

INTRODUCTION TO PUBLIC ADMINISTRATION
(MA/PA/1/CC1)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives:

The importance of public administration derives from its crucial role in the governing of a society. All the great human events in history were probably achieved by what we today would call public administration. Organization and administrative practices in collective or public settings are as old as civilization. This foundation course is set to analyze the transformations in public administration and governance with emphasis on current initiatives and emerging challenges in the field. Students are introduced to the study of public administration in a fast changing environment of globalized phenomenon.

Learning outcomes :

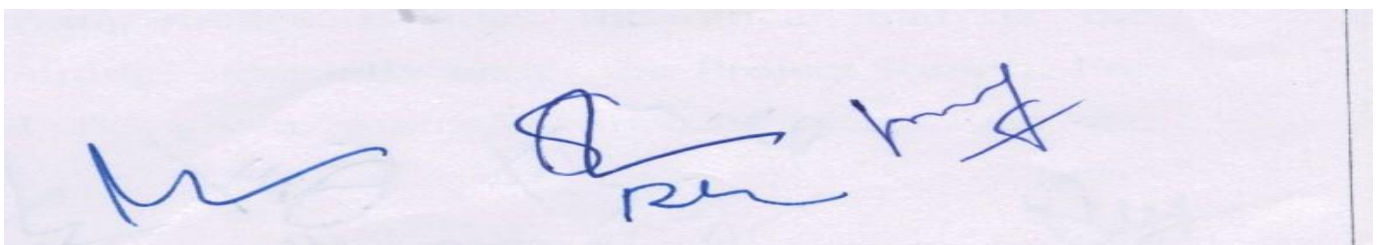
- Awareness about the evolution and growth of the discipline of Public Administration.
- Learning of basic principles and approaches of Public Administration.
- Theoretical clarity of basic concepts and dynamics relating to Public Administration.
- Understand the challenges of Liberalization, Privatization and Globalization.

Unit-I: Public Administration as a Discipline

- (a) Meaning, Nature, Scope, Dimensions and Significance of the Public Administration.
- (b) Its relations with Political Science, Management, Law and Economics.
- (c) Public and Private Administration.
- (d) Evolution of Public Administration, Minnowbrook Conferences (I, II & III)

Unit-II: Growth and Trends in Public Administration.

- a) Challenges of Liberalization, Privatization and Globalization
- b) Paradigm shift from Government to Governance



- c) New Public Administration, New Public Management.
- d) New Public Services (NPS), Feminist Perspectives.

Unit-III: Organization and its Principles

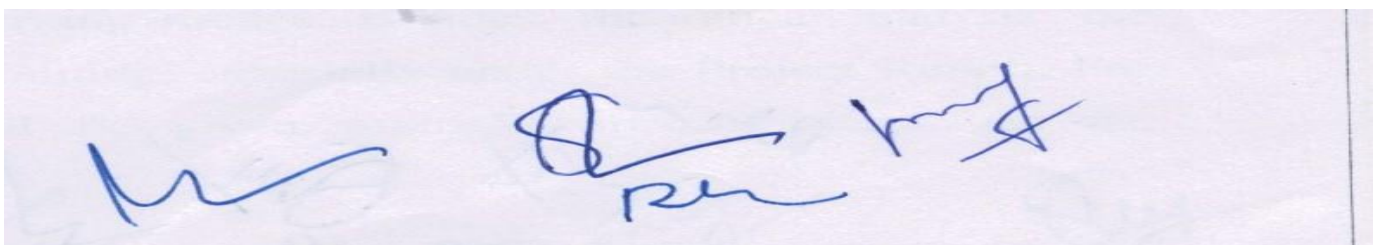
- (a) Organization: Meaning, Basis and Forms of Organizations.
- (b) Principles of Organization: Hierarchy, Unity of Command.
- (c) Span of Control, Coordination, Authority and Responsibility.
- (d) Supervision and Control, Centralization, Decentralization and Delegation

Unit-IV: Chief Executive, Leadership and Accountability

- (a) Line, Staff and Auxiliary Agencies.
- (b) Headquarter and Field relationships.
- (c) Decision Making; Leadership
- (d) Accountability and Autonomy

RECOMMENDED READINGS:

- Avasthi, A and Maheshwari, S R(2013) Public Administration. Lakshmi Narain Agarwal: Agra
- Basu, Rumki (2008) Public Administration: Concepts and Theories. Sterling Publishers: New Delhi
- Bhagwan, Vishnoo; Bhushan, Vidhya and Mohla, Vandana (2010) Public Administration. S. Chand: Jalandhar
- Bhambri, C. P. (2010) Public Administration Theory and Practice(21stEdition). Educational Publishers: Meerut
- Bhattacharaya, Mohit (2008) New Horizons of Public Administration. Jawahar Publishers and Distributors: New Delhi
- Bhattacharya, Mohit (2000) Public Administration. World Press: Calcutta
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- Denhardt, Janet V and Denhardt, Robert B (2015) The New Public Service: Serving, Not Steering (4th Edition). Routledge: New York
- Ghuman, B.S. (2001) New Public Management: Theory and Practice, Indian Journal of Public Administration, Vol. XLVII, No. 4, pp.769-779
- Golembiewsky, R. T. (1977). Public Administration as a Developing Discipline –Part 2. Marcel Dekker: New York
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- Hood, Christopher (1989) Public Administration and Public Policy: Intellectual Challenges for the 1990's, Australian Journal of Public Administration, 48:3466-58 Hood, Christopher and Dixon, Ruth (2015) A Government That Worked Better and Cost Less?: Evaluating three Decades of Reform and Change in UK Central Government. Oxford University Press: Oxford
- Laxmikanth, M (2011) Public Administration. Tata McGraw: New Delhi Marini, F (1971) Towards a New Public Administration. Chandler: Scranton, PA
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- Niskanen Jr., William A (2007) Bureaucracy and Representative Government. Aldine-Atherton : Chicago
- (2015) Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press: Cambridge
- Pfiffner, J M(1960). Administrative Organization. Prentice Hall: New York Raadschelders, Jos C N (2011) Public Administration: The Interdisciplinary Study of Government. Oxford University Press: New York
- Robinson, Mark (2015) From Old Public Administration to the New Public Service – Implications for Public Sector Reform in Developing Countries. UNDP Global Centre for Public Service Excellence: Singapore
- Sharma, M P and Sadana, B L (2000) Public Administration in Theory and Practice. Kitab Mahal: New Delhi
- Kataria, Surender (2016), Bharat Mein Lok Parshasan, RBSA, Jaipur
- Yadav, Sushma & Goutam, Balwan (2015), Lok Prashasan: Sidhant avem Vyvhar, Orient Blackswan, Hyderabad.
- Naidu, S.P. (2015), Public Administration concepts and Theories, New Age, New Delhi.
- Laxmikanth, M (2017), Administrative Theory, McGraw Hill, Chennai.
- Laxmikanth, M (2019), Public Administration, McGraw Hill, Chennai
- Chakrabarty, Bidyut (2020), Public Administration in a Globalizing World, Sage, New Delhi

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ADMINISTRATIVE THINKERS

(MA/PA/1/CC2)

Credits: 4 (Lectures: 60)

Duration of exam: 3 Hrs.

Marks: 100

Theory: 70; IA: 30

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Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

A theory, to be useful, in explaining and predicting a real world event or phenomenon. A theory of Public Administration is meant to promote understanding through definitions, concepts, and metaphors. The chronological narration of evolution of theory through classical and human relations school helps the student to grasp the eclectic prescription of theory in course of time. The work of thinkers and their struggle for the search of knowledge should be an inspiring experience for the students.

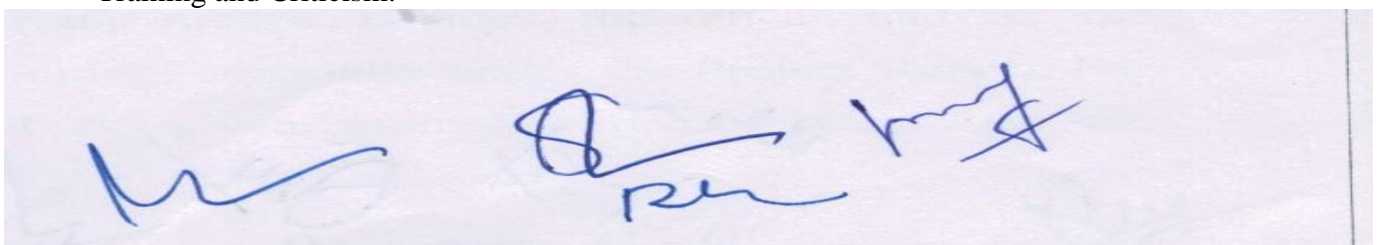
Learning Outcomes

During this course, the learners are expected to:

- Analyze scholarly arguments, thoughts and models propounded by respective administrative thinkers.
- Reflect on and to suggest trends of expanding knowledge frontier.
- Productively participating in direct classroom teaching to be evaluated by debates and discussion.
- Stimulating discourse to learn and incubate on ideas in the knowledge domain.

