Curriculum/Syllabus
for
Public Administration & Governance
Based on
Learning Outcome Curriculum Framework (LOCF)
Revised in May-2021, Effective from 2021-22 (Academic Year)

CENTRAL UNIVERSITY OF KARNATAKA

Department of Public Administration
School of Social & Behavioral Sciences
Central University of Karnataka
Kadaganchi, Kalaburagi – 585367, Karnataka

Vision Statement:

To be a Centre of Excellence in Public Administration, producing Professionals to serve as Administrators in Public Service and Researchers to contribute to new knowledge in Government and Non- Government Organisations at Global and National Levels.

Mission Statements:

➢ **MS-I:** To explore new knowledge in different perspectives by conducting both theoretical and applied research on diverse Administrative, Governance and Policy issues, which influence the societal knowledge and quality of life**.**

➢ **MS-II:** To develop effective leadership skills and competencies among students at post graduate and doctoral levels, within the framework of scholarly and applied strategies.

➢ **MS-III:** To encourage the innovations in problem solving and improve the decision-making capabilities of Students through case studies and field observations and develop skills essential to careers in public service

➢ **MS-IV:** To collaborate with other departments of Public Administration in reputed Institutions in India and Abroad to achieve excellence in teaching and research.

Qualification Descriptors (QDs)
After completion of this academic program, the students will be able to

Qualification Descriptors	Analysis
QD1	Demonstrate comprehensive knowledge and skills in areas related to Public Administration and Governance, Challenges, Issues and Reforms there in
QD2	Use Analytical Reasoning which shall be required for identifying problems and issues in Public Administration and Governance, and evaluating the reliability and relevance of evidence for formulating evidence-based solutions/policies.
QD3	Use multicultural approach to identify issues related to Public Administration and Governance in new/unfamiliar contexts in order to solve Complex problems with well-defined Strategies.
QD4	Communicate the results of studies undertaken in different fields of Public Administration and Governance in evaluation of various Public Policies in National and International contexts accurately and avoid fabrication and falsification of data and maintain academic ethical standards.
QD5	Demonstrate their Leadership Capabilities in the fields of Public Administration and Governance that are relevant in job trades and employment Opportunities like Professional Civil Servants, Public Policy Consultants, Administrative/Governance Experts and Research Opportunities in organizations like UNDP, Prime Minister Office, Chief Minister Office, NITI Aayog, Various Ministries, and Various Public Policy Agencies and National & International NGOs.

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4
QD-1	3	3	3	3
QD-2	3	3	3	3
QD-3	2	2	3	2
QD-4	2	3	3	2
QD-5	2	3	3	3

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

Program Learning Outcomes (PLOs) :

PLO-1: Demonstrate the ability to Acquire in-depth understanding of Public Administration and Governance both as a theoretical discipline and a profession.

PLO-2: Demonstrate the ability to analyse complex administrative problems with critical intellectual engagement and make decisions in-terms of comprehensive application of theoretical outlook in a real-time context of Governance.

PLO-3: Develop the ability to equip the Analytical Reasoning Skills to attain the reliability and relevance of an evidence in the field of Public Administration.

PLO-4: Evolve a sense of inquiry and capability for asking appropriate and logical questions and ability to recognise and establish cause-and-effect relationships, and able to execute the report for results of an investigation in the fields of Public Administration and Governance.

PLO-5: Acquire the ability to sharpen problem-solving capabilities from the Administration and Governance theoretical Perspective.

PLO-6: Creating, selecting, learning and applying appropriate techniques, resources and Use of modern I.T. tools, to complex social/administrative/organisational situations.

PLO-7: Demonstrate the ability to acquire knowledge and understanding of group dynamics for collaborative-multidisciplinary scientific research, and improve the capacity for self-management and teamwork to achieve common goals.

PLO-8: Develop the ability to Communicate effectively with all stakeholders in a hierarchical system of organisation, and capable of having practical communication skills with Community and political representative related to Diverse social, political and administrative activities of the society.

PLO-9: Demonstrate the ability to acquire the better Understanding of the values and beliefs systems of multicultural global order of contemporary time to understand the dynamics of different administrative approaches.

PLO-10: Develop the ability to attain task-oriented goals, self-motivating and inspiring team members to engage with the team objectives/vision and equip the skills to lead the Organisations in a complex real time situation.

PLO-11: Recognise the importance of focused life-time learning challenges related to developments in the area of Governance, with a high level of enthusiasm and commitment, to peruse knowledge and competence

PLO-12: Exhibit the attitude to acquire professional and intellectual integrity, professional research ethics, code of conduct and an understanding of the responsibility to contribute to the community for holistic & sustainable development of society.

Mapping of Program Learning Outcomes (PLOs)
With Qualification Descriptors (QDs)

	QD-1	QD-2	QD-3	QD-4	QD-5
PLO-1	3	3	3	3	3
PLO-2	2	3	3	3	3
PLO-3	2	3	3	3	3
PLO-4	2	3	3	3	3
PLO-5	2	3	3	3	3
PLO-6	2	3	3	3	3
PLO-7	3	3	3	3	3
PLO-8	3	2	2	2	3
PLO-9	3	3	3	3	3
PLO-10	3	2	3	3	3
PLO-11	3	3	3	3	3
PLO-12	3	3	3	3	3

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

Other Information:

1.**Name of the Course:** M.A. Public Administration & Governance.

2. **Duration of the Course**: Two years (Four semesters)

3. **Eligibility and Attendance**: As per University rules.

4. **Intake:** As per University norms

5. **Medium of Instruction and examination**: English

6. **Miscellaneous**: All other matters not referred to specifically shall be governed as per the Ordinances of the University as revised from time to time.

7. **Course structure and credit allocation**: Each credit denotes 1 hour for Theory and Two Hours for Practicals. Total credits of the programme: 100

Course Matrix
M.A.Public Administration & Governance

Code	Title of the Paper	Course	Credits				Examination		
			L	T	P	Total	IA	End Sem	Total Marks
MA Semester -I									
	Core								
PPACC-10001	Introduction to Public administration	CC	3		1	4	40	60	100
PPATC-10002	Introduction to Governance	CC	3	1	-	4	40	60	100
PPATC-10003	Administrative Thinkers-I	CC	3	1	-	4	40	60	100
PPATC-10004	Indian Polity and Administration	CC	3	1	-	4	40	60	100
	Ability Enhancement Compulsory Course								
PPACA10101	State and Political Theory	AECC	2	-	1	3	30	45	75
	Skill Enhancement Course								
PPACA10102	Communication Skills	SEC	-	-	2	2	20	30	50
	Generic Elective (Other Department)								
PPATG10301 PPATG10302 PPATG10303	Civil Services in India E-Governance Good Governance	GE	2	1	-	3	30	40	75
	Total Credits I semester					**24**			**600**

		MA Semester-II								
	Core									
PPATC20005	Administrative Thinkers-II	CC	3	1	-	4	40	60	100
PPATC20006	Human resource Management	CC	3	0	1	4	40	60	100
PPATC20007	State Administration	CC	3	1	-	4	40	60	100
PPATC20008	Comparative and Development Administration	CC	3	1	-	4	40	60	100
	Ability Enhancement Compulsory Course								
PPATA20103	Research Methodology	AECC	2	1	-	3	30	40	75
	Skill Enhancement Course								
PPATA20104	Leadership Development	SEC	1	-	1	2	20	30	50
	Generic Elective (Other Department)								
PPATG20304	a. Corporate Governance b. Human Rights and Duties c. Urban Governance	GE	2	1	-	3	30	45	75
	Total Credits II semester					**24**			**600**

PPACC10001- INTRODUCTION TO PUBLIC ADMINISTRATION

4 credits = 5 hrs/week   1 credit = 15 hrs/Semester
4 credits = 75 hrs/Semester   Max Marks: 100

Course Objective:

This course is designed as a broad introduction to public administration, including key current and future issues, basic concepts, and intellectual history. Public administration differs from many other areas in academia in that it has a strong administrative component. Students will learn basic concepts, theories and practices from the field of public administration.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Explain the basic context, historical and philosophical development of Public Administration as an academic discipline.

CLO-2: Discuss the classical, behavioral and bureaucratic approaches to understand the dynamics of Public Administration.

CLO-3: Apply various Principles of Public Administration to enhance the efficiency of an organization.

CLO-4: Analyse the emerging concepts in theory and practice of Public Administration.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	1	2	1	1	2	2	3	2	2	1
CLO2	3	2	1	2	1	1	2	2	2	2	2	1
CLO3	3	2	2	2	2	2	3	2	2	3	2	2
CLO4	3	3	2	2	2	2	2	2	2	3	3	2

Each Course Learning Outcome (CLOs) is mapped with one or more Program Learning Outcomes (PLOs). '3' in the box indicates for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

Teaching-Learning methods:

Conventional lecture method supplemented with class room interactions, presentations, discussions, case studies, workshops etc.

