in providing a universal recognition to the said academic program. The Core courses in the B A (Hons.) programme are:

1. Introduction to Public Administration
2. Administrative Theory
3. Indian Administration
4. Public Policy and Governance
5. Public Personnel Administration
6. Rural Local Governance
7. Regulatory Governance
8. Public Financial Administration
9. Urban Local Governance
10. Environment Policy and Administration
11. Research Methods
12. Comparative Public Administration
13. Development Administration
14. Administrative Ethics and Governance

Discipline Specific Elective Courses:

These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature. They are listed below:

1. Health Administration
2. Administrative Law
3. Rights Based Governance
4. Disaster Management
5. Educational Administration
6. NGOs and Sustainable Development

Skill Enhancement Courses

These courses focus on developing skills or proficiencies in the student, and aim at providing hands-on training. Skill enhancement courses can be opted by the students of any other discipline, but are highly suitable for students pursuing their academic program in Public Administration. The suggested courses are:

1. Personality Development and Communication Skills
2. Management of NGOs
3. Social Audit
4. E-Governance
5. Web Based Administration
6. Secretarial Practice
7. Training of Community Resource Persons
8. Negotiation and Conflict Management
9. Data Base Administration
10. Monitoring and Evaluation of Development Programmes
11. Service Quality Management

12. Cyber Crime Administration

Generic Elective Courses:

The Generic Elective courses are designed for the students who are pursuing graduation degree program other than in the discipline of Public Administration. The students pursuing degree in Public Administration program have to opt General Elective course offered by other disciplines as per the CBCS policy and availability of resources with the educational institution. In other words, the scope of the General Elective Courses is very wide owing to the diversity of the disciplinary background from which students opt these courses. A list of courses which may be offered in the Public Administration as an Generic Elective Courses includes:

1. Introduction to Public Administration
2. Indian Administration

Credit Scheme

Universities may have the freedom to address the teaching requirements according to local, and regional conditions. The credits earned would depend on the scheme adopted by the University for the various subjects. It is expected that one course should carry 4 credits if it is taught for four hours throughout the week as per the UGC norms. The 6 credits formula will be used as follows:

One theory period of one hour = 1 credit

One tutorial period of one hour = 1 credit

Two practicum period of one hour = 1 credit

Course Credit

Theory courses with tutorial per week: 5 hour + 1 tutorial for a group of 10 students of one hour (6 Credits)

Skill Enhancement Courses per week; 2 hour theory + 4 Practical for a group of 10 students (4 Credits)

Course Structure
B. A. (Hons.) Public Administration

Total Credits: 148

Semes ter (Credi ts)	Core Courses (CC) Total Credits: 14x6= 84	Ability Enhancement Compulsory Courses (AECC) Total Credits: 2x4=08	Skill Enhancement Courses (SEC) Total Credits: 2x4=08	Discipline Specific Elective Courses (DSE) Total Credits: 04x6=24	Generic Elective Courses (GE) (For other than Public Administrat ion students) 04x6=24
I (22)	DSC- 01: Introduction to Public Administral ion	AECC-1: English/Hindi/MI L Communication/ Environmental Science			GE1: Introduction to Public Administrati on
	DSC-02: Administrat ive Theory				
II (22)	DSC- 03:Indian Administrat ion	AECC-2: Environmental Science/English/H indi/ MIL Communication			GE2: Indian Administrati on
	DSC-04: Public Policy and Governance				
III (28)	DSC-05: Public Personnel Administrat ion		SEC 1: (Any ONE of following): 1.Personality Development and		GE3: Comparative Public Administrati on

			Communication Skill 2. Management of NGOs 3. Social Audit 4. E-Governance 5. Web Based Administration 6. Secretarial Practice		
	DSC-06: Rural Local Governance				
	DSC-07: Regulatory Governance				
IV(28)	DSC-08: Public Financial Administration		SEC 2: (Any ONE of following): 7. Training of Community Resource Persons 8. Negotiation and Conflict Management 9. Data Base Administration 10. Monitoring and Evaluation of Development Programmes 11. Service Quality Management 12. Cyber Crime Administration		GE4: Administrative Ethics and Governance
	DSC-09: Urban Local Governance				
	DSC-10: Environmental Policy and Administration				
V (24)	DSC - 11: Research Methods			DSE1: (Any One of following): 1. Health Administration 2. Administrative Law 3. Rights 4. Based Governance	

	DSC 12: Comparative Public Administration			DSE-2:(Any ONE of following): 1.Health Administration 2.Administrative Law 3.Rights Based Governance	
VI (24)	DSC 13: Development Administration			DSE-3: (Any ONE of following): 4.Disaster Management 5.Educational Administration 6.NGOs and Sustainable Development	
	DSC 14: Administrative Ethics and Governance			DSE-4: (Any ONE of the following): 4.Disaster Management 5.Educational Administration 6.NGOs and Sustainable Development	

A. CORE COURSES(C)

Credits: 06 each

Semester-I

1. Introduction to Public Administration
2. Administrative Theory

Semester-II

3. Indian Administration
4. Public Policy and Governance

Semester-III

5. Public Personnel Administration
6. Rural Local Governance
7. Regulatory Governance

Semester-IV

8. Public Financial Administration
9. Urban Local Governance
10. Environmental Policy and Administration

Semester-V

11. Research Methods
12. Comparative Public Administration

Semester-VI

13. Development Administration
14. Administrative Ethics and Governance

B. DISCIPLINE SPECIFIC ELECTIVE COURSES(DSE)

Credits: 06 each (4 courses to be selected)

Semester-V

1. Health Administration
2. Administrative Law
3. Rights Based Governance

Semester-VI

4. Disaster Management

5. Educational Administration
6. NGOs and Sustainable Development

C. SKILL ENHANCEMENT COURSES (SEC)

Credits: 04 each (02 courses to be selected)

Semester-III

1. Personality Development and Communication Skills
2. Management of NGOs
3. Social Audit
4. E-Governance
5. Web Based Administration
6. Secretarial Practice

Semester-IV

7. Training of Community Resource Persons
8. Negotiation and Conflict Management
9. Data Base Administration
10. Monitoring and Evaluation of Development Programmes
11. Service Quality Management
12. Cyber Crime Administration

D. GENERIC ELECTIVE COURSES (GE)

Credits: 06 each (For other Under-Graduate Programmes)

Semester-I

1. Introduction to Public Administration

Semester-II

2. Indian Administration

Semester-III

3. Comparative Public Administration

Semester-IV

4. Administrative Ethics and Governance

Note:

1. *Universities/Institutions/Departments may wish to add more courses under category C depending on the availability of specialists and other required resources.*

- 2. Any major deviation in the category A (core courses) is likely to impact the very philosophy of LOCF in Public Administration.*
- 3. Departments/Boards of Studies/ Universities should have freedom to arrange courses in the order they deem fit with justification.*
- 4. Whenever stakeholders seek to introduce modifications or alterations in the LOCF or CBCS guidelines, they are (a) expected to have adequate and transparent justifications to do so, and (b) to notify the UGC regarding the changes and the justifications thereof.*

SEMESTER-WISE SCHEDULE

SEMESTER - I

COMPULSORY CORE COURSES

Course Code: BA/HON/01/PA/CC-01

Credits: 6

INTRODUCTION TO PUBLIC ADMINISTRATION

Learning outcomes

1. Awareness about the evolution and growth of the discipline of Public Administration.
2. Learning of basic principles and approaches of Public Administration.
3. Theoretical clarity of basic concepts and dynamics (both ecological and others) relating to Public organizations.

Teaching – Learning methods

Pedagogical methods such as class room lectures and students-teacher interactions, group discussion, quiz, seminar and assignment etc will be used.

Assessment methods

Summative assessment method comprising of assignment, internal/term examination, regularity in classes and end semester final examination.

UNIT – I

Public Administration as a Discipline: Meaning, Nature, Scope, Dimensions and Significance of the discipline and its relations with Political Science, Management, Law and Economics. Public and Private Administration. Evolution of Public Administration, Minnowbrook Conferences (I, II & III)

UNIT – II

Growth and Trends in Public Administration: New Public Administration (NPA), New Public Management (NPM), Globalization and Public Administration, Paradigm Shift from Government to Governance, New Public Service (NPS), Feminist Perspectives

UNIT – III

Organization and its Principles: Organization: Meaning, Basis and Forms of Organizations. Principles of Organization: Hierarchy, Unity of Command, Span of Control, Coordination, Authority and Responsibility, Supervision and Control, Centralization, Decentralization and Delegation

UNIT-IV

Chief Executive, Leadership and Accountability: Chief Executive: Meaning, Types, Functions and Role; Line, Staff and Auxiliary Agencies; Headquarter and Field relationships; Decision Making; Communication; Leadership; Accountability

Recommended Readings:

Avasthti, A and Maheshwari, S R (2013) Public Administration. Lakshmi Narain Agarwal: Agra

Basu, Rumki (2008) Public Administration: Concepts and Theories. Sterling Publishers: New Delhi

Bhagwan, Vishnoo; Bhushan, Vidhya and Mohla, Vandana (2010) Public Administration. S. Chand: Jalandhar

Bhambri, C. P. (2010) Public Administration Theory and Practice(21stEdition). Educational Publishers: Meerut

Bhattacharaya, Mohit (2008) New Horizons of Public Administration. Jawahar Publishers and Distributors: New Delhi

Bhattacharya, Mohit (2000) Public Administration. World Press: Calcutta

Bhattacharya, Mohit (2012) Public Administration: Issues and Perspective. Jawahar Publishers and Distributors: New Delhi

Chakrabarty, Bidyut and Chand, Prakash (2012) Public Administration in a Globalizing World: Theories and Practices. Sage: New Delhi

- Denhardt, Janet V and Denhardt, Robert B (2015) *The New Public Service: Serving, Not Steering* (4th Edition). Routledge: New York
- Drucker, Peter F (1993) *Management: Tasks, Responsibilities, Practices*. Harper Collins: New York
- Drucker, Peter F (2008) *The Essential Drucker*. Harper Collins: New York
- Dunleavy, P (1992) *Democracy, Bureaucracy and Public Choice*. Harvester Wheatsheaf: Aldershot, UK
- Fesler, James W (2007) *Elements of Public Administration*. Read Books: Worcestershire, UK
- Ghuman, B.S. (2001) *New Public Management: Theory and Practice*, Indian Journal of Public Administration, Vol. XLVII, No. 4, pp.769-779
- Golembiewsky, R. T. (1977). *Public Administration as a Developing Discipline –Part 2*. Marcel Dekker: New York
- Goodnow, Frank J (2009) *Politics and Administration: A Study in Government* Originally published by MacMillan in 1900, Fifth Printing. Transaction Publishers: New Brunswick, New Jersey
- Henry, Nicholas (2013). *Public Administration and Public Affairs* (13th Edition). Taylor and Francis: New York
- Hood, Christopher (1989) *Public Administration and Public Policy: Intellectual Challenges for the 1990's*, Australian Journal of Public Administration, 48:3466-58
- Hood, Christopher and Dixon, Ruth (2015) *A Government That Worked Better and Cost Less?: Evaluating three Decades of Reform and Change in UK Central Government*. Oxford University Press: Oxford
- Koontz, H. and O'Donnell, Cyril (1986) *Principles of Management* (4th Edition). McGraw Hill education: Tokyo
- Marx, Fritz Morstein (ed.) (1946). *Elements of Public Administration*. Prentice Hall: New York
- Laxmikanth, M (2011) *Public Administration*. Tata McGraw: New Delhi
- Marini, F (1971) *Towards a New Public Administration*. Chandler: Scranton, PA
- Medury, Uma (2010) *Public Administration in the Globalization Era – The New Public Management Perspective*. Orient Blackswan: New Delhi

- Nigro, Felix A, and Nigro, Lloyd G(1988). Modern Public Administration (7thEdition) HarperCollins : New York
- Niskanen Jr., William A (2007) Bureaucracy and Representative Government. Aldine-Atherton : Chicago
- Osborne, D and Gaebler, T (1992) Reinventing Government. Penguin Press: New York
- Osborne, David and Gaebler, Ted (1992) Re-inventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector. Addison Wesley: New York
- Ostrom, Elinor (2015) Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press: Cambridge
- Pfiffner, J M(1960). Administrative Organization. Prentice Hall: New York
- Raadschelders, Jos C N (2011) Public Administration: The Interdisciplinary Study of Government. Oxford University Press: New York
- Robinson, Mark (2015) From Old Public Administration to the New Public Service – Implications for Public Sector Reform in Developing Countries. UNDP Global Centre for Public Service Excellence: Singapore
- Rosenbloom, David H; Kravchuk, Robert S and Clerkin Richard M (2009) Public Administration: Understanding Management, Politics and Law in Public Sector (8th Edition). McGraw Hill : New Delhi
- Shafritz, Jay M and Hyde, Albert C (Eds.)(2012) Classics of Public Administration (8thEdition). Cengage Learning: Singapore
- Shafritz, Jay M; Russel, E W; Borick, Christopher P and Hyde, Albert C (2017) Introducing Public Administration (9th Edition). Routledge: New York
- Sharma, M P and Sadana, B L (2000) Public Administration in Theory and Practice. Kitab Mahal: New Delhi
- Simon, Herbert A (1947) Administrative Behaviour: A Study of Decision Making Processes in Administrative Organizations (4thEdition). Free Press: New York
- Stivers, Camila M (2002) Gender Images in Public Administration: Legitimacy and the Administrative State. Sage Publications: Thousand Oaks, CA
- Urwick, L F and Gulick, L (Eds.) (1937) Papers in the Science of Administration. Columbia University Press: New York

Vickers, John and Yarrow, George (1988) Privatization: An Economic Analysis. MIT Press: Cambridge

Waldo, Dwight (1955) The Study of Public Administration. Random House:

White, Leonard D. (1948) Introduction to the Study of Public Administration (Originally published in 1926) (3rd Edition). MacMillan: New York

Course Code: BA/HON/01/PA/CC-02

Credits: 6

ADMINISTRATIVE THEORY

Learning outcomes

1. Acquiring the knowledge of the elements, theories and principles of Public Administration as a discipline
2. Ability to appraise and update about the developments taking place in the discipline of Public Administration
3. Capacity to understand the dynamics and role of the bureaucracy and administration

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminars and assignment would be used to deliver the course.

Assessment methods

The students are to be evaluated on the basis of their regularity in attending classes, participation in class room interactions, discussions and quizzes, written, assignments, presentations, mid-term and end-semester examination.

UNIT - I

Indian and Classical Theories: Kautilya; Scientific management (Taylor and his associates); Bureaucratic theory of organization (Weber); Administrative management theory (Henry Fayol, Luther Gulick and others).

