

# **SEMESTER-I**

POS21101	Theories And Thinkers of Public Administration	L	T	P	C
<b>Version1.0</b>		4	0	0	4
<b>Pre-requisites/Exposure</b>	Bachelors in Social science/ humanities				
<b>Co-requisites</b>					

**Course Description:**

We will explore the specificities of public administration as a research discipline by reviewing the key research questions, theoretical traditions and methods of inquiry, also the specific challenges facing public administration in complex, democratic politics: how the public administration evolved as a subject and how its role varies from developed to developing countries, the increasing strength of regulatory governance and the rise of independent regulators, the tension between efficiency, democracy and the rule of law, the problems of accountability in multi-level polities, the effects of globalization, and the role of the third sector. We will also discuss various management theories of public administration for exploring number of issues in public administration that can fruitfully explore the various issues revolving around management and employees' relations, productivity, economy and efficiency development. Development of administrative structures and policies, motivation, performance and corruption within administration, and the relationship between public administration and development. Lastly the problems of financing and implementation of public policy projects: how are responsibilities divided among different levels of government, how the budgets come about, and how the decisions over the structure of taxation, privatization and risk management influence the provision of public goods?

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**Course Objectives:**

1. The course is designed to introduce students to the study of, and research in, public administration, in the context of an increasingly globalized world.
2. To understand public and private actions intersect in combination and multi-level governance regimes.

3. To understand the relation with 'Public Policy: Theories, Traditions and Transitions', by exploring further the administrative dimension of policy processes.
4. To understand the various levels of government decision-making.
5. To understand how welfare and citizen centric government is change its management attitude.

### **Course Outcomes**

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

**CO1:** Graduates will demonstrate basic understanding of theories, concepts and practices relevant to public administration and its sub-fields.

**CO2:** Graduates will be able to analyse the relation between public and private administration

**CO3:** Graduates will have acquired critical thinking and problem-solving skills that are applied in the public service realm.

**CO4:** Graduates will demonstrate the appropriate skills to be able to administer public programs in their chosen subfield of public administration in particular public management, healthcare administration, non-profit management, and environmental administration.

**CO5:** Graduates will assess their knowledge and experience of ethics and integrity in public service and reflect on ways to incorporate public service values in administering agencies, policies and programs.

### **Course Content**

#### **UNIT I:**

Identity of Public Administration: Woodrow Wilson Principles of Management: Henri Fayol, Luther Gulick and L.B. Urwick Scientific Management: Frederick Winslow Taylor Bureaucratic Theory: Max Weber, Karl Marx

#### **UNIT II:**

Elton Mayo (Hawthorne Experiments) Mary Parker Follett (Conflict and Leadership) Chester I. Barnard (Functions of Executive) Herbert Simon (Decision making)

#### **UNIT III:**

Chris Argyris (Immaturity-Maturity Theory) Rensis Likert (Systems Management) Motivation: Abraham Maslow (Needs Hierarchy); Frederick Herzberg (Motivation – Hygiene); Douglas McGregor (Theory X and Theory Y)

#### **UNIT IV:**

Fred W. Riggs (Ecological Approach) Peter Drucker (Modern Management) Vincent Ostrom (Public Choice Theory) Kautilya (Principles and elements of public administration; Saptanga Theory of State; Recruitment and Training)

### Reference Books

- Basu, Rumki (2019). Public Administration Concept and theories. Sterling Publication, New Delhi.
- Laxmikant.M (2016). Public Administration, Tata McGraw Hill Publication, New Delhi.
- Arora, R. K. (Ed.). (1979). Perspectives in Administrative Theory. New Delhi: Associated.
- Fadia, B.L. and Fadia, Kuldeep (2017). Bharat Mein LokPrashasan. Agra: SahityaBhawan.
- Fadia, B.L. and Fadia, Kuldeep (2017). Public Administration in India. Agra: SahityaBhawan.
- Awasthi and Maheshwari (2017). Lok Prashasan. Agra: Lakshmi Narain Agarwal Educational Publishers.
- Awasthi and Maheshwari (2017). Public Administration. Agra: Lakshmi Narain Agarwal Educational Publishers.
- Bhambri, C. P. (2010). Public Administration Theory and Practice (21st ed.). Meerut: Educational Publishers.
- Bhattacharya, Mohit. (2000). Public Administration. Calcutta: World Press.
- Bhattacharya, Mohit (2007). Lok Prashasan Ke Naye Ayaam. New Delhi: Jawahar Publishers.
- sharma, M.P. and Sadana, B.L. (2013). LokPrashasan: SidhantEvamVyavhaar. New Delhi: Kitab Mahal
- Sharma, M.P. and Sadana, B.L. (2010). Public Administration in Theory and Practice. New Delhi: Kitab Mahal.
- Bhattacharya, Mohit (2016). New Horizons of Public Administration. New Delhi: Jawahar Publishers.
- Nigro, F. A., &Nigro, C. (1989). Modern Public Administration (7th ed.). New York: Lloyd Harper and Row.

### Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam Examination Scheme:

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	50	-	-	50

POS21102	Development Administration	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Bachelors in Social science/ humanities				
Co-requisites					

### Course Description:

The course explores key issues of sustainable development and development management as well as the roles and lives of local, national, and transnational public administrators, NGO personnel, consultants, and donor professionals. Development Administration focuses on the fundamental challenge of how to enhance living conditions and human capabilities in contexts characterized by scarce material resources. Students should develop awareness of the role of public administrators and NGO staff in sustainable development processes, how culture affects development management, issues of decentralization, participation, community empowerment, and capacity building, and effective approaches to management training and project evaluation as well as awareness of contemporary issues involving foreign assistance, agriculture, natural resources and the environment, health, education, housing/transportation, and the special training needs of displaced persons. In addition to building a conceptual and knowledge base regarding the challenges of social, economic, and political change at national and community levels.

### Course Objectives:

- This course will equip the student with knowledge and understanding of the concepts and approaches used in the study of Development Administration planning machinery at Centre, State and district levels in India and the emergence of India as a Welfare state.
- They will be able to understand economic, social, political and administrative systems and their working in the country.
- Teaching and learning will be through lecture, seminars, group work, case study analysis and presentation

## Course Outcomes

**CO1-**To help students to understand basic concepts and significance of Development Administration

**CO2-** Role of Public Services in the Emergence and Development of welfare India.

**CO3-** Understand the world of public administration from the public perspective and provide foundation for further studies in Public Administration

**CO4-**To appreciate the emerging issues in the context of changing role of state, market and civil society.

## Course Content:

<b>Module I</b>
a. Meaning, features and scope.
b. Types, elements and approaches.
c. Development Administration and Sustainable Development, Role of UN in development, Overview of Millenium Development Goals (MDGs) and Sustainable Development Goals (SDGs).
<b>Module II</b>
a. Development Planning in India.
b. NITI Aayog, Three-Year Action Agenda (2017-2020).
c. Decentralised Planning.
<b>Module III</b>
a. Citizen's participation in Development.
b. Women's Empowerment : Gender Budgeting.
c. Welfare Administration of Scheduled Caste and Scheduled Tribe.
d. Healthcare, pandemic and crisis management
<b>Module IV</b>
a. Evolution and expansion of public sector.
b. Globalization: public sector and development.
c. Administrative problems of public sector

## Reference Books

- Arora, R.K. (1972). Comparative Public Administration: An Ecological Perspective. New Delhi: Associated Publishing House.
- Arora, R.K. & Sharma, S. (Eds.) (1992). Comparative and Development Administration: Ideas and Actions. Jaipur: Arihand Centre for Administrative Change.
- Dwivedi, O.P. (1994). Development Administration: From Underdevelopment to Sustainable Development. London: Macmillan.
- Farazmand, A. (Eds.) (2001). Handbook of Comparative and Development Public Administration (2nd ed.) New York: Marcell Dekker Inc.
- Nadkarni, V & Noonan, N.C. (Eds) (2013). Emerging Powers in a Comparative Perspective: The Political and Economic Rise of the BRIC Countries. USA: Bloomsbury Academic.
- Ray, S.N. (2004). Modern Comparative Politics: Approaches, Methods and Issues. New Delhi: Prentice Hall of India.
- Sapru, R.K. (2003). Development Administration (2nd Ed.) New Delhi: Sterling Publishers.
- Singh, S. & Singh, S. (2010). Public Administration: Development and Local Administration. Jalandhar: New Academic Publishers.

## Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam Examination Scheme:

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	50	-	-	50

POS21107	Financial Administration	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				

**Course Description:**

The course aims at achieving an understanding of the central role that budgets play in the state, local and federal systems of government. Develop the skills needed to be an effective participant in the budget process, including cost analysis, revenue and expenditure estimation and preparation of budget justification. Familiarize students with several other important financial management activities including cash management, investing, capital budgeting and public sector borrowing. Introduce some of the issues particular to budgeting in a nonprofit organization.

**Course Outcomes:**

- Demonstrate an understanding of the overall role and importance of the finance function.
- Demonstrate basic finance management knowledge.
- Communicate effectively using standard business terminology.

**Objectives of the Paper:**

- This paper seeks to familiarize the students of Public Administration regarding various aspects of financial administration, particularly Budgeting in India.
- The students would be made aware of the role of Comptroller and Auditor General, mobilization of resources and fiscal federalism.



- Diverse teaching pedagogies like class room lectures, discussion, seminars, budgeting exercises etc. will be used to deliver course content.
- The student will be able to present reports and develop analytical skill regarding the monetary and fiscal system in India.

### **Course Content:**

#### **Module I**

**Meaning and Significance of Public Finance and Public Financial Administration** – Budget allotment and budget flow - Budget Osmosis - Budget: Concept, Principles and Role Types of Budgets: Line-item Budgeting; Performance Budgeting; Zero-Base Budgeting Budget Preparation, Authorization and Execution with special reference to India

#### **Module II**

**Principles of Taxation;** Tax Administration, Issues and Reforms in India Resource Mobilization: Tax and Non-Tax Sources, Public Borrowings and Deficit Financing

#### **Module III**

**Union Ministry of Finance:** Organization, Functions and Role Union-State Financial Relations Finance Commission: Composition, Role and Functions

#### **Module IV**

**Audit:** Concept and types; Comptroller and Auditor General of India; Legislative Control over Finances with special reference to Parliamentary Committees; Significance of Monetary and Fiscal Policy

#### **Essential Readings**

- Burkhead, J. (1956). Government Budgeting. New York: Wiley Sons.
- Chand, P. (2010). Control of Public Expenditure in India (2nd edition). New Delhi: Allied Publishers.
- Chand, P. (2010). Performance Budgeting (2nd edition). New Delhi: Allied Publishers.
- Goel, S. L. (2002). Public Financial Administration. New Delhi: Deep and Deep Publications
- Gupta, B. N. (2006). Indian Federal Finance and Budgetary Policy. Allahabad: Chaitanya Publishing House. Page 26 of 65 Indian Administrative Reforms Commission. (1969).