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 (15 Hours)

Introduction:
1. Public Administration: Meaning, Scope and Significance
2. Public Administration: Historical Perspective of Discipline
3. Philosophical view of Public Administration: Art/Science, Relevance of Public Administration

Unit-II (15 Hours)

Approaches to the Public Administration:
1. Classical/Bureaucratic/Administrative Approach: Introduction and Objectives of Classical Approach, Structure Analysis, Max Weber's Bureaucratic Approach and Authority, Fayol's POSDCORB view, Gulick and Urwick: Value and Criticism.
2. Human Relations Approach: Meaning and Emergence, Early Experiments, Hawthrone Studies, Social Organisation, Participative management.
3. Behavioural Approach: Simon's Contribution, Model of Behavioural Approach, Decision making and Rationality, Evaluation and Criticism

Unit-III (15 Hours)

Principles of Public Administration:
1. Division of Work & Co-Ordination: Bases of Work Division, Advantages and Limitations, Techniques of Coordination
2. Unity of Command & Span of Control: Importance and Practice, Factors Responsible and Arguments
3. Hierarchy: Meaning, Level jumping, Structure & Analysis
4. Line & Staff Agencies: Bases, Functions, Theory of Departments, Distinction between Staff and Auxiliary agencies, Role & Critique,

Unit-IV (15 Hours)

Emerging Concepts in Public Administration:
1. New Public Administration: Minnowbrook I/II/III Insights
2. New Public Management: Evolution, Features, Key Concern and Implementation of NPM
3. Post Modern Public Administration: Issues, Dynamism and Transition in Public Administration

Suggested Readings:

1. Avasthi& Maheshwari (2012), Public Administration, Lakshminarayan Agarwal, Agra.
2. Bhattacharya, Mohit (2013), New Horizons of Public Administration, Jawahar Publishers, New Delhi.
3. Donald Menzel and Harvey White (eds) (2011). The State of Public Administration: Issues, Challenges and Opportunities, New York, M. E. Sharpe.
4. Frank J. Goodnow, Politics and Administration: A Study in Government (New York: Russell & Russell, 1900), pp. 17–26
5. Henry, Nicholas (2006), Public Administration and Public Affairs, Prentice Hall of India, New Delhi.
6. Howard E. McCurdy, Public Administration: A Bibliographic Guide to the Literature (New York: Marcel Dekker, 1986), p. 22.
7. Jong. S. Jun (2006), The Social Construction of Public Administration, Imperative and Critical Perspective, State University of New York Press.
8. Ravindra Prasad D., V S Prasad, Satyanarayana P, and Y. Pardhasaradhi, (eds.,) (2013), Administrative Thinkers, Sterling, New Delhi.
9. William F. Willoughby, *Principles of Public Administration* (Baltimore: The Johns Hopkins Press, 1927).

PPATC10002: INTRODUCTION TO GOVERNANCE

4 credits = 4 hrs/week   **1 credit = 15 hrs/Semester**
4 credits = 60 hrs/Semester   **Max Marks: 100**

Course Objective:

  The Term Governance has made an impressive career in a number of disciplines concerned with regulation, order and law. The word 'Governance' appears in diverse academic disciplines. At general level, Governance refers to theories and issues of social coordination and the nature of all patterns of rule. The theories of governance have changed the understanding of various concepts of state and its institutions. The New Concepts have been emerged into the Social Science Literature with different connotations. In this background, the present course is aimed to provide an in-depth understanding of the basic tenets and trends of Governance.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Explain the terms/concepts such as Governance, Government, Governmentality and the significance of Governance

CLO-2: Explain various Theories of Governance to improve efficiency of Public Sector Organisations

CLO-3: Discuss the role of politics, politicians, civil society and citizen engagement in democratic Governance

CLO-4: Analyse the concepts of Governance in relation to their implementation and identify the gaps of Governance in Practice

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	3	2	1	2	2	3	3	3	3
CLO2	3	2	2	2	2	1	2	2	3	3	2	2
CLO3	3	2	2	2	2	1	2	2	2	3	3	2
CLO4	3	3	2	2	3	3	3	2	3	3	3	3

'3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)

Introduction:

1) Governance: Difference Between Government and Governance-Views of Governance in Indian Perspective- Introduction to Governance
2) Public Administration and Governance: Reinventing Role of State-Changing Definition of Public Administration- Reinventing Governance in NPM Era.
3) Good Governance and Democratic Governance: Streams of Good Governance-World Bank- UNDP; Measuring Governance

Unit-II (15 Hours)

Concepts in Governance:
1) Governance and Governability: Governability-Systems and Subsystems; Governability and Governance Integrations.
2) Governance- Openness and Transparency: Transparency and Open Data Approach-Accountability-Obstacles to Governance
3) Participatory Governance: Introduction-Citizen Empowerment and Capacity Building-Service Delivery and Equity-Political Representation and Distribution of Power.

Unit-III (15 Hours)

Governance and Institutions:

1) Governance & Democratic State: Democracy and Democratic Administration-Social Equity- Neo Liberalism and Democracy
2) Role of Governance for Civil Society: Changing Notion of Civil Society- New Social Movement- New Social Movements, and Civil Society Organisations
3) Governing NGOs: Voluntarism-Level of Orientation-Parameters for Development and Environment- Interest Groups-Pressure Groups

Unit-IV (15 Hours)

Tools of Governance:

1) Citizen Charter: Meaning and Importance-Global and Indian Scenario-Reasons for Limited Success of Citizen Charter
2) Social Audit: Evolution- Objectives-Principles- Uses and Functions of Social Audit-
3) RTI: Evolution and Significance- Jurisdiction of RTI- Mechanism of RTI-Effectiveness of RTI-Effectiveness

Suggested Readings:

1) Bell, S., and Hindmoor, A. (2009) Rethinking Governance: The Centrality of the State in ModernSociety, Cambridge: Cambridge University

2) Bell, Stephen and Andrew Hindmoor. (2009) Rethinking Governance: The Centrality of the State in Modern Society. Cambridge: CUP.

3) Bevir, Mark (2009), Key Concepts in Governance, Sage, London.

4) Bevir, Mark, ed. (2010) The Sage Handbook of Governance. Thousand Oaks, CA: Sage Publications.

5) Farazmand, Ali and Jack Pinkowski, eds. (2006) Handbook of Globalization, Governance, and Public Administration. London: CRC/Taylor & Francis.

6) Kjaer, A (2004) Governance. Cambridge, UK: Polity Press. Kooiman, Jan ed. (1993) Modern Governance: New Government-Society Interactions. London: Sage.

7) Kooiman, Jan. (2003) Governing as Governance. London: Sage.

8) Morrison, Donald (1945) "Public Administration and the Art of Governance." Public Administration Review 5:1: 83-87.

9) Osborne, Stephen P., ed. The New Public Governance? Emerging Perspectives on the Theory and Practice of Public Governance. London: Routledge.

10) Peters, B. Guy (1996) The Future of Governance: Four Emerging Models, pp. 1-20.

PPATC10001-ADMINISTRATIVE THINKERS-I

4 credits = 4 hrs/week   **1 credit = 15 hrs/Semester**
4 credits = 60 hrs/Semester   **Max Marks: 100**

Course Objective:

    A theory to be useful, should accurately describe a real-world event or phenomenon. The validity of theory depends on its capacity to describe to explain and to predict. Theory in Public Administration means to present evidence through definitions, concepts and metaphors that promote understanding. The chronological narration of administrative theory from oriental thought through Classical and Human Relations School helps the student to grasp the electric prescription. The presentation of the individual thinker and their struggle for the search of knowledge would be an inspiring episode.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to:

CLO-1: Explain the importance of Theory and various Principles proposed by Classical Administrative Thinkers.

CLO-2: Give Examples of historical thinkers like Suntzu, Kautilya etc regarding their significant contributions to Ancient Public Administration and their relevance to contemporary times also.

CLO-3: Explain various theoretical interpretations of Administrative Theory in providing solutions in day-to-day administrative issues.

CLO-4: Classify various Principles/Strategies proposed by Classical Administrative Thinkers in improving the productivity of organisations.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	3	2	2	3	3	3
CLO2	3	3	2	2	3	2	2	2	2	3	2	2
CLO3	3	3	3	3	3	3	3	2	2	3	3	2
CLO4	3	3	3	3	3	2	2	2	2	3	3	2

  '3' in the box for 'High-level' mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)

Introduction:

1) Administrative Theory: Theoretical Perspective-Understanding Theory-Elements-Classification-Good Theory-Significance-Theory Building in Public Administration
2) Ancient Administrative Thought-I: Suntzu: The Art of War-Leadership-Avoiding Conflict-Theory and Practice- Suntzu vs Kautilya-A Comparision
3) Ancient Administrative Thought-II: Kautilya: Nature of State-Nature of Duties-Saptanga Theory- Principles of Public Administration- Machinery of Government-Relationship Between Organs of State

Unit-II (15 Hours)

Western Administrative Thinkers:

1) Woodrow Wilson: Politics-The Study of Administration: Administration and Government-Administrative Science- Politics and Administration-Administration and Public Opinion-The Civil Service- Comparative Method
2) Frank. Goodnow: Politics & Administration: Classification of Authorities-Importance of Administration- The Function of Politics
3) Dwight Waldo-Administrative State-Public Administration History-A Classical Approach-Politics and Administration-Comparative Public Administration-New Public Administration-Public administration as Profession-Public Administration and Future

Unit-III (15 Hours)

Classical Thinkers:

1) Henry Fayol: Administrative Management- Administrative Theory-Managerial Activities-POCCC-14 Principles of Administration-Administrative Training-Gang Plank
2) F.W. Taylor: Scientific Management-Development of Scientific Management-Principles of Scientific Management- Functional Foremanship-Mental Revolution
3) Mary Parker Follett: Constructive Conflict & Leadership: Understanding Conflicts-Types of Conflict Revolution-Bases of Integration-Giving Orders-Depersonalizing Orders-Leadership

Unit-IV (15 Hours)

Bureaucracy:

1) Max Weber: Legal Rational Bureaucracy: Types of Authority-Characteristics of Bureaucracy-Characteristics of Officials- Features of Legal rational Bureaucracy
2) Karl Marx- State and Bureaucracy: Origins of Bureaucracy- Marxist Perspective-Exploitative Instrument-Hegel's Views on Bureaucracy- Impact on Marx- Parasitic Role of Bureaucracy
3) F M Marx-Administrative State and Bureaucracy-Role of State- Importance of Bureaucracy.

Suggested Readings:

1) Baker R J S (1972)., Administrative Theory and Public Administration, Hutchinson, London

2) Chester (1969), Chesler (1969), The Functions of Executive, Cambridge, Harvard University Press

3) D.Ravindra Prasad, V.S.Prasad, P.Satyanarayana, Administrative Thinkers, Sterling Publishing House, New Delhi

4) S.R.Maheswari: Administrative Thinkers, Mac Millan India Limited, New Delhi

5) F.W. Taylor: Scientific Management, Harper and Row Publishers, USA.

6) Jay.MShafritz, Albert.C.Hyde (2015), Classics of Public Administration, Eight Edition, Cengage Learning.

7) John Merriam Gaus, Reflections on Public Administration (The University of Albama Press).