UNIT – II

Human Relations and Behavioural Theories: Human Relations theory (Elton Mayo and his Colleagues); Behavioral theory (Chester Barnard and Herbert Simon)

UNIT – III

Administrative Behaviour Theories: Leadership; Communication; and Motivation (Maslow and Herzberg)

UNIT – IV

Modern Administrative Theories: Minnowbrook Perspectives; New Public Service; and Post Modernism

Recommended Readings:

Allen, V L (1975) Social Analysis. Longman : London

Appleby, Paul (1947) Toward Better Public Administration, Public Administration Review, Vol. 7, No. 2, Pp. 93–99

Blau, P M (1987) Bureaucracy in Modern Society. Random House: New York

Clapp, Gordon (1948) Public Administration in an Advancing South, Public Administration Review Vol. 8, No. 2. Pp. 169–75

Denhardt, Robert B and Denhardt, Janet V (2009) Public Administration: An Action Orientation (6th Edition). Thomson Wadsworth: Belmont CA

Etzioni, A (1964) Modern Organizations. Prentice Hall: New Delhi

Foucault, M (1975) Discipline and Punishment. Penguin: Harmondsworth

George, C S (1974) The History of Management Thought. Prentice Hall: New Delhi

Gross, B (1968) Organizations and their Managing. Free Press: New York

Hofstede, G and Kassem, M S (1976) European Contributions to Organization Theory. Van Nostrand: Assen

Jerzy, Z (1922) History of Social Thought. West Post: Greenwood

Kettl, Donald and Fesler, James (2009) The Politics of the Administrative Process. CQ Press: Washington DC

Laxmikanth, M (2017) Administrative Theory. McGraw Hill Education: New Delhi

McKinney, Jerome B and Howard, Lawrence C (1998) Public Administration: Balancing Power and Accountability (2nd Edition). Praeger Publishing: Westport, Connecticut, London

- Mouzelis, N P (2009) Organization and Bureaucracy – An Analysis of Modern Theories. Routledge: London
- Ostrom (2015) Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press: Cambridge, UK
- Peters, T (1994) Liberation Management. Fawcett Columbine: New York
- Pollard, H R (1978) Further Development in Management Thought. Heinemann: London
- Pollard, S (1965) The Genesis of Modern Management. Arnold: London
- Prasad, D R; Prasad, V S; Satyanarayana, P; and Pardhasaradhi, Y (2017) Administrative Thinkers. Sterling: New Delhi
- Pugh D S; Hickson D J and Hinings, C R (2007) Writers on Organizations. Penguin: Harmondsworth, UK
- Rabin, Jack; Bartley, Hildreth W and Gerard J Miller (Eds.) (1989) Handbook of Public Administration. Marcel Dekker: New York
- Shafritz, J M, and Hyde, Albert C (2007) Classics of Public Administration (8th Edition). Cengage Learning Inc: Boston
- Silverman, D (2008) The Theory of Organizations. Heinemann: London
- Waldo, D (1948) The Administrative State. Ronald Press: New York
- White, Leonard D (1948) Introduction to the Study of Public Administration (3rd Edition). Macmillan: New York
- Wilson, Woodrow (June, 1887) The Study of Administration, Political Science Quarterly, Vol. 2, No. 2. Pp.197-222
- Wren, Daniel A and Bedeian, Arthur G (2009) The Evolution of Management Thought, (6th Edition). John Wiley & Sons: New York

SEMESTER - II

COMPULSORY CORE COURSES

Course Code: BA/HON/02/PA/CC-03

Credits: 6

INDIAN ADMINISTRATION

Learning outcomes

1. Knowledge about the evolution and growth of Indian Administration
 2. Familiarity with the constitutional framework on which Indian Administration is based.
 3. Grasping the role of Union Executive
 4. Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general
 5. Delineating the constitutional provisions and dynamics of union -state relationships
 6. Awareness about the institutions and mechanism in force for citizen-state interface

Teaching Learning methods

Conventional class room method supplemented with class room interactions, discussions, case studies, workshops on specific themes, independent/group project work on an organization/ administrative mechanism and e-resources in the form of films/videos.

Assessment methods

Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end semester examination will help in evaluating the learning levels of students.

UNIT – I

Evolution & Constitutional Framework: Evolution of Indian Administration during Ancient, Medieval and British period; Constitutional Framework of Indian Administration; and Salient Features of Indian Administration

UNIT – II

Union Government: President; Prime Minister & Council of Ministers; Central Secretariat, Cabinet Secretariat, Cabinet Committees, Prime Minister Office; Ministry of Home Affairs and Finance Ministry.

UNIT – III

Constitutional Institutions, Union State Relations & Control over Administration: Election Commission of India; Union Public Service Commission; Union State Relations (Legislative, Executive and Financial); Parliamentary, Executive and Judicial Control over Administration

UNIT - IV

Citizen and State Interface: Citizens' Grievances Redressal Institutions and Mechanisms; Institutional Mechanism for Prevention of Corruption: Central Vigilance Commission; Lok Pal and Lok Ayukta; Politician and Civil Servant relationship.

Recommended Readings:

Arora, Ramesh K. and Goyal, Rajni (1997) Indian Public Administration: Institutions and Issues. New Age International Publishers: New Delhi

Avasthi, A and Avasthi, A P (2004) Indian Administration. Laksmi Narain Aggarwal: Agra

Balfour, Lady Betty (2015) Lord Lytton's Indian Administration 1876-1880 The Untold History. Gyan Books: New Delhi

Basu, D D (2013) Introduction to the Constitution of India (21st Edition). Lexus Nexus: New Delhi

Chakraborty, Bidyut (2016) Indian Administration. Sage: New Delhi

Cott, J E Woola (1986) British Rule in India. Anmol: Delhi

- Fadia, B L and Fadia, Kuldeep (2017) Indian Administration, (New Edition). Sahitya Bhawan: Agra
- Ghuman, B S; Monga, Anil and Johal, Ramanjit Kaur (Eds.) (2012) Corruption and Quality of Governance: Experiences of Select Commonwealth Countries. Aalekh Publishers: Jaipur
- Kangle R P (1972) The Kautilya Arthshastra. Motilal Banarsidass: New Delhi
- Kapur, Devesh; Mehta, Pratap Bhanu and Vaishnav, Milan (Eds.) (2017) Rethinking Public Institutions in India. Oxford University Press: New Delhi
- Maheshwari, S R (2000) Indian Administration. Orient Longman: New Delhi
- Palmer, N D (1961) Indian Political System. George Allen and Unwin : London
- Sarkar, Jadunath Sir (1972) Mughal Administration. M.C. Sarkar: Calcutta
- Sharma, Ashok(2016) Administrative Institutions in India. RBSA Publishers: Jaipur
- Sharma, M (2007) Indian Administration. Anmol: New Delhi
- Sharma, Prabhu Datta and Sharma, B M(2009) Indian Administration: Retrospect and Prospect. Rawat Publications: Jaipur
- Singh, M and Singh, H (1989) Public Administration in India. Sterling Publishers: New Delhi

Course Code: BA/HON/02/PA/CC-04

Credits: 6

PUBLIC POLICY AND GOVERNANCE

Learning outcomes

1. Understanding the basic concepts such as public policy, policy analysis, public policy process and governance
2. Knowledge of different stages of the Public policy process in terms of theoretical formulation and the process
3. Necessary competence to undertake policy analysis

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional class room lectures, class room discussions and interactions, seminars, quizzes, case study analysis, allotted assignments and student presentations on various aspects of policy science incorporated in the course.

Assessment methods

The summative assessment method comprising of regularity in attendance, class room interactions and assignments (preferably case study based), mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction: Public Policy: Concept, Significance and Scope. Policy Analysis: Concept and Significance. Public Policy Approaches and Models with special reference to the Incrementalist and Rationalist Paradigms

UNIT – II

Concepts and Theories of Governance: Governance as per the World Bank, UNDP and others; Public Choice Theory, Public Value Theory; Governance as Theory, Governance and Public Governance; Role of State, Market and Civil Society in Governance

UNIT-III

Role of Various stakeholders in Public Policy Making Process: Role of Legislature, Executive, Judiciary, Planning Machinery at the Central and State levels in Policy Making. Role of other Stakeholders in Policy-making: Political Parties, Interest Groups, Mass Media

UNIT - IV

Public Policy Implementation and Evaluation: Approaches to Policy Implementation, Role of Executive (with special reference to Bureaucracy), Legislature, Judiciary, Non-Governmental Organisations, Pressure Groups. Issues in Public Policy Implementation. Policy Evaluation: Approaches to Policy Evaluation: Criteria for Evaluation. Issues in Policy Evaluation

Recommended Readings:

- Anderson, J E (2005) Public Policy Making (6th Edition). Houghton Mifflin: New York
- Ayyar, Vaidyanathan R V (2009) Public Policy Making in India. Pearson: New Delhi
- Basu, D D (2011) Constitution of India (20th Edition). Prentice Hall of India: New Delhi
- Chakraborti, Rajesh (2017) Public Policy in India. Oxford University Press: New Delhi
- Chakraborty, Bidyut and Chand, Parkash (2016) Public Policy: Concept, Theory and Practice. Sage: New Delhi
- Dolowitz, D P and Marsh, D (2000) Learning from Abroad: The Role of Policy Transfer in Contemporary Policy-Making, Governance: An International Journal of Policy and Administration, 13(1), Pp.5-24.
- Dubhashi, P R (1986) Policy and Performance. Sage: New Delhi
- Dye, Thomas (2002) Understanding Public Policy. Pearson: Singapore /New Delhi

- Ghuman, B S (1994) The Use of Input-Output Analysis in Regional Planning: A Case Study of Punjab. Ajanta Publications: Delhi
- Ghuman, B S (2014) Nehruvian Model of Development Planning: Rhetoric and Reality in Ghuman, Ranjit Singh and Singh, Indervir (Eds.), Nehruvian Economic Philosophy and its Contemporary Relevance. Centre for Research in Rural and Industrial Development: Chandigarh.
- Giuseppe, Marcon (2014) Public Value Theory in the context of Public Sector Modernization in the book Public Value Management, Measurement and Reporting (Studies in Public and Non-Profit Governance), Vol.3, Guthrie, J; Marcon, G; and Farneti, F (Eds.) Emerald Publishing House: Bingley, UK
- Henry, Nicholas (2009) Public Administration and Public Affairs (11th Edition). Prentice Hall: New Jersey
- Laxmikanth, M (2011) Governance in India. Tata McGraw Hill Education : New Delhi
- Madan, K D (1982) Policy Making in Government. Publications Division, Government of India: New Delhi
- McLean, Lain (1991) Public Choice: An Introduction, 1st Edition. Wiley Blackwell:
- Mueller, Dennis C (2003) Public Choice III. Cambridge University Press: Cambridge, UK
- Nagel, S S (1991) Public Policy: Goals, Means and Methods. St. Martin Press: New York
- OECD(2001) Governance in the 21st Century. OECD Publishing: Paris
- OECD(2016) Governance of Regulators' Practices: Accountability, Transparency and Coordination. OECD Publishing: Paris
- Ramulu , Ch. Bala (1991) Public Policies: An Evaluation of Integrated Rural Development Programme. Ajanta Publications: New Delhi
- Russell, Clifford S (Ed.) (1979) Collective Decision Making : Applications from Public Choice Theory. Resources for the Future: Baltimore
- Sapru, R K (2011) Public Policy: Art and Craft of Policy Analysis. (2nd Edition). Prentice Hall of India: New Delhi
- Sarwar, Lateef K (2016) Evolution of World Bank's Thinking on Governance, World Development Background Paper. World Bank: Washington DC
- Singh, Abhay Prasad and Murari, Krishna (2018) Governance: Issues and Challenges (1st Edition). Pearson Education: New Delhi

Tullock, Gordon; Seldon, Arthur and Brady, Gordon L (2002) Government Failure: A Primer in Public Choice. Cato Institute: Washington DC

Turkel, G and Turkel, E (2016) Public Value Theory: Reconciling Public Interests, Administrative Autonomy and Efficiency. Review of Public Administration Management, 4:189.

Udehn, Lars (1996) The Limits of Public Choice: A Sociological Critique of the Economic Theory of Politics. Routledge: New York

World Bank (1992) Governance and Development. World Bank: Washington DC

SEMESTER - III

COMPULSORY CORE COURSES

Course Code: BA/HON/03/PA/CC-05

Credits: 6

PUBLIC PERSONNEL ADMINISTRATION

Learning outcomes

1. Conceptual clarity re. Public personnel Administration, its issues, career systems and other terms covering various aspects of personnel administration
2. Detailed understanding of the Public personnel system of the Indian Republic
3. Critical understanding of issues like Employee associations, Adjudication institutions and processes and Civil Service Reforms

Teaching-Learning methods

Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops on specific personnel issues, assignments to undertake individual/group project work on the role of civil service or any issue related to it and e-resources in the form of films/videos.

Assessment methods

Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end-semester examination will help in evaluating the learning levels of students.

UNIT - I

Introduction: Public Personnel Administration: Meaning, Nature and Scope; Issues in Public Personnel Administration: Neutrality, Ethics and Accountability.

UNIT - II

Civil Service System: Career Systems – Concepts and types; Classification – Concepts and types; Recruitment; Training; Salary; Code of Conduct

UNIT - III

Public Personnel system in India-I: Constitutional Provisions; Classification; Recruitment; Recruitment agencies at the Union and State levels; Training; Salary Administration; Performance Appraisal and Promotion mechanism.

UNIT - IV

Public Personnel system in India-II: Code of Conduct for All India, Central Services and State Civil Services; Disciplinary Action; Employer-Employees Relations-Right to Form Association, Joint-Consultative Council; Central Administrative Tribunal; Recent Civil Service Reforms

Recommended Readings:

Bhayana, S S and Singh S (2016) Public Personnel and Financial Administration (4th Edition). New Academics: Jalandhar

Davar, Rustom S (2008) Personnel Management and Industrial Relations in India (2nd Edition). Vikas Publishing House: New Delhi

Flippo, Edwin B (2008) Principles of Personnel Management (4th Edition). McGraw Hill: Kogakusha

Rabin, Jack; Vocino, Thomas; Hildreth, W Bartley; and Miller, J Gerald (2008) Handbook of Public Personnel Administration. Taylor & Francis: United Kingdom

Koontz, H and O'Donnell, Cyril (2008) Principles of Management (5th Edition). McGraw Hill: Tokyo

Pigors, Paul and Myers, Charles A (1969) Personnel Administration: A Point of View and a Method (6th Edition). McGraw Hill: New York

Sarkaria Commission (1988) Report of the Commission on Centre-State Relations. Government of India: New Delhi. Available on: [interstatecouncil.nic.in/report-of-the-sarkaria-commission/ sarkaria commission report](http://interstatecouncil.nic.in/report-of-the-sarkaria-commission/sarkaria-commission-report)

Saxena, A P (2010) Training and Development in Government. Indian Institute of Public Administration: New Delhi

Second Administrative Reforms Commission (2010) Refurbishing of Personnel Administration - Scaling New Heights - 10th Report. Government of India: New Delhi

Stahl, O Glenn (1971) Public Personnel Administration (6th Edition). Oxford and IBH Publishing : New Delhi

Course Code: BA/HON/03/PA/CC-06

Credits: 6

RURAL LOCAL GOVERNANCE

Learning outcomes

1. Acquiring the theoretical knowledge and understanding of the evolution and growth of rural local governance with special reference to Panchayati raj institutions
2. Gaining insights about composition, role and functions, resources of Panchayati raj institutions
3. Connecting the role and relationships of rural local democratic decentralized institutions (PRIs) with other related issues and institutions

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and students presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction: Evolution and Growth of rural local governance in India focusing on constitutional provisions, community development program and committees and commissions on panchayati raj constituted by the Government of India.

UNIT - II

Panchayati Raj Institutions: 73rd Constitutional Amendment Act, 1992; Gram Sabha – composition, functions and role; Gram Panchayat – composition, functions and role; Panchayat Samiti – composition, functions and role; and Zila Parishad – composition, functions and role

UNIT - III

Institutional Framework for PRIs: District Rural Development Agency; District Planning Committee; State Election Commission; State Finance Commission

UNIT - IV

Issues: Panchayati Raj Finance; Devolution of powers, functions and Activity Mapping; Panchayati Raj Bureaucracy in Rural Development.