- Report on: (i) Financial Administration (ii) Finance, Accounts and Audit (iii) Centre-State Relations. New Delhi: Manager of Publications, Government of India.
- Indian Institute of Public Administration. (1983). Special Number on Administrative Accountability, Vol. XXIX (3). New Delhi.
- Lall, G. S. (1979). Public Finance and Financial Administration in India. New Delhi: Kapoor.
- Mahajan, Sanjeev Kumar and AnupamaPuri Mahajan (2014). Financial Administration in India. New Delhi: PHI Learning.
- Shome, Parthasarathi (ed.) (2013). Indian Tax Administration: A Dialogue. New Delhi: Orient Blackswan
- Singh, RajivaRanjan (2016); Challenges Of Indian Tax Administration. Gurugram: Lexis Nexis
- Thavaraj, M. J. K. (2001). Financial Administration in India (6th ed.). Delhi, Sultan Chand.

**Modes of Examination: 1-minute video/ Assignment/Quiz/ Project/ Group Discussion/ Presentation/ Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Continuous Class Assessment</b>	<b>EndTerm</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

ENG21111	SOFT SKILLS	L	T	P	C
<b>Version 1.0</b>		4	0	0	4
<b>Pre-requisites/Exposure</b>	N/A				
<b>Co-requisites</b>					

**Course Objectives:**

1. The course will help students to have a deeper understanding living and working in multicultural societies.
2. The students will better adapt themselves to the demands of twenty first century world
3. The students will learn how to share, collaborate and participate for /in the creation of a knowledge economy.

**Syllabus:**

<b>Unit 1: Effective Communication</b>
Components of Effective Communication- Conviction, confidence & enthusiasm, Interactionist theories and models of communication, Active Listening, Barriers to Communication- Internal & External Barriers- Intrinsic Motivation, Perception, Language, Fear Power of speech etc. Non-Verbal Communication – its importance and Nuances- Facial Expression, Posture, Gesture, Eye contact, Appearance, Proxemics, Kinesics, Body language and Paralanguage
<b>Unit 2: Personality Development and Emotional Competence</b>
The concept of personality - Dimensions of personality – Theories of Freud & Erickson- Significance of personality development. Attitude and motivation: Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude. Concept of motivation - Significance – Internal and external motives - Importance of self-

<p>motivation- Factors leading to de-motivation- SWOT analysis. Emotional Capital, Self-Esteem: Term, Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem, Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviors - Lateral thinking, Conflict and Stress management</p>
<p><b>Unit 3 Leadership and team building skills</b></p>
<p>Working in group- Decision making skills - Leadership and qualities of a successful leader – Character building -Team-work – Time management - Work ethics –Good manners and etiquette</p>
<p><b>Unit 4 Multicultural Competence</b></p>
<p>Understanding the Other, Respecting the Other, Avoiding Parochial Expressions, Accepting Other Worldviews, Appreciating Diversity, Non-discriminatory Communication, Interaction and Sensibility.</p>

**Text and Reference Books:**

1. Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
2. Bonet, Diana. The Business of Listening: Third Edition. New Delhi: Viva Books, 2004.
3. Neuliep, James W. Intercultural Communication: A Contextual Approach. Boston: Houghton Mifflin Co., 2003.
4. Pease, Allan. Body Language. Delhi: Sudha Publications, 1998.
5. Turton, N. D. & J. B. Heaton. Longman Dictionary of Common Errors. Essex: Longman, 1987. First Indian Edn. 1998.
6. Seely, John. Writing Reports. New York: Oxford University Press, 2002.
7. Rogers, Natalie. How to Speak Without Fear. London: Ward Lock, 1982.
8. Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009.
9. Anju, A. (2009), A Holistic Approach to Soft Skills Training, IUP Journal of Soft Skills
10. Dennis Nickson, Chris Warhurst, Eli Dutton, (2005) The importance of attitude and appearance in the service encounter in retail and hospitality
11. Christine Lundberg, Lena Mossberg (2008), Learning by sharing: waiters' and bartenders' experiences of service encounters

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**  
**Examination Scheme:**

## **SEMESTER-II**

<b>POS21104</b>	Indian Administration	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

### Course Description:

This paper attempts to familiarize the student of Public Administration with the basic philosophy and features of the Indian Constitution, particularly those serving as the basis of the administrative set up in India. The students will also be familiarized with the institutions that make up the system along with a conceptual and historical understanding. Class room teaching, lectures by experts, seminars and field trips will form the pedagogical scheme of instruction.

### Course Objectives:

- To realise the significance of constitution of India to students from all walks of life and help them to understand the basic concepts of Indian constitution.
- To identify the importance of fundamental rights as well as fundamental duties.
- To understand the functioning of Union, State and Local Governments in Indian federal system.
- To learn procedure and effects of emergency, composition and activities of election commission and amendment procedure.

### Course Content:

<b>UNIT – I : Evolution of Indian Administration</b>
1. Ancient
2. Medieval
3. Modern period
<b>UNIT – II - Political Executive at the Union Level:</b>
1. President,
2. Prime Minister and Council of Ministers,

3. Structure of Central Administration: Central Secretariat, Cabinet Secretariat, Prime Minister Office.

### **UNIT – III Machineries for Planning**

1. Planning Commission,

2. NITI Aayog

3. State Planning commission, Metropolitan planning committee, District Planning committee

### **UNIT – IV FEDERALISM**

1. Center State Relations: Legislative, Administrative and Financial

2. Role of the Governor and federal administration

3. Recent trends and disputes in centre state relations.

#### **Course Outcomes:**

- **CO1:** CO1. Understand and explain the significance of Indian Constitution as the fundamental law of the land.
- **CO2:** Exercise his fundamental rights in proper sense at the same time identifies his responsibilities in national building.
- **CO3:**Analyse the Indian political system, the powers and functions of the Union, State and Local Governments in detail
- **CO4:** Understand Electoral Process, Emergency provisions and Amendment procedure

#### **Course Content:**

#### **Suggested Readings:**

- Ramesh K.Arora. : Indian Public Administration, Vishwa Prakashan,New Delhi, 2002. and R. Goyal
- Avasthi and Avasthi: Indian Administration, Lakshmi Narain Aggarwal , Agra, 2000.
- P.L. Bansal : Administrative Development in India, New Delhi, Sterling, 1974. 6 M.A. (PUBLIC ADMINISTRATION) (SEMESTER-I)
- C.P.Bhambri: Bureaucracy and Politics in India, Delhi,Vikas Publications, 1971.
- M.Bhattacharya: Bureaucracy and Development Administration, New Delhi, Uppal, 1978.

- R.Braibhanti and J. : Administration and Economic Development in India, Spengler (Eds.) Durnham Duke, University Press, 1963.
- A. Chandra: Indian Administration,London,Allen and Unwin, 1968.
- P.R. Dubashi: Rural Development Administration in India,Bombay, Popular Prakashan, 1972.
- S.C. Dube (Ed.): Public Services and Social Responsibility, Shimla, Institute of Advanced Studies, 1979.
- B.L. Fadia and: Indian Administration,NewDelhi,Sahitya Bhawan Kuldeep Fadia Publications, 2005.
- HoshiarSingh : Indian Administration, Kitab Mahal, Allahabad, 2000.
- R.B. Jain : Contemporary Issues in Indian Administration, New Delhi, Vishal Publications, 1976.
- S.R. Maheshwari: Evolution of Indian Administration,Agra, Lakshmi Narain Aggarwal,1970.
- S.R. Maheshwari: Indian Administration, Orient Longman, New Delhi, 2000.
- Surindra Kataria: Indian Public Administration, National Publishing House, New Delhi, 2009.
- O.P. Motiwal(ed.): Changing Aspects of Public Adminstration in India, Allahabad, New Delhi, 1971.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**

**Examination Scheme:**

<b>Componen nts</b>	<b>Inter nal</b>	<b>Attend ance</b>	<b>Mid Term</b>	<b>End Ter m</b>
<b>Weightage (%)</b>	<b>50</b>	-	-	<b>50</b>



<b>POS21105</b>	<b>Citizen-Centric Administration</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

### **Course Description:**

This course on Fundamentals of Citizen Centric Governance is designed to acquaint the learners with the dynamics of governance and public services delivery mechanisms. The enrolled learners will understand the nuts and bolts of the citizen-governance interface at the cutting-edge level. For this main motive, all those modules are contained in the courses which are essential for an enlightened citizen to know and understand the process, performance and working of the governance at the grassroots. Thus the topics covered under this course are: concept and relevance of the Citizen Centric Governance; Governance at the doorsteps; Governance without Government; Local Governance and decentralization; Mobile Governance channels and framework; Digital India; eKranti and Mission Mode Projects; eGovernance principles, implementation criteria and problems; revolutionary step of eOffice to achieve simplified, responsive, effective and transparent paperless working in the government offices; technological variants of Governance and Bureaucracy features, pre-conditions and barriers in the way to Good Governance; process and performance of the information regime under the RTI Act; computerized public grievance redressal, especially CM Window; Citizens Charters, Right Services Act ensuring time- bound delivery of goods, services and information, sevottam model and core principles to make governance citizen-centric.

### **Objectives of the Paper:**

- The paper is designed to acquaint the student both with the participatory and rights-based approaches.
- Good governance and citizen centric administration are inextricably linked.
- The paper will also cover various cases of citizen engagement initiatives.
- Apart from regular classroom teaching, special talks/lectures from experts as well as practitioners from the civil service will be organized to establish links between theory and practice and develop the student's critical skills.

### **Outcomes of the Course:**

- The students will understand the nuts and bolts of the citizen-governance interface at the cutting-edge level.

- The students will come out as an enlightened citizen to know and understand the process, performance and working of the governance at the grassroots.