8) Leonard D. White, Introduction to the Study of Public Administration, rev. ed. (New York: Macmillan, 1939), p. xiv.

9) R.N.Singh: Management Thought and Thinkers, Sultan Chand and Sons, New Delhi

10) William B. Wolf, The Basic Barnard: An Introduction to Chester I. Barnard and His Theories of Organization and Management (Ithaca, N.Y.: New York State School of Industrial and Labor Relations, Cornell University, 1974).

PPATCC1004-INDIAN POLITY AND ADMINISTRATION

4 credits = 4 hrs/week   **1 credit = 15 hrs/Semester**

4 credits = 60 hrs/Semester   **Max Marks: 100**

Course Objective:

       This paper is mainly concentrating on the basic objectives and functioning of the government. It has provisions for bringing about social change and defining the relationship between individual citizen and the state. It lays out certain ideals that form the basis of the kind of country that we as a citizens aspire to live in. An in-depth analysis of various basic areas of Constitution, Parliamentary System and Various Heads and Statutory Institutions helps the students to strengthen their understanding the nature and functioning of government.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Describe the historical evolution and growth of Indian Polity and Administration.

CLO-2: Explain the constitutional framework and its impact on Indian Administration.

CLO-3: Discuss the significance of Parliamentary Systems and role of Union Executive in Indian Administration.

CLO-4: Explain the contribution of various Institutions which are crucial in providing Citizen-State interface in India.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	3	2	2	2	2	2	2	2	2	1
CLO2	3	3	2	2	2	1	2	2	2	3	2	2
CLO3	2	3	2	2	2	2	3	2	2	3	2	2
CLO4	3	3	2	2	3	2	2	2	3	2	3	2

'3' in the box for 'High-level' mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)
Introduction to Indian Administration:
1) 1.1) Ancient Administration: Kautilya Arthasastra.
    1.2) Mughal Administration: Central Administration-Provincial Administration-Local Administration.
    1.3) British Administration: Salient Features-Government of India Acts-(1858-1935)
2) Salient features of Indian Constitution: Fundamental Rights- Directive Principles of State Policy-Fundamental Duties
3) Federal System in India: Centre-State Relations Between Legislative, Administrative and Financial Aspects.

Unit-II (15 Hours)

Parliamentary System in India:

1) Parliamentary System in India: Salient Features-Lok Sabha & Rajya Sabha-Composition, Power and Functions.
2) President- Election-Powers and Functions-Nominal Head-Aid & Advice
3) Prime Minister- Appointment & Removal-Relations with the President-Powers and Functions-Real Head of the Government

Unit-III (15 Hours)

Executive and Judiciary System:

1) Prime Minister Office: Composition-Role and Functions, Various Agencies in PMO-Changing Role.

2) Cabinet Secretariat: Post Independence Period-Role and Responsibilities-PMO vs Cabinet Secretariat.
3) Supreme Court and High Court- Organisation-Procedure of the Court-Independence-Jurisdiction and Powers

Unit-IV (15 Hours)
Statutory Authorities and non-Statutory Authorities in India:
1) Election Commission: Composition, Independence, Powers and Functions.
2) Finance Commission: Composition, Functions-Advisory Role
3) Comptroller and Auditor General in India: Appointment, Duties and Powers-Role of CAG.
4)Union Public Service Commission: Composition, Independence, Role and Functions, Limitations
5) NITI Aayog: Composition: Role and Responsibilities-Co-Operative Federalism-SDG India Index-Aspirational Districts

Suggestive Readings:

1) Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra.
2) Basu, Durga Das. (2008). Commentary on the Constitution of India, Wadhwa and Company Law Publishers, New Delhi.
3) Kashyap, Subash. (2005), Our Constitution, National Book Trust, New Delhi.
4) Fadia and Fadia, Indian Administration (2012), Sahitya Bhavan Publications, Agra.
5) Maheswari, S.R. (2001), Indian Administration, Orient Blackswan, Hyderabad
6) Maheswari, S.R. (2004) The Public Service of India: Current Good Practices and New Developments in India, Common Wealth Secretariat.
7) Ramesh K. Arora and Rajni Goyal (2002), Indian Public Administration, Vishwa Parkashan, New Delhi.
8) Sathe, S.P. (2002), Judicial Activism in India, New Delhi: Oxford University Press.

PPATA10101: Sate and Political Theory

3 credits = 3 hrs/week   **1 credit = 15 hrs/Semester**
3 credits = 60 hrs/Semester   **Max Marks: 75**

Course Objective
This course will familiarize students with the basic normative and empirical concepts in State and political theory and encourage them to understand develop perspectives for social practices. The course will also help pupils to learn how we make use of these concepts in organizing our societal living.

Course Learning Outcomes:
After completing the course, the learner will be able to:

CLO-1: Familiarise how the political state was formed, and how these arguments help us to become political being.

CLO-2 Understand the dimensions of shared living with the help of these political values and concepts.

CLO-3 Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	3	2	2	2	3	2	3	3	2	3
CLO2	3	3	2	3	2	2	2	2	2	3	2	2
CLO3	3	3	2	3	3	2	3	2	2	3	3	3

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)

Introduction:
1) Meaning, Nature and definitions of State and Political theory
2) Political Theory, Thought & Ideology

UNIT–II (15 Hours)

Understanding State:
1) Liberal Approach: Meaning, Nature & Feature, Development of Liberal State: Contractualist (Thomas Hobbs, John locke, Jean-JacuesRuso) and Utilitarian(Jeremy Bentham, James Mill)
2) Marxist Approach: Meaning, Nature and Scope, Historical Materialism, Origin of Marxist State: Karl Marx, Engel & Lenin
3) Institutional Approach: Meaning, Nature, Understanding Institutional approach: James Bryce, Bentley, Harold Laski.

UNIT–III (8 Hours)

Nature of State:
1) Introduction to Power and authority, Power Authority & legitimacy, Power and Knowledge: Difference conception of Power, Political powers and the system of checks and balances.
2) State and Civil Society, Public Spare & Civil disobedience

UNIT – IV (7 Hours)

State and Market:
1) LPG & its impact on State: Impacts of Economic Liberalisation in India: Globalisation its impact Indian State.
2) Neo Liberalism and Role of Multi-National Companies on State

Suggested Readings:
1.C. James, Charlesworth (Ed.) Contemporary Political ; Analysis, New York, 1967.
2. Robert Jahl: Modern Political Analysis, New Delhi,1967.
3. C.L. Waper; Political Thought, London, 1973.
4. Andres Lacker – Political Theory: Philosophy, Ideology and Sciences, New York, 1961.
5. Lucian N. Pye: Aspects of Political Development, New Delhi: Amerind Publishing Co. Pvt. Ltd., 1966.
6.Gester, Jones and Lancastar; Masters Political Thought Vols, I,II and III, London: George Harper, 1959
7. Ralph Miliband. Marxism and Politics, London, Oxford Univ. Press, 1977.
8. P. Chaterjee: The State of Political Theory, Calcutta: K.P. Bagchi and Co., 1978.
9.S.P. Verma: Modern Political Theory – A Critical Survey, Delhi: Vikas, 1975.
10. David Easton: The political System, II Varieties of Political Theories, Englewood, Cliffs, Frentice Hall, 1966.

PPACA10102- COMMUNICATION SKILLS

2 credits = 4 hrs/week   **1 credit = 15 hrs/Semester**

2 credits = 60 hrs/Semester   **Max Marks: 50**

Course Objectives:

      Communication as an act and a process stands at the core of human existence Communication skills are needed to speak appropriately with a wide variety of people whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor your language to your audience, listen effectively, present your ideas appropriately, write clearly and concisely, and work well in a group. This paper helps students to learn some basic ideas of communication & its importance in society.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Understand the basic theories of communication, models of communication and their application in context to management and administration.

CLO-2: Understanding importance of formal and informal communication presentations like written, oral and gestures. perspective to their merits and demerits.

CLO-3: Enhance their skills in oral and written communication supported by digital presentations if needed.

CLO-4: Write and Present Resume, Reports. Participate in group discussion in effective way. Learn skills of facing interviews.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	1	3	1	3	3	2	3	3	1
CLO2	1	2	1	1	3	1	3	3	2	1	2	1
CLO3	3	3	1	3	2	3	3	2	1	3	3	1
CLO4	3	1	2	1	3	2	2	3	3	2	2	2

Each Course Learning Outcome (CLOs) is mapped with one or more Program Learning Outcomes (PLOs). '3' in the box indicates for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, presentations, discussions, case studies, workshops etc.

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 (7 Hours)

Introduction:

1) Communication: Meaning, Nature, Scope and Significance
2) Types of Communication, Models and Theories of Communication: Linear Models, Interpersonal or Interactional Model, Composite Model

Unit-II (7 Hours)

Communication: Various Types

1) Formal and Informal Communication: Meaning Characteristic, Downward Communication, Upward Communication, Horizontal Communication, Network and Pattern of Informal Communications, Merits and Demerits
2) Management Communication: Principles of Organizational Communication, Purpose and Types, Impression Management, Leadership and Crisis Management, Johari Window

Unit-III (8 Hours)

Verbal & Non-Verbal Communication:

1) Listening Skills: Purpose of Listening- Listening to Conversation (Formal & Informal)
2) Oral Communication Skills & Written Communication Skills
3) Non-Verbal Communication: Personal Appearance- Gestures- Postures and Facial Expressions

Unit-(8 Hours)

Communication as a Skill for Career Building:

1) Identifying job openings-Preparing Cover Letters- Preparing a CV/Resume and Effective Profiling
2) Preparing a PowerPoint Presentation-Presenting a Paper-Group Discussions-Preparing for and Facing a Job Interview
3) Intrapersonal skills-Interpersonal Skills-Critical Thinking and Negotiation skills

Suggested Readings:

1. Kakarla, U. et al., (2019), Functional English for Communication, SAGE: New Delhi
2. Sethi, J & et al. A Practice Course in English Pronunciation, Prentice Hall of India, New Delhi.
3. Duck, S. and McMahan, D. T., (2012), The Basics of Communication: A Relational Perspective, SAGE: New Delhi
4. Sen, Leena. Communication Skills, Prentice Hall of India, New Delhi.
5. Prasad, P. Communication Skills, S.K. Kataria& Sons.
6. Bansal, R.K. and J.B. Harrison. Spoken English, Orient Language.
7. Roach Peter. English Phonetics and Phonology.
8. A.S. Hornby's. Oxford Advanced Learners Dictionary of Current English, 7th Edition.