Recommended Readings:

Agarwal, Amba (2005) Fiscal Decentralization: Financing of Panchayati Raj Institutions in India. Serial Publications: New Delhi

Baluchamy, S (2004) Panchayati Raj Institutions. Mittal Publications: New Delhi

Bhadouria, B D S and Dubey, V P (1989) Panchayati Raj and Rural Development. Commonwealth Publishers: New Delhi

Biju, M R (2008) Panchayati Raj System in India: A Symbol of Participatory Democracy and Decentralized Development. Kaniska Publication: New Delhi

Dharmaraj, Sengmalam (2008) Panchayati Raj System in India. Abhijeet Publications: New Delhi

Dube, M P and Padalia, Munni (Eds.) (2002) Democratic Decentralization and Panchayati Raj in India. Anamika Publishers: New Delhi

Hochgesang, Thomas W (1994) Rural Local Self-Government in India. NIRD: Hyderabad

Jayal, Niraja Gopal; Prakash, Amit and Sharma, Pradeep Kumar (2007) Local Governance in India – Decentralisation and Beyond, Oxford University Press: New Delhi

Khanna, B S (1992) Rural Development in South Asia. Deep and Deep : New Delhi

Maheshwari, S R (2003) Local Government in India. Lakshmi Narain Agarwal: Agra

- Maheswari, Shriram (2008) Local Government in India, Lakshmi Narain Agarwal: Agra
- Malik, A S (2012) Rural Leadership: Emerging Trends. Deep & Deep Publications: New Delhi
- Mathew, George (1994) Panchayati Raj in India: From Legislation to Movement. ISS: New Delhi
- Mathew, George (Ed.) (2000) Status of Panchayati Raj in States and Union Territories of India 2000. Institute of Social Sciences: New Delhi
- Mathew, George and Jain L C (Eds.) (2005) Decentralisation and Local Governance. Orient Blackswan : New Delhi
- Mathur, Kuldeep (2013) Oxford India Short Introductions: Panchayati Raj. Oxford: New Delhi
- Mathur, S N (1986) Panchayati Raj Bureaucracy and Rural Development. IIPA: New Delhi
- Mathur, S N (1996) New Panchayati Raj in Action. Mittal Publications: New Delhi
- Mathur, S N (1997) Nyaya Panchayats as Instruments of Justice. ISS : New Delhi
- Narwani, G S and Joshi, R P (2002) Panchayat Raaj in India: Emerging Trends Across the States. Rawat Publications: Jaipur
- Oakley, P (1991) Projects with People: The Practice of Participation in Rural Development. ILO: Geneva
- Oakley, Peter and Marsden, David (1984) Approaches to Participation in Rural Development. ILO: Geneva
- Oommen, M A (1995) Devolution of Resources from the State to the Panchayati Raj Institutions. Institute of Social Sciences: New Delhi
- Oommen, M A and Datta, A (1995) Panchayats and their Finance. Institute of Social Sciences : New Delhi
- Ram, D Sundar (2007) Panchayati Raj Reforms in India: Power to the People at the Grassroots. Kanishka Publishers: New Delhi
- Ram, D Sundar (2008) Role of Panchayati Raj Institutions in 60 Years of Independent India: Vision of the Future. Academy of Grassroot Studies and Research: Tirupati
- Ramulu, Ch. Bala (1984) Administration on Anti-Poverty Programme (A study of SFDA). Kakatiya School of Public Administration: Warangal

Ramulu, Ch. Bala (2018) Marginalized Communities and Decentralized Institutions in India-Exclusion and Inclusion Perspective. Routledge, Taylor & Francis: London, UK

Sisodia, Yatinder Singh (2005) Functioning of Panchayat Raj System. Rawat Publications: Jaipur

Sisodia, Yatinder Singh; Bhatt, Ashish; and Dalapati, Tapas Kumar (Eds.) (2018) Two Decades of Panchayati Raj in India: Experiences, Issues, Challenges and Opportunities. Rawat Publications: Jaipur

Venkatesan, Venkatachalam (2002) Institutionalising Panchayati Raj in India. Concept Publishing: New Delhi

Course Code: BA/HON/03/PA/CC-07

Credits: 6

REGULATORY GOVERNANCE

Learning outcomes

1. Attaining a theoretical understanding of administrative process of regulation and regulatory governance
2. Clarity of key concepts and knowledge of theoretical perspectives relating to regulation, regulatory governance and independent regulatory commissions
3. Delineation of the issues of independence, transparency and inhibiting factors and their remedies of regulatory governance in Indian context
4. Exposure to mechanism and efficacy of regulators in various leading sectors

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and students presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction: Regulation – concept, rationale and theories; Regulatory Governance – Concept, significance and limitations; and Independent Regulatory Commission – concept and rationale

UNIT - II

Issues in Regulatory Administration: Independence of regulator; Transparency and accountability of regulator; Failures or inhibiting factors in regulatory Administration and their remedies

UNIT - III

Sectoral Regulation: Telecom – Telecom Regulatory Authority of India (TRAI) - structure, functions and role; Insurance – Insurance Regulatory and Development Authority of India (IRDAI) - structure, functions and role; and Electricity – Central Electricity Regulatory Commission (CERC) - structure, functions and role

UNIT IV

Sectoral Regulation: Higher Education: University Grants Commission (UGC) – composition, functions and role; Food Safety – Food Standards and Safety Authority of India (FSSAI) - structure, functions and role; and Environment – Central Pollution Control Board (CPCB) - composition, functions and role

Recommended Readings:

Baldwin, R; Cave, M and Lodge, M (2011) Understanding Regulation: Theory, Strategy and Practice. Oxford University Press: London

Government of India (2006) Approach to Regulation: Issues and Options. Planning Commission: New Delhi

Government of India (2009) Creating an Effective Regulatory Framework, 13th Report, Chapter-6, Second Administrative Reforms Commission, Ministry of Personnel, Public Grievances and Pensions, Department of Administrative Reforms and Public Grievances: New Delhi

Government of India (2011) Report of the Working Group on Business Regulatory Framework: Towards Optimal Regulatory Government in India: New Delhi Available at: planningcommission.nic.in/aboutus/committee/.../wg,,brf2013.pdf

OECD (2014) Regulatory Enforcement and Inspection: OECD Best Practice Principles for Regulatory Policy. OECD Publishing: Paris

Rosenbloom, D H (1989) Public Administration: Understanding Management, Politics and Law in the Public Sector. McGraw-Hill Book Company: New York

Web Resources:

www.trai.gov.in

www.irdai.gov.in

www.cpcb.nic.in

SKILL ENHANCEMENT COURSES

Course Code: BA/HON/03/PA/SEC-01

Credits: 4

PERSONALITY DEVELOPMENT AND COMMUNICATION SKILLS

Learning outcomes

1. Imparting theoretical knowledge of the concepts such as personality, skills, values, communication, motivation and leadership
2. Developing necessary skill among students to understand themselves based on their theoretical understanding of personality, skills, values, communication, motivation and leadership
3. Helping students in acquiring desired kinds of attitude, etiquettes, communication skills required for rational decision making

Teaching Learning methods

The pedagogy for this skill enhancement course need to be activity oriented. Therefore more emphasis is on class room discussions, classroom seminars, practical activities as identified by the instructor/teacher, in comparison to conventional lecture method are to be used to deliver course contents.

Assessment methods

The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester final examinations is to be used as assessment tool for grading the levels of learning of the students.

UNIT - I

Personality Development, Decision Making and Communication: Personality Development – Concept; Skills and Value orientation of Personality Development; Stages of personality development; factors Affecting Personality development; Personality Traits; Concepts – Creativity: Attitudes and Etiquettes. Communication - meaning, importance,

and communication skills, Verbal & Non Verbal communication. Decision making – meaning, importance, determinant factors, and techniques.

UNIT - II

Managing Self-Mind and Motivation, Leadership and Conflict Resolution: Managing Self- Mind, Body and Soul; Motivation – meaning, theories and types. Leadership – meaning, types, functions and various theories. Conflict – meaning, reasons and consequences. Conflict Resolution: Need and various approaches and institutions

Recommended Readings:

Adair, John (2009) Effective Communication (Revised Edition). Pan MacMillan: London

Ajmani, J C (2012) Good English: Getting it Right. Rupa Publications: New Delhi

Andrews, Sudhir (1988) How to Succeed at Interviews (21st Reprint). Tata McGraw Hill: New Delhi

Baron, Robert A and Misra, Girishwar (2015) Psychology (Indian Sub-continent Edition). Pearson: New Delhi

Becker, Ethan F. and Wortmann, Jon (2009) Mastering Communication at Work: How to Lead, Manage, and Influence?. McGraw Hill: New Delhi

Carmine, Gallo (2014) Talk like Ted: The 9 Public Speaking Secrets of the World's Top Minds. Pan MacMillan : London

Gracia, Helio Fred (2012) The Power of Communication: The Skills to Build Trust, Inspire Loyalty and Lead Effectively. Pearson Education: New Jersey

Heller, Robert (2002)Effective Leadership. D K Publishing: New Delhi

- Hurlock, E B(2006) Personality Development (28th Reprint). Tata McGraw Hill: New Delhi
- Jain, Shashi (2007) Introduction to Psychology (4th Revised Edition). Kalyani Publishers: New Delhi
- Khan, S R (2014) Personality Development. Ramesh Publishing House: Delhi
- Kumar, Pravesh (2005) All About Self-Motivation. Goodwill Publishing House: New Delhi
- Lucas, Stephen (2001) Art of Public Speaking. Tata McGraw Hill: New Delhi
- Mile, D J (2004) Power of Positive Thinking. Rohan Book Company: Delhi
- Morgan, Chifford T; King, Richard A; Weisz, John R and Scopler, John (2014) Introduction to Psychology (7thEdition). McGraw Hill: New Delhi
- Pease, Allan and Pease, Barbara (2017) The Definitive Book of Body Language. Sudha Publications:Delhi
- Prasad, H M (2001) How to Prepare for Group Discussion and Interview. Tata McGraw Hill: New Delhi
- Robbins, P and Judge, Timothy A. (2014) Organizational Behavior (16th Edition). Prentice Hall: New Delhi
- Smith, B (2004) Body Language. Rohan Book Company:Delh

Course Code: BA/HON/03/PA/SEC-02

Credits: 4

MANAGEMENT OF NGOS

Learning outcomes

1. Comprehending the theoretical conceptualization of NGOs and the Public sector
2. Critically understanding the National Policy on Voluntary Sector and Government-NGO interface
3. Knowledge of public and private funding and national and foreign financial contributions to NGOs
4. Understanding capacity building, ethical and accountability concerns
5. Acquiring the necessary skills student to plan and execute projects
6. Acquiring the skills for case study analysis

Teaching Learning methods

The pedagogy of this course needs to comprise of class lectures, case study analysis, class room presentations, debates, discussions and field trips for understanding the work actually undertaken by NGOs. The students will also be trained to formulate a project proposal and be asked to submit for funding to a public/private organisation.

Assessment methods

The performance of the students is to be evaluated on the basis of regularity of attendance, participation in workshops and interactions and submission of allotted assignments including a case study, project proposal and internal and end semester examination.

UNIT - I

Non-Governmental Organisations (NGOs): Concept, Rationale and Scope; National Policy on the Voluntary Sector 2007; NGO-Government Interface in India with special reference to the NITI Ayog, Ministries and Departments. **Organisational Forms and Governance Structures of NGOs:** Trust; Society; Company; NGO-Government & NGO-Private sector partnerships: Rationale and practice; Sources of NGO Funding; Government

and Foreign Grants: Eligibility, Requirements & Procedures with special reference to Foreign Contributions

UNIT - II

Issues, Accountability, Mechanism & Problems: Issues of Governance; Capacity Building; Autonomy; Ethics. Accountability of NGOs: Rationale, Mechanisms and Problems; Formulation of a Welfare/Development Project Proposal including Monitoring and Evaluation arrangements. **Case Studies:** Self Employed Women's Association (SEWA): Organisation, Functions and Working; Red Cross Society of India: Organisation, Functions and Working; Voluntary Action Network India (VANI); and OXFAM India

Recommended Readings:

Bava, N (Ed.) (1997) Non-Government Organisations in Development: Theory and Practice. Kanishka Publishers: New Delhi

Chandra, Suresh (2015) Non-Government Organisations. Rawat: Jaipur

Chatterjee, A (1998) NGOs: An Alternative Democracy in Hiranmay Karlekar Independent India: The First Fifty Years. Indian Council for Cultural Relations and Oxford University Press: New Delhi

Dantwala, M L; Sethi, Harsh and Pravin Visaria (Eds.) (1998) Social Change Through Voluntary Action. Sage Publications: New Delhi

Gangrade, K D and Jain S (1995) NGOs: Retrospect and Prospect. Friedrich Ebert Stiftung: New Delhi

Government of India (1994) An Action Plan to bring about Collaborative Relationship between Voluntary Organizations and Government. CAPART, Government of India: New Delhi (Available at: <http://pcserver.nic.in/ngo/reports.aspx>)

Government of India (2007) Report of the Steering Committee on Voluntary Sector for the Eleventh Five-Year Plan. Planning Commission: New Delhi

Handy, C (1990) Understanding Voluntary Organizations – How to make them Function Effectively?. Penguin Books: London

Jain, N (2009) Handbook for NGOs: An Encyclopaedia for Non-Governmental Organisations and Voluntary Agencies, (I & II). Nabhi Publications: New Delhi

Jain, R B (1995) NGOs in Development Perspective. Vivek Prakashan: New Delhi

Kalima, R. (1992). Where Women are Leaders: The Sewa Movement in India. Vistaar Publications: New Delhi

Khaira, Dahlia (2017) Appreciation & Evaluation of MGNREGA in Punjab. Adroit Publishers: New Delhi

Meher, Nanavaty and Kulkarni P (1998). NGOs in the Changing Scenario. Uppal Publishing House: New Delhi

Planning Commission (2002) Report of the Steering Committee on Voluntary Sector for the Tenth Five-Year Plan: Government of India, Planning Commission: New Delhi (Available at: <http://pcserver.nic.in/ngo/reports.aspx>)

Prasad, K (Ed.) (2000) NGOs and Socio-Economic Development Opportunities. Deep and Deep Publications : New Delhi

Smith-Sreen, P (1995) Accountability in Development Organisations: Experiences of Women Organisations in India. Sage Publication: New Delhi

Web Resources:

Indian Red Cross <http://www.indianredcross.org/>

Mohanty M and Singh A (Eds.) Voluntarism and Government: Policy, Programme and Assistance: Voluntary Action Network India (VANI). <http://pcserver.nic.in/ngo/reports.aspx>

OXFAM India. www.oxfamindia.org.

Planning Commission. (2002) Proceedings of the All India Conference on the Role of the Voluntary Sector in National Development. <http://pcserver.nic.in/ngo/reports.aspx>

Self Employed Women's Association <http://www.sewa.org/>

Voluntary Action Network India. www.Vaniindia.org. (VANI)

Voluntary Organisations Database and Reports <http://pcserver.nic.in/ngo/>

Course Code: BA/HON/03/PA/SEC-03

Credits: 4

SOCIAL AUDIT

Learning outcomes

1. Conceptual and theoretical understanding of social audit
2. Acquiring appropriate skills among students to conduct social audit independently
3. Assimilating social audit process
4. Writing a social audit report

Teaching Learning methods

The pedagogy of this course would comprise of class lectures, case study analysis, debates and discussions, class room presentations and field trips for understanding the practice of social audit on the ground. The students will also be trained to plan a project proposal and asked to conduct a social audit independently and write the project report.

Assessment methods

The students of this course are to be graded based on their comprehension and the skills acquired. The academic performance is to be measured on the basis of their regularity of attendance, individual/group classroom presentations , active interactions and submission of allotted assignments including a case study, mid- and end-semester examination. The project report prepared on the basis of social audit conducted and submitted for evaluation will reflect the level of skill acquired by a student.

UNIT - I

Conceptual Constructs: Meaning, objectives, principles, types, process, advantages and disadvantages; Social Audit Rules 2011; Ecology of social audit; Impediments of Social Audit.

UNIT - II

Application of Social Audit: Tools and modes of social audit; Training module; Case Studies – national and international – for instance Dungarpur, Rajasthan; Ananatur, Andhra Pradesh and likewise from other countries; Project Report (maximum 20 pages)

Recommended Readings:

Aggarwal, Nomita (Ed.) (2003) Social Auditing of Environmental Laws in India. New Century Publications: New Delhi

Eavani, Farzad; Nazari, Kamran and Emami, Mostafa (2012) Social Audit: From Theory to Practice. Journal of Applied Sciences Research, 8(2), Pp. 1174-1179

Rahim, Mia; Mahmudur, Idowu and Samuel, O (2015) Social Audit Regulation Development, Challenges and Opportunities. Springer: Switzerland

Saunders, Peter (1995) Capitalism: A Social Audit (Concept in Social Thought) University of Minnesota Press: Minnesota

Web Resources: Error! Hyperlink reference not valid. Food and Agricultural Organisation (FAO): Training Module on Social Audit <http://www.fao.org/docrep/>
Social Audit Toolkit - Centre for Good Governance

<https://cgg.gov.in/core/uploads/2017/07/Social-Audit-Toolkit-Final.pdf>

UNESCO (2007). Social Audits for Strengthening Accountability: Building Blocks for Human Rights Based Programming; Practice Note <http://unesdoc.unesco.org/images>

Village Resource Persons Training Manual for Social Audit of ... - Nrega
nrega.nic.in/Netnrega/WriteReaddata/Circulars/VRP_TrainingManual.pdf

Course Code: BA/HON/03/PA/SEC-04

Credits: 4

E-GOVERNANCE

Learning outcomes

1. Gaining theoretical understanding about the concept, theory and models of e-governance
2. Learning practical application of e-governance in different walks of life
3. Awareness of various e-governance initiatives undertaken to deliver Public services to the stakeholders
4. Developing necessary skills to use and operate e-governance or digital service delivery

Teaching Learning methods

The pedagogy for this skill enhancement course need to be activity oriented. Therefore, more emphasis is on class room participation, interactions and seminars and practical activities in computer lab as identified by the instructor/teacher, in comparison to conventional lecture method are to be used to deliver course contents.

Assessment methods

After the completion of this course, the students are to be evaluated on the basis of the regularity of their attendance, class room and lab participation, interactions and assignments submitted and finally by conducting mid-term and end semester examination.