**Course Content:**

<b>UNIT I</b> Citizen Centric Administration: An Introduction
Concept, Evolution, Features and Significance.
Rights and Obligations of the Citizens: State Citizen Interface
<b>UNIT II – Citizen’s Participation and Accountability</b>
• <b>Citizen’s Charter:</b> Origin, development and classification
• Social Audit - Origin, development and its different forms
• Citizens’ Participation in Administration: Social Audit, Jana-sunani, Bhagidari in Delhi; Citizen Report Card in Bengaluru, Gramonnayan (village development) committees in West Bengal.
<b>UNIT III – Grievance Redressal mechanisms in India</b>
• Lokpal and Lokayukta
• Right to Information Act, 2005; <b>Right to Privacy</b>
• Judicial Activism and Public Interest Litigation
<b>UNIT IV – Consumer’s Protection and Welfare of the Citizen</b>
• Consumer Protection: Concept and Rationale
• The Consumer Protection Act, 2019. – Safeguards of the Citizens
• Consumer Courts and legal protection

**Essential Readings**

- Bakshi, P.M. (2008). Consumer Protection and Professionals reported in Law India, the ILI Publication.
- Biswal, T. (2016). Governance and Citizenship. Jaipur: Rawat Chaudhary, R.N.P. (2010).
- Consumer Protection Law: Provisions and Procedure. Deep & Deep, New Delhi.
- Chakrabarty, Bidyut and Prakash Chand. (2016).
- Public Policy: Concept, Theory and Practice. New Delhi: Sage Government of India Second Administrative Reforms Commission. (2008).

- ‘Refurbishing of Personnel Administration – Scaling New Heights’, Tenth Report: Ministry of Personnel, Public Grievances and Pensions, Department of Administrative Reforms and Public Grievances, New Delhi. Government of India Second Administrative Reforms Commission. (2009).
- ‘Promoting eGovernance: The Smart Way Forward’, 11<sup>th</sup> Report: Ministry of Personnel, Public Grievances and Pensions, Department of Administrative Reforms and Public Grievances, New Delhi. Government of India Second Administrative Reforms Commission. (2009).
- ‘Citizen Centric Administration - The Heart of Governance’, Twelfth Report: Ministry of Personnel, Public Grievances and Pensions, Department of Administrative Reforms and Public Grievances, New Delhi. Public Affairs Centre. (2007).
- India’s Citizen’s Charters- A Decade of Experience, Public Affairs Centre: Bangalore Singh, Shivani. Ed.) (2016).
- Governance: Issues and Challenges. Sage: New Delhi

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**  
**Examination Scheme:**

Components	Internal	End Term
Weightage (%)	50	50

<b>POS21106</b>	Local Government in India	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

### **Course Description:**

This course structures multi-dimensional and inter-sectoral knowledge-base for strengthening Local Government Institutions and development organizations. The curriculum enables the youth to analyze the dynamics of decentralized governance and to equip them with the requisite skills towards realizing local economic development and social justice. It is expected to enhance their leadership potentials as change agents. The curriculum is dynamic and updated in tune with the pressing needs and demands of the field. It is designed to evolve appropriate approaches, strategies and practices aiming at mainstreaming youth in local governance. It empowers the learner to apply the principles of Horizontal Learning to identify, share and adapt the best practices to achieve good governance at the grassroots. Thematic workshops, learning journey, internship, field-based studies, social laboratory, experiential learning, etc. add value to the programme and enhance the employability of the learners in diverse work settings.

### **Objectives of the Paper:**

- The course will help students develop an understanding of the concept and theories of decentralization and the nature of local institutions both at the urban and rural level.
- Apart from covering problems and challenges of urban and rural development, various programmes for the same will be studied.
- The important pedagogical tools in this paper include discussions, presentations and field visits to have a feel of working of urban and rural local bodies.
- The students will be able to critically evaluate the functioning of these institutions and make constructive suggestions.

### **Outcomes of the Course:**

**CO1** Develop a local leadership.

**CO2** Exhibit the efforts for rural development.

**CO3** Apply the management and theory at local level.

**CO4** Awareness of the basic governing system as well as development measures.

**CO5** Conceptualization of the developmental process at the top to bottom and also in between.

**Course Content:**

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<b>UNIT I – Local Government in India</b>
<ul style="list-style-type: none"><li>• Local Government: Origin and Development</li></ul>
<ul style="list-style-type: none"><li>• Panchayats in pre-independence India: structures and functions</li></ul>
<ul style="list-style-type: none"><li>• Panchayats in post-independence period – 73<sup>rd</sup> Amendment Act and its execution.</li></ul>
<b>UNIT II – Municipal Governments in India</b>
<ul style="list-style-type: none"><li>• Origin and development of Urban governments in India</li></ul>
<ul style="list-style-type: none"><li>• Classification of municipal governments: Corporation, municipalities, Cantonment Boards, Town Committees, Notified Area Authority.</li></ul>
<ul style="list-style-type: none"><li>• Urban Governments during post-independence period with special reference to 74<sup>th</sup> Amendment Act</li></ul>
<b>UNIT III – Control over Local Governments</b>
<ul style="list-style-type: none"><li>• State control over Panchayati Raj institutions: executive, Legislative and financial</li></ul>
<ul style="list-style-type: none"><li>• State control over urban local bodies: executive, Legislative and financial</li></ul>
<ul style="list-style-type: none"><li>• Financing Local Governments: Role of State Finance Commission</li></ul>
<b>UNIT IV – Metropolitan Governance in India</b>
<ul style="list-style-type: none"><li>• Concept of metropolitan area</li></ul>
<ul style="list-style-type: none"><li>• Metropolitan Development Authority with special reference to KMDA (full form)</li></ul>
<ul style="list-style-type: none"><li>• Metropolitan planning and development: role of metropolitan planning committee</li></ul>

**Essential Readings:**

- Ahluwalia, Isher Judge. (2017). Urbanisation in India. New Delhi: Sage.
- Arora, R. K. &Goyal, R. (1996). Indian Public Administration. New Delhi: VishwaPrakashan.
- Aziz, A. (1996). Decentralised Governance in Asian Countries. Ed. New Delhi: Sage.
- Bhadouria, B. D. S. & Dubey, V. P. (1989). Panchayati Raj and Rural Development. New Delhi: Commonwealth Publishers.
- Bhattacharya, Mohit. (1976). Management of Urban Government in India. New Delhi: Uppal.
- Sachdeva, Pradeep. (2011). Local Government in India. Delhi: Pearson.
- Maheshwari, S. R. (2003). Local Government in India. Agra: Lakshmi Narain Aggarwal.
- Mathew, G. (1994). Panchayati Raj in India: From Legislation to Movement. New Delhi: ISS.
- Oommen, M. A. &Datta, A. (1995). Panchayats and their Finance. New Delhi: ISS.
- Oommen, M. A. (1995). Devolution of Resources from the State to the Panchayati Institutions. New Delhi: ISS.
- Burns, D. et. al. (1994). The Politics of Decentralisation: Revitalising Local Democracy. London: Macmillan.
- Chaturvedi, T. N &Datta, Abhijit. (1984). Local Government. New Delhi: IIPA.
- Cheema, G. S. &Ponoinelli D. (1983). Decentralisation and Development Policy Implementation in Developing Countries. Ed. London: Sage.
- Hochgesang, T. W. (1994). Rural Local Self-Government in India. Hyderabad: NIRD. Khanna, B. S. (1992).
- Rural Development in South Asia. 4 Volumes. New Delhi: Deep and Deep.
- Mathur, S. N. (1997). Nyaya Panchayats as Instruments of Justice. New Delhi: ISS. ---- (1986).

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Internal</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>

<b>POS21111</b>	<b>Corporate Governance</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

**Course Description:**

The course provides students with specialist knowledge about the law of conducting business in today's globalized society. The course examines the major theories concerning the nature of corporations, the concerns driving corporate governance law and practice, and reform proposals. Student will evaluate the effectiveness of current corporation governance processes in setting and pursuing objectives, both nationally and internationally.

**Objectives of the Paper:**

- The Objectives of this paper is to acquaint the student with the concept and theories of corporate governance.
- The student will also be instructed about the various aspects of corporate governance with focus on ethics, corporate social responsibility and current issues and problems, primarily focusing on India.

**Outcomes of the Course:**

- Provide you with specialist knowledge about the law of conducting business in today's global society.
- Deliver insights into major theories concerning the nature of corporations, and the concerns driving corporate governance law and practices.
- Understanding the effectiveness of current corporation governance processes in setting and pursuing objectives, both nationally and internationally.

**Course Content:**

<b>UNIT I – Corporate Governance</b>
• Corporate Governance: Concept and theories
• Stakeholders Theory:
• Agency Theory;
• Sociological Theory
<b>UNIT II – Organisation of Corporate Governance</b>
• Structure and Forms of Organisations –Companies, Boards and Commissions
• Adhoc& Advisory Bodies,
• Corporate Social Responsibility in India
<b>UNIT III – Structure of Corporate Governance</b>
• Board of Directors: Types; Composition & Functions
• CEO: Appointment, Functions & Role
• Share Holders and Investors: Rights and Privileges
<b>UNIT IV – Dynamism of Corporate Governance in India</b>
• Laws of CG in India
• Initiatives of CG
• Impact of CG on contemporary Indian Society.

**Essential Readings:**

- Bansal, C.L. (2005). Corporate Governance – Law Practice & Procedures with Case Studies. New Delhi: Taxman Allied Services Pvt. Ltd.
- Bhatia, S.K. (2004). Business Ethics and Corporate Governance. New Delhi: Deep and Deep Publication Pvt. Ltd.
- Dewan, S.M. (2006). Corporate Governance in Public Sector Enterprises. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Millin, C.A. (2007). Corporate Governance. New Delhi: Oxford University Press



- Prasad, D. (2006). Corporate Governance. New Delhi: Prentice Hall of India Pvt. Ltd.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**  
**Examination Scheme:**

<b>Components</b>	<b>Internal</b>	<b>Attendance</b>	<b>Mid Term</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>-</b>	<b>-</b>	<b>50</b>

POS21069	Research Methodology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of civics				
Co-requisites	--				

**Course Objectives:**

1. To help to understand the techniques involved in conducting Social Science Research
2. To enable students to understand the research process and the steps involved.
3. To impart detailed knowledge of field research, data collection and sample selection.
4. To demonstrate qualitative research techniques and data analysis tools
5. To instill the art of academic writing and Publishing research article

**Course Outcomes**

On completion of this course, the students will be able to—

CO1. Understand the research philosophy and crucial theories.