PATG10301-CIVIL SERVICES IN INDIA

3 credits = 3 hrs/week   **1 credit = 15 hrs/Semester**
3 credits = 45 hrs/Semester   **Max Marks: 75**

Course Objective:

Bureaucracy is the instrumentality of the government to translate the formulated policies into programmes and programmes into realities. Modern state has assumed an array of new functions in the fields of social development, economic progress, institutional modernisation, nation-building, enrichment of the quality of life for the people. To attend to all these activities, the government of the day must have an adequate administrative machinery so that the welfare programmes and developmental missions of the government can be implemented in the most effective manner. This paper is designed in a way to enable and facilitate the students in understanding the role meaning and concepts of Civil Services in India.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Describe the evolutionary phases of Civil services in India.

CLO-2: Explain the process and pattern of Civil Services Examination.

CLO-3: Discuss the changing nature of Public Services in contemporary times.

CLO-4: Give Examples of various initiatives taking by Government in modernizing Civil Services in India.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	1	2	2	2	2	2	2
CLO2	2	2	2	2	2	1	2	2	2	2	2	2
CLO3	3	2	3	2	2	2	2	2	2	3	2	3
CLO4	3	3	2	2	2	2	3	2	3	3	2	2

'3' in the box for 'High-level' mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)

Introduction

1) Historical evolution of Civil Services in India: East India Company-Maculey Committee-Aitchison Commission-Islington Commission-Montford Report-Lee Commission-Government of India,1935 Act-ICS to IAS in Post-Independence.
2) Classification of Services in India-Position Classification and Rank Classification: Importance of Position Classification and Rank Classification- Advantages and Disadvantages.

Unit-II (15 Hours)

Types of Services and Recruitment of Civil Services:

1) Types of Civil Services in India:
   1.1) All India Services: Meaning-Historical Background-Union and State Government View-Sarkaria Commission-Salient Features
   1.2)Central Services and State Services
2) Recruitment and Examination Pattern of Civil Services: Constitutional Provisions-Recruitment
3) Method-Prelims/Mains/Interview-Selection of Candidates

Unit-III (5 Hours)

Public Service Commissions-Union and State

1) UPSC-Composition, Functions and Role
2) KPSC-Composition, Functions and Role.

Unit-IV (10 Hours)

Issues in Civil Services and Administrative Development in India

1) Changing Nature of Civil Services in Post LPG Era: Post LPG Era-Debureaucratisation-Revisiting role of State-Significance of Civils Services.
2) Issues in Indian Administration:
   2.1) Generalist Vs Specialists: Importance of Generalist- Importance of Specialist-Lateral Entry System
   2.2) Mission Karma Yogi-New Initiative in Post NPM Era in India

Suggested Readings:

1. Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra.

2. Charabarty, Bidut& Chand, Prakash – Indian Administration

3. Fadia and Fadia, Indian Administration (2012), Sahitya Bhavan Publications, Agra.

4. Maheshwari, S.R. - State Administration

5. Maheswari, S.R. (2001), Indian Administration, Orient Blackswan, Hyderabad

6. Maheswari, S.R. (2004) The Public Service of India: Current Good Practices and New Developments in India, Common Wealth Secretariat.

7. Ramesh K. Arora and Rajni Goyal (2002), Indian Public Administration, Vishwa Parkashan, New Delhi.

8. S.K. Das, The Civil Services in India: Oxford India Short Introductions Series)

9. Singh, Hoshiar - Indian Adminstration

10. Singh, Hoshiyar and Singh, Mohinder - Public Administration in India

PPATG10302- E-GOVERNANCE

3 credits = 3 hrs/week   **1 credit = 15 hrs/Semester**
3 credits = 45 hrs/Semester   **Max Marks: 75**

Course Objective:

Electronic government of "e Government" is defined as the use of Information and communication Technologies (ICTs) in government to provide public services and to improve managerial effectiveness. Government use ICTs for the exchange of information with citizens and businesses. E-Government utilizes technology to accomplish reform by fostering transparency, eliminating distance and other divides and empowering people to participate in the political and administrative processes that affect their lives. The preliminary objective of this course is to introduce the technology of e-Government with an in-depth experiment of various government initiatives and train the student to develop the ability to discuss current electronic government issues and trends.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Understand the development of e-Governance in India in phased manner and theoretical application in governance.

CLO-2: Analyzing and evaluating flagship policies of e-Governance in India (special reference to central government) with their achievements, obstacles and way forward.

CLO-3: Develop scientific temperament to case studies in context to various e-Governance policies of states. Evaluating tool of fast service delivery mechanism to citizens as e-Governance.

CLO-4: Understand and synchronize the long term changes and contribution of e-Governance in society and comparing status of e-Governance in developing nations like India.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	2	3	1	3	2	1	2	2	2	2
CLO2	2	1	1	3	2	2	2	2	2	1	2	1
CLO3	3	2	1	2	1	2	3	1	1	1	1	2
CLO4	3	2	2	3	1	2	3	1	1	2	2	2

Each Course Learning Outcome (CLOs) is mapped with one or more Program Learning Outcomes (PLOs). '3' in the box indicates for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

Teaching-Learning methods:

Conventional lecture method supplemented with class room interactions, presentations, discussions, case studies, workshops etc.

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 (10 Hours)

Introduction:

1) Evolution and Significance of ICT in India
2) e-Governance: Definition and Scope

Unit-II (10 Hours)

e-Governance Policies/Programmes in India:

1) Digital India: Vision, Programme, Approach and Methodology
2) NeGP: Policy, Objectives and Framework

Unit-III (10 Hours)

e-Governance in Various States/Case Studies:

 1) Common Service Centres: Policy and Programmes
    1.1 Sakala: Karnataka Guarantee Of Services to Citizens -(KGSC)
    1.2 Akshaya: An e-Literacy programme of kerala
    1.3 Me-Seva: Integrated Services Delivery Gateway, Andhra Pradesh

Unit- IV (15 Hours)

Issues in e-Governance:
1) Role of e Governance in Developing Countries
2) IT, Governance and Economic development

Suggested Readings:

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

2)Bhatnagar, S.C. (2004) E-Government – from Vision to Implementation: A practical guide with case studies, Sage Publications, New Delhi.

3)Bhatnagar, S.C. (2009) Unlocking E-Government Potential: Concepts, cases and practical insights, Sage Publications, New Delhi.

4)Bouwman, Harry, and et.al., (2005), Information and Communication Technology in Organisations, Sage Publications, London.

5)Heeks, R. (2006) Implementing and Managing eGovernment: An international text, Sage Publications.

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

7)Michael E. Milakovich, (2012), digital governance - New Technologies for improving Public Service and Participation, Routledge, Taylor and Francis group, New York.

3 credits = 3 hrs/week   **1 credit = 15 hrs/Semester**

3 credits = 45 hrs/Semester   **Max Marks: 75**

Course Objective:

This paper engages with concepts and different dimensions of governance with special prominence to major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration and development. In this paper the essence of governance is explored through the various good governance initiatives introduced in India.

Course Learning Outcomes

1. **CLO-1** The students are familiar with the changing nature of governance in the era of globalization.
2. **CLO-2** The students are introduced to the recent initiatives in good governance like e-governance, Gender governance, citizen charters.
3. **CLO-3** The students become familiar with a rigorous introduction to the **best practices** in India on good governance

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	3	2	2	2	3	2	3	3	2	3
CLO2	3	3	2	3	2	2	2	2	2	3	2	2
CLO3	3	3	2	3	3	2	3	2	2	3	3	3

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, presentations, discussions, case studies, workshops etc.

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.

<div align="center">

Unit-I (15 Hours)
</div>

Introduction
1) Meaning of Governance and Good Governance. World Bank, UNDP perspectives
2) Good Governance in Indian Context: Ancient to contemporary.

<div align="center">

Unit-II (15 Hours)
</div>

Citizen and Good Governance
1) Stakeholder and governance relationships: Rule of Law, Human Rights, Efficiency and effectiveness, accountability.
2) General principles of good governance: Participation, Responsiveness, Consensus orientation, and Equity.

<div align="center">

Unit-III (7 Hours)
</div>

Good Governance Initiatives in India
1) Citizen Charter, and RTI
2) Gender Inclusiveness-Women Reservation

<div align="center">

Unit-IV (8 Hours)
</div>

Good Governance Best Practices in India
1) Understanding Human Development Index
2) Corruption Index- Transparency

Suggested Readings:
1) Sam Agere (2000), Promoting good governance: principles, practices and perspectives. Vol. 11. Read pp. 1-23: "Conceptual Issues" and pp. 84-100: "The Role of the State in Creating a Conductive Environment."
2) Ved P. Nanda (2006), "The „Good Governance" Concept Revisited."
3) Merilee S. Grindle (2004), "Good Enough Governance: Poverty Reduction and Reform in Developing Countries."