UNIT – I

Concepts and Initiatives : Meaning, Definitions, Scope (Including stages and types of interactions in e-Governance) and Significance of e-Governance, Theories of e-Governance (Six perspectives and six theories). Models of e-Governance (The General Information Dissemination Model, the Critical Information Dissemination Model, the Advocacy Model, the Interactive Model). Growth of e-Governance initiatives in India, Pre-National e-Governance Plan and Post NeGP (NeGP 2006). e-Governance Initiatives in the

area of Government to Citizens (G2C), Government to Business (G2B) and Government to Government G2G)

UNIT – II

Legal Framework, Issues & Challenges for e-Governance: I T Act – 2001 (ICT Act and important features of the Act); Information and Cyber Security. e-Readiness; Digital Divide (Gender, Geographic, Economic, Social and Political); Challenges; Resistance to Change, Capacity Building, Adaptation of Technology and Administrative Reforms

Recommended Readings:

Bellamy, Christine and John, Taylor (1998) Governing in the Information Age. Open University Press: Buckingham

Bhatnagar, S C (2004) E-Government: From Vision to Implementation. Sage: New Delhi

Bouwman, Harry; Hooff, Bart van den; Vingaert, Lidwien van de; and Dijk, Jan van (2005) Information and Communication Technology in Organizations: Adoption, Implementation, Uses and Effects, Sage Publications: New Delhi

Gosling, P. (1997) Government in the Digital Age. Government Information Quarterly, Vol. 18, No. ER2. Bowerdean: London

Heeks, Richard (2006) Implementing and Managing eGovernment: An International text. Sage: London

Jones, S. G. (Ed.)(1995) Cyber Society, Computer mediated communication and Community. Sage: Thousand Oaks CA

Kooiman, J. (Ed.) (1993) Modern Governance: New Government – Society Interactions. Sage: London

Layne, K. and Lee J. (2001) Developing Fully Functional e-Government: A Four Stage Model. Government Information Quarterly, 18(2001), pp. 122-36. Elsevier: Manchester UK

Marchionini, G. (1995) Information Seeking in Electronic Environments. The Press Syndicate of the University of Cambridge: New York

Milakovich, Michael E. (2012) Digital Governance - New Technologies for improving Public Service and Participation. Routledge: New York

- Pardhasaradhi, Y. (2009) E-Governance and Indian Society. Kanishka: New Delhi
- Raab, C. Bellamy; C. Staylor, J. ; Dutton, W. H. and Peltu, M. (1996) The information polity: electronic democracy, privacy and surveillance, in W.H. Dutton (Ed.) Information and Communication Technologies; Visions and Realities. Oxford University Press: Oxford
- Satyanarayana, J. (2006) E-Government. PHI: New Delhi
- Scarbrough H., and Corbett, J. M. (1992) Technology and Organization: Power, Meaning and Design. Routledge : London
- Sharma, Sangeeta; Nagar, Pankaj and Sodhi, Inderjeet Singh (2013) Governometrics and Technological Innovation for Public Policy. IGI Global: Hershey, PA, USA
- Sodhi, Inderjeet Singh (2015) Trends, Prospects and Challenges in Asian E-Governance. IGI Global: Hershey, PA, USA
- Sodhi, Inderjeet Singh (2015) Emerging Issues and Prospects in African E-Government. IGI Global: Hershey, PA, USA
- Sodhi, Inderjeet Singh (2017) E-Governance in India. University Book House: Jaipur
- Tubtimhin, J (2009) Global e-Governance: Advancing e-Governance through Innovation and Leadership. IOS Press: Amsterdam

Web Resources:

- ‘E-Government Act of 2002; http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_Public_laws&docid=f:publ347.107.pdf
- ‘e-Procurement’; by Rajkumar; Compendium of e-Governance Initiatives in India
- ‘G2B Services: Key Learnings from MCA 21’; Ministry of Corporate Affairs; http://www.eindia.net.in/egov/presentation/Day_3/Session_2/YS_Malik.pdf
- ‘Minimum Agenda for e-Governance in the Central Government’; <http://darpg.nic.in/arpwebsite/ReformInitiatives/eGovernance/IndianExperience/EgovExp73.doc>
- Paragraph 83, Report of the Working Group on Convergence and E-Governance for The Tenth Five Year Plan (2002-2007), Planning Commission, November, 2001
- Source: <http://go.worldbank>
- Bhatnagar, Subhash: One Stop Shop for Electronic Delivery of Services: Role of Public-Private Partnership

(<http://www.iimahd.ernet.in/~subhash/pdfs/OneStopShopForElectronicDeliveryJun2005.pdf>)

Computerization of land records in India’;

<http://www.gisdevelopment.net/application/lis/overview/lisrp0015a.htm>, accessed on 22.08.08

Course Code: BA/HON/03/PA/SEC-05

Credits: 4

WEB BASED ADMINISTRATION

Learning outcomes

1. Acquiring fundamental knowledge of web-based administration
2. Understanding basics of web portals
3. Comprehending web designing
4. Awareness about skills of web administrator as a job opportunity

Teaching Learning methods

The pedagogy for this skill enhancement course needs to be activity oriented. Therefore, in comparison to conventional lecture method, more emphasis is to be given on class room participation, interactions, seminars and practical activities in the computer lab as identified by the instructor/teacher .

Assessment methods

The students are to be evaluated on the basis of their regularity of attendance, class room and lab participation, interactions and assignments submitted and finally by conducting mid-term and end semester examination.

UNIT - I

Conceptual Constructs: Meaning, scope and importance of web-based administration; Basics of web server; Building blocks of web development – web contents, interactive web portals; Functions of Web Admin; Web based Information System; Theoretical basis of Web design

UNIT - II

Application of WBA: Skills of Web system administrator; Web based learning-models; Applications of web services; Preparing Web design for government (practical); Case Studies on BSF and Higher Education in India

Recommended Readings:

Duggan, M; Ellison, N; Lampe, C; Lenhart, A and Smith, A (2015) Social Media Update 2014. Pew Research Center: Washington, DC

Flavián, Carlos; Guinalíu, Miguel; and Gurrea, Raquel (2006) The role played by perceived usability, satisfaction and consumer trust on website loyalty. Information & Management, 43(1), Pp.1–14

Jennifer, Robbins (2012) Learning Web Design: A Beginner's Guide to HT. O'Reilley Inc.: CA

Lee, Younghwa and Kozar, Kenneth A.(2012)Understanding of website usability: Specifying and measuring constructs and their relationships. Decision Support Systems, 52(2), pp. 450–463.

Lim, Sun (2002) The Self-Confrontation Interview: Towards an Enhanced Understanding of Human Factors in Web-based Interaction for Improved Website Usability. Journal of Electron Commerce Research, Vol., 3, No.3,pp. 162–173

Management Association, Information Resources (Edited) (2015) Web-Based Services: Concepts, Methodologies, Tools, and Applications. IGI Global: Penny

Web Resources:

Designing Web-Based User Interfaces | Dr Dobb's

www.drdobbs.com/web-development/designing-web-based...interfaces/

Web Site Interface Design Theory: A Designer's Primer

<https://www.cosc.brocku.ca/~bockusd/3p94/webui1.pdf>

Creating a Simple Web Application Using a MySQL Database ...

<https://netbeans.org/kb/docs/web/mysql-webapp.html>

Course Code: BA/HON/03/PA/SEC-06

Credits: 4

SECRETARIAL PRACTICE

Learning outcomes

1. Developing an understanding of the basic concepts of office management
2. Acquiring quality skills and competencies in office management, official correspondence and time management

Teaching Learning methods

The teaching learning methods of the course need to be practice oriented. Therefore, in addition to conventional method of class room teaching in lecture mode, class room participation, classroom interactions and seminars, due emphasis is required to be given to secretarial practices of handling the office, right from scheduling appointments to recording and circulating minutes.

Assessment methods

The students are to be evaluated on the basis of their regularity of attendance, class room interactions and assignments submitted and finally by conducting mid-term and end semester examination, most of which must be practice oriented.

UNIT - I

Secretary: Meaning, Types, Importance; Professional and Personal Qualities of a Secretary, Duties and Responsibilities of a Personal Secretary; Scheduling Appointments. Planning for Travel Arrangements for Officers on official duty; Organizing Meetings – Notice, Agenda, Quorum, Minutes; Handling of Mail; Use of Ready Reckoner, Office Manuals & Emergency Services

UNIT - II

Time Management: Definition, Importance of Time, Setting priorities. **Communication:** Definition, Importance, Kinds of Communication, Barriers to Effective Communication, Tools of Effective Communication. **Correspondence:** Business Correspondence, Enquiry Letter, Quotation, Order, Tender, Complaint letter, Adjustment Letter and their formats, Banking Correspondence; Government Correspondence; Un-official Notes

Recommended Readings:

Bist, G D (2017) Officer Secretarial Practice. Shorthand House: New Delhi

De Vires, Mary A (1995) Professional Secretary's Handbook: Guide to the Electronic and Conventional Office (3rd Edition). American Heritage: USA

Debnath, B K (2001) A Guide to Secretarial Practice & Office Procedure. New Central Book Agency : Delhi

France, Sue (2015) The Definitive Personal Assistant & Secretarial Handbook. Kegan Page: Delhi

Kuchhal, M C (2008) Secretarial Practice (18th Edition). Vikas Publication : New Delhi

SEMESTER – IV

COMPULSORY CORE COURSES

Course Code: BA/HON/04/PA/CC-08

Credits: 6

PUBLIC FINANCIAL ADMINISTRATION

Learning outcomes

1. Knowledge of various aspects of Public Financial Administration in general and in the Indian context in particular
2. Understanding Public budgeting, Public financial institutions and financial resource mobilization strategies in the Indian context
3. Comprehending the system and dynamics of Indian fiscal federalism
4. Deep understanding of the role of Comptroller and Auditor General in a public financial administration.

Teaching Learning methods

Diverse teaching pedagogies comprising conventional class room lectures, discussion, seminars, budgeting exercises, seeing and critically understanding the budgetary sessions both of Union and State governments and explaining the findings of reforms are to be used to deliver course contents.

Assessment methods

The summative method comprising of regularity of attendance, participation in seminars, workshops, video learning sessions, involvement in budgeting exercises, submission of allotted assignments preferably with a case study, internal and end-semester examinations are to be used as assessment tools for grading the levels of learning of the students.

UNIT- I

Introduction: Meaning and Significance of Public Finance and Public Financial Administration. Budget: Concept, Principles and Budget as an Instrument of Financial Administration, Public Policy and Management

UNIT-- II

Budgetary systems: Concept and Types of Budgets: Traditional Budgeting; Performance Budgeting; and Zero-Base Budgeting. Budget Preparation, Authorisation and Execution with special reference to India

UNIT - III

Financial Institutions and Union–State Financial relations: Union Ministry of Finance: organisation, functions and role. Finance Commission: composition, functions and role. Monetary and Fiscal Policies and their significance. Union-State Financial Relations

UNIT IV

Resource Mobilization, Tax Administration and Financial Control: Resource Mobilization: Tax and Non-Tax Sources, Public Borrowings and Deficit Financing. Tax Administration: Principles; Issues and Reforms. Concept of Audit: Role of Comptroller and Auditor General. Legislative control over finances with special reference to Parliamentary Committees

Recommended Readings:

Burkhead, J (1956) Government Budgeting. Wiley Sons: New York.

Chand, P (2010) Control of Public Expenditure in India (2nd Edition). Allied Publishers: New Delhi.

Chand, P (2010). Performance Budgeting (2nd Edition). Allied Publishers: New Delhi.

Frank, Howard A (2006) Public Financial Management (1st Edition). CRC Press, Taylor & Francis Group: New York

Gupta, B N (2006) Indian Federal Finance and Budgetary Policy. Chaitanya Publishing House: Allahabad

Indian Administrative Reforms Commission (1969) Report on Centre-State Relations. Manager of Publications, Government of India, New Delhi.

- Indian Administrative Reforms Commission (1969) Report on Finance, Accounts and Audit. Manager of Publications, Government of India, New Delhi
- Indian Administrative Reforms Commission (1969) Report on Financial Administration. Manager of Publications, Government of India, New Delhi
- Indian Institute of Public Administration (1983) Indian Journal of Public Administration, Special Number on Administrative Accountability, Vol. XXIX, No. 3
- Khan, Aman and Hildreth, W Bartley (2003) Case Studies in Public Budgeting and Financial Management, Revised and Expanded (2nd Edition). Routledge: New York
- Lall, G S (1979) Public Finance and Financial Administration in India. HPJ Kapoor: New Delhi
- Mahajan, Sanjeev Kumar and Mahajan, Anupama Puri (2014) Financial Administration in India. PHI Learning : New Delhi
- Rabin, Jack and Stevens, Glenn L (2001) Handbook of Fiscal Policy (1st Edition). Routledge: London
- Sury, M M (1990) Government Budgeting in India. Commonwealth Publishers: New Delhi
- Thavaraj, M J K (2001) Financial Administration in India (6th Edition). Sultan Chand: Delhi
- Thompson, Fred and Green, Mark T (Eds.) (1998) Handbook of Public Finance (1st Edition). Marcel Dekker: New York

Course Code: BA/HON/04/PA/CC-09

Credits: 6

URBAN LOCAL GOVERNANCE

Learning outcomes

1. Knowledge of the evolution and growth of urban local bodies in India
2. Understanding about the composition, role, functions, and resources of urban local bodies
3. Understanding of the structure and working of urban development programmes

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional class room lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction: Evolution of Local Governance in India. Urbanization: Concept; Trends; Challenges

UNIT - II

Organizational Framework for Urban Governance: 74th Constitutional Amendment Act; Structure, Composition and Functions of Metropolitan Committees, Municipal Corporations, Municipal Councils and Nagar Panchayats; State Finance Commission; State Election Commission

UNIT - III

Urban Development Programmes and Urban Governance: Urban Development Programmes like AMRUT, NUHM etc.; SMART cities and other recent trends; Sources of Finance of Urban Local Government; Personnel Administration; Bureaucracy and Local Governance

UNIT – IV

Issue Areas in Urban Governance: State-Local relations; Rural-Urban relations; Globalization and Urban governance; Administrative Reforms in Local Governance

Recommended Readings:

Ahluwalia, Isher Judge (2014) Transforming our Cities: Facing up to India's Growing Challenge: Postcards of Change. HarperCollins: New Delhi

Ahluwalia, Isher Judge (2017) Urbanisation in India. Sage: New Delhi.

Ahluwalia, Isher Judge; Kanbur, Ravi and Mohanty, P K (2014) Urbanization in India: Challenges, Opportunities and the Way Forward. Sage: New Delhi

Aziz, A (1996) Decentralised Governance in Asian Countries. Sage: New Delhi

Baud, I S A and Wit, J Dee (Eds.)(2008) New Forms of Urban Governance in India: Shifts, Models, Networks and Contestations. Sage: New Delhi

Bhattacharya, Mohit (1976) Management of Urban Government in India. Uppal: New Delhi

Burns, Dany; Hambleton, Robin and Hogget Paul (1994) The Politics of Decentralisation: Revitalising Local Democracy. Macmillan: London

Chand, Mahesh and Puri, V K (2011) Regional Planning in India. Allied Publishers: New Delhi

Dasgupta, Biplab; Buch, M N ; and Sivaramakrishanan, K C (Eds.) (1993) Urbanisation in India: Basic Services and People's Participation. Concept Publishing Company: New Delhi

Firodia, Arun (2015) Smart City. Vishwkarma Publications: New Delhi.

Ghuman, B S and Mehta, Akshat (2010) Privatisation of Public Services by Urban Local Governments in India: A Case Study of Municipal Council Panchkula, Nagarlok, Vol. XLII, No. 1, Pp. 50-68

- Jha, Gangadhar (2018) *Fragile Urban Governance: Evolution, Decline, and Empowerment of Local Self-Government in India*. Routledge: New York
- Kaur, Jaswinder (2017) *Urban Infrastructure Development in India: A Case Study of JNNURM in Ludhiana*. New Era Book Agency: Chandigarh
- Mani, N (2016) *Smart Cities & Urban Development in India*. New Century Publications: New Delhi
- Mohanty, Prasanna K (2014) *Cities and Public Policy: An Urban Agenda for India*. Sage: New Delhi
- Mohanty, Prasanna K (2016) *Financing Cities in India: Municipal Reforms, Fiscal Accountability and Urban Infrastructure*. Sage: New Delhi
- Nath, V (2007) *Urbanization, Urban Development and Metropolitan Cities in India*. Concept Publishing Company: New Delhi
- Prasad, R N (2006) *Urban Local Self-Government in India*. Mittal Publications: New Delhi
- Ramachandran, R (1989) *Urbanization and Urban Systems in India*. Oxford University Press: New Delhi
- Rao, C. Nagaraja and Prasad, G Sai (2007) *Accountability of Urban Local Governments in India*. Atlantic Publishers: New Delhi
- Satyam, Amitabh and Calzada, Igor (2017) *The Smart City Transformation: The Revolution of the 21st Century*. Bloomsbury India: New Delhi
- Sharma, Manoj (2004) *Local Government: Rural and Urban*. Anmol Publishers: New Delhi
- Sharma, Sameer (2018) *Smart Cities Unbundled*. Bloomsbury India: New Delhi
- Singh, U B (2001) *Functioning of Local Government in South India*. Gyan Publishing House: New Delhi
- Singh, U B (Ed.) (2002) *Revitalised Urban Administration in India: Strategies and Experiences*. Kalpaz Publications: Delhi
- Sivaramakrishnan, K C; Kundu, Amitabh; and Singh, B N (2007) *Handbook of Urbanization in India- Handbook Series (2nd Edition)*. Oxford University Press: New Delhi

Course Code: BA/HON/04/PA/CC-10

Credits: 6

ENVIRONMENT POLICY AND ADMINISTRATION

Learning outcomes

1. Knowledge pertaining to environment, energy and natural resources especially in scientific, economic, political and institutional perspectives
2. An understanding of the Indian environment policies and their implementation

Teaching-Learning methods

Pedagogies comprising of conventional lecture methods and supplemented with field visits, classroom interactions, discussions, tutorials, quiz, seminar and assignments (including case studies) are to be used.