Unit-I: The 'Arthashastra', 'The Study of Administration' and Principle of Management.

- (a) Kautilaya: Importance, Meaning and authorship of Arthashastra, Theory of State, Principles of Public Administration and Machinery of Government.
- (b) Woodrow Wilson: Politics-Administration Dichotomy, science of administration.
- (c) Comparative methods, Civil Service Reforms and his contribution to administrative thought.
- (d) Henri Fayol: Approach to administration , Elements and Principles of Management and staff work. Comparative analysis of the ideas of F.W. Taylor and Henry Fayol.
- (e) Chris Argyris: Fusion process theory, Strategies for Organizational Change, T-Group or Sensitivity Training and Criticism.



Unit-II: Scientific Management, Organizational Principles and Group Dynamics.

- (a) F.W. Taylor: Principles of Scientific Management. Functional Foremanship.
- (b) Mental Revolution and relevance of Scientific Management in modern context.
- (c) Gullick and Urwick: Organizational Principles, Time Value and POSDCORB
- (d) M.P. Follet: Constrictive Conflict and Dynamic Administration. Integration, De-personalizing orders, Coordination and Leadership.

Unit-III: Human Relation, Motivation – Hygiene Theory and Hierarchy of Needs Theory

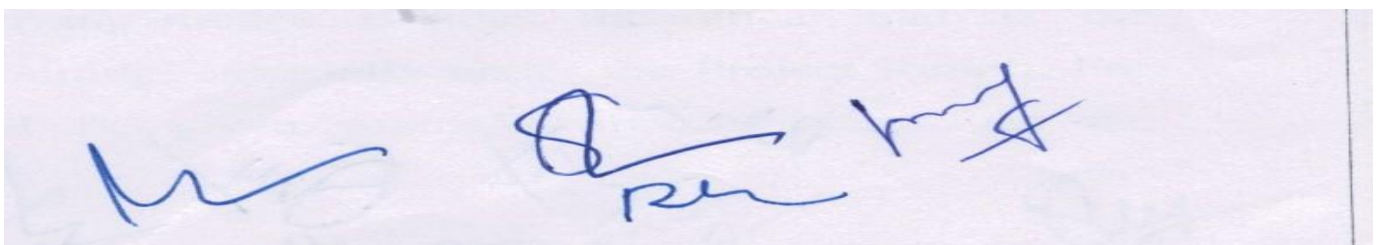
- (a) Elton Mayo: Early experiments and Hawthorne Study's findings, social disorganization and social malaise
- (b) Herzberg: Two-factor theory, job enrichment and comparison between Herzberg's and Maslow's theories.
- (c) Abraham Maslow: The hierarchy of needs theory, characteristics of basic needs and a critical evaluation
- (d) A critical evaluation of the ideas of Herzberg and Abraham Maslow.

Unit-IV: Weberian Bureaucracy and Behaviouralism

- (a) Max Weber: Types of Authority. Ideal Model of Bureaucracy and Post Weberian Developments.
- (b) C.I. Barnard: Organizations as cooperative social system, Functions of Executive.
- (c) Authority, Leadership, communication and critically evaluation of the ideas of Barnard.
- (d) Herbert A Simon: Criticism of Classical Theory, Behavioural Science of Administration, Bounded Rationality and Organizational Decision Making Process.

RECOMMENDED READINGS:

- Thori, Narender (2021), Prashasnik Chintak, chaturath sanskaran, RBSA publishers, Jaipur
- Kataria Surender (2019), Prashasnik Chintak, daswan sanskarn, National Publishing House, Jaipur.
- Sudha, G.S. (2015), Parbhandan Chintan Ka Itihas, RBSA, Jaipur.
- R.K.Sapru (2013), Administrative Theories and Management thought, PHI, 3rd Edition.
- Amitai Ezioni (1964), Modern Organisations, Prentice Hall of India, New Delhi.
- Bertram M. Gross (1964), The Managing of Organisations, (Vol. I) The Free Press, New York.
- Claudes, S. George Jr. (1968), The History of Management Thought, Prentice Hall, New York.
- D.S. Pugh and D.J. Hickson (2007), Great Writers on Organisations: The Third Omnibus Edition, Ashgate Publishing Ltd, Hampshire, England.
- D.S. Pugh (Ed.) (1990), Organisation Theory: Selected Reading, Penguin Books, England.
- David Silverman (1970), The Theory of Organisation, Heinemann, London.



- D.R. Prasad, V.S. Prasad & P. Satya Narayana (Ed.) (2011), Administrative Thinkers, Sterling Publishers, New Delhi.
- Dwight Waldo, The Administrative State(1972), (2nd Ed.) The Ronald Press Company, New York.
- International Journal of Public Administration(2007), Special Issue on Mary Parker Follet, Volume 30.
- L.A. Allen (1958), Management and Organisation, McGraw-Hill Book Company, New York.
- Marino R Pinto (1986), Management Thinkers, Allied Publishers, Bombay.
- Peter, M. Blau (1962), Bureaucracy in Modern Society, Random House, New York.
- Satya Deva (1983), "Theory of Administration", in Administrative Management.
- Swinder Singh (1993), Uchera Lok Prakashan, Punjabi University Press, Patiala.
- Shum Sun Nisa Ali (1998), Eminent Administrative Thinkers, Associated Publishing House, New Delhi.
- S.R. Maheshwari (1998), Administrative Thinkers, Macmillian India Ltd., New Delhi.
- Mahajan, Anupama Puri (2020), Administrative Thinker, Sage, New Delhi.

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PUBLIC PERSONNEL ADMINISTRATION
(MA/PA/1/CC3)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

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Course Objective

The term civil services covers the large number of permanent officials required to run the machinery of government. The Core of parliamentary government, which we have adopted in India, is that the responsibility for running the administration rests with the elected representatives of the people. After completion of the course curriculum, students are in position to have an overview of the structure, trends and issues pertaining to the personnel administration in INDIA.

Learning outcomes

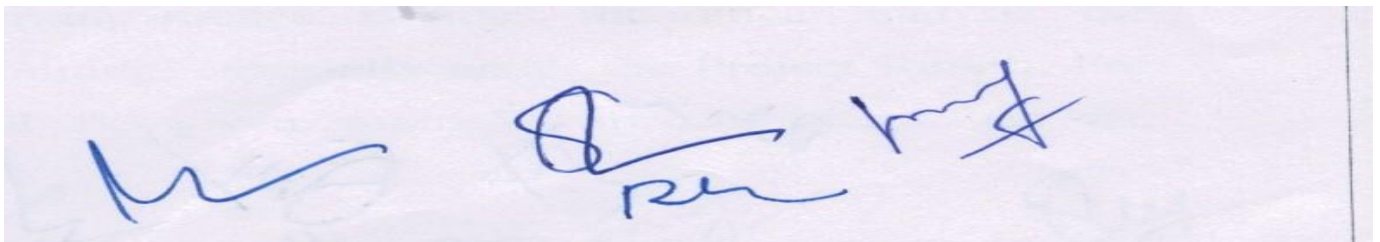
- Conceptual clarity re. Public personnel Administration, its issues, career systems and other terms covering various aspects of personnel administration
- Detailed understanding of the Public personnel system of the Indian Republic
- Critical understanding of issues like Employee associations, Adjudication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

Unit – I Introduction

- (a) Public Personnel Administration: Meaning, Nature and Scope.
- (b) Issues in Public Personnel Administration.
- (c) Neutrality, Ethics and Accountability.

Unit – II – Civil Service System

- (a) Career Systems – Concepts and types.
- (b) Classification – Concepts and types.
- (c) Recruitment; Training; Salary.