UPATG10301-Introduction to Civil Services in India

(General Elective Paper)

6 credits = 6 hrs/week   **1 credit = 15 hrs/Semester**
6 credits = 90 hrs/Semester   **Max Marks: 150**

Course Objective:
The Term "Civil Services" had been introduced in India for the first time by British East India Company which manly focused on the Permanent Officials to run the Machinery of Government. After Independence, The Parliamentary Government which we have adopted in India, is that the ultimate responsibility for running the administration rests with the elected representatives of the people. While Legislative Bodies frame the Policies at one end and Civil Services will implement this Policies at Grassroot Levels in the other end. This Course mainly focuses on the historical aspects and types of Civil Services, Recruitment and Examination Pattern and various Contemporary Issues in Indian civil Service System.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Explain the historical evolution of Civil services in India.
CLO-2: Identify various types and classification of Public Services.
CLO-3: Explain the process and pattern of Civil Services Examination.
CLO-4: Discuss Contemporary Debates for Modernising Civil Services.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	1	2	2	2	2	2	2
CLO2	2	2	2	2	1	1	2	2	2	2	2	2
CLO3	2	2	1	1	1	1	2	2	2	2	2	1
CLO4	3	3	2	2	2	2	3	2	3	3	2	2

'3' in the box for 'High-level' mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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:
1) Historical evolution of Civil Services.
2) Meaning and Significance of Civil Services in India.
3) Classification of Civil Services in India: Position & Rank Classification

Unit-II

Types of Civil Services in India:
1) All India Services: IAS/IPS/IFS
2) Central Services
3) State Civil Services

Unit-III

Recruitment for Civil Services & Examination Pattern in India:
1) UPSC -Role, Composition & Functions
2) SPSC- Role, Composition & Functions
3) Examination Pattern of Civil Services in India

Unit-IV

Contemporary Debates in Civil Services in India:
1) Generalist vs Specialist Debate
2) ARC recommendations for Civil Services in India
3) Changing Nature of Civil Services in Contemporary Times

Suggested Readings:
1) Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra.
2) Charabarty, Bidut & Chand, Prakash – Indian Administration
3) Fadia and Fadia, Indian Administration (2012), Sahitya Bhavan Publications, Agra.
4) Maheswari, S.R. (2004) The Public Service of India: Current Good Practices and New Developments in India, Common Wealth Secretariat.
5) Ramesh K. Arora and Rajni Goyal (2002), Indian Public Administration, Vishwa Parkashan, New Delhi.
6) S.K. Das, The Civil Services in India: Oxford India Short Introductions Series)

4 credits = 4 hrs/week   **1 credit = 15 hrs/Semester**
4 credits = 60 hrs/Semester   **Max Marks: 100**

Course Objective:

This course is a Post-Graduate level introduction to the theory and practice of human resource management in both public and non-profit agency sectors. Particular attention will be given to discussion and critique of the theoretical and practical issues that must be addressed both by public and non-profit human resources managers, and agency management/supervisory personnel, and the course will emphasize the interdependence of human resource management and operational functions of the organization and contributing to individual, work team, organizational and societal goals. The strategic and operational management orientation of this course is intended to provide students with an understanding of the impact of human resource management on organizational decision-making. In addition, the course content will provide an introduction to the day-to-day HR issues faced by managers and administrators and an overview of current "best practices" in the field. Human resource management is a professional field in transition, moving from a "custodial" and "transactional" function focused on compliance.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Understand the concept of Human resource management with planning component accompanied by leadership and performance evaluation with a case study.

CLO-2: Explore technicalities of recruitment, mechanism of job designing and determining merits in promotion and placement.

CLO-3: Understand the employee life cycle in management and importance of skill enhancement in career evolution. Evaluate and examine the contemporary debates of emerging topics of personnel administration as Organisation Development and Organisation Culture.

CLO-4: Develop Skills to understand intra management in Organisational systems and conflict management, union pressures in grievances with their redressal mechanism.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	1	2	3	2	2	2	2	2	2	3	2
CLO2	2	2	3	2	1	2	3	2	1	1	2	2
CLO3	2	3	2	3	3	1	2	1	3	1	1	1
CLO4	2	2	3	2	2	1	2	2	2	3	3	3

Each Course Learning Outcome (CLOs) is mapped with one or more Program Learning Outcomes (PLOs). '3' in the box indicates for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, presentations, discussions, case studies, workshops etc.

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: (15 Hours)

Introduction
1. Meaning, Nature, Concept of Human Resource Management, Human Resource Planning
2. HRM and Performance Management, HRM and Leadership Building, HRM and Change Management, Trends in HRM.
3. Summary & Case Study

Unit II: (15 Hours)
Job Analysis, Recruitment and Employee Selection
1. Job Analysis, Job Description and Specifications, Job Evaluation and Designs.
2. Recruitment Process, Sources of Recruitment, Retention of Employees.
3. Employee Selection Steps and Processes, Appointment and Promotion.

Unit III: (15 Hours)
Training, Development and Performance Appraisal Management
1. Career Development, Career Planning and Development Systems, Career Development in Organisations.
2. Importance of Training, Training Methods, Evaluation of Training, Perspectives and Issus in Training.
3. Organisational Development: Methods and Techniques, Performance appraisal and Methods, Process and Issues in Performance Appraisal, Planning for Performance Improvement.

Unit IV: (15 Hours)

Industrial Relations and Worker's Participation, Grievance Redressal
1. Theories of Industrial Relations, Role of Government in Industrial Relations.
2. Strategic Management, Collective Bargaining, Worker's Participation in Management
3. Industrial Conflicts, Joint Consultation and Information Sharing, Joint Management Council, Joint Consultative and Compulsory Arbitration Scheme, Trade Unions, Grievance Procedure and Grievance Handling.

Suggested Readings:

1. Yoder, Dale - Personnel Management & Industrial Relations
2. IInd Administrative Reforms Commission - Report of Government of India.
3. Bhatia, S.K. - Emerging Human Resource Management.
4. Armstrong, Michael (2007), A Handbook of Human Resource Management Practice, Kogan Page, London.
5. Aswathappa K. (2013), Human Resource Management: Text and Cases, McGraw Hill, New Delhi
6. Government of India, Second ARC, Tenth Report on 'Refurbishing of Personnel Administration'
7. Naff , Katherine C., Norma M. Riccucci, (2014) ,Personnel Management in Government: Politics and Process(Seventh Edition), CRC, Taylor & Francis, New York.

PPATC20005-ADMINISTARTIVE THINKERS-II

4 credits = 4 hrs/week   **1 credit = 15 hrs/Semester**
4 credits = 60 hrs/Semester   **Max Marks: 100**

Course Objective:

It should be noted that Administrative Thinkers-II mainly discuss the intellectual history of the study of public administration and more specific to Behavioral Approach of the discipline, taking the intertwined biographical and intellectual history of landmark authors as point of departure. It is concerned with origins and how we got where we are. With regard to origins, we focus on authors who have been pioneers in public administration and whose work largely shaped the Behavioural, Motivational and Influential aspects of Public Administration. These authors are Elton Mayo, Chester Barnard, Herbert A. Simon, Maslow, Mc Gregor, Peter Drucker, Herzberg, Argyris and also this paper has given special attention on Most Influential Thinkers of the Discipline since Post 1940-50s like Robert Dahl, George Fredrickson and Charles Lindblom. Through these thinkers the students will able to gain a comprehensive understanding of various theoretical aspects in discipline of Public Administration.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Explain the role of Human Beings in Organisations and the concept of Authority and Decision Making in Behavioral Approach.

CLO-2: Describe the importance of Motivation Theories and its contribution to Organisational Behaviour.

CLO-3: Classify various Motivation Theories proposed by Behavioral Thinkers in enhancing the quality of Management in Organisations.

CLO-4: Discuss various Administrative Thinkers and their interpretation to Administrative Theory which have been influential in Contemporary Times.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	3	2	3	2	2	2
CLO2	2	3	2	2	2	1	2	3	2	3	2	2
CLO3	3	2	2	2	2	2	2	2	3	2	2	2
CLO4	3	3	2	2	2	2	2	2	2	2	3	3

'3' in the box for 'High-level' mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)

Behavioral Thinkers:
1) Elton Mayo: Human Relations Approach- The Early Experiments-The Great Illumination-Human Attitudes-Social Organisations.
2) Chester Barnard: Neo Classical Model- Organisation as a system of Human Cooperation-Formal and Informal Organisations-Theory of Authority-Zone of Indifference.
3) Herbert Simon: Decision Making Theory-Administrative Science-Decision Making-Fact and Value in Decision Making-Rationality-Programmed and Non-Programmed Decisions-Modes of Organisational Influence-Administrative Efficiency

Unit-II (15 Hours)

Motivational Thinkers-I:
1) Abraham Maslow: Hierarchical Need Theory-Types of Needs-Hierarchy of Needs-Self Actualisation Needs- Basic Needs (Further Characteristics).
2) Douglas Mc Gregor: Theory X and Theory Y-Perennial Question in Management-Theoretical Assumptions- Theory X-Coercive Compulsions-Theory Y-Alternate Assumptions-The Professional Manager-The Concept of Transactional Influence.
3) Peter Drucker: Knowledge Based Organization-Generic Management-Management in Government-Non-Performance of Public Agencies-Deficiencies of Government-Restructuring Government-Knowledge Based Organisations.

Unit-III (15 Hours)
Motivational Thinkers-II:
1) Fredrick Herzberg: Hygiene and Motivation Factors-Studies on Motivation-Two Factor Theory-Hygiene and Motivation Seekers-Job Enrichment.
2) Rensis Likert: Systems Management-Research on Management Practices-Various Approaches of Supervisors-Supportive Relationships-Linking Pin Model-Management systems.
3) Chris Argyris-The Formal Organisation-Individual and Group Adaptation-Managements Dominant Assumptions-Strategies for Organisational Development-T Group and Sensitivity Training-T Group and Public Administration.

Unit-IV (15 Hours)
Influential Administrative Thinkers-I:

1) Robert Dahl – Problems of Science of Administration-Public Administration and Normative Values-Public Administration and Human Behaviour-Public administration and Social Setting

2) George Fredrickson-Modern Day Founding Father of Discipline-Interests and Beliefs-Social Equity-Moral Basis for Public Administration- Views on Accountability and Governance.

3) Charles E Lindblom-Life-Social & Organisational Structures- Unilateral Controls-Multilateral Controls-Policy Making as Analytical and Interactive Process-Lindblom's Worldview-Incrementalism as Theory/Strategy/Practise.

Suggested Readings:

1) Anupama Poori Mahajan (2020), Administrative Thinkers, Sage Publications.

2) Argyris, Chris (1957), Personality and Organisation, Harper, New York

3) Donald Menzel et.al (eds) (2011). The state of Public Administration: Issues, Challenges and Opportunity. M.E. Sharpe.

4) Drucker, Peter (2012), Management Challenges for the 21st Century, Harper business.