Assessment methods

The students are to be evaluated on the basis of their regularity of attendance; participation in class room interactions, discussions and quizz; assignments preferably on submitted by them; mid-term examination and end semester examination.

UNIT - I

Conceptual constructs: Environment, Healthy Environment, Climate, Biodiversity, Waste Management, Ecosystem Balance; Natural Resource Conservation & Management; Environmental Hazards and Risk Management. Population and Environment: Basic Issues, Environmental Impact of Population Growth and Agenda for Action

UNIT - II

Environment Policies and Evaluation: National Environment Policy, 2006; Environmental Impact Assessment; and Impact Prediction, Evaluation and Mitigation

UNIT - III

Environmental Administration: Ministry of Environment; Central Pollution Control Board – Structure, Functions and Role; State Pollution Control Board – Structure, Functions and Role; National Green Tribunal

UNIT - IV

International Perspective: Global Environment Issues – Water Contamination, Atmospheric Pollution, Acid Rain, Noise Pollution and control strategies thereof. Important International conferences on Environment – Rio Earth Summit, 1992; Kyoto Protocol, 1997; Interstate and International Cooperation for Environment Protection – Role of UNEP; Sustainable Development Goals and Environment

Recommended Readings:

Bhatt, M S; Ashraf, S; and Illiyan, A (Eds.) (2008) Problems and Prospects of Environment Policy: Indian Perspective. Aakar Books: Delhi

Divan, S and Rosencranz, A (2001) Environmental Law and Policy in India (18th Edition). Oxford University Press: New Delhi

Dwivedi, O P (1997) India's Environmental Policies, Programmes and Stewardship. Palgrave Macmillan: London, UK

Krishnamoorthy, B (2017) Environmental Management: Text and Cases (3rd Edition). PHI Learning: New Delhi

Kulkarni, V and Ramachandra, T V (2006) Environmental Management. TERI Press: New Delhi

Roberts, J (2011) Environmental Policy (2nd Edition). Routledge: Abingdon, Oxon

Uberoi, N K (2007) Environmental Management (2nd Edition). Excel Books: New Delhi

UNEP (2015) Embedding the Environment in Sustainable Development Goals. Post 2015 Discussion Paper 1 Version

SKILL ENHANCEMENT COURSES

Course Code: BA/HON/04/PA/ SEC-07

Credits: 4

TRAINING OF COMMUNITY RESOURCE PERSONS

Learning outcomes

1. Development of the ability to understand self, others and the society by gaining the conceptual understanding of youth issues, set of transferable skills, positive attitude to work
2. Inculcation of the capacity to deal with various social problems in professional manner by using scientific methods and approaches
3. Facilitation of students to become capable to serve as an instrument for bringing transformation in the lives of youth and communities through research, policy, direct practice and teaching
4. Become professional workers in designing, organizing and delivering services for bringing change in the lives of young people, especially the socially and economically disadvantaged categories

Teaching Learning methods

The pedagogical methods such as conventional class room lectures and interactions, discussion, quiz, seminars, assignments of project work are be used to deliver the course knowledge. The focus of the teaching learning has to be on skill building and group work.

Assessment methods

The summative assessment method comprising of regularity in attendance, class room interactions and submission of allotted assignments / project reports, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction, Education and Employability/Skill Development: Community: Definition; Approaches/ Models and Theories of Community. Steps in Planning, Monitoring and Evaluation of Community Programmes and Projects. Job Description of Community Resource Person, Recruitment and Qualifications of a Community Resource Person. Training: Significance, Types and Role of Community Trainers. Challenges faced by community Resource Persons. Soft Skills, Leadership and Managerial Skills, Social Entrepreneurship, Career Guidance. Enablement and Capacity Building for Disadvantaged Youth. Participation, Engagement and Governance: Youth and Socio-Political Responsibilities, Community Engagement/Service, Participation and Civic Engagement in Governance

UNIT – II

Inclusion and Social Justice, Health and Healthy Lifestyle: Social Concern and Tolerance, Gender Equity, Economic opportunities for marginalized and disadvantaged youth. Healthy Lifestyle and Nutrition, Preventive Care (Prevention and Control of non-communicable diseases like Diabetes, Hypertension, Cancer, Coronary Vascular Disorders and Strokes), Promotion of Emotional and Mental Health among Youth, Awareness and Prevention of High Risk Behaviour among Youth (substance abuse, smoking, alcoholism, STI, STD, HIV/AIDS etc.)

Recommended Readings:

Banerjee, G R (1967) Concept of Being and Becoming in the Practice of Social Work. Indian Journal of Social Work, Tata Institute of Social Sciences: Mumbai

Bhattacharya, Sanjay (2008) Social Work an Integrated Approach. Deep & Deep Publications: New Delhi

Gangrade, K.D (1971) Community Organization in India. Popular Prakashan: Bombay

Mukherjee, Amitava (Ed.) (1995) Participatory Rural Appraisal, Methods and Application in Rural Planning. Vikas Publishing House: Delhi

Web Resources:

http://www.actionaid.org/sites/files/actionaid/aaik_community_resource_personsmanual.pdf

<http://brlp.in/documents/11369/1035693/Community+Resource+Persons.pdf/5791c1a1-4ae1-4d1d-b765-dafc43df146c>

Course Code: BA/HON/04/PA/ SEC-08

Credits: 4

NEGOTIATION & CONFLICT MANAGEMENT

Learning outcomes

1. Acquiring theoretical knowledge of negotiation process and its relevance in different professions
2. Inculcation of a better understanding of the practice aspect of negotiation with the help of descriptive examples, class discussions and role play
3. Development of the necessary understanding to distinguish between negotiation and conflict management
4. Being Instilled with a sense of working in a collaborative environment at the workplace
5. Having been fostered to grow as an individual in organization and society to become a professional and effective leader

Teaching Learning methods

The classroom lecture method supplemented with discussion and interactions, seminars, quizzes, class assignments preferably based on case studies and role play are to be adopted to develop the necessary understanding of the skills in the processes of negotiation and conflict management.

Assessment methods

The summative assessment method comprising of regularity in attendance, class room interactions and submission of allotted assignments or project reports, mid-term and end semester examination are to be used for assessing the students.

UNIT – I

Negotiation and Negotiation in Professional settings: Definition and Importance; Negotiation in day-to-day life; Negotiation vs. other Social interactions. Negotiation and

Professional communication; Negotiation at workplace; Negotiation in legal settings;
Negotiation for leaders

UNIT-II

Conflict and Negotiation: Process and Theories: Introduction; Negotiation and Politics;
Negotiation and Public Administration and International Negotiations and Diplomacy.
Negotiation Process – Introduction; Preparing for negotiation; Distributive bargaining and
Integrative bargaining; Cross-cultural perspectives in negotiation

Recommended Readings:

Carrell, Michael R and Heavrin, Christina (2007) Negotiating Essentials: Theory, Skills
and Practices. Pearson: USA

Cohen, Herb (1994) You Can Negotiate Anything. Carol Publishing Group: USA

Collins, Patrick (2011) Negotiate to Win: Talking Your Way to Win. Sterling: USA

Deutsch, Morton and Coleman, Peter T (2006) The Handbook of Conflict Resolution (2nd
Edition). Jossey-Bass: San Francisco

Fisher, Roger and Ury, William (2011) Getting to Yes. Penguin Group: United Kingdom

Ury, William (2007) Getting Past No. Bantam Doubleday: New York

Wiggins, Charles B and Lowry, L Randolph (2005) Negotiation and Settlement Advocacy:
A Book of Readings, (2nd Edition). West Academic Publishing: Minnesota

Course Code: BA/HON/04/PA/SEC-09

Credits: 4

DATABASE ADMINISTRATION

Learning outcomes

1. Gained an understanding of the fundamental knowledge of Database Administration
2. Understanding of data structure
3. Comprehending data analytics
4. Awareness about the job opportunities as database administrators

Teaching Learning methods

The classroom lecture method supplemented with discussion and interactions, seminars, quizzes, class assignments, preferably based on case study, are to be adopted to develop the necessary understanding of the skills in the processes of negotiation and conflict management.

Assessment methods

The summative assessment method comprising of regularity in attendance, class room interactions and submission of allotted assignments or project reports, mid-term and end semester examination are to be used for assessing the relative intellectual levels of the students.

UNIT – I

Conceptual Constructs: Database – Meaning, Scope and Importance; Basics of major databases and its usage in governance; Data Structure and Analytics – Data analysis tools; Data Science; Database designs and Administration

UNIT – II

Skills and Application: Database Administrative Skills – General and Technical; Types of Database Administration; Data management; Data interpretation; Data administrator; Case study.

Recommended Readings:

Belkis, Leong-Hong and Beatrice, Marron (1978) Computer Science & Technology: Database Administration – Concepts, Tools, Experiences, and Problems. Systems and Software Division Institute for Computer Sciences and Technology, National Bureau of Standards: Washington, USA

Date, C J (2003) An Introduction to Database Systems (8th Edition). Addison-Wesley Longman Publishing Company: Boston

Mullins, C S (2002) Database Administration: Practices and Procedures. Addison-Wesley Longman Publishing Company: Boston

Shagufta, Praveen; Chandra, Umesh and Wani, Arif Ali (2017) A Literature Review on Evolving Database, International Journal of Computer Applications, Vol. 162, No 9, pp. 35-41

Silberschat, A; Korth, H F and Sudarshan, S (2006) Database System Concepts. McGraw-Hill: New York

Web Resources:

A set theoretic data structure and retrieval language ACM SIGIR

Forumsigir.org/sigir2018/Data Science | edX <https://www.edx.org/micromasters/data-science>

[Database Management Courses | Database Courses in India](#)
www.indiaeducation.net/computers-it-courses/database.html

DataScience.com | Enterprise Data Science Platform

Provider <https://www.datascience.com/>

[Diploma in Database Administration Colleges in India | list of colleges](#)
<https://targetstudy.com/colleges/diploma-in-database-administration-d>

IGI Global: International Publisher of Information Science and ... <https://www.igi-global.com/>

[What is a Database Administrator \(DBA\) -](#)

[Webopedia https://www.webopedia.com/TERM/D/database-administrator-dba.html](https://www.webopedia.com/TERM/D/database-administrator-dba.html)

Course Code: BA/HON/04/PA/SEC-10

Credits: 4

MONITORING AND EVALUATION OF DEVELOPMENT PROGRAMMES

Learning outcomes

1. A sound theoretical understanding of the monitoring and evaluation process of governmental development programs
2. Acquired technical and managerial competencies to monitor performance and evaluate efficiency, effectiveness, relevance and sustainability of development programs and projects
3. Confidence in using various management tools and techniques for effective project monitoring, control and reporting

Teaching Learning methods

The pedagogy of the course will comprise classroom lecture method supplemented with discussion and interactions, virtual engagement of the students with the process, and preparing report or assignments based on the practical experience acquired during the virtual engagement.

Assessment methods

After the completion of this course, the student is to be evaluated on the basis of their regularity of class attendance, extent of class room participation, interactions and submission of allotted assignments on virtual monitoring/evaluation engagement, mid-term and end semester examination

UNIT- I

Introduction to Monitoring and Evaluation Process: Monitoring and Evaluation (M&E) – Concept and Importance. Monitoring – Meaning and Types. Evaluation: Meaning; Types; and Framework – Criteria and Standards. Baseline and Endline studies. Differentiation between Monitoring, Evaluation, Reviews and Audits. Monitoring & Evaluation – Standards, Steps and Ethics

UNIT- II

Case Studies: Ministry of Human Resource Development; Ministry of Health & Family Welfare; Ministry of Rural Development; Ministry of Urban Development. Big Data and Integration of Big Data with the Monitoring & Evaluation process

Recommended Readings:

Clark, Mari; Sartorius, Rolf and Bamberger, Michael(2004) Monitoring & Evaluation : Some Tools, Methods & Approaches. Evaluation Capacity Development Working Series : ECD. World Bank: Washington DC. Available at:

<http://documents.worldbank.org/curated/en/829171468180901329/Monitoring-and-evaluation-some-tools-methods-and-approaches>

Germano, Bernardita P; Senona , A Cesar and Ricci, Glenn (2007) Enhancing Management Effectiveness of Marine Protected Areas: A Guidebook For Monitoring And Evaluation. Leyte 6521-A, Marine Laboratory, Institute of Tropical Ecology, Leyte State University:Visca, Baybay,Philippines

Holte-McKenzie, Merydth; Forde, Sarah and Theobald, Sally (2006) Development of a participatory monitoring and evaluation strategy, Evaluation and Program Planning; Vol. 29, Issue 4,pp. 365-76

International Federation of Red Cross and Red Crescent Societies (IFRC) (2011) Project/ Program Monitoring and Evaluation (M&E) Guide. Planning and Evaluation Department, IFRC Secretariat : Geneva. Available at: www.ifrc.org

Jackson, Laura E; Kurtz, Janis; and Fisher, William S (2000) Evaluation Guidelines for Ecological Indicators. Food and Agriculture Organization of the United Nations : Scranton New York Available at: <http://www.worldbank.org>

New Partners Initiative Technical Assistance (NuPITA)(2012) Monitoring and Evaluation Training Curriculum, 2009. John Snow Inc.: Boston Available at: www.jsi.com

Rossi, P H, Freeman, H E and Lipsey, MW (1999) Evaluation: A Systematic Approach. Sage: Thousand Oaks

UNDP (2009) Handbook on Planning, Monitoring and Evaluation for Development Results. United Nations Development Programme: New York Available at: <http://www.undp.org/eo/handbook>

UNESCO (2010) Assessing Education Data Quality in the Southern African Development Community (SADC): A Synthesis of Seven Country Assessment. Solitaire Press: Windhoek

World Bank(2014) Step by Step Guide to Monitoring and Evaluation. School of Geography & Environment. Oxford University Press: Oxford

Course Code: BA/HON/04/PA/SEC-11

Credits: 4

SERVICE QUALITY MANAGEMENT

Learning outcomes

1. Acquiring knowledge of the fundamentals of service quality management
2. Comprehending strategies of delivering quality services
3. Capacity to prepare SQM module

Teaching Learning methods

The pedagogical tools such as conventional lectures, classroom discussions, case studies, tutorials and interactions, seminars and students presentations are to be used to deliver the course.

Assessment methods

The performance of the students is to be evaluated on the basis of their regularity of class attendance, class room participation, interactions and submission of allotted assignments on a case study undertaken, mid-term and end-semester examination.

UNIT - I

Conceptual constructs: Service Quality Management – meaning, principles and significance; Historical background of SQM. Strategies; Forms; Service Quality Assessment - quality metrics, quality audit, certification, standardization procedures; Quality Assessment Principles; Role of e-governance in service delivery; Models of SQM and globalization

UNIT - II

Application: Measurement of Public perception; Behavioral consequences of service quality; Selected case studies on health care administration, public distribution system, municipal governance; Preparing module of SQM

Recommended Readings:

Alexander; Hinkley, P S; Sharples, A and Thompson, W (2002). Better Government Services: Executive Agencies in the 21st century (Report commissioned by the British Government). Cabinet Office: London, UK

Berwick, Donald M; Godfrey, A Blanton; and Roessner, Jane (1990) Curing Health Care: New Strategies for Quality Improvement (1st Edition). Jossey- Bass Publishers: San Francisco

Chand, K Vikram (2010) Public Service Delivery in India. Oxford Press: Oxford

Cronin Jr., J, and Taylor, S (1994) SERVPERF versus SERVQUAL: Reconciling Performance-Based and Perceptions-Minus-Expectations Measurement of Service Quality. Journal of Marketing, 58, 125-131.