(d) Code of Conduct

Unit – III – Public Personnel system in India-I

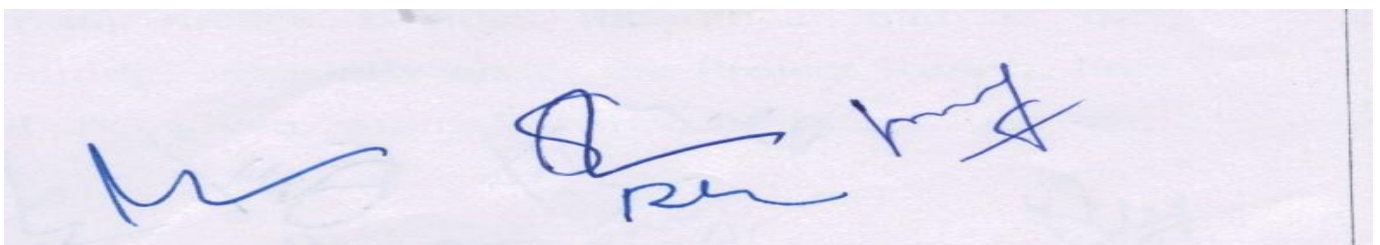
- (a) Constitutional Provisions, Classification, Recruitment.
- (b) Recruitment agencies at the Union and State levels
- (c) Training, Salary Administration.
- (d) Performance Appraisal and Promotion mechanism.

Unit – IV – Public Personnel system in India-II

- (a) Code of Conduct for All India, Central Services and State Civil Services.
- (b) Disciplinary Action, Employer-Employees Relations-Right to Form Association.
- (c) Joint-Consultative Council, Central Administrative Tribunal.
- (d) Civil Service Reforms

RECOMMENDED READINGS:

- Bhayana, S S and Singh S (2016) Public Personnel and Financial Administration (4th Edition). New Academics: Jalandhar
- Davar, Rustom S (2008) Personnel Management and Industrial Relations in India (2nd Edition). Vikas Publishing House: New Delhi
- Flippo, Edwin B (2008) Principles of Personnel Management (4th Edition). McGraw Hill: Kogakusha
- Rabin, Jack; Vocino, Thomas; Hildreth, W Bartley; and Miller, J Gerald (2008) Handbook of Public Personnel Administration. Taylor & Francis: United Kingdom
- Koontz, H and O'Donnell, Cyril (2008) Principles of Management (5th Edition). McGraw Hill: Tokyo
- Pigors, Paul and Myers, Charles A (1969) Personnel Administration: A Point of View and a Method (6th Edition). McGraw Hill: New York
- Sarkaria Commission (1988) Report of the Commission on Centre-State Relations. Government of India: New Delhi. Available on: interstatecouncil.nic.in/report-of-the-sarkaria-commission/sarkaria-commission-report
- Saxena, A P (2010) Training and Development in Government. Indian Institute of Public Administration: New Delhi
- Second Administrative Reforms Commission (2010) Refurbishing of Personnel Administration - Scaling New Heights - 10th Report. Government of India: New Delhi
- Stahl, O Glenn (1971) Public Personnel Administration (6th Edition). Oxford and IBH Publishing : New Delhi
- Chakrabarty, Bidyut (2020), Public Administration in a Globalizing World, Sage, New Delhi



FINANCIAL ADMINISTRATION
(MA/PA/1/CC4)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

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Course Objectives

This course provides an overview of activities and policies involved in the collection, custody and expenditure of public revenue at various levels of government. After completion of course, students will be able to grasp the knowledge of basic principles of public finance, accounting, auditing and that relates to public budgeting and budgetary process.

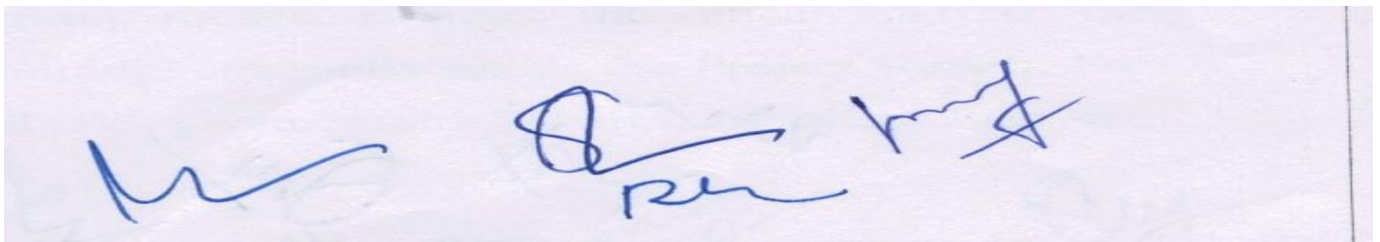
Learning outcomes

- Knowledge of various aspects of Financial Administration in general and in the Indian context in particular.
- Understanding public budgeting, public financial institutions and financial resource mobilization strategies in the Indian context.
- Comprehending the system and dynamics of Indian fiscal federalism
- Understanding of the role of Comptroller and Auditor General in a Financial Administration.
- Evaluating the role of Finance Ministry and Reserve Bank of India in Indian financial system.

Unit – I: Introduction

- a) Meaning , Significance, scope, Agencies and Principles of Public Financial Administration
- b) Taxation Policies, Principles of Taxation
- c) Tax Avoidance, and Evasion: Issues and Challenges
- d) Tax Reforms

Unit – II Budgeting And Governance



- a) Budget: Meaning , Principles and Significance.
- b) Budget Preparation, Enactment and Execution with special reference to India.
- c) Types of Budget: PPBS, Zero Based Budget and Performance Budget .
- d) Centre -State Financial Relations and Finance Commission.

Unit – III Financial Management

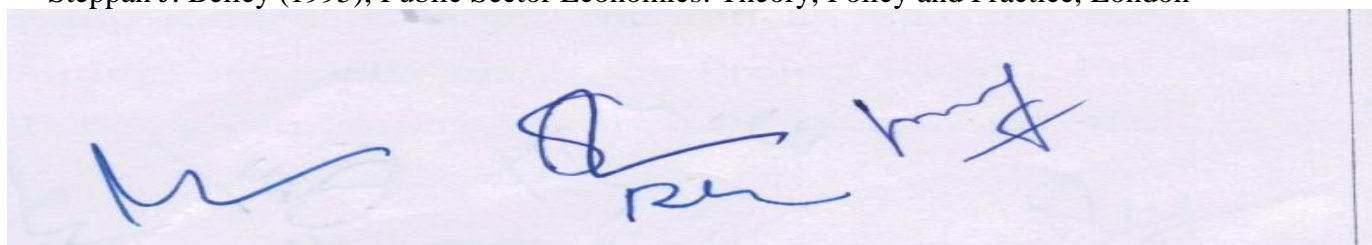
- a) Working Capital: Concept, Component, Importance and Factors affecting working capital.
- b) Indian Money Market: Composition, Features and Reforms.
- c) Fiscal Responsibility and Budget Management Act (FRBMA), 2003
- d) Finance Ministry: Role and Functions

Unit-IV Control Over Finance

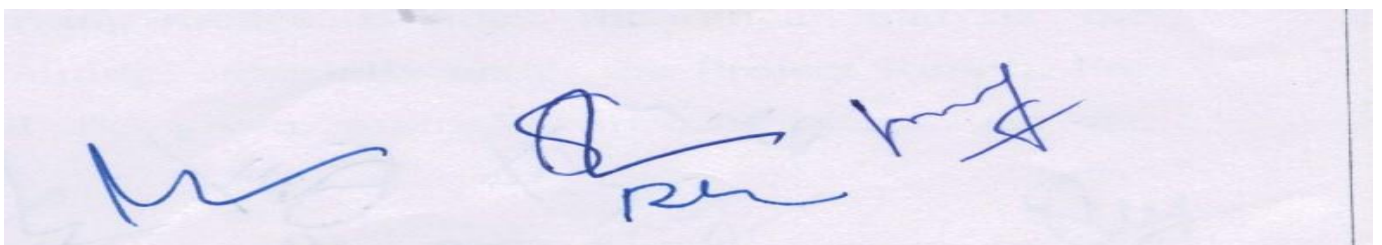
- a) Financial Control: Legislative and Executive
- b) Financial Committees: Public Accounts Committee, Estimates Committee and Committee on Public Undertakings
- c) Comptroller and Auditor General of India
- d) Reserve Bank of India: Organisation and Functions

RECOMMENDED READINGS:

- Carlos , Santiso (2009) the political economy of government auditing, Taylor and Francis.
- Sanjev Kumar Mahajan and Anupama Puri Mahajan (2014), Financial Administration in India, PHI Learning Private Limited, Delhi.
- Manjusha Sharma & O.P. Bohra (2015), Financial Administration in India, Kitab Publication, Delhi,
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- R.K. Lekhi and Joginder Singh(2013), Public Finance, Kalyani Publishers, New Delhi.
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- Chaudhary, Suman Kalyan & Tarai, Rajani (2014), Microfinance and Inclusive Growth in India, SSDN, New Delhi.
- Singh, Udhveer, (2017) Lok Vit, Vishvabharti, Delhi
- Singh, Y.P (2017), Demonetization and Cashless Economy, Chandralok, Kanpur.
- Tiwari, Sanjay (2017), Bharat Mein Vinivesh Karyakarm, Omega, Delhi
- Tripathi, Vinayak (2017), Bharat Mein Kar-vyayavestha avem GST, Kushi, Delhi.
- Singh, Ramesh (2018), Indian Economy, McGraw Hill, New Delhi.
- Goel, S.L. (2008), Public Financial Administration, Deep & Deep, New Delhi.
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ADMINISTRATIVE THEORY (MA/PA/2/CC5)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

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Course Objective

This course will familiarize the students with the basic concepts of Public Administration in developed and developing countries. In addition, the course will also cover areas and developments in the field of Public Administration, particularly structure and forms of organization. The course will also cover various theories of organization as well as various aspects relating to administrative behaviour.

Learning Outcomes

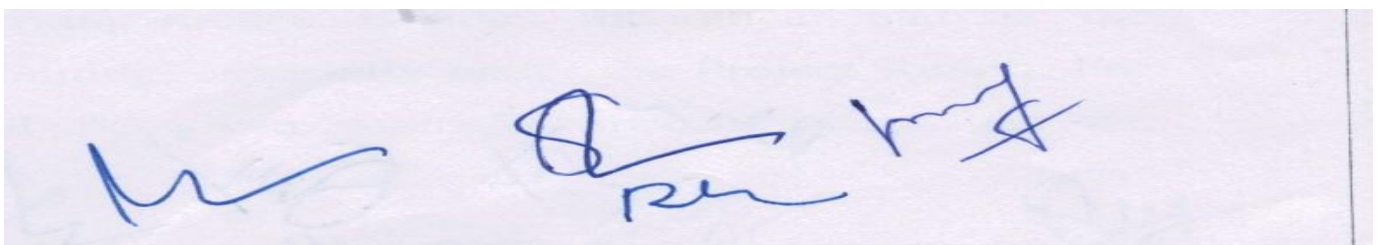
- To understand the administrative system and latest developments in the discipline of Public Administration.
- To gain knowledge of the operational working of organizations.
- To comprehend the process of administrative behaviour and impact of leadership theories.
- To understand the means of ensuring accountability in the administrative system.

Unit-I: Organization Theories, Structure and Forms

- a) Organization Theories: Classical, Neo-Classical, System and Contingency
- b) Ministries and Departments
- c) Boards and Commissions
- d) Corporations and Companies

Unit-II: Administrative Behaviour

- a) Chief Executive
- b) Headquarters and Field Relationships



- c) Leadership Theories –Traditional and Modern
- d) Morale and Motivation

Unit-III: Concepts, Process and Techniques

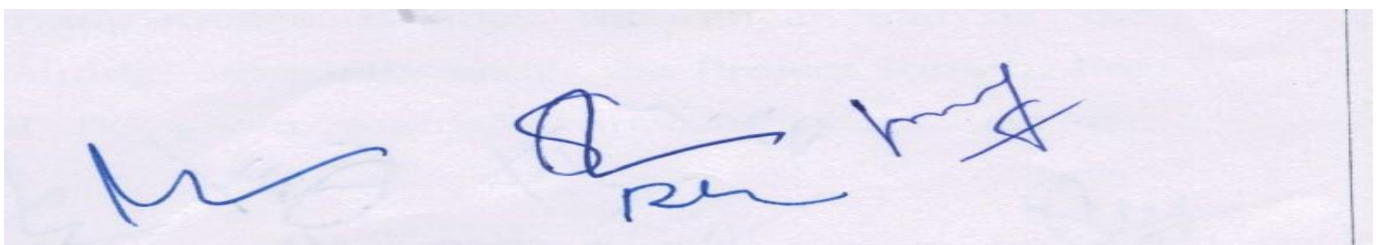
- a) Communication: Meaning, Importance, Models of Communication, Communication Process and Barriers of Communication
- b) Decision Making: Importance, Types, Process of Decision Making, Herbert Simon's Model.
- c) Public Relations: Meaning and Importance

Unit-IV: Public Accountability and Control

- a) Public Accountability
- b) Legislative Control
- c) Executive Control
- d) Judicial Control

RECOMMENDED READINGS:

- Avasthi & Maheshwari (2012), Public Administration, Lakshmi Naraiyan Agarwal, Agra
- Arguden, Yilmaz (2011), Keys to Governance: Strategic Leadership for Quality of Life, Macmillan, Hampshire
- Arndt Christiane and Charles Oman (2006), Uses and Abuses of Governance Indicators, OECD, Paris
- Bhattacharya, Mohit (2013), New Horizons of Public Administration: Issues, Challenges and Opportunities, New York, MO.E. Sharpe
- Henry, Nicholas (2006), Public Administration and Public Affairs, Prentice Hall of India, New Delhi
- Jan-Erik Lane, (2000), New Public Management: An Introduction, Routledge, London.
- Ravindra Prasad, D. Prasad, V S Prasad, Satyanarayana P, and Y Pardhasaradhi, (eds.,) (2013), Administrative Thinkers, Sterling, New Delhi
- Donald Menzel (ed.) (2011). The State of Public Administration; Issues, Challenges and Opportunity, New York: M.E. Sharpe
- Frank J. Goodnow (2003), Politics and Administration: A study in Governance, Transaction Publishers, New York.
- O'Leary, Rosemary Et.al. (2010), The Future of Public Administration around the World: The Minnowbrook Perspective, George Town University Press, DC
- Martin Albrow (1970), Bureaucracy, MacMillan, London.
- UN, Department of Economic and Social Affairs, Development Administration; Current Approaches and Trends in Public Administration for Development, New York, UN, 1975



- Wilson, Woodrow (1887), "The Study of Administration," Political Science Quarterly.
- Kataria, Surender (2016), Bharat Mein Lok Prashasan, RBSA, Jaipur
- Yadav, Sushma & Goutam, Balwan (2015), Lok Prashasan: Sidhant avem Vyvhar, Orient Blackswan, Hyderabad.
- Naidu, S.P. (2015), Public Administration concepts and Theories, New Age, New Delhi.
- Vireis, Michiel S (2016), Understanding Public Administration, Palgrave, London.
- Medury, Uma (2010) Public Administration in the Globalization Era – The New Public Management Perspective. Orient Blackswan: New Delhi
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- Laxmikanth, M (2019), Public Administration, McGraw Hill, Chennai
- Gupta Bhuvanesh (2018), Administrative Behaviour, RBSA, Jaipur.

INDIAN CONSTITUTION

(MA/PA/2/CC6)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

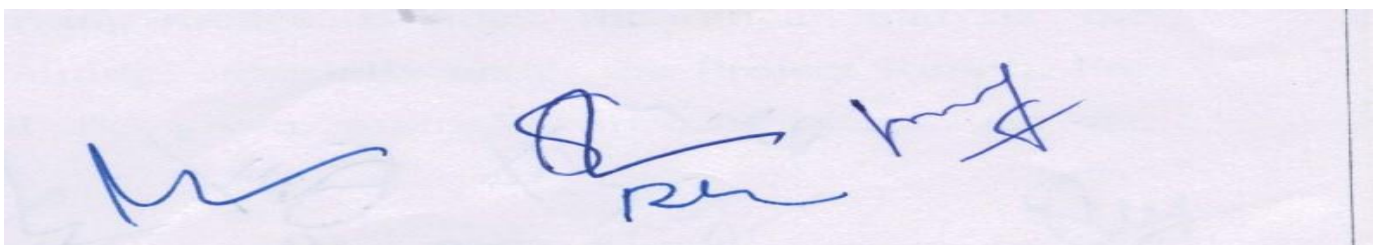
Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives:

The Constitution of India defines the basic objectives and functioning of the government. It has provisions for bringing about social change and defining the relationship between individual citizen and the state. It lays out certain ideals that form the basis of the kind of country that we as a citizens aspire to live in. An in-depth analysis of various basic areas of constitution is the main objective of this inter disciplinary course. This helps the students to strengthen their understanding of Indian constitution and functioning of various organs of governance, Centre-State relations and constitutional bodies.