CO2. Comprehend the research process and the steps involved in it.

CO3. Conduct independent qualitative and quantitative research and the art of data collection and sampling design.

CO4. Write and publish academic research papers and proposals for research grants, etc.

**Course Description:**

The Research methodology course prepares the student for research. The course emphasizes on every aspect of research techniques that is required for a student of Social Science for his higher studies and for research publication. The course focuses on the theory of research, techniques involved in conducting research, the methods and methodology that is essential for both qualitative and quantitative research. The course also provides detailed discussion on how to do research publication and to learn the art of academic writing.

**Course Content:**

<b>UNIT I:</b>
Research in Social Sciences Philosophy of Science, Epistemology, Paradigm Shifts, Theories of Knowledge, Scientific Method, Positivism, Anti-positivism, Humanist and Anti-Humanist Traditions, Feminist Methodology, Mixed Methodology, Decolonizing Methodologies
<b>UNIT II:</b>
Research Process Defining Need for Research, Defining Research Problem, Setting Research Objectives, Determining Research Design: -Exploratory Research, Descriptive Research, Causal Research, Research Methods; Information Types and Data Sources, Sample Plan, Sampling and Data Collection Data Analysis and Research Report
<b>UNIT III:</b>
Quantitative and Qualitative Research: Quantitative Approach, Quantitative Tools- Quantitative Data Analysis-SPSS, Qualitative Approach, Participant and Non-Participant Observation, Ethnography, Grounded Theory, Case Studies, Qualitative Data Analysis
<b>UNIT IV:</b>
Academic Writing and Publishing: Research Proposal- Review of Literature, Research Questions and Objectives, Reference Systems, Peer review, Abstract for Conferences /Book Chapters, Research Grant Proposals, Plagiarism, Research Ethics

**Suggested Readings:**

- Kaplan, D. (2004). *The Sage handbook of quantitative methodology for the social sciences*, London:Sage.
- Kothari,C.R.(2004).*ResearchMethodology:MethodsandTechniques*,NewDelhi:New Age.
- Ringer,F.(1997).*MaxWeber’smethodology:Theunificationoftheculturalandsocialsciences*, Cambridge, Mass: Harvard University Press.
- Smith,L.T.(2012).*DecolonizingMethodologies:ResearchandIndigenousPeoples*,ZedBooks.

**ModesofExamination:1-minutevideo/Assignment/Quiz/Project/GroupDiscussion/ Presentation/Written Exam**

**ExaminationScheme:**

<b>Components</b>	<b>ContinuousClass Assessment</b>	<b>EndTerm</b>
<b>Weightage(%)</b>	<b>50</b>	<b>50</b>

## **SEMESTER-III**

<b>POS21108</b>	<b>Comparative Public Administration</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

### **Course Description:**

Comparative public administration emerged as a field of study centered on the development and distribution of foreign aid. Overtime, the field has evolved in many directions ranging from the study of administrative inefficiencies, policy implementation, budgeting, systems analysis and fragmentation, culture and public administration, and distributions of governmental power. In this class we will explore a variety of subjects about the general administration of countries in a comparative perspective. The topics include (but are not limited to): Political Culture and Administration, Recruitment, Bureaucratic Structures, the Interface of Political Institutions and the Public Bureaucracy, and Public Management.

### **Course Outcomes:**

- The students will develop an understanding of the processes of reform and transformation in public administration systems and engage with policy practitioners on the latest policy developments.
- Understand and be able to describe the main institutional and procedural elements of public administration in the countries studied within the module.
- Independently identify and understand the major debates on the question of comparative analysis in public administration and management.

### **Objectives of the Paper:**

- The paper will equip the student with knowledge and understanding of the concepts and approaches used in the study of Development Administration and Comparative Public Administration, features of developed & developing countries,
- The Planning machinery at Centre, State and district levels in India and the emergence of India as a Welfare state.

- The student will be able to apply the comparative approach through the theoretical formulations studied to the economic, social, political and administrative systems and their working in the countries listed.

**Course Content:**

**UNIT I: Introduction**

1. Meaning of Comparative Public Administration
2. Evolution of Comparative Public Administration

**UNIT II: Methods and Approaches**

1. Methods and Approaches to the Study of Comparative Public Administration

**UNIT III: Administrative System of UK**

1. Administrative system of UK: Salient Features, Role of PM and Parliament; Monarchy – reality and justification.
2. Comparative and critical assessment of the system from Indian perspective

**UNIT IV: Administrative System of USA**

1. Administrative system of USA: Salient Features, Role of President and Parliament.
2. Comparative and critical assessment of the system from Indian perspective

**Suggested Readings:**

- Arora, Ramesh.K. 1972, Comparative Public Administration, New Delhi: Associated Publishing
- House

- Chandler, J.A. 2002, Comparative Public Administration, New York: Taylor & Francis
- Farazmand, Ali, 1999, Handbook of Comparative and Development Public Administration, CRC Press
- Heady, Ferrel, 1960, Comparative public administration: a selective annotated bibliography, Maryland: University of Maryland
- Jreisat, Jamil, 2011, Globalism and Comparative Public Administration, Online Publisher: CRC Press
- Raphaeli, N. 1969, Readings in Comparative Public Administration, Boston: Allyn and Bacon
- Vishnoo Bhagwan and Vidya Bhusan. World Constitutions- New Delhi: Sterling Publishers Pvt Ltd, New Delhi.
- William Saffin (ed), 1975, Towards the Comparative Study of Public Administrative,

**ModesofExamination:1-minutevideo/Assignment/Quiz/Project/GroupDiscussion/ Presentation/Written Exam**

**ExaminationScheme:**

<b>Components</b>	<b>ContinuousClass Assessment</b>	<b>EndTerm</b>
<b>Weightage(%)</b>	<b>50</b>	<b>50</b>



<b>POS21109</b>	<b>Administrative Law and Ethics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

### **Course Description:**

Administrative Law is primarily a judge-made law and the course will primarily deal with the study of different principles of Administrative Law which have been evolved by the courts to prevent arbitrary use of power and protect the rights of the citizens. Administrative law specifies the rights and liabilities of private individuals in their dealings with public officials and also specifies the procedures by which those rights and liabilities can be enforced by those private individuals. It provides accountability and responsibility in the administrative functioning.

### **Course Outcomes:**

- Enhancement of legal acumen with the objective of bringing social change.
- Motivate the students in civil engagement with rights and duties .
- Inculcate critical thinking to carry out investigation objectively without being biased with preconceived notions.
- Prepare students for facing the legal field

### **Course Content:**

#### **Unit I**

Meaning, Growth and Scope of Administrative Law Distinction between Constitutional Law and Administrative Law Droit Administratif

#### **Unit II**

Concept of Rule of Law and Principles of Natural Justice Delegated Legislation: Need, Classification and Safeguards

### **Unit III**

Judicial Review of Administrative Action: Principles and Modes Liability of the Administration; Contract and Tort

### **Unit IV**

Administrative Tribunals: Concept, Rationale and Types Central Administrative Tribunal: Structure, Function and Role

#### **Essential Readings:**

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

<b>POS21075</b>	<b>Public Policy: Theories and Practices</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic social science knowledge				
<b>Co-requisites</b>	--				

### **Course Description**

Public Policy is one of the core areas of Political Science. The history of this discourse is not very old as it had emerged in the decades of 1970s under the pedagogical domain of Public Administration. It deals to affect change and promote innovative solutions to the most critical issues facing society. The paper focuses on various approaches of public policy in order to set a greater pluralistic perspective.

### **Course Outcomes**

The course aims to-

CO1. Make the students pursue the professional degree programs in fields such as law, Public Administration, government, education, politics, policy, and business and Masters in the same as well as allied disciplines.

CO2. Upon successful completion of this course, students should be able to have knowledge of basic principles of how the public policies are implemented.

CO3. Offer students the analytical and research skills needed to understand and explain politics, government, and administration.

CO4. Prepare the students to appear for various competitive exams, especially the administrative services at both centre and state levels.

CO5. Illustrate the relevance and significance Public Policy in contemporary society.

### **Unit I: Introduction to Public Policy**

- Concept and field of study
- Policy dynamics – contexts and actors
- Agenda setting

### **Unit II: Approaches to Public Policy**

- Policy Sciences – Harold Lasswell
- Rationalist approach – Herbert Simon
- Incrementalist approach – Charles Lindblom

### **Unit III: Theories of Public Policy**

- Elite theory of policy process
- Group theory and Irving Janis' Groupthink theory
- System theory – Estonian 'Black Box' Model

### **Unit IV: Policy development and Governance**

- Territorial understanding as a prelude to Policy making
- Techniques of policy making
- Policy implementation and its approaches
- Policy evaluation – criteria, agencies and types

## Essential Readings

- Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston, Houghton
- Ashford, D. (ed.), (1992). History and Context in Comparative Public Policy, Ithaca, NY: University of Pittsburgh Press.
- Bardach, E. (1977). The Implementation Game: What Happens After a Bill Becomes a Law, Cambridge, MA: MIT
- Barker, A. and Peters, G (eds.), (1993). The Politics of Expert Advice: Creating, Using, and Manipulating Scientific Knowledge for Public Policy, Ithaca, NY: University of Pittsburgh Press.
- Barzelay, M. (1992). Breaking Through Bureaucracy: A New Vision for Managing in Government, UCP, Berkeley, CA
- Bergerson, P. J. (ed.), (1991). Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press

## Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam

### Examination Scheme:

Components	Internal	End Term
Weightage (%)	50	50

<b>POS21110</b>	<b>GLOBAL GOVERNANCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic level knowledge in humanities				
<b>Co-requisites</b>	Fundamentals of International politics				

### **Course Description:**

This course has been designed to enable the generation of critical dialogues on the issues of governance – local, regional and global. It considers the insurmountable changes occurring around the world during and in the aftermath of the Cold war with the collapse of Communism and the apparent triumph of Capitalism. This involves the changing perception of security and the gradual shift from the centrality of state to the incorporation of human individual as the focus of this change. Finally, the course is a reflection of the rapidity and the enormity with which globalisation has taken over the uncharted concerns of the world through the debates on global political economy along with the corresponding issues and challenges.