5) D.Ravindra Prasad, V.S.Prasad, P.Satyanarayana, (2013) Administrative Thinkers, Sterling Publishing House, New Delhi .

6) Dubin, Robert, *The World of Work: Industrial Society and human Relations*. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1958.

7) George Fredrickson (2008), The Public Administration Primer, Westview Press.

8) Jay.MShafritz, Albert.C.Hyde (2015), Classics of Public Administration, Eight Edition, Cengage Learning.

9) Maslow, Abraham (1954), Motivation and Personality, Harper & Row, NY

10) Mc Gregor, Douglas (1960), The Human Side of Enterprise, McGraw Hill, New York.

PPATC20007-STATE ADMINISTRATION

4 credits = 4 hrs/week   **1 credit = 15 hrs/Semester**
4 credits = 60 hrs/Semester   **Max Marks: 100**

Course Objective:
The objective of this paper is to discuss about Nominal and Real Heads in State Administration
And role of Chief Secretary in Sate Administration and changing nature of District Collector in District Administration. Union Territory and North East Administration in India been discussed in-depth on various administrative aspects and in the final Unit, contemporary issues like Generalists vs Specialists and relation between Minister and Civil Servants also discussed in detail. It also enables the students to identify the transformative role of Civil Services with new initiatives like Mission Karmayogi by Government of India.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Explain the powers and functions of important organs of State Administration.

CLO-2: Discuss the role, significance and changing nature of District Administration in India.

CLO-3: Describe the evolution of Union Territories and nature of Governance in North east States in India.

CLO-4: Discuss the most important debates and changing trends of Indian Administration in contemporary times.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	2	1	2	2	2	2	2	2	2	1
CLO2	2	2	2	2	1	1	2	2	1	2	2	2
CLO3	2	2	2	2	2	1	2	1	2	2	2	1
CLO4	3	3	2	2	3	2	2	2	3	2	3	2

'3' in the box for 'High-level' mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)
State Administration:
1) Governor- Powers and Functions- Changing Role of Governors in Centre state Relations- Various Committees Views on Role of Governor.
2) Chief Minister- Powers and Functions- Role of Council of Ministers- Real Head of State.
3) State Secretariat- Structure and Functions- Chief Secretary- State Secretariat vs Directorates.

Unit-II (15 Hours)
District Administration:
1) District Administration: An Overview-Introduction-Evolution & Change-Need for a Collectorate in District.
2) District Collector- Changing role of District Collector-Evolution-Role and Functions-Other Powers and Functions.
3) District Planning Committees-Status of DPC among various States-Composition-Roles & Responsibilities-Conclusion

Unit-III (15 Hours)

Union Territory and North East State Administration in India:
1) Union Territory Administration in India: Evolution of UT in India- Delhi-Puducherry-Chandigarh-Andaman & Nicobar- Daman & Diu-Dadra & Nagar Haveli-Lakshadweep
2) North East State Governance in India-Socio-Economic and Cultural Features of North Eastern Region- District and Regional Councils

Unit-IV (15 Hours)
Contemporary Debates in Indian Administration:
1) Generalists' vs Specialists Debate in Indian Administration- Lateral Entry System-
2) Administrative Reforms in India-First ARC and Second ARC
3) Minister-Civil servant Relationship-Relative Roles-Principles-Relationship in Practice- Reasons for Conflicts
4) Mission Karmayogi- New Initiative in Post NPM Era in India

Suggested Readings:

1) Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra.

2) Fadia and Fadia, Indian Administration (2012), Sahitya Bhavan Publications, Agra.

3) Maheswari, S.R. (2001), Indian Administration, Orient Blackswan, Hyderabad

4) Maheswari, S.R. (2004) The Public Service of India: Current Good Practices and New Developments in India, Common Wealth Secretariat.

5) Ramesh K. Arora and Rajni Goyal (2002), Indian Public Administration, Vishwa Parkashan, New Delhi.

6) Sathe, S.P. (2002), Judicial Activism in India, New Delhi: Oxford University Press.

7) Singh, Hoshiar - Indian Adminstration

8) Maheshwari, S.R. - State Administration

9) Singh, Hoshiyar and Singh, Mohinder - Public Administration in India

10) Charabarty, Bidut& Chand, Prakash – Indian Administration

PPATC20008: Comparative and Development Administration

4 credits = 4 hrs/week
4 credits = 60 hrs/Semester

1 credit = 15 hrs/Semester
Max Marks: 100

Course Objective

This course aims to familiarise students to basic concepts, methods and scope of comparative and Developmental Administration, different approaches their strengths and weaknesses. The objective is to provide deeper understanding of structures and functions of institutions in comparative perspective. The course will examine politics in a historical framework while engaging with various themes of comparative & development analysis in developed and developing countries.

Course Learning Outcomes

This paper would enable student to understand the legacy of the discipline.

1. **CLO-1** Studying different political and administrative systems using comparative method will introduce students to a range of different arguments, culture, folkway and Socialization process.
2. **CLO-2** Students will learn to delineate ways to understand culture shapes the administrative discourse in a particular context.
3. **CLO-3** Students will develop reflective thinking and ability to ask relevant questions pertinent to the discipline and will also develop aptitude for comparative research in public administration.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	3	2	2	3	2	2	3	3	3
CLO2	3	3	2	2	3	2	3	2	2	3	2	2
CLO3	3	2	3	3	2	3	3	2	2	3	3	2

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)

Introduction:

1) Comparative Public Administration: Definition, Scope and Importance
2) Evolution of Comparative of Public Administration: Comparative Administration Group (CAG)
3) Theories and Models of Comparative Public Administration: interpretation of Fred Riggs and Ferrel Heady.

Unit-II (15 Hours)

Comparative Public Administration: Administrative systems

1) Comparative Study of Governmental Systems in UK, USA, France; Executive, Legislative and Judiciary.
2) Control Mechanisms over Administration in U.K. & U.S.A.
3) Modern Administrative Systems in Japan/ South Korea/ Singapore

Unit-III (15 Hours)

Development Administration

1) Definition, Scope and Instruments for Development Administration
2) Edward Weidner: Development Model
3) Development Approaches– State approaches to development, market approaches to development – people centered development, right based development

Unit-IV (15 Hours)

Development Administration in Indian context

1) Theories of Development Administration: An Indian Perspective.
2) Development Administration in India: Policies and Institutions
3) Development Administration and Peoples Participation

Suggested Readings:

1) Anupama Puri Mahajan (2019), Development Administration in India, Sage Publications.
2) Ali Farazmand, (2001) Handbook of Comparative and Development Public Administration, Marcel Dekker, NY.
3) Esman,MiltonJ. (1970).CAG and the study of public administration. In F.W.Riggs(Ed.), The frontiers of development administration (pp.41-71).Durham,NorthCarolina:DukeUniversityPress.
4) Heaphey, J. (1968).ComparativePublicAdministration: Comments on current characteristics. Public Administration Review, 28(3),242-249.
5) Montgomery, J. (1966). ApproachestoDevelopmentPolitics, Administration and Change, New York: Mc GrawHill.
6) Pai Panandikar,V.A.(1964).Development Administration: An Approach, Indian Journal of Public Administration,10(1), 34-44.
7) Raphaeli, N.(1967). Readings in Comparative Public Administration, Boston, Massachusetts: AllynandBacon.
8) Anupama Puri Mahajan: Development Administration In India: SAGE Publication.
9) Sakiko Fukuda-Parr, A.K.Shivakumar (Eds.,), Readings in Human Development, New Delhi: Oxford University Press, 2003.

10) Amartya Sen, Development as Freedom, New Delhi: Oxford University Press, 2000.

11) The World Bank, Engendering Development, Washington D.C: The World Bank, 2001.

12) The World Bank, Sustainable Development in a Dynamic World, World Development Report – 2003 Washington D.C: The World Bank, 2003.

PPATA20103: Research Methodology

3 credits = 3 hrs/week   **1 credit = 15 hrs/Semester**
3 credits = 60 hrs/Semester   **Max Marks: 75**

Course objectives:

The key objective of this course is to develop a research orientation among the students and to accustom them with fundamentals of research methods. Particularly, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and methodology its approach. It includes discussions on philosophical debates on social science research strategies, and also discusses research designs and techniques of analysis.

Course Learning Outcomes

This paper would enable student to understand the legacy of the discipline.

1. **CLO-1** To help students to understand conceptual issues, research strategies in social science
2. **CLO-2** To develop understanding of the basic framework of research process.
3. **CLO-3** To develop an understanding of various research designs and techniques.
4. **CLO-4** To identify various sources of information for literature review and data collection.
5. **CLO-5** To develop an understanding of the ethical dimensions of conducting applied research.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	3	2	2	3	3	3
CLO2	3	3	2	2	3	2	2	2	2	3	2	2
CLO3	3	3	3	3	3	3	3	2	2	3	3	2
CLO4	3	3	3	3	3	2	2	2	2	3	3	2
CLO5	3	3	2	3	2	3	3	3	2	2	3	2

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)

Conceptual Issues:

1. Understanding Method and Methodology, Inter-relationship between theory and research
2. Deductive, Inductive and dialectical logic, Positivism and Scientific Research
3. Research Ethics

Unit- II (15 Hours)

Social Science Research Strategies:

1) Hermeneutics, Structuralism and Post- Structuralism
2) Constructivism and De- Construction, Fact- Value Debate
3) Quantitative and Qualitative Research

Unit-III (15 Hours)

Research Design:

1) Formulation of Research Design, Literature Review
2) Formulation of Research Problem, Hypothesis
3) Unit of analysis and variables

Reference:

1. O.P. Gauba 2005. *An Introduction to Political Theory*, Delhi Macmillan India.
2. U.R. Ghai& K.K. Ghai 2004. *Contemporary Political Analysis*, Jalandhar New Academic Publisher.
3. Robert A. Dahl. 2003. *Modern Political Analysis*, New Delhi Pearson Education.
4. Tim,May. 2001. *Social Research: Issues, Methods and Process*, Buckingham, Open University Press.
5. Aldridge, A and Levine, K. 2001. *Surveying the Social World*, Buckingham, Open University Press.
6. Lee, R.M. 2001. *Unobstrusive Methods in Social research*, Buckingham, Open University Press.
7. Williams, M and May, T. 1996. *Introduction to the Philosophy of Social Research*, London, UCI Press.
8. P. G. Das. 1996. *Modern Political Theory*, Calcutta, New Central Book Agency
9. Homan, R. 1991. *The Ethics of Social Research*, London, Longman.
10. Oyen, E. 1990. *Comparative Methodology*, London, Sage.
11. Janet Bultolph Johnson & Richard A. Joslyn 1987. *Political Science Research Methods,* New Delhi, Prentice Hall of India
12. Paramatma Sharan 1984. *Theory of Comparative Politics*, New Delhi Meenakshi Prakashan
13. Hans Raj 1984. *Theory & Practice in Social Research*, New Delhi, Surjeet Publisher.
14. Davies and Levies 1971. *Modern Political Analysis*, Delhi, Vikas.