Crosby, P. B.(1979). Quality is Free: The Art of Making Quality Certain. McGraw-Hill: New York

Evans, J R and Lindsay, W M (1999) The Management and Control of Quality. South-Western College Publishing: Ohio

Feigenbaum, A V (1983) Total Quality Control. McGraw-Hill: New York

Ghuman, B S and Singh, Ranjeet (2012) Decentralization and Delivery of Public Services in Asia, Policy and Society, Vol. 32, No. 1, pp. 7-21

Oliver, R (1997) Satisfaction A Behavioral Perspective on the Consumer. McGraw-Hill: New York

Ovretveit, J (2004) Health Service Quality: An Introduction to Quality Methods for Health Service. Blackwell Science: London

Reports:

Ronen B, and Pliskin, S J (2006) Focused Operations Management for Health Services Organizations. Jossey Bass: New York

Srivastava, Anurag and Sharma, Sangeeta (2017) Social Justice Through Aadhar: A e-Policy Initiative in Technology, Society and Sustainability. Springer :Switzerland

Swage, Thoreya (2004) Clinical Governance in Health Care Practice. Butterworth-Heinemann: New York

World Bank (2005) China: Deepening Public Service Unit Reform to Improve Service Delivery, Report No 32341-CHA. Poverty Reduction and Economic Management Unit, East Asia and Pacific Region, World Bank: Washington DC

World Bank (2006) Inclusive Growth and Service Delivery: Building on India's Success, Development Policy Review Report No. 34580. World Bank: Washington DC

Web Resources:

Service quality management - SlideShare www.slideshare.net/judithobi/service-quality-management

[The Gap Model of Service Quality - MBA Knowledge Base](http://www.mbaknol.com/marketing-management/the-gap-model-of-service-quality/)

<https://www.mbaknol.com/marketing-management/the-gap-model-of-service-quality/>

Course Code: BA/HON/04/PA/SEC-12

Credits: 4

CYBER CRIME ADMINISTRATION

Learning outcomes

1. Awareness of the different types of cyber-crimes perpetrated across the globe
2. Acquiring competency for dealing with cyber frauds and deceptions
3. Exploring legal and policy developments in Cyberspace
4. In-depth knowledge of Information Technology Act and legal frame work of Right to privacy, data security and data protection
5. Acquiring the necessary knowledge and skill to plan for the prevention of the occurrence of cyber crimes in organizations

Teaching Learning methods

Pedagogical tools such as conventional lectures, classroom discussions, case studies, tutorials and interactions, seminars and student presentations are to be used to deliver the course content to the students.

Assessment method

The performance of the students is to be evaluated on the basis of their regularity in class attendance, class room participation, interactions and submission of allotted assignments on a case study undertaken by the them, mid-term and end semester examination.

UNIT I

Introduction to Web Technology and Cyber Laws: Computers and its Impact on Society; Overview of Computer and Web Technology; Freedom of Speech and Expression in Cyberspace; Right to Access Cyberspace – Access to Internet; Right to Privacy; Right to Data Protection. Need for Cyber Law; Cyber Jurisprudence at International and Indian Level. UN & International Telecommunication Union (ITU) Initiatives; Council of Europe

- Budapest Convention on Cybercrime; Asia-Pacific Economic Cooperation (APEC); Organization for Economic Co-operation and Development (OECD)

UNIT - II

Cyber Crimes & Legal Framework: Cyber Crimes against Individuals, Institutions and the State; Offences under IT Act, 2000: Hacking, Digital Forgery, Cyber Stalking/Harassment, Cyber Pornography; Intellectual Property Issues in Cyber Space: Interface with Copyright Law, Patent Law, Trademarks & Domain Names related issues; Dispute Resolution in Cyberspace: Concept of Jurisdiction, Indian Context of Jurisdiction and IT Act, 2000, Dispute Resolutions

Recommended Readings:

Bhansali, S R (2003) Information Technology Act, 2000. University Book House : Jaipur
Deva, Vasu (2003) Cyber Crimes and Law Enforcement. Commonwealth Publishers: New Delhi

Naib, Sudhir (2011) The Information Technology Act, 2005: A Handbook, Oxford University Press: New York

Reed, Chris and Angel, John (Eds.) (2007) Computer Law : The Law and Regulation of Information Technology. Oxford University Press: New York

Rosenoer, Jonthan (1997) Cyber Law-The Law of the Internet. Springer: New York

Singh, Yatindra Justice (2012) Cyber Laws (5th Edition). Universal Law Publishing Co.: New Delhi

Verma, S K and Mittal, Raman (2004) Legal Dimensions of Cyber Space. Indian Law Institute: New Delhi

SEMESTER – V

COMPULSORY CORE COURSES

Course Code: BA/HON/05/PA/CC-11

Credits: 6

RESEARCH METHODS

Learning outcomes

1. Development of an intellectual understanding of the fundamental knowledge of research methodology.
2. Comprehend the research process in an appropriate manner
3. Inculcation of the necessary skills to use research tools to undertake research study
4. Competence to evaluate governmental policy or programme/projects on the basis of primary and secondary data
5. Ability to understand the issues and challenges of research in Public Administration

Teaching Learning methods

The pedagogical methods such as conventional class room lectures and interactions, discussion, quiz, seminars and assignments are to be used to deliver the course.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Foundations of Public Administration Research: Key concepts in research methods; Types of research; Research process – Defining research problem, steps of research and application of research methods in Public Administration; Hypothesis; Current trends in research

UNIT - II

Research Design: Concept and importance; Types of research designs; Application of various types of research designs in Public Administration; Problems of research design

UNIT – III

Scientific Method, Measurement and Sampling Techniques: Concept of scientific method; Measurement and scaling concept; Basics of sampling and types of sampling

UNIT – IV

Data Collection, Processing and Analysis: SSRT-Observation method, Questionnaire, Interview; Case Study method; Secondary data analysis; Data preparation, Analysis and Report writing.

Recommended Readings:

Kothari, C R and Garg, G (2018) Research Methodology: Methods and Techniques. New Age International Publishers: New Delhi

Kumar, Ranjit (2011) Research Methodology: A Step by Step Guide for Beginner. Sage Publications: London

McNabb, David E (2017) Research Methods in Public Administration and Non profit Management (4th Edition). Routledge: UK

Miller, G J and Yang, K (Eds.) (2007) Handbook of Research Methods in Public Administration. CRC Press: New York

Nachmias, C V and Nachmias, D (2005) Research Methods in Social Sciences. Hodder Headline Group: London

Young, de Tim and Perlman, Bruce J (1984) Teaching Research Methodology in Public Administration. Teaching Political Science, Vol.11, Issue 2, pp. 63-69

Web Resources:

Research Methodology: Approaches & Techniques - Video & Lesson...

<https://study.com/academy/.../research-methodology-approaches-techniques-quiz.html>

Research Methodology - SlideShare

https://www.slideshare.net/sh_neha252/research-methodology-

Course Code: BA/HON/05/PA/CC-12

Credits: 6

COMPARATIVE PUBLIC ADMINISTRATION

Learning outcomes

1. Will be equipped with the knowledge and conceptual clarity of approaches, indices, and models of comparative Public Administration
2. Clarity re. administrative systems and their accountability mechanisms of UK, USA and France
3. Understanding of local governmental system, grievance redressal mechanisms and relevance of comparative approach in globalized perspective

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and students presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction: Comparative Public Administration: Meaning, Nature, Scope and Significance. Salient Features of Administration in Developed & Developing Countries: Social, Economic, Political and Administrative

UNIT - II

Approaches: Structural Functional Approach; Behavioural Approach; and Ecological Approach

UNIT - III

Administrative Systems & Accountability : Salient features of Administration in UK, USA, Japan, Chief Executive of UK, USA, Japan. Accountability: Control Machinery of UK, USA, Japan

UNIT - IV

Local government of UK, USA, Japan. Grievance Redressal Machinery of UK, USA, Japan. Relevance of Comparative Public Administration in the era of Liberalization, Privatization and Globalization

Recommended Readings:

Arora, R K and Sharma, S (Eds.) (1992) Comparative and Development Administration: Ideas and Actions. Arihant Centre for Administrative Change: Jaipur

Bhatt, A and Ranjan, R (2010) Comparative Government and Politics (1st Edition). Anmol Publications: New Delhi

Chaturvedi, T N (1994) Tulnatmak LokPrashashan. College Book Depot: Jaipur

Dahiya, Sewa Singh and Singh, Ravindra (2012) Comparative Public Administration. Sterling Publishers: New Delhi

Farazmand, A (Ed.) (2001) Handbook of Comparative and Development Public Administration (2nd Edition). Marcell Dekker: New York

Heady, Ferrel (2001) Public Administration: A Comparative Perspective (6th Edition). Marcel Dekker: New York

Nadkarni, Vidya and Noonan, Norman C (Eds.) (2013) Emerging Powers in a Comparative Perspective: The Political and Economic Rise of the BRIC Countries. Bloomsbury Academic: London

Ray, S N (2004) Modern Comparative Politics: Approaches, Methods and Issues. Prentice Hall of India: New Delhi

Riggs, F W (1961) The Ecology of Public Administration. Asia Publishing House: Bombay

Riggs, F W (1964) Administration in Developing Countries: The Theory of Prismatic Society. Houghton Mifflin Co.: Boston

Special Issue on Comparative Chinese/American Public Administration (December 2009) Public Administration Review, Vol. 69, IssueS1. Wiley: New Delhi

Web Resources:

<https://www.cia.gov/library/Publications/the-world-factbook/index.html>

http://news.bbc.co.uk/1/hi/country_profiles/default.stm

<http://www.nationmaster.com/>

DISCIPLINE SPECIFIC ELECTIVE COURSES

Course Code: BA/HON/05/PA/DSE-01

Credits:6

HEALTH ADMINISTRATION

Learning outcomes

1. An understanding of the theoretical issues related to healthcare policies
2. An understanding about various governmental programs and institutions/organizations at national and international levels
3. Acquaintance with the challenges faced by Public Health Administration

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminar and assignment to be used to deliver the course.

Assessment method

The students are to be evaluated on the basis of their regularity of class attendance, participation in class room interactions, discussions and quiz; assignments, mid-term and end-semester examination

UNIT – I

Introduction: Public Health Administration – Nature, Significance and Scope; Sustainable Development Goals (SDGs) and Public Health; World Health Organization (WHO) – structure, functions and role in Asia

UNIT – II

Institutional Framework of Health Administration at national level: Union Ministry of Health and Family Welfare – organization, functions and role; Healthcare Programmes in India – Family Welfare Programme; Reproductive Child Healthcare; Immunization Programme; National Health Mission (NHM)

UNIT – III

Institutional Framework of Health Administration at state level: Organization, functions and role of the Department of Health; Health Programmes at state level; Administration of Primary Healthcare at the local level

UNIT – IV

Other Healthcare Institutions: National Institute of Health and Family Welfare – structure, functions and role; Medical Council of India – structure, functions and role; Challenges of Public Health Administration

Recommended Readings:

- Ahmad, Alia and Lalitha, N (Eds.) (2013) An Institutional Perspective on Provision of Health Care in India and Bangladesh. Academic Foundation: New Delhi
- Ballabh, C (2007) Health Care Services in Hospital. Alfa Publication: New Delhi
- Banerjee, Baratati (Ed.)(2017) DK Taneja's Health Policies & Programmes in India (15th Edition). Jaypee Brothers Medical Publishers: New Delhi
- Bergerhoff, Petra; Lemann,Dieter; Novak, P (Eds.)(1990)Primary Health Care: Public Involvement, Family Medicine, Epidemiology and Health Economics. Springer-Verlag: Berlin and Heidelberg.
- Burci, Gian Luca and Vignes, Claude-Henri (2004) World Health Organization. Kulwer Law International: London/New York
- Ghosh, B (1948) A Treatise on Hygiene and Public Health. Scientific Publishing Company: Calcutta
- Hanlon, John H (2008) Principles of Public Health Administration. C V Mosley Co. Mahal: St. Louis
- Henry, Zodinlana Pachuau (2015) Children Under Institutional Care in North-East India. Lambert Academic Publishing: New Delhi
- Kishore, Jugal (2016) National Health Programs of India, National Policies and Legislations related to Health (12th Edition).Century Publications: New Delhi

Monk, Abraham (Ed.) (2016) Health Care of the Aged: Needs, Policies, and Services, Journal of Gerontological Social Work, Vol. 15, Nos.3-4. Routledge: New York

Packard, Randall M (2016) A History of Global Health Interventions into the Lives of Other People. John Hopkins University Press: Baltimore

Rout, Himanshu Sekhar (Ed.) (2011) Health Care Systems: A Global Survey. New Century Publications: New Delhi

Sanjivi, K S (2007) Planning India's Health. Orient Longman: University of California

Terry, McNulty and Ferlie, Ewan (2004) Re-engineering Health Care. Oxford University Press: New Delhi

World Health Organization (2017) World Health Statistics 2017: Monitoring Health for the SDGs. Sustainable Development Goals: World Health Organization: USA

Web Resources:

<http://www.searo.who.int/india/about/en/>

<https://www.who.int/about-us>

Course Code: BA/HON/05/PA/DSE-02

Credits: 6

ADMINISTRATIVE LAW

Learning outcomes

1. Developing an understanding of principles of natural justice, rule of law, administrative legislation, adjudication and much more
2. Distinguishing between constitutional law, administrative law and droit administratif
3. Delineating the concept, merits and demerits of administrative tribunals and especially Central Administrative Tribunal
4. Grasping the genesis, growth and concept of ombudsman, lokpal and lokayukta and central vigilance commission

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used.

UNIT - I

Introduction: Administrative Law: Meaning and reasons for its growth. Distinction between Constitutional Law and Administrative Law and Droit Administratif

UNIT - II

Basics Tools: Rule of Law; Principles of Natural Justice; Judicial Review of Administrative Action - concept and writs

UNIT - III

Delegated Legislation and Adjudication: Delegated Legislation- concept, rationale, merits and demerits; Administrative Tribunals-concept, merits and demerits; and Central Administrative Tribunal: structure and functions

UNIT - IV

Ombudsman: Institution of Ombudsman: concept and genesis; Central Vigilance Commission: structure, functions, role and significance; and Lok Pal and LokAyukta in India-composition, powers, functions and significance.

Recommended Readings:

Chhabra, S (1990) Administrative Tribunals. Deep and Deep: New Delhi
Diwan, P (2007). Indian Constitution (2nd Edition). Law Agency: Allahabad
Kagzi, M C J (2008) Indian Administrative Law (2nd Edition). Metropolitan: Delhi
Massey, I P (2008) Administrative Law. Eastern Book Company: New Delhi
Mehta, S M (1990) Indian Constitutional Law. Deep and Deep: New Delhi
Sathe, S P (1998) Administrative Law (6th Edition). Tripathi: Bombay
Sharma, S K (2007) Directive Principles and Fundamental Rights. Deep and Deep: New Delhi
Swami, P M (1989) Swami's Manual of Disciplinary Proceedings for Central Government Employees. Swami Publishers: Madras

Course Code: BA/HON/05/PA/DSE-03

Credits: 6

RIGHTS BASED GOVERNANCE

Learning outcomes

1. An appreciation of the evolution and growth of Human Rights movement
2. Distinguishing between 'right based governance' and 'welfare-based governance'
3. Understanding the governmental welfare schemes in the context of the Rights-based approach
4. Distinguishing national and international human rights perspectives
5. Understanding of the composition and role of national and international human rights institutions

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity in class attendance, class room interactions and assignments, mid-term and end-semester examination is to be used.

UNIT – I

Human Rights and Right to Health: Birth and Origin of Health & Human Rights; Evolution of the Health & Human Rights Movement; Difference between 'Rights based Governance' and 'Welfare based Governance' in the context of India; The Future of Human Rights based Governance and Accountability

UNIT – II

Government Welfare Schemes and Rights based approach: The Right to Information Act, 2005; Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) in

2005; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Right of Children to Free and Compulsory Education Act, 2009

UNIT – III

Rights Based Governance in India: Meaning of Rights Based Governance; Right to Health and other positive rights; Right to Privacy; Rule of Law; Enforcement of Human Rights in India: National Human Rights Commission(NHRC), State Human Rights Commissions, National Commission for Women, Scheduled Castes, Scheduled Tribes and Child Rights Commissions; Role of Judiciary in protecting these rights

UNIT – IV

Human Rights - International Perspective: Universal Declaration of Human Rights; International Humanitarian Law; Issues and Challenges in International Context; Human Rights in Global Health: Rights-Based Governance for a Globalizing World

Recommended Readings:

Albritton, R B and Bureekul, T (2009) A Comparative Survey of Democracy, Governance and Development. Global Barometer: Chile

Barthwal, C P (Ed.) (1998) Social Justice in India, Bharat Book Centre: Lucknow

Chaturvedi, T N and Chandra, S K (1980) Social Administration, Development and Change. IIPA: New Delhi

Chowdhary, D P (1992) Social Welfare Administration. Atma Ram & Sons: Delhi

Chowdhary, Paul D (1979) Social Welfare Administration. Atma Ram & Sons: New Delhi.