Learning outcomes

- Knowledge about the evolution and growth of Indian Constitution.
- Familiarity with the constitutional framework on which Indian Administration is based.
- Grasping the role of Union Executive



- Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general
- Delineating the constitutional provisions and dynamics of union –state relationships
- Awareness about the institutions and mechanism in force for citizen-state interface

Unit-I: Introduction

- (a) Historical Background, Making of the Constitution, salient features of constitution,
- (b) Preamble, Fundamental Rights,
- (c) Directive Principles of State Policy, Fundamental Duties.

Unit-II: Features

- (a) Federal Features of the Constitution,
- (b) Unitary Feature of the Constitution, Critical evaluation of the Constitution,
- (c) Basic Structure of the Constitution,
- (d) Amendment procedure of the Constitution.

Unit-III: Centre State Relations

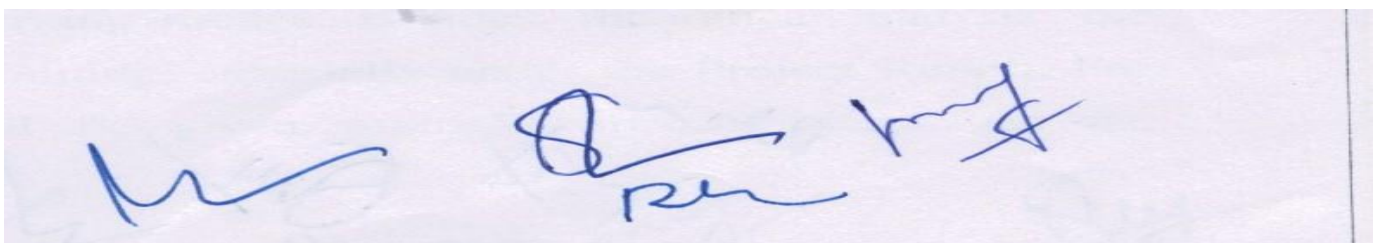
- (a) Legislative, Administrative and Financial Relations between the Union and the States.
- (b) Recommendations of Sarkaria Commission and Justice Madan Mohan Punchhi Commission.

Unit-IV: Constitutional and Statutory Bodies.

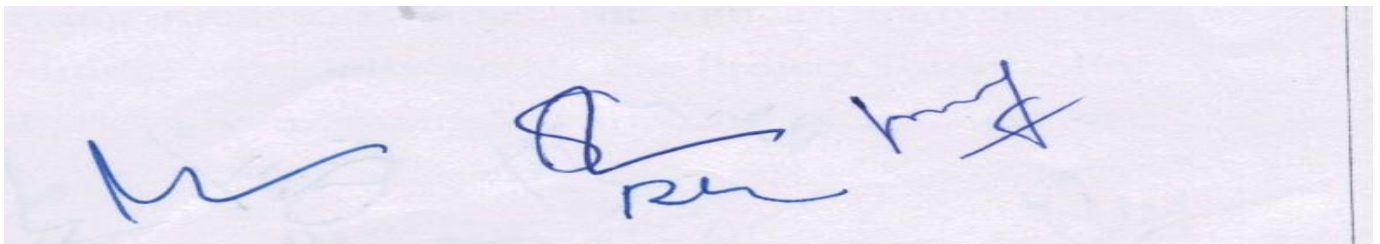
- (a) Election Commission, Finance Commission
- (b) National Commission for scheduled caste and National Commission for scheduled tribes.
- (c) National Commission for backward class and Women Commission.

RECOMMENDED READINGS:

- Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain, Aggarwal, Agra.
- Basu, D.D. (2000), Introduction to the Constitution of India, Wadhwa and Company, New Delhi.
- Fadia and Fadia, (2012), Indian Administration, Sahitya Bhavan Publication, Agra.
- Granville Austin (1999), The Indian Constitution- Corner Stone of a Nation, OUP, New Delhi.
- Maheswari, S.R. (2001), Indian Administration, Orient Blackswan, Hyderabad.
- Pylee, M.V. (2009), An Introduction to the Constitution of India, Vikas, New Delhi.
- Ramesh K. Arora and Rajni Goyal (2002), Indian Public Administration, Vishwa Parkashan, New Delhi.
- Sathe, S.P. (2002), Judicial Activism in India, , Oxford University Press, New Delhi.
- Subash C. Kashyap (1989), Indian Polity: Retrospect and Prospect, , National Public House, Allahabad.
- Subash C. Kashyap (2010), Indian Constitution: Conflicts and Controversies, Vitasta.



- The Constitution of India, Government of India, 2009, New Delhi.
- Tummala K. Krishna (1996), Public Administration in India, Allied Publications, New Delhi.
- Pandey, J.N. (2019), Constitutional Law of India, Central Law Agency, Allhabad.
- Basu, Durgadas (2020), Introduction to the Constitution of India, Lexix-Nexix, New Delhi.
- Chakrabarty, Bidyut (2017), Indian Constitution, Sage, New Delhi.
- Mellalli, Praveen Kumar (2015), Constitution of India, Professional Ethics and Human Right, Sage, New Delhi.

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RESEARCH METHODOLOGY

(MA/PA/2/CC7)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

Research in common parlance refers to the search for knowledge. We can define research as scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. This course on Research Methods in Public Administration intends to explain different research methods used for conducting research in particular with reference to public administration, governance and public policy. This course, hence is intended as a sound introduction to study the research methods with an objective of understanding the difference between qualitative and quantitative research and able to use appropriate tools and techniques for problem solving.

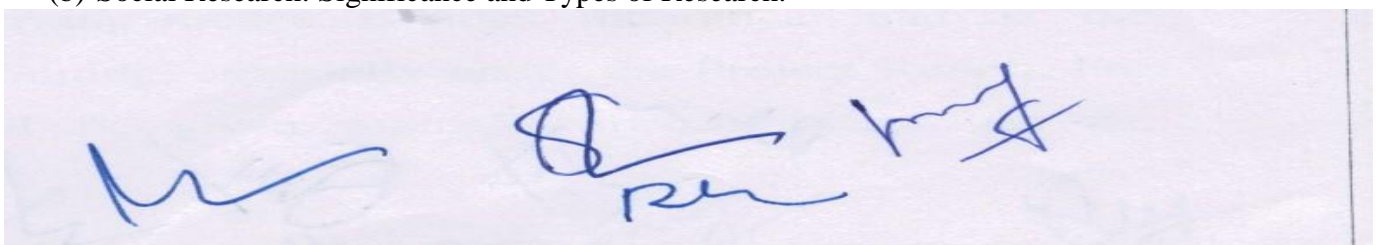
Learning Outcomes

After completing the semester, it is expected that the learners shall be able to:

- Understand the building blocks of research methods in the discipline of Public Administration.
- Discourse on the basic research skills and protocols followed in Public Administration research.
- Write synopsis for M.A./M.Phil. / Ph.D. course in Public Administration and to submit research proposal before funding bodies.
- Actively participate and deliberate on epistemology with reference to Public Administration Research.

Unit-I: Building Blocks of Social Sciences Research

- (a) Research: Meaning, Features and Significance of Research.
- (b) Social Research: Significance and Types of Research.



- (c) Distinction between Methodology and Methods.
- (d) Facts and Values and Role of Research in Theory-Building and Review of Literature.

Unit-II: Scientific Method, Research Problem and Hypothesis

- (a) Scientific Method: Meaning, Features and Stages.
- (b) Objectivity in Social Research
- (c) Research Problem and Hypothesis: Identification and Statement of Research Problem.
- (d) Meaning, Sources, Criteria and Validation of Hypothesis. Null Hypothesis.