### **Course Objectives:**

At the end of the semester, you should be able to:

1. Identify and explain the major crises in contemporary global governance;
2. Recognize and critically assess the political, historical, and social context of global challenges in security, political economy, and human rights;
3. Apply leading frameworks of international politics to help understand existing and future global governance challenges
4. Produce original research on global governance challenges in a final project that invokes both oral and written communication.

### **Course Outcomes**

On completion of this course, the students will be able to--

CO1. Understand the history and rationale of global governance, rise of globalization and its impact on the global population

CO2. Examine and analyse the various aspects of the security discourse

CO3. Evaluate the emerging discourses on the importance of human security and its various manifestations.

CO4. Develop a critical viewpoint on the current issues and challenges to global governance.

**Course Content:**

<p><b>Module I: Understanding Global Governance</b></p> <ul style="list-style-type: none"> <li>• History of Global Governance</li> <li>• Rise of Globalization and global interdependence – theories and debates</li> <li>• Role of Civil Society Organizations, INGOs and NGOS</li> </ul>	<p>15 Lecture hours</p>
<p><b>Module II: From Traditional to Non-Traditional Security</b></p> <ul style="list-style-type: none"> <li>• ‘Strategic Studies’ to ‘International Security Studies’ – Copenhagen School and Post-Structuralism - Criticisms</li> <li>• Cooperative, Comprehensive and Common Security (David Dewitt)</li> <li>• Third World Security (Amitav Acharya and Third world Security Predicament – Md Ayoob)</li> </ul>	<p>20 Lecture hours</p>
<p><b>Module III: Dimensions of Non-Traditional Security</b></p> <ul style="list-style-type: none"> <li>• Human Security – Issues and future prospects (Civil intelligence and related responsibilities)</li> <li>• Food security – Food fascism;</li> <li>• Environmental Security and climate change (Comparative approaches) – Green Imperialism; Green theory; Greenpeace movement</li> <li>• Digital Security (AI)</li> <li>• Healthcare mafia-ism</li> <li>• Cultural security (P3)</li> </ul>	<p>15 lecture hours</p>
<p><b>Module IV: Global Political Economy</b></p> <ul style="list-style-type: none"> <li>• Understanding GPE</li> <li>• Institutional regimes of GPE</li> <li>• Migration and Labour : Theories, problems and prospects – Refugee issues and migrant labour – Refugee Economics</li> </ul>	<p>10 lecture hours</p>

**Essential Readings:**

1. Theories of International Migration: A Review and Appraisal - Douglas S. Massey, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, J. Edward Taylor <https://www.jstor.org/stable/2938462>
2. The Concept of Food Security - Wen Peng, Elliot M Berry [https://www.researchgate.net/publication/326524423\\_The\\_Concept\\_of\\_Food\\_Security](https://www.researchgate.net/publication/326524423_The_Concept_of_Food_Security)
3. Security: A New Framework for Analysis - Barry Buzan, Ole Waever, Jaap de Wilde <https://books.google.com/books/about/Security.html?id=j4BGr-Elsp8C>

**Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	<b>50</b>



<b>POS21116</b>	<b>Disaster and Risk Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic social science knowledge				
<b>Co-requisites</b>	--				

### Course Description

This course provides a comprehensive understanding of environmental crises and disasters, focusing on their definitions, classifications, causes, consequences, and management strategies. Students will explore contemporary global environmental issues and concerns, including the complexities of defining disasters and contextualizing them within social, economic, political, and administrative frameworks

### Course Objectives:

1. To give a precise and comprehensive understanding of environment crisis and disaster management
2. To highlight the strategies and policy mechanisms for sustainable and effective disaster management.
3. To make critical minds.
4. To enable the students to ponder and debate.
5. To help the students to understand the dynamics of environmental crisis and disaster management by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

### Course Outcomes

The course aims to--

**CO1.** Make the students pursue the professional degree programs in fields such as law, government, education, politics, policy, and business and Masters in the same as well as allied disciplines.

**CO2.** Offer students the analytical and research skills needed to understand the causes and consequences of the global environmental crisis.

**CO3.** Help students to analyze and assess the strategies of disaster management.

**CO4.** Illustrate different case studies of environmental crisis and disaster management to understand the challenges in real-life scenarios.

### **Module I: Introduction to Environmental Crisis**

- Definitions and Classification of Environmental Crisis
- Causes and Consequences of Environmental Crisis
- Contemporary Global Environmental Issues and Concerns

### **Module II: Introduction to Disasters**

- Complexities to define disaster
- Types of disasters – natural and man-made
- Contextualizing disasters – social context, economic context, political and administrative context

### **Module III: Disaster Management I**

- Definition and approaches to Disaster Management
- Phases of Disaster Management and Quick Response
- Disaster Management cycle

### **Module IV: Disaster Management II**

- Disaster Management Act – 2005

- Disaster Management Policies in India and related movements
- Disaster Management at Global level

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

Components	Internal	End Term
Weightage (%)	50	50

### Essential Readings

- Abramovitz, J., Banuri, T., Girod, P.O., Orlando, B., Schneider, N., Spanger-Siegrfried, E., Switzer, J. and Hammill, A., 2001.
- Adapting to Climate Change: Natural Resource Management and Vulnerability Reduction (Background paper to the task force on climate change, adaptation and vulnerable communities). Joint publication by World watch Institute, SEI-B, IUCN and IISD Anonymous, 2001.
- Bojö, J. and Reddy, R.C., 2003. Poverty Reduction Strategies and the Millennium Development Goal on Environmental Sustainability; Opportunities for Alignment. The World Bank, Environmental Economics Series Paper No. 92, Washington D.C., U.S.A.
- Coburn, A.W., Spence, R.J.S. and Pomonis, A., 1994. Disaster Mitigation (2<sup>nd</sup> edition). Disaster Management Training Programme, Cambridge Architectural Research Limited, Cambridge, U.K.
- Mitchell, T. 2003, An Operational Framework for Mainstream Disaster Risk Reduction. Benfield Hazard Research Centre, Disaster Studies Working Paper 8.
- Muff, R., 2000. The Role of the Earth Sciences in Natural Disaster Risk Reduction, BGR, Hannover, Germany.

# **SEMESTER-IV**

<b>POS21111</b>	<b>Organizational Behaviour</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

### **Course Description:**

This course is designed to provide students with an understanding of the individual, group, and human behavior in organizations. The focus is on providing an understanding of how organizations can be managed more effectively and enhancing the quality of employees' work life.

### **Course Objectives:**

- The paper will make the students familiar with the basic concepts of Organisational Psychology.
- Students will learn about functional aspects of Organizational Psychology like human relations, employment, attitudes, groups, personality and work stress.
- Course material will be supplemented by activities like role play, case study discussions and interaction with experts.
- To help student develop public speaking, critical thinking, group work, presentation skills .

### **Course content:**

#### **UNIT-I**

Organisational and Industrial Psychology: Concept, Nature and Scope Leadership: Concept; Theories – Trait; Situational; Behavioural Employee Needs: Concept, Hierarchy of Needs and Need Satisfaction

#### **UNIT-II**

Attitude: Concept, Nature and Significance Industrial Morale: Concept, Nature and Determinants Motivation of Industrial Employees: Concept and Determinants

### UNIT-III

Personality: Concept, Significance and Types Job Satisfaction: Concept, Significance and Determinants Groups: Concept, Types and Inter-Group Relations

### UNIT-IV

Fatigue: Concept, Causes and Remedies Monotony and Boredom: Concept, Causes and Effects Work Stress and its Management

#### Essential Readings:

- Buchanan, David A. (Ed.) (2016). Organizational Behaviour (9th edition). U.K.: Boffin Page 29 of 65 Cooper,
- Cary L. (Ed.) (2000). Industrial and Organizational Psychology: Linking Theory with Practice. USA: John Wiley and Sons Luthans,
- Fred. (2010). Organizational Behavior. New York: McGraw-Hill Education Norman,
- R. F. Maier. (1970). Psychology in Industry. Oxford and IBH.
- Stephan P. Robbins, SeemaSanghi, Timothy Judge. (2009). Organizational Behaviour: Concepts, Controversies and Applications. New Delhi: Pearson 13th Edition.

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

<b>Compo nents</b>	<b>Inter nal</b>	<b>Attend ance</b>	<b>Mid Term</b>	<b>End Ter m</b>
<b>Weightage (%)</b>	<b>50</b>	-	-	<b>50</b>

<b>POS21112</b>	<b>Personnel Administration</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

### **Course Description:**

The paper will discuss in detail regarding management process of an organization's workforce, or human resources. It is responsible for the attraction, selection, training, assessment, and rewarding of employees, while also overseeing organizational leadership and culture and ensuring compliance with employment and labor laws in the context of government organization.

### **Course Objectives:**

- The syllabus of the paper attempts to familiarize the student with the concepts of Public Personnel Administration, career systems and classification in India.
- The students will learn various aspects of Human Resource Development, civil services, rules of service, code of conduct and ethics, disciplinary action, negotiation machinery.
- Student will learn via presentations, interaction with experts, case studies and discussions will be used for delivery of course content.
- The students will develop group work, leadership and analytical skills.

### **UNIT I**

Meaning and Significance of Public Personnel Administration Role of Public Services Career Systems – Concept and Types Rank and Position Classification – Concept and Bases

### **UNIT II**

Concepts and Significance: Human Resource Development, Manpower Planning, Recruitment, Training, Promotion and Performance Appraisal.

### **UNIT III**

Constitutional Provisions regarding Civil Services in India Pay Commissions in India Union Public Service Commission (UPSC): Role and Functions State Public Service Commission (UPSC): Role and Functions

## UNIT IV

Code of Conduct Disciplinary Action Employer-Employee Relations: Staff Associations and Unions; Joint Consultative and Negotiation Machinery

### Essential Readings:

- Bhayana, S. S. and Singh S. (2016). Public Personnel and Financial Administration (4th ed.). Jalandhar: New Academics. Davar,
- Rustom S. (2008). Personnel Management and Industrial Relations in India (2nd ed.). New Delhi: Vikas Publishing House.
- Goel, S. L. and Rajneesh, S. (2002). Public Personnel Administration. New Delhi: Sterling.
- Government of India, 2nd Administrative Reforms Commission. (2010). 10th Report: Refurbishing of Personnel Administration –Scaling New Heights. New Delhi: Manager of Publications.
- [https://darpg.gov.in/sites/default/files/personnel\\_administration10.pdf](https://darpg.gov.in/sites/default/files/personnel_administration10.pdf) Government of India. (1988).
- Report of the Commission on Centre-State Relations. Nasik: General Manager. Stahl, O. Glenn. (1971).
- Public Personnel Administration (6th ed.). New Delhi: Oxford and IBH Publishing. United Nations. (2008). New Approaches to Personnel Policy for Development. New York.