Democracy Report (2011) Namibia labour force survey of 2008. Institute for Public Policy and Research: Windhoek

Denhardt, R B and Denhardt, J V (2009) Public Administration: An Action Orientation (6th Edition). Wadsworth: Boston

Ghuman, B S and Sohail, Mohammad (2017) Right to Information Act, 2005 in India: A Decadal Experience, Indian Journal of Public Administration, Vol. 63, No.2, pp. 228-251

- Gregory, R (2007) Accountability in Modern Government, pp. 339-350 in Peters, G & Pierre, J (2007)(Eds.) The Handbook of Public Administration: Concise Paperback Edition. Sage Publications: London
- Jaganadhan, V (1966) Social Welfare Organisation. IIPA, New Delhi
- Kataria, Surendra (2002) Social Administration. RBSA Publishers: Jaipur
- Kataria, Surendra and Suthar, C R (2015) Tribal Development in Globalized World (Hindi). National Publishing House: Jaipur
- Kulkarni, PD (1961) Centre Social Welfare Board. Asia Publishing House: New Delhi
- March, Davis C (1965) An Introduction to Social Administration. Routledge and Kegan Paul: London
- Singh, Hoshier and Malik, A S (2001) Socio-Economic Development of Scheduled Castes in India (A Study of Haryana). Aalekh Publishers: Jaipur
- Singh, Mohinder (Ed.) (1996) Social Policy and Administration in India. MD Publications: New Delhi

SEMESTER – VI
COMPULSORY CORE COURSES

Course Code: BA/HON/06/PA/CC-13

Credits: 6

DEVELOPMENT ADMINISTRATION

Learning outcomes

1. Developing a basic intellectual understanding of development, its approaches and sustainable development
2. Gaining conceptual and theoretical understanding of Development Administration including the ecological and post-globalization contexts
3. Gaining familiarity with issues/new perspectives such as Public Private Partnership, Corporate Social Responsibility, Inclusive Development, Sustainable Development Goals and Human Development Indicators

Teaching Learning methods

The pedagogical methods such as conventional class room lectures and interactions, discussion, quiz, seminars and assignments are be used to deliver the course.

Assessment methods

The summative assessment method comprising of regularity in attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the relative levels of the students.

UNIT - I

Introduction: Development and its dimensions; Development and Modernization; Approaches to Development; Ecology of Development Administration; Sustainable Development and Anti Development

UNIT - II

Conceptual Constructs: Development Administration – concept, nature, scope and objectives; Features and Significance of Development Administration; Contribution of Ralph Braibanti, Edward Weidner, Fred W. Riggs and Dwight Waldo

UNIT - III

Issues: Globalization and Development Administration; Emergence of Non-State Actors in Development Administration; Gender Parity in Development; Role of Bureaucracy in Development

UNIT – IV

New Perspectives of Development: Public Private Partnership; Corporate Social Responsibility; Inclusive Development; Sustainable Development Goals (SDGs); Human Development Indicators and Social Audit

Recommended Readings:

Barnett, A Doak and Riggs, Fred Warren (1970) Frontiers of Development Administration. Duke University Press: USA.

Dwivedi, O P (1994) Development Administration: From Under-development to Sustainable Development. Macmillan: UK

Palekar, S L (2012) Development Administration, PHI Learning: New Delhi

Puri, K K and Barara, G S (2013) Development Administration in India (Hindi). Bharat Prakashan: Jalandhar

Ramulu, Ch. Bala (2016) Governance of Food Security Policies in India, Kalpaz Publications: New Delhi

Ramulu, Ch. Bala (2000) Technology and Rural Development, Rawat Publications: Jaipur

Ramulu, Ch. Bala (1999) International Organizations and Rural Employment Programs in India: Emerging Trends. Om Publishers: Faridabad, New Delhi

Sapru, R K (2008) Development Administration. Sterling : New Delhi

Course Code: BA/HON/06/PA/CC-14

Credits: 6

ADMINISTRATIVE ETHICS IN GOVERNANCE

Learning outcomes

1. An understanding about the philosophy of ethics with special reference to ethics in Public life and accountability of Public services
2. Enhanced problem solving skills in situations involving integrity, probity in Public life and acquiring problem solving approach
3. Capacity to logically and effectively communicate on ethics and governance

Teaching Learning methods

Pedagogical tools such as conventional class room lectures, discussions and interactions, seminars, quizzes, case study analysis, role play, tutorials, assignments and student presentations on various aspects of administrative ethics are to be used to deliver course knowledge to the students.

Assessment methods

The performance of the students is to be evaluated on the basis of their regularity of attendance, class room participation, interactions, submission of allotted assignments on a case study undertaken, mid-term and end semester examination.

UNIT - I

Introduction: Ethics – concept and significance; Key concepts – Right, Duty, Freedom, Equality, Fraternity, Karma, Purusharthas, and Dharma. Contribution of Kautilya: Character Building, Measures to tackle Corruption; Contribution of Mahatma Gandhi – Satyagraha and Truth. Contribution of Western Administrative Thinkers to Ethics with special reference to Socrates (Moral Theory) and Immanuel Kant (Deontological Theory)

UNIT - II

Applied Ethics: Issues of Inequality, Abortion, Foeticide, Suicide, Environment Degradation, Capital Punishment; and Nature of Moral Dilemmas

UNIT - III

Ethics in Public Life: Civil Service Neutrality and Anonymity; Significance of Ethical and Moral Values in Governance. Code of Ethics and Code of Conduct for Civil Services in India

UNIT - IV

Probity in Governance: Corruption – Causes, Remedies; Institutional Arrangements for fighting Corruption in India: CVC, CBI, Lokpal and Lokayukta

Recommended Readings:

Arora, R K (2008) Ethics in Governance: Innovations Issues and Instrumentalities. Rawat: Jaipur

Arora, Ramesh K (Ed.) (2014) Ethics, Integrity and Values in Public Service. New Age International: New Delhi

Bhargava, R (2006) Politics and Ethics of the Indian Constitution. Oxford University Press: New Delhi

Chakraborty, Bidyut (2016) Ethics in Governance in India. Routledge: New Delhi

Chaturvedi, T N (Ed.) (1996) Ethics in Public Life. IIPA: New Delhi

Gandhi, Mahatma (2009) Hind Swaraj. Rajpal & Sons: Delhi

Godbole, M (2003) Public Accountability and Transparency: The Imperatives of Good Governance. Orient Longman: New Delhi

Hooja, R (2008) Corruption, Ethics and Accountability: Essays by an Administrator. IIPA: New Delhi

Mathur, B P (2014) Ethics for Governance: Reinventing Public Services. Routledge Taylor and Francis Group: New Delhi

Rangarajan, L N (Ed.) (1987) The Arthashastra. Penguin Books: New Delhi

Sawshilya, A (2012) Ethics and Governance. Pearson Education: New Delhi

Second Administrative Reforms Commission (2007) Ethics in Governance. Government of India: New Delhi

Sheeran, P J (2006) Ethics in Public Administration – A Philosophical Approach. Rawat: Jaipur

DISCIPLINE SPECIFIC COURSES

Course Code: BA/HON/06/PA/DSE-04

Credits: 6

DISASTER MANAGEMENT

Learning outcomes

1. A conceptual understanding of disasters, their types and management
2. An understanding of the strategies, leadership and management skills required for disaster management

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminar and assignment are to be used to deliver the course.

Assessment methods

The students are to be evaluated on the basis of their regularity in attending classes; participation in class room interactions, discussions and quiz; assignments, mid-term and end-semester examination.

UNIT - I

Conceptual constructs: Disaster – concept and dimensions; Natural Disasters – Earthquakes, Volcanic Eruptions, Floods, Cyclones; Climate Change; Man-made Disasters – Anthropogenic , Soil Degradation, Desertification and Deforestation

UNIT - II

Disaster Management in India: Organisational Framework for Disaster Administration in India at the Union, State and Local levels (including Nodal Agency, National Disaster Management Authority, State Authority) as per the Disaster Management Act, 2005; National Policy on Disaster Management, 2009; Disaster Profile of India – Mega Disasters of India and Lessons Learnt; Case Studies: Tsunami 2005 and Kedarnath Floods 2013

UNIT-III

Application of Science and Technology for Disaster Management: Role of Geoinformatics/ Information and Communication Technology Systems in Disaster Management (Remote Sensing, GIS and GPS); Disaster Communication System (Early Warning and its Dissemination); Land Use Planning and Development Regulation

UNIT-IV

Disaster Risk Reduction – Sustainable Development, Inter-state and International Cooperation for Disaster Management; Role of NGOs and Army in Disaster Management and Disaster Management Training

Recommended Readings:

Asian Development Bank (1991) Disaster Mitigation in Asia and the Pacific. ADB: Manila
Dhawan, Nidhi Gauba and Khan, Ambrina Sardar (2012) Disaster Management and Preparedness. CBS Publications: New Delhi

Govt. of India/UNDP(2002-07)Disaster Risk Management Programme (2002-07): Community Based Disaster Preparedness and Risk Reduction through Participation of Committees and Local Self Governments. Available at:
www.ndmindia.nic.in/EQProjects/goiundp2.0.pdf

Kumar, Rajesh (2018) E-Governance and Disaster Management. GenNext Publications: New Delhi

Monappa, K C (2004) Disaster Preparedness. Akshay Public Agencies: New Delhi

Narayan, B (2009) Disaster Management. APH Publishing Corporation: New Delhi

Nayak, Shailesh abd Siri Zlatanova (Eds.) (2008) Remote Sensing and GIS Technologies for Monitoring and Prediction of Disasters. Springer: Berlin

Palanivel, K; Saravanavel, J; and Gunasekaran, S (2015) Disaster Management. Allied Publishers: New Delhi

Pine, John (2018) Technology and Emergency Management (2ndEdition).Wiley: Hoboken

Prince, T Y (1994) Environmental NGOs in World Politics. Routledge: London

Sahni,P ; Ariyabandu, Mand Malagoda, M(2003) Disaster Risk Reduction in South Asia. Prentice Hall: NewDelhi

Satendra, and Sharma,V K(2004) Sustainable Rural Development for Disaster Management. Concept Publishing Company: New Delhi

Sharma, Vinod K (2013) Disaster Management (2nd Edition). Medtech: New Delhi

Shaw, Rajab and Yukhihiko, Oikawa (Eds.) (2014) Education for Sustainable Development and Disaster Risk Reduction. Springer: Japan

Subramanian, R (2018) Disaster Management (1st Edition). Vikas Publishing House: New Delhi

Course Code: BA/HON/06/PA/DSE-05

Credits: 6

EDUCATIONAL ADMINISTRATION

Learning outcomes

1. Developing an understanding about the different concepts and models education and educational Administration
2. Familiarity with the National Policy on Education, Sarva Shiksha Abhiyan and institutions and agencies involved in promoting education in India

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminar and assignment, case studies is to be used.

Assessment methods

The students of the course are to be evaluated on the basis of their regularity of attendance, participation in class room interactions, discussions and quizzes, assignments, mid-term examination and end-semester examination.

UNIT - I

Introduction: Educational Administration – Concept , Significance and Scope; Concepts: Universalization of Elementary Education (UEE), Non-Formal Education (NFE), Vocationalization of Secondary Education, Autonomous Colleges etc.

UNIT - II

Education Policies: National Policy on Education, 1986 as modified in 1992 (Plan of Action, 1992); Right to Education (RTE) Act, 2009; and Implementation and Evaluation of Sarva Siksha Abhiyan (SSA)

UNIT - III

Institutions: Union Ministry of Human Resource Development – Organisational set up and Role with special reference to the Organization of the Department of Education and its

responsibilities; University Grants Commission: Structure, Functions and Role; National Council of Educational Research and Training: Structure, Functions and Role

UNIT - IV

Socio-economic Problems of Educational Development: Equality of Opportunity; Employment and Productivity; Nation Building and Citizenship; and Globalization and Education

Recommended Readings:

Garg, Bharati (2012) Sarva Shiksha Abhiyan: An Assessment. Commonwealth Publishers: New Delhi

Ghosh, Sunanda (2009) Education in Emerging Indian Society: The Challenges and Issues. PHI Learning: New Delhi

Ghosh, Suresh Chandra (2015) The History of Education in Modern India (1757-2012) (4th Edition). Orient Blackswan: New Delhi

Government of India (1966) Report of the Education Commission. Selected Chapters. [https://archive.org/stream/ReportOfTheEducationCommission1964-66/D.S.KothariReport/48.Jp-ReportOfTheEducationCommission1964-66d.s.kothari_djvu.txt]

Kapur, Devesh and Mehta, Pratap Bhanu (Eds.) (2017) Navigating the Labyrinth – Perspectives on India's Higher Education. Orient Blackswan: Hyderabad

Lazin, Fred, Matt, Evans and N. Jayaram (Eds.) (2010) Higher Education and Equality of Opportunities: Cross-National Perspectives. Lexington Books: United Kingdom

Lulla, B P and Murty, S K (1976) Essentials of Educational Administration. Mohindra Capital Publishers: Chandigarh

Manning, Kathleen (2017) Organisational Theory in Higher Education. Routledge: New York

Mukherji, S N (1962) Administration of Education, Planning and Finance. Acharya Book Depot: Baroda

Naik, J P (1975) Policy and Performance in Indian Education. Orient Longman: New Delhi

Naik, J P (1975) Quantity, Quality and Equality in Indian Education. Allied Publishers: Bombay

Pannikar, KN and Nair, M Bhaskaran (2012) Globalisation and Higher Education in India. Pearson: New Delhi

Patel, Surabhi P (1983) Equality of Educational Opportunity in India: A Myth or Reality? National Publishing House: New Delhi

Roemer, John E (1998) Equality of Opportunity. Harvard University Press: London

Sharma, S L; Ghuman, B S and Prakash, Shital (Eds.) (2014) Higher Education in India: The Changing Scenario. Rawat Publications: Jaipur.

Thakur, Anil Kumar and Mohan Patel (Eds.) (2010) Challenges of Education in 21st Century. Deep and Deep Publications: New Delhi

Zajda, Joseph; Dawn, Holger and Saha, Lawrence J. (Eds.) (2009) Nation Building, Identity and Citizenship Education: Cross Cultural Perspectives. Springer: Berlin

Web Resources:

Relevant websites including mhrd.gov.in; ssa.nic.in; nuepa.org

Course Code: BA/HON/06/PA/DSE-06

Credits: 6

NGOs AND SUSTAINABLE DEVELOPMENT

Learning outcomes

1. Acquiring a theoretical understanding of environment, sustainable development and Non-Governmental Organizations
2. Awareness about environmental concerns and challenges
3. Understanding about the types of NGOs and their significance and role in fostering sustainable development

Teaching Learning methods

The pedagogy comprising of conventional lecture methods and supplemented with classroom interactions, discussions, tutorials, quiz, seminar and assignment be used to deliver the course.

Assessment method

The students are to be evaluated on the basis of their regularity in classes, participation in class room interactions, discussions and quizzes; assignments preferably, mid-term and end-semester examination.

UNIT - I

The Global Responsibility of Environmental Concern: Importance of Environment in our life; Pollution and its Types; Pollution Control and Treatment of Waste; Legal Measures to Control Pollution

UNIT - II

NGOs and Participatory Management: Community Development Programmes; Participation of NGOs in Environment Management and Sustainable Development; NGOs and Corporate Social Responsibility; Civil Society Initiatives in Environment Management and Sustainable Development

UNIT - III

Sustainable Development: Programme and Policies: Environmental Legislation In India; Implementation of Environmental Laws in India; Global Initiatives in Protecting Global Environment; World Summit on Sustainable Development (Johannesburg Summit 2002)

UNIT - IV

Issues and Challenges of Sustainable Development: Legal Protection of Forests Act 1927; Legal Protection of Wild Life; Renewable, Non-Renewable and Nuclear Resources; Legal Regulation of Hazardous Substances

Recommended Readings:

Abbot, J and Guijt, I (1998) Changing Views on Change: Participatory approaches to monitoring the environment, pp. 1-96 in SARL Discussion Paper No. 2, July 1998. IIED: London

Abdalla, C W and Kelsey, T W (1996) Breaking the impasse: Helping communities cope with change at the rural-urban interface. *Journal of Soil and Water Conservation* 51: 462-466

Ajzen, I and Fishbein, M (1980) Understanding Attitudes and Predicting Social Behavior. Prentice-Hall: Englewood Cliffs, NJ, USA

Allen, W (1999) NRM-change links: Participatory monitoring and evaluation, Available from <http://nrm.massey.ac.nz/changelinks/par_eval.html> (Accessed 10 December 1999).