Unit-III: Research Design and Tools of Data Collection

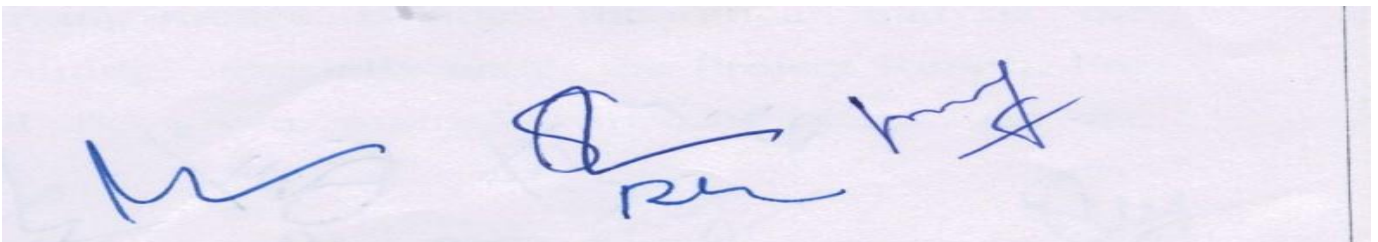
- (a) Meaning and Types of Research Design.
- (b) Preparation of Research Synopsis / Plan.
- (c) Data Collection: Tools of Primary and Secondary Data Collection.
- (d) Observation, Questionnaire and interview

Unit-IV: Sampling, Data Analysis, Citation Style and Report/ Thesis Writing

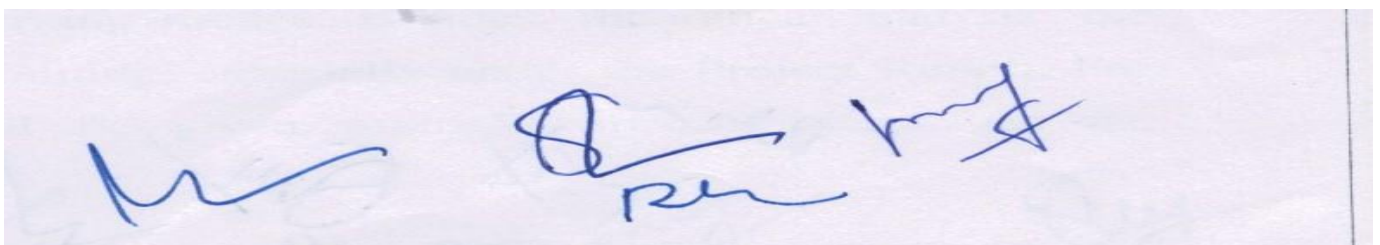
- (a) Sampling: Meaning, Types and Techniques of Sampling.
- (b) Analysis of Data and use of Computers in Social Sciences Research, especially SPSS.
- (c) Citation of the Sources in main text, References, Endnotes and Bibliography. Different Citation Styles, like APA. Protocols of Report / Thesis Writing.
- (d) Public Administration Research Ethics in the context of recent UGC Regulations and Academic Integrity and Prevention of Plagiarism Policy, CDLU, Sirsa 2021.

RECOMMENDED READINGS:

- Ranjit Kumar (2021), Research Methodology: A step by step guide for beginners, Pearson India.
- B.M., Jain (1995), Research Methodology, Research Publications (Hindi), Jaipur.
- C.R. Kothari (2019), Research Methodology: Methods & Techniques, New Age International Publisher.
- Giri, Arunangshu (2018), Research Methodology for Social Sciences, Sage, New Delhi.
- Kumar, Ranjit (2014), Research Methodology, Sage, New Delhi.
- Flick, Uwe (2017), Introducing Research Methodology, Sage, New Delhi.
- Gerald, J. Miller and Kaifeng Yang (2008), Handbook of Research Methods in Public Administration, CRC Press, Taylor & Francins, Group, London, New York.
- C.J., Pearsons (1973): Thesis & Project Work, A Guide to Research & Thesis Writing, Allen & Unwin, London.



- Devendra Thakur (2003), Research Methodology in Social Sciences, Deep & Deep Publication, New Delhi,.
- Goode & Hatt (1987), Methods of Social Research, McGraw Hill Book Company, New Delhi,.
- Jonathan Anderson; Berry, H. Durston, Millicent Poole (1977), Thesis & Assignment Writing, Wiley Eastern Limited, New Delhi.
- John Best (1978), Research in Education, Prentice Hall of India, New Delhi.
- Malhotra, Naresh K. and Das Satyabhushan (2015), Marketing Research: An applied orientation, 6th edition, Pearson education inc, Noida.
- P.V., Young (1979), Scientific Social Survey & Research, Prentice Hall of India, New Delhi,.
- R.N., Trivedi and O.P. Shukla (2002); Research Methodology, Research Publication (Hindi), Jaipur.
- S.R., Bajpai (1995): Methods of Social Survey & Research (Hindi & English), Kitab Mahal, Kanpur.
- McNabb, David E (2017) Research Methods in Public Administration and Non profit Management (4th Edition). Routledge: UK
- Miller, G J and Yang, K (Eds.) (2007) Handbook of Research Methods in Public Administration. CRC Press: New York
- Nachmias, C V and Nachmias, D (2005) Research Methods in Social Sciences. Hodder Headline Group: London
- Young, de Tim and Perlman, Bruce J (1984)Teaching Research Methodology in Public Administration. Teaching Political Science, Vol.11, Issue 2, pp. 63-69
- Research Methodology: Approaches & Techniques - Video & Lesson...
<https://study.com/academy/.../research-methodology-approaches-techniques-quiz.html>
- Research Methodology - SlideShare
https://www.slideshare.net/sh_neha252/research-methodology-



INDIAN ADMINISTRATION
(MA/PA/3/CC8)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

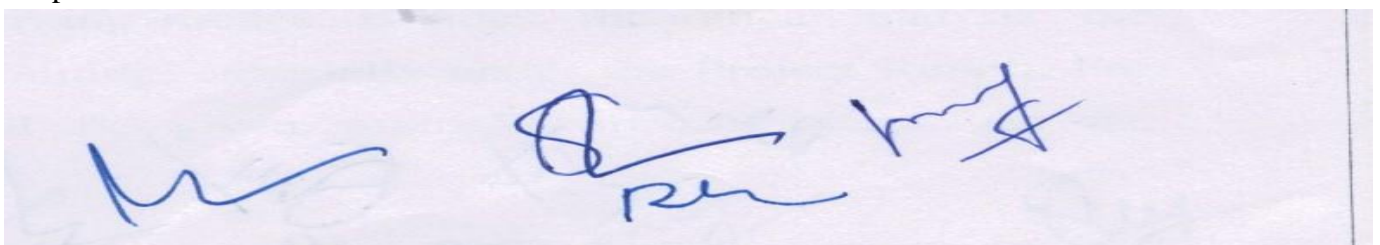
This course attempts to familiarize the students of Public Administration with the basic features of Indian constitution, particularly those having relevance for the administrative set up in India. It also covers the administrative and structure at central level in addition to critical areas like centre-state relations. National Commission for SC, ST, OBC etc. and NITI Ayog.

Learning Outcomes

- After completing the course content, learners are supposed to know basic concepts relating Public Administration in India.
- Reflects on achievements and gaps in the study of Public Administration in India and suggest directions of expanding the knowledge frontiers.
- Understand the various structural and functional aspects of Indian Administration in its administrative and political context.
- Grasp various issues and challenges of Indian Administration.

Unit-I: Historical Background and Constitutional Context

- (a) Evolution of Indian Administration: Ancient, Mughal period and British's Influence on Indian Administration.
- (b) Parliamentary and Federal Features of Indian Administration
- (c) Constitutional Framework: Parliament, Executive and Judiciary- Structures, functions and work processes.