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Internal</b>	<b>Attendance</b>	<b>Mid Term</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	-	-	<b>50</b>



POS21113	Management of Disciplinary Proceedings	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

### **Course Description:**

Human resource is the most valuable asset of any organization. It is the human resource which exploits other resources in the organization so as to achieve the organizational objectives of productivity. The aim of the Human Resource Management is to get the best out of the human resource of the organization. For achievement of this purpose, there are many sub-systems such as Grievance Handling, Counseling, Performance Appraisal, Career Planning, Training & Development, etc. Reward and Punishment system is one of the sub-systems under the Human Resource System. It is essential that every organization, whether government or semi-government or private, should have a well-established reward and punishment system to ensure that the people are made to work towards the fulfillment of the organizational goals. While the reward system will encourage the employees to work better towards the achievement of organizational goals, the punishment system is used to discipline the work force and prevent them from working against the set goals.

### **Course Objectives:**

- This paper covers an important area of Public Administration relating to Disciplinary Proceedings and the remedies available to public servants in India.
- The students would be made familiar with the procedures of enquiries, punishments and application of other legal measures.
- Apart from lectures case study method will be used to explain different proceedings to the students.

## **Course Content:**

### **UNIT-I**

Disciplinary Proceedings: Concept and Significance Position of Public Servants under the Constitution and Statutes Meaning and Scope of Reasonable Opportunity Conduct Rules

### **UNIT-II**

Major Punishments: Suspension; Dismissal; and Termination Minor Punishments: Censure; Withdrawal of Promotion and Incentives; Pay Recovery Fundamentals of Departmental Enquiries

### **UNIT-III**

Role and Scope of Rules of Natural Justice in Disciplinary Proceedings Corruption/Embezzlement in Public Services Application of Legal Measures

### **UNIT-IV**

Remedies for Public Servants against Unconstitutional and Illegal Actions of the State

1) Departmental Remedies 2) Tribunal Remedies 3) Ombudsmanic Remedies 4) Court Remedies

### **Essential Readings :**

- Basu, D. D. (2008). Constitution of India. New Delhi: Wadhwa and Company Law Publishers. Ghaiye, R. K. (1988).
- Law and Procedure of Departmental Enquiries. Lucknow: Eastern Book Company.
- Maheshwari, S.R. (2002). Administrative Reforms in India. New Delhi: Macmillan India Ltd.
- Massey, I.P. (1985). Administrative Law. Lucknow: Eastern Book Co.
- Muthuswamy, P. (1993). Swamy's Manual on Disciplinary Proceedings. Madras: Swamy Publishers.
- Wade, R.W. R. (1981). Administrative Law. Oxford: Clarendon

POS21114	Regulatory Governance	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate in Social Science/Humanities</b>				
<b>Co-requisites</b>					

**Course Description:**

The course will provide knowledge of current trends in regulatory policy and the advantages and limits of a various regulatory instruments. It also helps to interpret and communicate new insights on regulatory regimes and deliberate future directions for regulation and governance in national and international context.

**Course Objectives:**

- The course deals with rationale of regulatory governance.
- The key areas covered are the theoretical perspectives of regulatory governance and some key sectors where regulatory agencies have been set up in India post 1991.
- Teaching and learning will be through lectures, seminars, group work, assignment writing, tutorials and presentations.

**Course Content:**

**UNIT I**

Regulation- Concept, Rationale and Theories Regulatory Governance: Concept, significance and limitations. Independent Regulatory Commission: Concept and Rationale

**UNIT II**

Regulatory Failure: Reasons and Remedies Independence of Regulator Transparency and Accountability of Regulator

**UNIT III**

Sectoral Regulation Telecom Regulatory Authority of India (TRAI); Structure, Functions and Role Insurance Regulatory and Development Authority of India (IRDAI): Structure, Functions and Role Central Electricity Regulatory Commission (CERC): Structure, Functions and Role. Securities and Exchange Board of India (SEBI): Structure, Functions and Role

#### **UNIT IV**

University Grants commission(UGC): Composition, Functions and Role Food Safety and Standards Authority of India (FSSAI):Structure, Functions and Role Central Pollution Control Board (CPCB): Composition, Functions and Role Pension Fund Regulatory and Development Authority (PFRDA): Structure, Functions and Role

#### **Essential Readings:**

- Baldwin, R., Cave, M., & Lodge, M. Understanding Regulation: Theory, Strategy and Practice (2 nd ed.). London: Oxford University Press. 2011
- Government of India, Second Administrative Reforms Commission, Creating an Effective Regulatory Framework, 13th Report Chapter 6, New Delhi: Ministry of Personnel.
- Public Grievances and Pensions, Department of Administrative reforms and Public Grievances Government of India, Approach to Regulation: Issues and Options, Planning commission New Delhi, 2006.
  
- Government of India, Report of the Working Group on Business Regulatory Framework, Towards Optional Regulatory Government in India, New Delhi: Government of India .
- Retrieved from [planningcommission.nic.in/aboutus/committee/.../wg,,brf2013.pdf](http://planningcommission.nic.in/aboutus/committee/.../wg,,brf2013.pdf) Government of India,
- Approach to Regulation of Infrastructure, Planning commission Retrieved from [infrastructure.gov.in/event-Regulation\\_Law\\_and\\_Policy\\_final.pdf](http://infrastructure.gov.in/event-Regulation_Law_and_Policy_final.pdf) .

- Rosenbloom, Administration: Management, in the Public : McGraw-Hill (1989)

<b>POS21116</b>	Administrative Reforms and Ethics	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic social science knowledge				

D.H. Public Understanding Politics and Law Sector, New York Book Company

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Internal</b>	<b>Attendance</b>	<b>Mid Term</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>50</b>	-	-	<b>50</b>

<b>Co-requisites</b>	--
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**Course Description:**

This course is divided into four units. The first two units focus on the comprehensive understanding of administrative reforms and ethics in governance. Last two unitsendeavours to explore the regulatory framework in improving ethical behaviour, transparency and accountability within the administration as well highlights the challenges of ethical governance in real world scenarios.

**Course Objectives:**

The paper aims –

- a. To give a precise understanding of the subject to understand the need of ethical values, behavior, transparency and constructive reforms within the administrative system
- b. To highlight the highest standards of administrative practices
- c. To make critical minds.
- d. To enable the students to ponder and debate.
- e. To help the students to understand abstract political concepts by grounding them in real world examples and case studies.

**Course Outcomes**

This course aims to--

**CO1.** Make the students pursue the professional degree programs in fields such as law, government, education, politics, policy, and business and Masters in the same as well as allied disciplines.

**CO2.** Offer students the analytical and research skills needed to understand the ethical dimensions of governance.

**CO3.** Help the students to identify the role of important stakeholders in administrative reforms.

**CO4.** Highlights the significance of regulatory mechanisms and challenges of ethical governance in real-world scenarios.

**Course Content:**

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**Unit I: Administrative Reforms and Ethics in Public Administration: An Introduction**

A. Definitions, Concepts and Different Elements of Administrative Reforms

B. Significance of Ethical Values in Governance

C. Transparency, Accountability and Integrity in Administration

**Unit II: Ethical Decisions Making**

A. The Role and Value of Ethical Decisions Making

B. Assessing and Analyzing Ethical Dilemmas

C. Socio-Cultural factors in Ethical Decisions Making

### **Unit III: Policy Mechanism and Regulatory Frameworks**

- A. Importance of Policies in Ethical Governance
- B. Regulatory framework and Its Various Dimensions
- C. Compliance Mechanism and Accountability

### **Unit IV: Ethics and Good Governance**

- A. Analysis of Ethical Leadership and Its Challenges in the Modern World
- B. Good Governance and Its Ethical Dimension
- C. Challenges of Ethical Governance

**Essential Readings :**



- Aliaj, B, Lulo K. and Myftiu G., (2003), The Challenge of an Urban Development, Develoment, Tirane, Cetis.
- Bertrand, M., E. Duflo, and S. Mullainathan (2004), How Much Should We Trust Differences-in-Differences Estimates? Quarterly Journal of Economics
- Bridges, E., (1950), Portrait of a Profession, London: Cambridge University Press.
- Chapman, R. A., (2002), Ethics in Public Service for the New Millennium, Durham University Business School.
- Lang, P (2012), Effectiveness of Public-Service Ethics and Good Governance in the Central Administration of the EU 27, Demmke and Moilanen,
- Nolan, L., (1995), First Report of the Committee on Standards in Public Life, Cm. 2850-I, London: HMSO.
- Pajaziti Ali, (2008) Ethics and public administration: Case RM, Center forResearch in Public Administration, SEEU, Macedonia.
- Pajaziti Ali, Ismaili M. and Hamiti, M., (2008) Ethics challenge of the third millennium, Macedonia.
- Rosenbloom, D. H. and Kravchuk, R. S. (2005), Public Administration-
- Understanding Management, Politics and Law in the Public Sector, sixth edition, Mc Graw Hill, New York
- Sampson, A., (1962), Anatomy of Britain, London, Hodder and Toughton

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

<b>Componen nts</b>	<b>Inter nal</b>	<b>Mid Term</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>30</b>	<b>20</b>	<b>50</b>

<b>POS21120</b>	<b>CONTEMPORARY TRENDS IN GOVERNANCE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisites/Exposure</b>	<b>Graduate level knowledge in public administration</b>				
<b>Co-requisites</b>	<b>Fundamentals of state-level politics</b>				

**Course Description:**

Governance is one of the most important topics in the world of administration. It depicts the profound changes both in government and public services caused by both external pressures and internal tensions. Administrative and bureaucratic hierarchies are being transformed into complex settings of public governance. The main objective of this course is to understand how these governance processes and structures should be changed in order to achieve better results from social, political and economic points of view. This course provides a contextual view for innovation in governance in which the main purpose is to introduce innovations which make a real difference in public governance and service delivery.