PPATA20104-LEADERSHIP DEVELOPMENT

2 credits = 2 hrs/week   **1 credit = 15 hrs/Semester**
2 credits = 30 hrs/Semester   **Max Marks: 50**

Course Objective:

Leadership research is now a fertile field that is increasingly seen as an important and highly relevant area of inter-disciplinary contemporary scholarship. In this Course, we have designed the curriculum with a diverse theoretical frameworks, empirical approaches and various concepts of Leadership and also recent contributions which have produced innovative ways of thinking about longstanding leadership issues and dilemmas. Increasingly, they have sought to develop international, cross-cultural perspectives and multi-disciplinary approaches to leadership. Alongside the predominant traditional approaches to leadership studies, we have added some case studies to emphasizing the socially constructed and relational nature of leadership.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Explain the need and concept of Leadership in Administrative Studies

CLO-2: Discuss various cross culture and multidisciplinary approaches to Leadership Theories

CLO-3: Explain the Future and New Directions of research in Leadership

CLO-4: Describe various types of Leadership to suggest better alternatives for effective Organsiations.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	2	2	2	2	3	2	2	3	2	2
CLO2	3	2	2	2	2	2	2	3	2	2	3	2
CLO3	3	3	2	2	3	2	3	2	2	2	2	3
CLO4	3	3	3	2	2	2	3	2	3	3	2	2

'3' in the box for 'High-level' mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)

Introduction

1) Leadership- Conceptual Analysis- Early Principles-Written Concepts and Principles-Modern Study of Leadership-Universality of Leadership-The Need for Leadership.
2) Leadership and Identity: An Examination of Three Theories and New Research Directions.
3) The Future of Leadership-Challenges and Prospects-Multidimensiolity-Process Models-Development-Time and Leadership.

Unit-II (15 Hours)

Types of Leadership:
1) Autocratic Vs Democratic Leadership: Two Opposing Approaches-Effects of Authoritarian and Democratic Leadership-Large-Scale Long-Term Comparisons of Autocratic and Democratic Relationship
2) Directive Vs Participative Leadership-Making Decisions- Aspects of Direction and Participation-Antecedents-Benefits vs Effects.
3) Task Vs Relations Orientation Leadership-Task Relations and Change Orientation-Antecedents-General Consequences- Blake and Moutons Grid-Fiedlers Contingency Model.

Suggested Readings:
1) Antonakis, J., Schriesheim, C.A., Donovan, J.A., et al. (2004) 'Methods for studying leadership'. In J. Antonakis, A.T. Cianciolo and R.J. Sternberg (eds), The Nature of Leadership. Thousand Oaks, CA: Sage, pp. 48–70.
2) Bernard M.Bass, Ruth Bass, The Bass Handbook of Leadership: Theory, Research and Managerial Application, Free Press, 2008.
3) Chauney Dunford, Leaders, D.K.London Publishing, 2019.
4) Day, D. V. & O'Connor, P. M. G. (2003). Leadership development: Understanding the process. In S. Murphy & R. Riggio (eds), The future of leadership development (pp. 11–28). Mahwah, NJ: Erlbaum.
5) Day, D. V. (2007). Developing leadership talent: A guide to succession planning and leadership development.Alexandria, VA: Society for Human Resource Management Foundation.
6) Gill, R. (2006) Theory and Practice of Leadership. London: Sage.
7) Grint, K. (2000) *The Arts of Leadership* (Oxford: Oxford University Press).
8) Stogdill, R.M. (1974) Handbook of Leadership: A Survey of Theory and Research (New York: Free Press).

9) Mumford, M.D. (2006) Pathways to Outstanding Leadership: A Comparative
Analysis of Charismatic, Ideological and Pragmatic Leaders. Mahwah, NJ: Erlbaum.

PPATG20304- CORPORATE GOVERNANCE

3 credits = 3 hrs/week   1 credit = 15 hrs/Semester
3 credits = 45 hrs/Semester   Max Marks: 45

Course Objective:
This course includes fundamental issue of how corporations are run. It aims to develop an understanding of what constitutes good corporate governance and what the impact is of regulations and codes of practice.

Strategic leadership and corporate governance are phenomena relevant to organisations of varying size, administration activity and geographic location. The module covers a fast-growing area of consulting-related work and the basic objective is to understand the theory and practice of corporate governance and its role in the strategic management of the modern corporation.

The course also aims at analysing the growth of the Public Sector Enterprises (PSEs) and their contributions to the economy, Study the governance challenges of public enterprises & framework of good governance. Understand the role of CSR and Sustainability in good governance, sensitize public policy professionals about the policy initiatives for enhancing the competitiveness of public enterprises.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Develop a scholarly understanding of basic theories of corporate governance, principles like trusteeship and required transparency. Differentiate between the goals & objectives of Public/Private companies and historical evolution of corporate governance in India.

CLO-2: Inculcate knowledge about much needed Good Governance practices in corporate and ethics in it with refence to India. Enable basic understanding of obstacles in corporate administration.

CLO-3: Decode objective, measures, implementation & monitoring of Corporate Social Responsibility and its contribution to Indian society by various academic models.

CLO-4: Develop scientific temperament of case studies.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	2	2	2	1	2	2	2	2	3	2
CLO2	1	1	1	2	1	2	1	2	1	1	2	1
CLO3	2	3	2	1	3	1	2	1	3	1	1	1
CLO4	1	2	2	2	2	2	2	2	2	3	1	2

Each Course Learning Outcome (CLOs) is mapped with one or more Program Learning Outcomes (PLOs). '3' in the box indicates for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping.

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, presentations, discussions, case studies, workshops etc.

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 (15 Hours)
Introduction to Corporate Governance and PSEs in India
1. Meaning, Scope and Significance of Corporate Governance: Features, Advantages & Disadvantages. Principles of Corporate Governance: Trusteeship, Transparency, Accountability and Control. Theories of Corporate Governance: Fiction/Entity Theory, Concession Theory, Realist/Organism/Person Theory, Purpose/Ownership Theory.
2. Types of Corporate Organisation: Public Secore, Private Sector, Company Limited by Shares, Company Limited by Guarantee, Unlimited Company, Holding Company, Subsidiary and Associate Company.
3. Evolution of Public Enterprises. Formation of Company: Promotion, Incorporation, Commencement of Business, Capital Subscription.

Unit-II (15 Hours)
Issues in Corporate Governance
1. Policy making in Corporate Governance, Role of SEBI. Essentials of Good Corporate Governance: Strategy, Organisational Discipline, Effective Risk Management, Fairness, Transparency, Accountability, Self-Evaluation
2. Corporate Governance and Ethics: Features and Significance, Kohlber's Stages of Moral Development.
3. The Indian Context to corporate ethics: Conflict in Objective Functioning, Lack of Autonomy in Operations, Independence of Board, Performance Appraisal.

Unit-III (15 Hours)
Corporate Social Responsibility
1. Introduction and Definitions of corporate social responsibility: Overview and Features. Justification of CSR, Scope of CSR. Models: Carroll's Pyramid Model of CSR, IC and CON model of CSR
2. Social Responsibility and Indian Corporation: Application, Expenditure, Reporting and CSR Activities. Issues & Challenges in CSR and Sustainability.
3. Case Study

Suggested Readings:

1. Appleby, P.H. - Re-examination of India's Administrative System with Special Reference to Administration of Governments, Industrial and Commercial Enterprises.
2. Clarke, T. (2004), 'Cycles of Crisis and Regulation: The Enduring Agency and Stewardship Problems of Corporate Governance', Corporate Governance, 12, 2, pp. 153–61
3. Financial Reporting Council (2012), The UK Corporate Governance Code, London: FRC
4. Hanson, A.H. - Public Enterprises and Economic Development
5. Khera, S.S. - Government in Business
6. Khusro, A.M. and Others - Industrial Policy
7. Kumar, Basant, Non-Executive Directors in Indian Corporate Governance.
8. Lal, Bhure and Ram ,Raja - Controlling Pubvlic Sector Sickness
9. Masami, Atarasi, Corporate Governance
10. Medury, Uma, Corporate Governance Framework
11. Narayan, Satya - CAG - Public Enterprises Interface
12. Prasad, Jagdish , Rao, Nageshwar and others - Administration of Public Enterprises in India
13. Rao, D.K. Prahalada, Corportate Governance
14. Robson, W.A. - Problems of Nationalised Industry
15. Sarkar & Sarkar, Corporate Governance in India.
16. Shah, R. Chunni Bai, Corporate Governance
17. Shastri, K.S., Dhamejanand - Public Enterprises, Performance Evaluation of Public Enterprices
18. Singh, S.K. - Public Sector in India
19. Solomon, J. (2010), Corporate Governance and Accountability (3rd edn), Sussex: Wiley
20. Wearing, R. (2005), Cases in Corporate Governance, London: Sage
21. Woodford, M. (2012), Exposure: Inside the Olympus Scandal, London: Portfolio Penguin
22. Yadav & Khatri, Corporate Governance.