Unit-II: Union Government

- (a) President
- (b) Prime Minister and Council of Ministers
- (c) Cabinet Secretariat & Prime Minister Office
- (d) Central Secretariat
- (e) Ministry of Home Affairs

Unit-III: System of Government

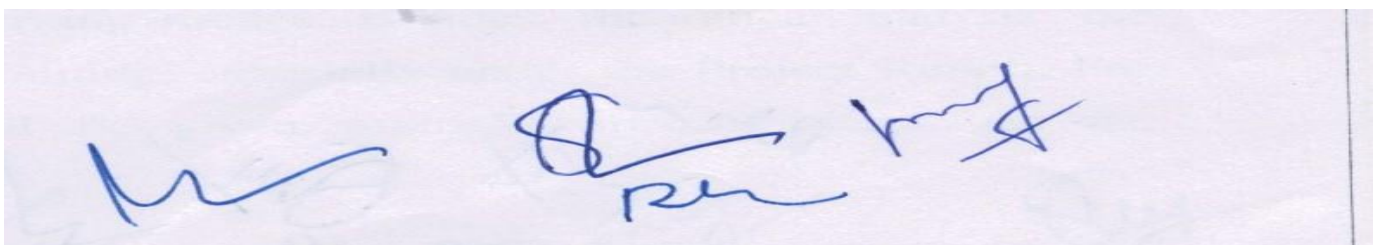
- a) Accountability: Legislative, Executive and Judicial.
- b) Union-State Relations and Trends in Centre-State Relations
- c) Union Government and Law Order Administration-National Police Commission, Central Police and Paramilitary Forces including National Investigation Agency (NIA)
- d) Police Administration and Reforms
- e) Civil Services and Central Personnel Agency: Union Public Service Commission

Unit-IV: Constitutional, Statutory and Non-Statutory Bodies

- a) Judiciary: Indian Constitution and Independence of Judiciary: Supreme Court. Judicial Review and Public Interest Litigation (PIL) and Judicial Reforms.
- b) Election Commission of India (ECI)
- c) National Commissions for- Scheduled Castes, Scheduled Tribes, Backward Classes, Minorities, Women and Children
- d) Finance Commission of India

RECOMMENDED READINGS:

- Fadia, B L and Fadia, Kuldeep (2017) Indian Administration, (New Edition). Sahitya Bhawan: Agra
- Kangle R P (1972) The Kautilya Arthshastra. Motilal Banarsidass: New Delhi
- Mishra Rajesh (2019), Bhartiya Rajvayvstha, Orient Blackswan Pvt. Ltd. India
- Lakshmikanth M (2020) Bharat ki Rajvayvastha, Mc Graw Hill, Chennai.
- Arora, R.K. and Rajni Goyal (2002) Indian Public Administration, Vishwa Prakashan, New Delhi
- Avasthi and Avasthi (2002) Indian Administration, Laxmi Narain Aggarwal: Agra
- Basu, D.D. (2000) Introduction to the Constitution of India, Wadhwa & Company: New Delhi
- Bhambri, C. P. (1973) Public Administration in India, Delhi, Vikas
- Bhaskar Rao, V.Venkateshwarulu,B.(eds.) (1987) Parliamentary Democracy in India: Trends and Issues, Delhi: Mittal Publications
- Chahar S S, District Administration in India in the era of globalization, concept publishing company, New Delhi, 2009



- Chatterjee, Sibrangan (1997) Restructuring Centre-State Relations: The Sarkaria Commission and Beyond, Minerva Associates: Calcutta
- Government of India (2005) Second Administrative Reform Commission Reports (1-15), Ministry of Personnel, Public Grievances & Pensions, Department of Administrative Reforms and Public Grievances: New Delhi
- Granville, Austin (1999) The Indian Constitution-Cornerstone of Nation, OUP: New Delhi
- Jain R.B.(1976) Contemporary Issues in Indian Administration, Delhi: Vishal
- Kashyap, Subash C. (2010) Indian Constitution: Conflicts and Controversies, Vitasta
- Maheshwari, S.R.(2004) Indian Administration, Orient Blackswan : Delhi
- Sarkar, Jadunath (2009) The Mughal Administration, Six Lectures BiblioLife
- Singh, Hoshier & Singh, Mohinder (1990) Public Administration in India: Theory & Practice, New Delhi: Sterling
- Chahar, S.S. (2005), Governance at Grassroots level in India, Kanishka, New Delhi.
- Chahar, S.S. (2015), Parliamentary Election in India, Concept, Delhi.
- Chahar, S.S. (2007), Consumer Protection Movements in India, Kanishka, New Delhi
- Maheshwari, S.R. (2017), Indian Administration, Orient Blackswan, Hyderabad.
- Arora, Ramesh K and Goyal, Rajni (2016), Indian Public Administration, New Age International, New Delhi
- Dubhashi, P.R.(2017), Recent Trends in Public Administration, Kaveri Books, New Delhi.
- Umikrishanan, S. (2018), Indian Public Administration, Astha, Delhi.
- Laxmikanth, M (2019), Public Administration, McGraw Hill, Chennai.
- Kattmani, Prakash, S. (2019), Indian Political System, Current, Agra.
- Pandey, Ramesh (2020), Indian Administration, Rajat, New Delhi.
- Chakarabarty, Bidyut & Chand, Prakash (2016), Indian Administration, Sage, New Delhi
- Chakarabarty, Bidyut & Pandey, Rajendra Kumar (2016), Indian Administration, Sage, New Delhi.
- Chakarabarty, Bidyut & Pandey, Rajendra Kumar (2016), Indian Government and Politics, Sage, New Delhi.
- Sapur, Radhakrishna (2019), Indian Administration, Sage, New Delhi.
- Chakrabarty, Bidyut (2017), Indian Administration, Sage, New Delhi.

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PUBLIC POLICY ANALYSIS
(MA/PA/3/CC9)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

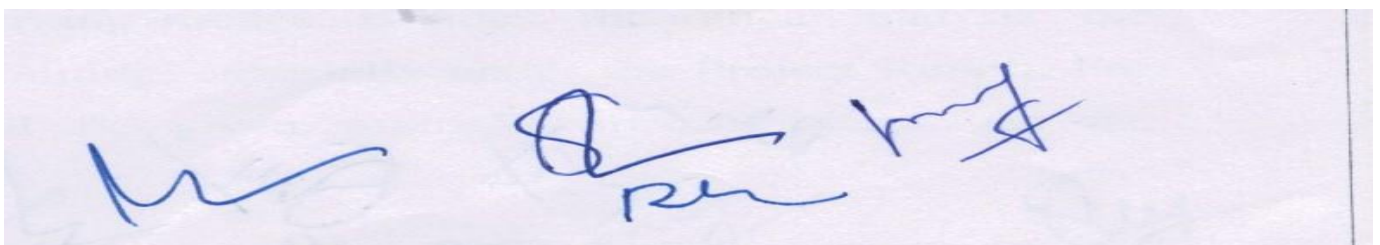
The field of public policy has assumed considerable importance in response to the increasing complexity of the government activity. The advancements of technology, changes in the social organization structures, rapid growth of urbanization added to the complexities. The study of Public Policy aspires to provide an in-depth understanding of the ills prevailing in the society and aids to identify the solutions for them. Public policy is an important mechanism for moving a social system from the past to the future and helps to cope with the future. The main objective of this foundation course is to provide an opportunity to the student to learn the basic areas of public policy on the largest gamut of its canvas.

Learning Outcomes

- Understanding of the basic concepts such as public policy, policy analysis, public policy process and governance
- Gaining knowledge of different stages of the Public policy process in terms of theoretical formulation and the process
- Necessary competence to undertake policy analysis

Unit-I: Public Policy Analysis

- (a) Public Policy: Concept, Meaning, Evolution, Nature, Scope and Significance.
- (b) Public Policy Approaches- Process, Logical Positivism, Phenomenal, Participatory and Normative.
- (c) Public Policy Cycle: Policy Problem, Policy Making, Policy Implementation.
- (d) Policy Monitoring, Policy Outcomes and Policy Evaluation.



Unit-II: Perspectives on Policy Sciences

- (a) Policy Sciences: Nature, Scope, Utility
- (b) Lasswell's Vision.
- (c) Emerging Crises, New Directions
- (d) Perspectives on Policy Sciences.

Unit-III: Policy Analysis, Process, Types and Models of Public Policy:

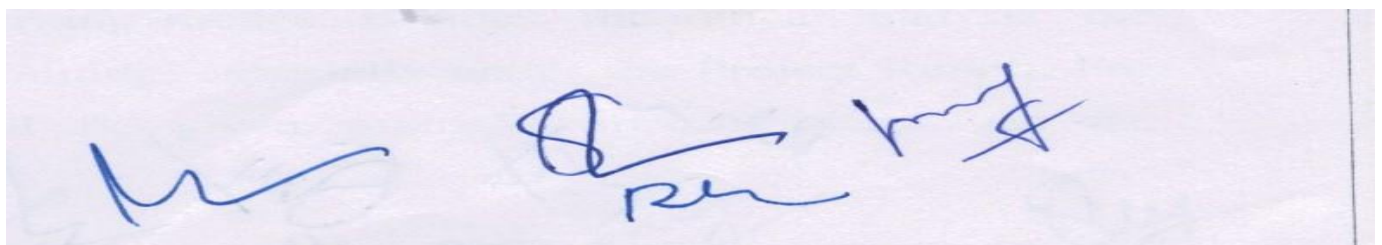
- (a) Policy Analysis: Meaning, Process, Stages.
- (b) Types- Empirical, Normative, Retrospective, Prospective and Descriptive.
- (c) Public Policy Models: Harold Lasswell's Approach, Lindblom's Incremental Model.
- (d) Easton's Policy Analysis Model and Dror's Normative-optimum model.