**Course Objectives:**

**On completion of this course, students will be able to**

1. Remember the basics concepts of Governance;
2. Understand theories and discourses on Governance;
3. Apply the knowledge on Governance to understand the role of state in governance;
4. Evaluate the innovations and new initiatives in Governance;

## Course Outcomes

**CO1:** The course will comprehensively introduce the concept and significance of public policy, the history of policy sciences and the governance process.

**CO2:** The student will develop critical understanding of the policy process as well as capacity to undertake policy analysis in substantive areas for governance

**CO3:** The student will have the rural and urban governance knowledge

**CO4:** Participation lectures, class room discussions, presentations and fieldtrips will deepen the understanding and analytical and presentation skills of the student

## Course Content:

Unit I: <b>Introduction to Governance</b> <ul style="list-style-type: none"><li>• Definitions and relevant issues</li><li>• Reforming Institutions – State, Market and Public Domain</li><li>• State and Governance – origin and types of state;</li><li>• ‘government’ to ‘governance’</li></ul>	15 hours
Unit II: <b>Good Governance</b> <ul style="list-style-type: none"><li>• Discourse on good governance – Kautilya, Plato and Aristotle</li><li>• Theories and concepts of Good Governance – World Bank, UNDP reports</li><li>• Public Choice Theory; Public Value Theory</li></ul>	15 hours
Unit III: <b>Contemporary Trends and Innovations in Governance</b> <ul style="list-style-type: none"><li>• Networking and Collaborative Governance</li><li>• Public and Private Governance</li><li>• ICT and Governance – e-government and e-governance</li><li>• RTI Act; Citizens’ Charter; Civil Society and Citizen Participation</li></ul>	15 hours
Unit IV: <b>Challenges and Issues</b> <ul style="list-style-type: none"><li>• Multi-level governance and key challenges – capacity gap, fiscal gap, policy gap and administrative gap</li><li>• Fostering Ethics and Integrity</li></ul>	15 hours

• Grievance Systems	
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**Text Books**

- Bell, S., and Hindmoor, A. (2009) Rethinking Governance: The Centrality of the State in Modern Society, Cambridge: Cambridge University
- Bell, Stephen and Andrew Hindmoor. (2009) Rethinking Governance: The Centrality of the State in Modern Society. Cambridge: CUP.
- Chakrabarty,B.&Bhattacharya,M. (eds.) (1998) The Governance Discourse, New Delhi:Oxford University Press,
- Chandhoke, N. (1995). “State And Civil Society Explorations In Political Theory”, SagePublishers.
- Munshi S. and Biju P. A. [eds.], Good Governance, Democratic Societies AndGlobalisation, Sage Publishers.
- Nayar, B. (ed.) (2007). Globalization and Politics in India, Oxford University Press,Delhi,pp. 218-240.
- United Nation Development Programme, (1997) “Reconceptualising Governance”, NewYork,
- Santiso, C. (2001). Good Governance and Aid Effectiveness: The World Bank and Conditionality, Johns Hopkins University,

**Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Exam**

**Examination Scheme:**

<b>Compo nts</b>	<b>Mid Term</b>	<b>Attend ance</b>	<b>Class Assessment</b>	<b>End Ter m</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>

<b>POS21117</b>	Environmental crisis and disaster management policies	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic social science knowledge				
<b>Co-requisites</b>	--				

### **Course Description:**

This course is divided into four units. The first two units introduce the students to the idea of environmental crisis and disaster management and an assessment of its contemporary environmental issues and concerns. The other two units are designed to make students aware of the regulatory frameworks of risk management and community engagement strategies required for disaster management.

### **Course Objectives:**

The paper aims –

1. To give a precise and comprehensive understanding of environment crisis and disaster management
2. To highlight the strategies and policy mechanisms for sustainable and effective disaster management.
3. To make critical minds.
4. To enable the students to ponder and debate.
5. To help the students to understand the dynamics of environmental crisis and disaster management by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

### **Course Outcomes**

The course aims to--

**CO1.** Make the students pursue the professional degree programs in fields such as law, government, education, politics, policy, and business and Masters in the same as well as allied disciplines.

**CO2.** Offer students the analytical and research skills needed to understand the causes and consequences of the global environmental crisis.

**CO3.** Help students to analyse and assess the strategies of disaster management.

**CO4.** Illustrate different case studies of environmental crisis and disaster management to understand the challenges in real-life scenarios.

**Course Content:**

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**Unit I: Introduction to Environmental Crisis**

A. Definitions and Classification of Environmental Crisis

B. Causes and Consequences of Environmental Crisis

C. Contemporary Global Environmental Issues and Concerns

**Unit II: Introduction to Disaster Management**

D. Types and Traits of Disasters

E. Causes and Consequences of Disasters

F. Different Types and Phases of Disaster Management

**Unit III: Risk Assessment and Crisis Management**

D. Crisis Analysis and Management

E. Regulatory Policy Frameworks and Mechanisms

F. Case Studies of Emergency Management Task Forces

**Unit IV: Public Awareness and Responsibilities in Disaster Management**

A. Public Awareness and Public Education for Disaster Risk Management

D. Community Engagement and Accountability in Disaster Mitigation

E. Case Studies of Community Engagement Strategies for Disaster Resilience

## Essential Readings

- Abramovitz, J., Banuri, T., Girot, P.O., Orlando, B., Schneider, N., Spanger-Siegfried, E., Switzer, J. and Hammill, A., 2001.
- Adapting to Climate Change: Natural Resource Management and Vulnerability Reduction (Background paper to the task force on climate change, adaptation and vulnerable communities). Joint publication by Worldwatch Institute, SEI-B, IUCN and IISD Anonymous, 2001.
- The New Partnership for Africa's Development (NEPAD). NEPAD Secretariat, Abuja, Nigeria
- (<http://www.uneca.org/nepad/>)
- Bojö, J. and Reddy, R.C., 2003. Poverty Reduction Strategies and the Millennium Development Goal on Environmental Sustainability; Opportunities for Alignment. The World Bank, Environmental Economics Series Paper No. 92, Washington D.C., U.S.A.
- Coburn, A.W., Spence, R.J.S. and Pomonis, A., 1994. Disaster Mitigation (2<sup>nd</sup> edition). Disaster Management Training Programme, Cambridge Architectural Research Limited, Cambridge, U.K.
- DAW & UN/ISDR, 2001. Environmental Management and the Mitigation of Natural Disasters: A Gender Perspective (Final Report of the Expert Group Meeting, Ankara, Turkey). United Nations Division for the Advancement of Women (DAW) and Inter-Agency Secretariat of the International Strategy for Disaster Reduction (UN/ISDR), Geneva, Switzerland.
- ([http://www.un.org/womenwatch/daw/csw/env\\_manage/documents/EGM-Turkey-final-report.pdf](http://www.un.org/womenwatch/daw/csw/env_manage/documents/EGM-Turkey-final-report.pdf))
- Kumar-Range, S., 2001. Environmental Management and Disaster Risk Reduction: A Gender Perspective (Background Paper 1 of the Expert Group Meeting, Ankara, Turkey). United Nations Division for the Advancement of Women (DAW) and Inter-Agency Secretariat of the International Strategy for Disaster Reduction (UN/ISDR), Geneva, Switzerland.
- ([http://www.un.org/womenwatch/daw/csw/env\\_manage/](http://www.un.org/womenwatch/daw/csw/env_manage/))
- Mitchell, T. 2003, An Operational Framework for Mainstream Disaster Risk Reduction. Benfield Hazard Research Centre, Disaster Studies Working Paper 8.
- Muff, R., 2000. The Role of the Earth Sciences in Natural Disaster Risk Reduction. BGR, Hannover, Germany.

## Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam

### Examination Scheme:

Components	Internal	Mid Term	End Term
Weightage (%)	50	-	50

<b>POS21119</b>	<b>International Administration</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Graduate level knowledge in public administration				
<b>Co-requisites</b>	Fundamentals of state-level politics				

### **Course Description:**

The overall aim of the programme is to provide advanced knowledge and analytical skills relevant to International Administration which introduces students to the key roles, functions, activities, and obligations of executives and professionals in public and nonprofit organizations, in the developed and developing world contexts. This course focuses on the role of bureaucracies both in the contemporary world as well as in its historic context.

International administration encompasses the activities of both international organizations as well national governments and organizations that seek to influence or collaborate with international organizations. It has been observed that work in international administration and international organizations differ substantially from national administration and domestic organizations, and require a specialized set of skills and knowledge. The programme explores the architecture of the international system and equips students with the analytical skills to assess the international but also local level implications of international policy, as well as to formulate strategies to operate effectively in the international arena.

### **Course Objectives:**

#### **On completion of this course, students will be able to**

1. Understand the basics of International Organizations and ways of their functioning
2. Understand main theoretical approaches to huge variation of administrative structures across nations;
3. Analyze how international policy efforts interact with national conditions – political, legal, institutional, economic and cultural – to shape outcomes
4. Evaluate the innovations and new initiatives in International Administration.

### **Course Outcomes**



**CO1:** Procure knowledge of the main issues dealt with at the international level and an understanding of how these issues interrelate to one another.

**CO2:** Evaluate and apply insights and findings from a broad range of academic disciplines in order to analytically elucidate political and societal issues of international concern

**CO3:** Analyze in depth some of the key policy issues regulated (or not) at the international level, and how do they interrelate to one another.