PPATG20305: Human Rights (PG Elective)

3 credits = 3 hrs/week   **1 credit = 15 hrs/Semester**
3 credits = 45 hrs/Semester   **Max Marks: 75**

Course Objective

This course will help students understand the concept of human rights and its significance to the administrator sensitize students for the application of human rights to the various practice domains of the profession, to develop Understanding on Human Rights institutional framework.

Course Learning Outcomes:

After completing the course, the learner will be able to:

1. **CLO-1** Able to understand the concept of human rights and its significance to the Public servants.
2. **CLO-2** Able to understand the application of human rights to the various practice domains of the profession life.
3. **CLO-3** Able to develop Human Right based perspective in administration

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	2	2	2	2	3	2	3	3	2	3
CLO2	3	3	2	3	2	2	2	2	2	3	2	2
CLO3	3	2	2	3	3	2	3	2	2	3	3	3

Teaching-Learning methods:

Conventional lecture method supplemented with class room interactions, presentations, discussions, case studies, workshops etc.

Assessment methods:

Regulariy 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 (15 Hours)

Introduction:
1) Introduction: Origin, Nature and Scope of Human Rights - Classification of Human Rights
2) Democracy and Human Rights.
3) Concepts of liberty, freedom, equality, justice and human dignity

Unit II (15 Hours)

Human Rights: Constitutional Perspective:
1) Preamble
2) Fundamental Rights and Directive Principles of State Policy
3) Constitutional Remedies for Violation of Human Rights

Unit-IV (15 Hours)

Administration of Human Rights:
1) United Nations and Human Rights; UDHR (Universal Declaration of Human Rights)
2) National Commission on Human Rights
3) State Human Rights Commission - Human Rights Courts

Suggested Readings:

1. Dr. S. Mehartaj Begum, Human Rights inIndia - Issue and Perspectives, APH Publishing Corporation, New Delhi, 2000.
2. P.L. Mehta and Neena Verma, Human Rights under Indian Constitution, Deep & Deep Publications, New Delhi, 1999
3. Vinod Sharma, Human Rights Violation - A Global Phenomenon, APH Publication, New Delhi, 2002
4. Dr.(Mrs.) SivagamiParamasivam, Human Rights - A study, Sri ram Computer Prints and Offset, Salem (Tamil Nadu), 1998.
5. BaxiUpendra, 2002, The Future of Human Rights, New Delhi, OUP.
6. Byrne Darren, 2003, Human Rights, Delhi, Pearson Education.
7. Campbell Tom, Goldberg David et al., 1986, Human Rights, Oxford, Basil Blackwell.

PPATG20306-URBAN GOVERNANCE

3 credits = 3 hrs/week   **1 credit = 15 hrs/Semester**
3 credits = 45 hrs/Semester   **Max Marks: 75**

Course Objective:

The 1996 Habitat II Conference, dubbed "City Summit," drew the world's attention to the massive demographic shift taking place. In 1950, the number of people living in urban areas was 750 million. In the year 2000, that figure is estimated to be 2.8 billion, 47 per cent of humanity. By 2015, some 4 billion people will live in cities, 54 per cent of world population. Humanity's future is decidedly urban. In this context, this Course has been designed in such a way to give a comprehensive understanding of Urban Governance in Indian Context with a brief Introduction-Structures and Functions involved and various aspects including emerging concepts of Urban Governance.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to…

CLO-1: Describe the evolution and growth of Urban Local Bodies in India.

CLO-2: Explain the composition, role, functions, and resources of Urban Local Bodies.
CLO-3: Discuss the structure and working of Urban Development Programmes.
CLO-4: Give Examples for various Urban Initiatives in transforming Urban Governance in India

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	2	2	2	2	3	2	2	1	2	2
CLO2	2	2	1	2	1	1	2	2	1	1	1	1
CLO3	3	2	2	2	2	2	3	2	2	2	2	2
CLO4	3	2	2	2	1	1	2	2	1	2	2	2

'3' in the box for 'High-level' mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)
Introduction to Urban Governance:
1)Historical Evolution of Urban Governance in India-First Period (1687-1881), Second Period (1882-1909), Third Period (1927-1937), Fourth Period (1937-1947), Post Independence (1947-Present Day)
2) Urban Local Self Governance- Characteristics-Distinction between Local Government and Local Self Government-Nature-Scope-Significance of Urban Local Governance
3) Urbanisation: Indian Scenario-Global Phenomenon-Urban Agglomeration-Salient Features of Urbanisation in India-Problems and Challenges of Urbanisation in India.

Unit– II (15 Hours)
Urban Governance-74th Constitutional Amendment- Structure & Functions:
1) 74th Constitutional Amendment Act- Salient Features of the Bill- Strengths and weaknesses of the Act.
2) Municipal Councils-Organisational Structure and Functions- Councils and Committees
3) Municipal Corporations- Organisational Structure and Functions- Councils and Committees

Unit–III (15 Hours)
Issues and Policies in Urban Governance:
1) Urban Slums and Urban Poverty-Definition of Slums- State of Urban Slums in India-20 Point Programme-Magnitude of Urban Poverty-Various Schemes for Urban Poverty.
2) Urban Services-Water Supply, Drainage, Sewerage, Sanitation, and Solid Waste Management.
3) Urban Policies and Strategies in India- JNNURM-SMART-AMRUT-HRIDAY

Suggested Readings:
1)Aziz Abdul (ed.), (1996), Decentralised Governance in Asian Countries, Sage New Delhi,
2)Baud, Isa S A, J De Wit (2009), New Forms of Urban Governance in India: Shifts, Models, Networks and Contestations, SAGE Publications. Bhattacharya, Mohit (1976), Management of Urban Government in India, Uppal, New Delhi
3)Burns, Danny et. al. (1994), The Politics of Decentralization: Revitalizing Local Democracy Macmillan, London, Chaturvedi T.N. and Abhijit Datta (1984), Local Government, IIPA, (New Delhi.
4) Devas Nick (2004), Urban Governance Voice and Poverty in the Developing World,

Routledge. Maheshwari, S.R. (2003), Local Government in India, Lakshmi Narain Aggarwal, Agra.

5)Oakley Peter (1991), Projects with People: The Practice of Participation in Rural Development, I.L.O., Geneva. Oakley Peter, et. Al (1984), Approaches to participation in Development, I.L.O., Geneva.

6)Pierre, Jon (2011), The Politics of Urban Governance: Rethinking the Local State, Palgrave MacMillan.
 7)Prasad, R N (2007), Urban Local Self-Government in India; With Reference to North-Eastern States, Mittal Publications. Rao, C. Nagaraja (2007), Accountability of Urban Local Governments in India, Atlantic, New Delhi
8)Sivarama krishanan K.C., et. al. (1993), Urbanisation in India: Basic Services and People's Participation, ISS, New Delhi.

UPATG-Introduction to Public Administration

6 credits = 6 hrs/week   **1 credit = 15 hrs/Semester**
6 credits = 90 hrs/Semester   **Max Marks: 150**

Aim of the course:
The basic objective of the course is to introduce students the fundamental concepts of Public Administration and trying to analyse various theories/principles in understanding the dynamics of functioning of Organisations whether it may be Public/Private.

Course Learning Outcomes (CLOs)

After completion of this course successfully, the students will be able to……

CLO-1: Describe the evolution and growth of the discipline of Public Administration.
CLO-2: Explain the basic principles and approaches of Public Administration.
CLO-3: Discuss various theories proposed by both Wester and Indian Thinkers for improving the capacity of Public Organizations.
 CLO-4: Explain the changing nature of Public Administration with new emerging concepts like New Public Administration, New Public Management and Post Modernism.

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	2	2	2	1	2	2	2	3	2	2	1
CLO2	3	2	2	2	1	1	2	2	2	2	2	1
CLO3	3	2	2	2	2	2	3	2	2	3	2	2
CLO4	3	3	2	2	2	2	2	2	2	3	3	2

 '3' in the box for 'High-level' mapping, 2 for 'Medium-level'mapping, 1 for 'Low-level'mapping

Teaching-Learning methods:
Conventional lecture method supplemented with class room interactions, discussions, case studies, workshops etc.

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 (15 Hours)

Introduction to Public Administration

1) Historical Evolution of Public Administration
2) Public Administration: Meaning, Scope and Significance of Public Administration
3) Woodrow Wilson- Politics-Administration Dichotomy

Unit-II (15 Hours)

Perspectives of Public Administration:

1) Classical Approach
2) Scientific Approach
3) Behavioural Approaches

Unit-III (15 Hours)

Principles of Organisation:

1) Division of Work
2) Hierarchy
3) Unity of Command
4) Span of Control

Unit-IV (15 Hours)

Western Administrative Thinkers:

1) M.P. Follett- Conflict Management
2) Chester Barnard-
3) Herbert Simon- Decision Making

Unit-V (15 Hours)

Indian Administrative Thinkers:

1) Kautilya
2) Gandhi
3) Ambedkar

Unit-VI (15 Hours)

Contemporary Debates in Public Administration:

1) New Public Administration

2) New Public Management
3) Post Modernism in Public Administration.

References:

1) Baker, R.J.S., 1972, Administrative Theory and Public Administration, Hutchinson University Library, London.
2) Bhattacharya, Mohit, 1998, New Horizons of Public Administration, Jawahar Publishers & Distributors, New Delhi.
3) Bertram, M. Gross, 1964, The Managing of Organisations, The Administrative Struggle, The Free Press of Glencoe, Collier-Macmillan., London.
4) Denhardt, Robert B. and Joseph W. Grubbs, 2003, Public Administration: An action Orientation, Fourth Edition, Thomson (Wadsworth), Canada.
5) Prasad, D. Ravindra, V.S. Prasad and P. Satyanarayan, 2004, Administrative Thinkers (Ed), Sterling Publishers, New Delhi.
6) Pugh, D.S., 1985, Organisation Theory: Selected Readings (Ed), Penguin Books, Middlesex, England.
7) Sharma, M.P. and B.L. Sardana, 1988, Public Administration in Theory and Practice, Kitab Mahal, New Delhi.
8) Srivastava, Om Prie, 1991, Public Administration and Management, The Broadening Horizons, Volume 1, Himalaya Publishing House, Delhi.