Allen, W (2000) NRM-change links: Improving Community Participation in Environment & Development. Available at: <<http://nrm.massey.ac.nz/changelinks/>> (Accessed 4 October 2000)

Allen, W J (1997) Towards improving the role of evaluation within natural resource management R&D programmes: The case for 'learning by doing'. *Canadian Journal of Development Studies* XVIII, Special Issue: 625-638, Available from <<http://nrm.massey.ac.nz/changelinks/cjds.html>>

Allen, W J and Bosch, O J H (1998) The role of hypermedia and the Internet in facilitating an ongoing and collaborative learning environment. Unpublished Land care Research Contract Report LC9798/110, Lincoln, New Zealand

Allen, W J and Bosch, O J H (1996) Shared Experiences: The basis for a cooperative approach to identifying and implementing more sustainable land management practices, pp. 1-10 in Proceedings of Symposium "Resource Management: Issues, Visions, Practice", Lincoln University, New Zealand, 5-8 July 1996, Available from <<http://nrm.massey.ac.nz/changelinks/share.html>> Accessed 4 October 2000).

Allen, W J; Bosch, O J H; Gibson, R G and Jopp, A J (1995) Co-learning our way to Sustainability: Integrating local and scientific knowledge through an evolutionary research approach to support land management decision-making. Paper presented at MalamaAina 95, 1st International Conference on Multiple Objective Decision Support Systems (MODSS) for Land, Water and Environmental Management, Honolulu, Hawaii, 23-27 July 1995

Allen, W; Brown, K; Gloag, T; Morris, J; Simpson, K; Thomas, J; and Young, R (1998) Building partnerships for conservation in the Waitaki/Mackenzie basins. Unpublished Land Care Research Contract Report LC9899/033, Lincoln: New Zealand

Gupta, Namita (2016) Environmental Administration in India: Issues and Concern. Selective & Scientific Books: New Delhi

GENERAL ELECTIVE COURSES

SEMESTER – I

Course Code: BA/HON/01/PA/GE-01

Credits: 6

INTRODUCTION TO PUBLIC ADMINISTRATION

Learning outcomes

1. Awareness about the evolution and growth of the discipline of Public Administration.
2. Learning of basic principles and approaches of Public Administration.
3. Theoretical clarity of basic concepts and dynamics (both ecological and others) relating to Public organizations.

Teaching – Learning methods

Pedagogical methods such as class room lectures and students-teacher interactions, group discussion, quiz, seminar and assignment etc will be used.

Assessment methods

Summative assessment method comprising of assignment, internal/term examination, regularity in classes and end semester final examination.

UNIT – I

Public Administration as a Discipline: Meaning, Nature, Scope, Dimensions and Significance of the discipline and its relations with Political Science, Management, Law and Economics. Public and Private Administration. Evolution of Public Administration, Minnowbrook Conferences (I, II & III)

UNIT – II

Growth and Trends in Public Administration: New Public Administration (NPA), New Public Management (NPM), Globalization and Public Administration, Paradigm Shift from Government to Governance, New Public Service (NPS), Feminist Perspectives

UNIT – III

Organization and its Principles: Organization: Meaning, Basis and Forms of Organizations. Principles of Organization: Hierarchy, Unity of Command, Span of Control, Coordination, Authority and Responsibility, Supervision and Control, Centralization, Decentralization and Delegation

UNIT-IV

Chief Executive, Leadership and Accountability: Chief Executive: Meaning, Types, Functions and Role; Line, Staff and Auxiliary Agencies; Headquarter and Field relationships; Decision Making; Communication; Leadership; Accountability

Recommended Readings:

Avathti, A and Maheshwari, S R (2013) Public Administration. Lakshmi Narain Agarwal: Agra

Basu, Rumki (2008) Public Administration: Concepts and Theories. Sterling Publishers: New Delhi

Bhagwan, Vishnoo; Bhushan, Vidhya and Mohla, Vandana (2010) Public Administration. S. Chand: Jalandhar

Bhambri, C. P. (2010) Public Administration Theory and Practice(21stEdition). Educational Publishers: Meerut

Bhattacharaya, Mohit (2008) New Horizons of Public Administration. Jawahar Publishers and Distributors: New Delhi

Bhattacharya, Mohit (2000) Public Administration. World Press: Calcutta

Bhattacharya, Mohit (2012) Public Administration: Issues and Perspective. Jawahar Publishers and Distributors: New Delhi

Chakrabarty, Bidyut and Chand, Prakash (2012) Public Administration in a Globalizing World: Theories and Practices. Sage: New Delhi

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- Raadschelders, Jos C N (2011) Public Administration: The Interdisciplinary Study of Government. Oxford University Press: New York
- Robinson, Mark (2015) From Old Public Administration to the New Public Service – Implications for Public Sector Reform in Developing Countries. UNDP Global Centre for Public Service Excellence: Singapore
- Rosenbloom, David H; Kravchuk, Robert S and Clerkin Richard M (2009) Public Administration: Understanding Management, Politics and Law in Public Sector (8th Edition). McGraw Hill : New Delhi
- Shafritz, Jay M and Hyde, Albert C (Eds.)(2012) Classics of Public Administration (8thEdition). Cengage Learning: Singapore
- Shafritz, Jay M; Russel, E W; Borick, Christopher P and Hyde, Albert C (2017) Introducing Public Administration (9th Edition). Routledge: New York
- Sharma, M P and Sadana, B L (2000) Public Administration in Theory and Practice. Kitab Mahal: New Delhi
- Simon, Herbert A (1947) Administrative Behaviour: A Study of Decision Making Processes in Administrative Organizations (4thEdition). Free Press: New York
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Vickers, John and Yarrow, George (1988) Privatization: An Economic Analysis. MIT Press: Cambridge

Waldo, Dwight (1955) The Study of Public Administration. Random House:

White, Leonard D. (1948) Introduction to the Study of Public Administration (Originally published in 1926) (3rd Edition). MacMillan: New York

Course Code: BA/HON/02/PA/GE-02

Credits: 6

INDIAN ADMINISTRATION

Learning outcomes

1. Knowledge about the evolution and growth of Indian Administration
2. Familiarity with the constitutional framework on which Indian Administration is based.
3. Grasping the role of Union Executive
4. Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general
5. Delineating the constitutional provisions and dynamics of union -state relationships
6. Awareness about the institutions and mechanism in force for citizen-state interface

Teaching Learning methods

Conventional class room method supplemented with class room interactions, discussions, case studies, workshops on specific themes, independent/group project work on an organization/ administrative mechanism and e-resources in the form of films/videos.

Assessment methods

Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end semester examination will help in evaluating the learning levels of students.

UNIT – I

Evolution & Constitutional Framework: Evolution of Indian Administration during Ancient, Medieval and British period; Constitutional Framework of Indian Administration; and Salient Features of Indian Administration

UNIT – II

Union Government: President; Prime Minister & Council of Ministers; Central Secretariat, Cabinet Secretariat, Cabinet Committees, Prime Minister Office; Ministry of Home Affairs and Finance Ministry.

UNIT – III

Constitutional Institutions, Union State Relations & Control over Administration: Election Commission of India; Union Public Service Commission; Union State Relations (Legislative, Executive and Financial); Parliamentary, Executive and Judicial Control over Administration

UNIT - IV

Citizen and State Interface: Citizens' Grievances Redressal Institutions and Mechanisms; Institutional Mechanism for Prevention of Corruption: Central Vigilance Commission; Lok Pal and Lok Ayukta; Politician and Civil Servant relationship.

Recommended Readings:

- Arora, Ramesh K. and Goyal, Rajni (1997) Indian Public Administration: Institutions and Issues. New Age International Publishers: New Delhi
- Avasthi, A and Avasthi, A P (2004) Indian Administration. Laksmi Narain Aggarwal: Agra
- Balfour, Lady Betty (2015) Lord Lytton's Indian Administration 1876-1880 The Untold History. Gyan Books: New Delhi
- Basu, D D (2013) Introduction to the Constitution of India (21st Edition). Lexus Nexus: New Delhi
- Chakraborty, Bidyut (2016) Indian Administration. Sage: New Delhi
- Cott, J E Woola (1986) British Rule in India. Anmol: Delhi
- Fadia, B L and Fadia, Kuldeep (2017) Indian Administration, (New Edition). Sahitya Bhawan: Agra
- Ghuman, B S; Monga, Anil and Johal, Ramanjit Kaur (Eds.) (2012) Corruption and Quality of Governance: Experiences of Select Commonwealth Countries. Aalekh Publishers: Jaipur
- Kangle R P (1972) The Kautilya Arthshastra. Motilal Banarsidass: New Delhi

- Kapur, Devesh; Mehta, Pratap Bhanu and Vaishnav, Milan (Eds.) (2017) Rethinking Public Institutions in India. Oxford University Press: New Delhi
- Maheshwari, S R (2000) Indian Administration. Orient Longman: New Delhi
- Palmer, N D (1961) Indian Political System. George Allen and Unwin : London
- Sarkar, Jadunath Sir (1972) Mughal Administration. M.C. Sarkar: Calcutta
- Sharma, Ashok(2016) Administrative Institutions in India. RBSA Publishers: Jaipur
- Sharma, M (2007) Indian Administration. Anmol: New Delhi
- Sharma, Prabhu Datta and Sharma, B M(2009) Indian Administration: Retrospect and Prospect. Rawat Publications: Jaipur
- Singh, M and Singh, H (1989) Public Administration in India. Sterling Publishers: New Delhi

Course Code: BA/HON/03/PA/GE-03

Credits: 6

COMPARATIVE PUBLIC ADMINISTRATION

Learning outcomes

1. Will be equipped with the knowledge and conceptual clarity of approaches, indices, and models of comparative Public Administration
2. Clarity re. administrative systems and their accountability mechanisms of UK, USA and France
3. Understanding of local governmental system, grievance redressal mechanisms and relevance of comparative approach in globalized perspective

Teaching Learning methods

The pedagogy of the course mainly comprises of conventional lecture method supplemented with class room interactions and discussion, case study analysis, assignments and students presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, mid-term and end semester examination are to be used for assessing the students.

UNIT - I

Introduction: Comparative Public Administration: Meaning, Nature, Scope and Significance. Salient Features of Administration in Developed & Developing Countries: Social, Economic, Political and Administrative

UNIT - II

Approaches: Structural Functional Approach; Behavioural Approach; and Ecological Approach

UNIT - III

Administrative Systems & Accountability : Salient features of Administration in UK, USA, Japan, Chief Executive of UK, USA, Japan. Accountability: Control Machinery of UK, USA, Japan

UNIT - IV

Local government of UK, USA, Japan. Grievance Redressal Machinery of UK, USA, Japan. Relevance of Comparative Public Administration in the era of Liberalization, Privatization and Globalization

Recommended Readings:

Arora, R K and Sharma, S (Eds.) (1992) Comparative and Development Administration: Ideas and Actions. Arihant Centre for Administrative Change: Jaipur

Bhatt, A and Ranjan, R (2010) Comparative Government and Politics (1st Edition). Anmol Publications: New Delhi

Chaturvedi, T N (1994) Tulnatmak LokPrashashan. College Book Depot: Jaipur

Dahiya, Sewa Singh and Singh, Ravindra (2012) Comparative Public Administration. Sterling Publishers: New Delhi

Farazmand, A (Ed.) (2001) Handbook of Comparative and Development Public Administration (2nd Edition). Marcell Dekker: New York

Heady, Ferrel (2001) Public Administration: A Comparative Perspective (6th Edition). Marcel Dekker: New York

Nadkarni, Vidya and Noonan, Norman C (Eds.) (2013) Emerging Powers in a Comparative Perspective: The Political and Economic Rise of the BRIC Countries. Bloomsbury Academic: London

Ray, S N (2004) Modern Comparative Politics: Approaches, Methods and Issues. Prentice Hall of India: New Delhi

Riggs, F W (1961) The Ecology of Public Administration. Asia Publishing House: Bombay

Riggs, F W (1964) Administration in Developing Countries: The Theory of Prismatic Society. Houghton Mifflin Co.: Boston

Special Issue on Comparative Chinese/American Public Administration (December 2009)
Public Administration Review, Vol. 69, IssueS1. Wiley: New Delhi

Web Resources:

<https://www.cia.gov/library/Publications/the-world-factbook/index.html>

http://news.bbc.co.uk/1/hi/country_profiles/default.stm

<http://www.nationmaster.com/>

Course Code: BA/HON/04/PA/GE-04

Credits: 6

ADMINISTRATIVE ETHICS IN GOVERNANCE

Learning outcomes

1. An understanding about the philosophy of ethics with special reference to ethics in Public life and accountability of Public services
2. Enhanced problem solving skills in situations involving integrity, probity in Public life and acquiring problem solving approach
3. Capacity to logically and effectively communicate on ethics and governance

Teaching Learning methods

Pedagogical tools such as conventional class room lectures, discussions and interactions, seminars, quizzes, case study analysis, role play, tutorials, assignments and student presentations on various aspects of administrative ethics are to be used to deliver course knowledge to the students.

Assessment methods

The performance of the students is to be evaluated on the basis of their regularity of attendance, class room participation, interactions, submission of allotted assignments on a case study undertaken, mid-term and end semester examination.

UNIT - I

Introduction: Ethics – concept and significance; Key concepts – Right, Duty, Freedom, Equality, Fraternity, Karma, Purusharthas, and Dharma. Contribution of Kautilya: Character Building, Measures to tackle Corruption; Contribution of Mahatma Gandhi – Satyagraha and Truth. Contribution of Western Administrative Thinkers to Ethics with special reference to Socrates (Moral Theory) and Immanuel Kant (Deontological Theory)

UNIT - II

Applied Ethics: Issues of Inequality, Abortion, Foeticide, Suicide, Environment Degradation, Capital Punishment; and Nature of Moral Dilemmas

UNIT - III

Ethics in Public Life: Civil Service Neutrality and Anonymity; Significance of Ethical and Moral Values in Governance. Code of Ethics and Code of Conduct for Civil Services in India

UNIT - IV

Probity in Governance: Corruption – Causes, Remedies; Institutional Arrangements for fighting Corruption in India: CVC, CBI, Lokpal and Lokayukta

Recommended Readings:

Arora, R K (2008) Ethics in Governance: Innovations Issues and Instrumentalities. Rawat: Jaipur

Arora, Ramesh K (Ed.) (2014) Ethics, Integrity and Values in Public Service. New Age International: New Delhi

Bhargava, R (2006) Politics and Ethics of the Indian Constitution. Oxford University Press: New Delhi

Chakraborty, Bidyut (2016) Ethics in Governance in India. Routledge: New Delhi

Chaturvedi, T N (Ed.) (1996) Ethics in Public Life. IIPA: New Delhi

Gandhi, Mahatma (2009) Hind Swaraj. Rajpal & Sons: Delhi

Godbole, M (2003) Public Accountability and Transparency: The Imperatives of Good Governance. Orient Longman: New Delhi

Hooja, R (2008) Corruption, Ethics and Accountability: Essays by an Administrator. IIPA: New Delhi

Mathur, B P (2014) Ethics for Governance: Reinventing Public Services. Routledge Taylor and Francis Group: New Delhi

Rangarajan, L N (Ed.) (1987) The Arthashastra. Penguin Books: New Delhi

Sawshilya, A (2012) Ethics and Governance. Pearson Education: New Delhi

Second Administrative Reforms Commission (2007) Ethics in Governance. Government of India: New Delhi

Sheeran, P J (2006) Ethics in Public Administration – A Philosophical Approach. Rawat: Jaipur

7. KEY WORDS

Administration, Administrative Ethics, Administrative Law, Citizen Centric, Communication Skills, Community Resource Persons, Comparative, Core Courses, Cyber Crime, Data Base, Development, Development programs, Digital, Digital Governance, Disaster, Discipline Specific, E-Governance, Educational Administration, Elective, Governance, Health Administration, Indian Administration, Management, Monitoring and Evaluation, Negotiation and Conflict, NGOs, Personality Development, Programs outcomes, Public Financial, Public Personnel, Public Policy, Regulatory Governance, Research Methods, Restructuring Governance, Rural Local Governance, Secretarial Practice, Service Quality, Skill, Skill Enhancement, Social Audit, Sustainable Development, Urban Local Governance, Web Based

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