**CO4:** Participation lectures, class room discussions, presentations and fieldtrips will deepen the understanding and analytical and presentation skills of the student

**Course Content:**

Unit I: Historical perspectives on administration till the 21 <sup>st</sup> century <ul style="list-style-type: none"> <li>• Globalisation and Public Administration</li> <li>• Decentralization</li> <li>• International Political Environment</li> </ul>	15 hours
Unit II: <b>Government – functions and organization</b> <ul style="list-style-type: none"> <li>• Genesis of the ‘Government’</li> <li>• Functions of governments in different political cultures</li> <li>• Government Intervention and its justification</li> </ul>	15 hours
Unit III: <b>Administrative Reforms</b> <ul style="list-style-type: none"> <li>• Phases of reforms</li> <li>• Scope of Reforms</li> <li>• Management and Implementation of Administrative Changes</li> </ul>	15 hours
Unit IV: Gender and International Administration <ul style="list-style-type: none"> <li>• From Gender Discrimination to the path of Gender Equality</li> <li>• Women in Public Service – a global comparison of female proportion in the workforce</li> <li>• Women and Leadership – an understanding of changing attitudes towards women in leadership roles</li> </ul>	15 hours

**Text Books**

- D’Agostino, Maria J., and Rubin, M. M. 2017. Governing in a Global World. New York: Routledge.
- Schiavo-Campo, S., and McFerson, H.M. 2008. Public Management in Global Perspective. New York: Routledge.
- Ikenberry, G. John. 2014. ‘The Quest for Global Governance’, Current History 113, 759: 16-18.

- Dingwerth, Klaus and Philipp Pattberg. 2009. 'Actors, arenas and issues in global governance', in Jim Whitman ed., Palgrave Advances in Global Governance. Basingstoke: Palgrave Macmillan, 41-65.
- Kaul, Inge ed. 2003. Providing Global Public Goods: Managing Globalization. Oxford Scholarship online.
- Stone, Diane. 2008. 'Global public policy, transnational policy communities, and their networks', Policy Studies Journal 36: 19-38.
- Murphy, Craig N. 2000. 'Global governance: poorly done and poorly understood', International Affairs 76 (4): 789-803.
- Rosenau, James N. and Ernst-Otto Czempiel eds. 1992. Governance without Government: Order and Change in World Politics. Cambridge University Press.
- Avant, Deborah, Miles Kahler, & Jason Pielemeier. 2017. 'Innovations in Global Governance: How Resilient, How Influential?' In Deborah Avant et. al. Innovations in Global Governance (Council on Foreign Relations), 1-7.
- Hall, Rodney Bruce and Thomas J. Biersteker, eds. 2004. The Emergence of Private Authority in Global Governance. Cambridge: Cambridge University Press.
- Stoker, Gerry. 1998. 'Governance as Theory: Five Propositions,' International Social Science Journal, 50 (155): 17-28.
- Castells, Manuel. 2005. 'Global Governance and Global Politics,' PS: Political Science and Politics (January): 9-16.
- Grindle, Merilee. 2007. 'Good Enough Governance Revisited', Development Policy Review 25(5): 533-574.

**Modes of Examination: Assignment/Quiz/Project/Group Discussion/  
Presentation/Extempo/Written Exam**

**Examination Scheme:**

<b>Compo nts</b>	<b>Mid Term</b>	<b>Attend ance</b>	<b>Class Assessment</b>	<b>End Ter m</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>

POS21115	Public Partnership : <b>Conceptual Framework</b>	Private : <b>A</b>	L	T	P	C
<b>Version 1.0</b>			3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic social science knowledge					
<b>Co-requisites</b>	--					

### **Course Description:**

This course is divided into four units. The first two units introduce the students to various concepts and approaches concerning Public-Private Partnerships. The last two units are designed to make students understand the cost-benefit of Public-Private Partnerships (PPPs), Policy mechanisms and the role of different stakeholders in PPPs.

### **Course Objectives:**

The paper aims –

1. To give a comprehensive understanding of Public Private Partnerships
2. To highlight the role of different stakeholders in Public Private Partnership
3. To make critical minds.
4. To enable the students to ponder and debate.
5. To help the students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

### **Course Outcomes**

The course aims to—

**CO1.** Make the students pursue the professional degree programs in fields such as law, government, education, politics, policy, and business and Masters in the same as well as allied disciplines.

**CO2.** Offer students the analytical and research skills needed to understand various dimensions and arrangements of Public-Private Partnerships.

**CO3.** Help students to evaluate the socio-political and economic feasibility of Public-Private Partnership Projects.

**CO4.** Illustrate the role of different stakeholders and policy mechanisms in Public-Private Partnerships.

### **Course Content:**

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#### **Unit I: Public-Private Partnerships: Origin and Development**

- A. Definitions, Concepts and practices of PPP
- B. PPP and Nature of Corporate Social Responsibilities
- C. Legal and Social Safeguards: Role of the State

#### **Unit II: Shared-Value Partnerships: An Overview**

- A. Introduction to Shared Values, Partnership Development and Management
- B. Socio-Economic and Environmental Impacts of Value Partnerships
- C. Measuring Sustainability: Ethical Implications and Reality

#### **Unit III: Project Identification and Feasibility**

- A. Identifying projects of PPPs
- B. Financial Viability and Project feasibility

C. Implementation and Evaluation of Projects

**Unit IV: Role of State and Private Sectors (Corporates, Non-Governmental Organization, Non-profit Organization, Voluntary Organizations)**

- A. Policy Formulation, execution and evaluation: Role of State and Private Sectors
- B. Corporate Finance in Public Sectors (experience of developed and developing countries)
- C. Instrumentalities of PPPs: International Guidelines

**Essential Readings**

- Michael Porter and Jan Rivkin, An Economy Doing Half Its Job, 2014
- UNDP, Human Development Report, 2014
- World Economic Forum, Global Risks, 2014
- National Council for Public-Private Partnerships, Assessing the Added Value of Public-Private Partnerships, 2012
- OECD, Public Governance of Public-Private Partnerships, 2012
- World Bank, Public-Private Partnerships Reference Guide 2.0, 2014
- Bloomberg Philanthropies/Freedman Consulting, The Collaborative City, How Partnerships Between Public and Private Sectors Can Achieve Common Goals, 2013
- Brookings, Moving Forward on Public Private Partnerships: U.S. and International Experience with PPP Units, 2011
- The Hamilton Project, Public-Private Partnerships to Revamp U.S. Infrastructure, 2011
- Harvard Business School Case Study, IBM and the Reinvention of High School (A) and (B), 2014
- Shared Value Initiative, The New Roles of Business in Global Education, 2013
- Shannon Murphy, Investing in Girl's Education, An Opportunity for Corporate Leadership, (HKS), 2009 Unicef, Non-State Providers and Public-Private Partnerships in Education for the Poor, 2011
- The World Bank, The Role and Impact of Public-Private Partnerships in Education, 2009
- UNESCO, UNICEF, UN, The Smartest Investment: A Framework for Business Investment in Education, 2013

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam  
Examination Scheme:**

<b>Components</b>	<b>Internal</b>	<b>Mid Term</b>	<b>End Term</b>
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POS21118	SOCIAL SECURITY AND ADMINISTRATIO N		L	T	P	C
Version 1.0			3	1	0	4
Pre-requisites/Exposure	Graduate level knowledge in public administration					
Co-requisites	Fundamentals of state-level politics					
Weightage (%)	50	-	50			

### Course Description:

This course provides a comprehensive overview of social security and of the system under which it is administered. It focuses on how social security taxes are collected and on the retirement and disability benefits it provides. The course also discusses benefits for family members and how and when adverse social security findings can be challenged or appealed. The main objective of this course is to understand how these governance processes and structures should be changed in order to achieve better results from social, political and economic points of view. This course provides a contextual view for innovation in governance in which the main purpose is to introduce innovations which make a real difference in deliverance of social security to the citizens.

### Course Objectives:

**On completion of this course, students will be able to**

1. Remember the basics concepts of Social Security and welfare;
2. Understand the various institutions and mechanism of social welfare
3. Apply the knowledge on Social Welfare to analyse the various welfare policies in India;
4. Evaluate the disaster management mechanism in India;

### Course Outcomes

**CO1:** The course will comprehensively introduce the concept and significance of social security, social welfare and the governance process.

**CO2:** The student will develop critical understanding of the policy process as well as capacity to undertake policy analysis in substantive areas for welfare governance.

**CO3:** The student will be equipped with knowledge to handle issues of social security.

**CO4:** Participation lectures, class room discussions, presentations and fieldtrips will deepen the understanding and analytical and presentation skills of the student

**Course Content:**

<p><b>Unit I: Introduction to Social Security</b></p> <ul style="list-style-type: none"> <li>• Definition and Scope of Social Security</li> <li>• Various facets of Social Security</li> <li>• Surveys and Research on Social Security programmes</li> </ul>	15 hours
<p><b>Unit II: Theories of Social Security</b></p> <ul style="list-style-type: none"> <li>• ‘Efficiency’ theories on Social Security</li> <li>• ‘Narrative’ theories on Social Security <ul style="list-style-type: none"> <li>- “Chain Letter Theory”</li> <li>- “Lump of Labor Theory”</li> <li>- “Monopoly Capitalism Theory”</li> <li>- “Sub-but-Nearly-Optimal policy response to private pensions theory”</li> </ul> </li> <li>• Comparative analysis of the theories</li> </ul>	15 hours
<p><b>Unit III: :Social Welfare Administration</b></p> <ul style="list-style-type: none"> <li>• Nature, Scope and Significance of Social Welfare Administration</li> <li>• Evolution of Social Welfare Administration</li> <li>• Theoretical Basis of Social Welfare Administration</li> </ul>	15 hours
<p><b>Unit IV: Social Welfare Policies and Advocacy</b></p> <ul style="list-style-type: none"> <li>• Government Policies on social security</li> <li>• Role of NGOs in social welfare</li> <li>• Civil Society and Social Welfare</li> </ul>	15 hours

**Text Books:**

Annual Report of Ministry of Social Justice and Empowerment, Government of India.

Chaudhary, D.P. - A. Hand Book of Social Welfare

Choudry, Paul., (2000) Social Welfare Administration, Delhi: Atma Ram and Sons.  
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Goel, S.L. and R.L. Jain , Social Welfare Administration Voll and II, New Delhi: Deep and Deep.

Jacob, K.K (1989) Policy in India, Udaipur: Himalaya' Publications.

Mukherjee, Radhakamal - Social Welfare Administration  
 Prasad, R. - Encyclopaedia of Social Welfare Administration  
 Sachdeva, D.R., Social Welfare Administration. Kitab Mahal.  
 Shukla, K.S. - Social Welfare Administration in India

**Modes of Examination: Assignment/Quiz/Project/Group Discussion/  
 Presentation/Extempo/Written Exam**

**Examination Scheme:**

<b>Compo nts</b>	<b>Mid Term</b>	<b>Attend ance</b>	<b>Class Assessment</b>	<b>End Ter m</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>