Unit-IV: Institutions of Policy Making and Constraints on Policy:

- (a) Policy Making Institutions: Legislature, Executive Judiciary, NITI Ayog,
- (b) Prime Minister's office/ Chief Minister's Office, Bureaucracy and Political Parties.
- (c) Constraints on Policy: Socio-economic, Political, Institutional and Cultural.
- (d) Role of Media, Public Opinion, Civil Society Organizations and Pressure Groups in Policy Making.

RECOMMENDED READINGS:

- Rumki Basu (2021), Democracy and Public Policy in the post-COVID-19 world: Choices and outcomes, Routledge India, New Delhi.
- Susan Baker (2020), Anneke van Doorne-Huiskes women and Public Policy: The shifting boundaries between the Public and Private, Routledge.
- Rajesh Chakrabarti (2019), Public Policy in India, Oxford University Press, New Delhi,
- The oxford Handbook of Public Policy (2018), oxford university press.
- Shambaugh, IV George (2016), The Art of Policy Making, Routledge, UK
- Hillmichael and Varone, Frederic (2017), The Public Policy Process, Routledge, UK.
- Chakrabarty, Bidyut and Chand, Prakash (2016), Public Policy: Concept, Theory and Practice, Sage, New Delhi
- Elaine Ciulla Kamarck (2007), The End of Government.. as we know it: making Public Policy work, Routledge India, New Delhi.
- Christopher A. Simon (2018), Public Policy: Preferences and outcomes, Routledge India, New Delhi,
- R.K. Saprú (2011), Lok Neeti, Jawahar Publisher and Distributor, New Delhi.
- R.K. Saprú (2010), Public Policy: Art and Craft of Policy Analysis, PHI, New Delhi
- B.M., Jain (1995), Research Methodology, Research Publications (Hindi), Jaipur.



- C.R. Kothari (2002): Research Methodology: Methods & Techniques (2nd Ed.), Wishwa Prakaskah, New Delhi, (Reprint).
- C.J., Pearsons (1973), Thesis & Project Work, A Guide to Research & Thesis Writing, Allen & Unwin, London,.
- Devendra Thakur (2003), Research Methodology in Social Sciences, Deep & Deep Publication, New Delhi.
- Goode & Hatte (1987), Methods of Social Research, McGraw Hill Book Company, New Delhi,.
- Jonathan Anderson (1977), Berry, H. Durston, Millicent Poole, Thesis & Assignment Writing, Wiley Eastern Limited, New Delhi.
- John Best (1978), Research in Education, Prentice Hall of India, New Delhi.
- P.V., Young (1979), Scientific Social Survey & Research, Prentice Hall of India, New Delhi,.
- R.N., Trivedi and O.P. Shukla (2002), Research Methodology, Research Publication (Hindi), Jaipur,.
- S.R., Bajpai (1995), Methods of Social Survey & Research (Hindi & English), Kitab Mahal, Kanpur.
- Chakrabarty Bidyut (2016), Public Policy, Sage Publication, New Delhi.
- Sapru, Radhakrishna (2018), Public Policy, Sage, New Delhi.

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Cardinal Principles of Academic Integrity and Publications Ethics
(MA/PA/3/CC10)

Credits: 2 (Lectures: 30)
Duration of exam: 2 Hrs.

Marks: 50
Theory: 30; IA: 20

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (10 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 30 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of five questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, four more questions will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt two more questions selecting at least one question from each unit.

Course objectives:

This course familiarize the students of Public Administration with the academic integrity and publication ethics. Therefore, the course will enable the students to learn the academic integrity protocols in the context of plagiarism prevention and detection and UGC Regulation and CDLU Academic Integrity and Prevention of Plagiarism Policy, 2021.

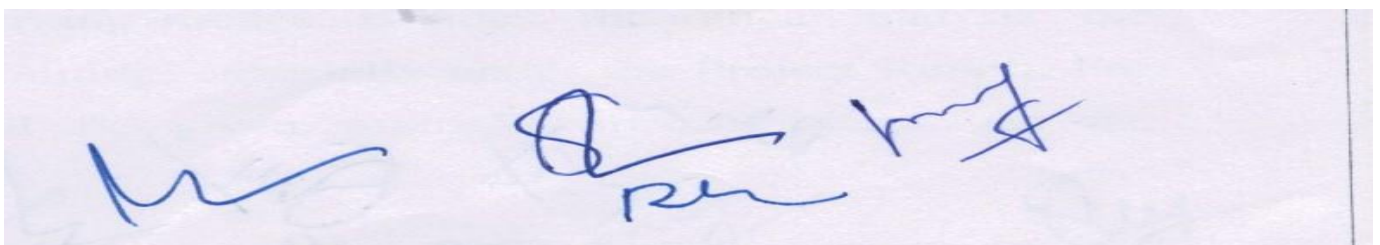
Learning Outcomes

After completing the course contents the learners are expected to understand

- Academic Integrity, Plagiarism (prevention and detection) and UGC regulations and CDLU Academic Integrity and Prevention of Plagiarism Policy, 2021.
- Research and Publications ethics and best practices.
- Ways and means to promote academic probity.

Unit-1: Academic Integrity

- (a) Academic Integrity: Introduction, Academic Integrity Values-Honesty and Trust, Fairness and Respect, Responsibility and Courage.
- (b) Violations of Academic Integrity-types and consequences.
- (c) Plagiarism -definition, Plagiarism arising out of misrepresentation-contract cheating, collusion, copying and pasting, recycling, Avoiding Plagiarism through referencing and writing skills.
- (d) UGC Policy for Academic Integrity and prevention, Some Plagiarism detection tools

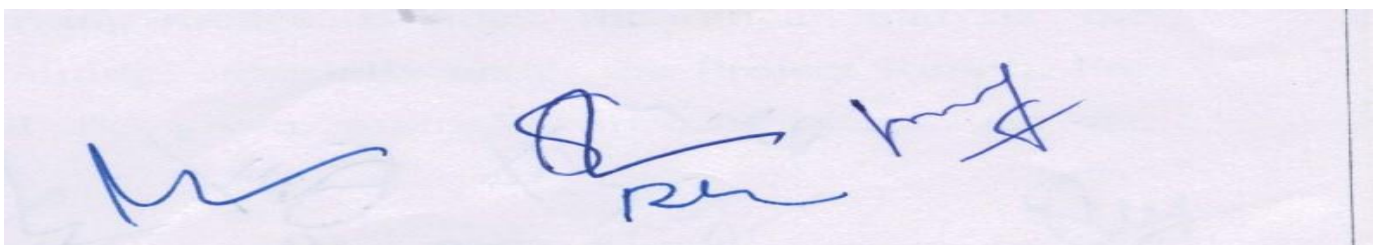


Unit-II: Publication Ethics

- (a) Research and Publication ethics: Scientific misconducts- Falsifications, Fabrication and Plagiarism (FPP).
- (b) Publication ethics-definition, introduction and importance.
- (c) Best practices/standard setting initiatives and guidelines-COPE, WAME etc.
- (d) Violation of publication ethics, authorship and contributor-ship, Identification of publications misconduct, complains and appeals, Conflicts of Interest, Predatory publisher and journals,

RECOMMENDED READINGS:

- MacIntyre A (1967) A short History of Ethics, London
- Chaddah P (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized. ISBN: 978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine (2009) On being a Scientist: A guide to Responsible Conduct in research: Third Edition. National Academics press.
- Resnik D. B. (2011) What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10.
- Beall J (2012). Predatory publishers are corrupting open access, Nature, 489 (7415), 179.
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019). ISBN: 978-81-939482-1-7.
- UGC regulations (2018) for Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutes.
- Ulrike kestler, Academic Integrity, Kwantlen Polytechnic University.



PROJECT REPORT
(MA/PA/3/CC11)

Total Marks : 150
Seminar :15
Project Report :105
Viva Voce: 30

Course Objectives

The main objective of this field based course is to expose the students to know and understand the nuts and bolts of the practical science of administration. During the field based study, they shall learned actual administrative procedures, methods of business and tasks carried out in the public offices. For this, they are supposed to get an acquaintance with procedures of office rules, standards, norms policy prescription. This course gives them an opportunity to learn the methods of the operation of executive organizations.

Learning outcomes

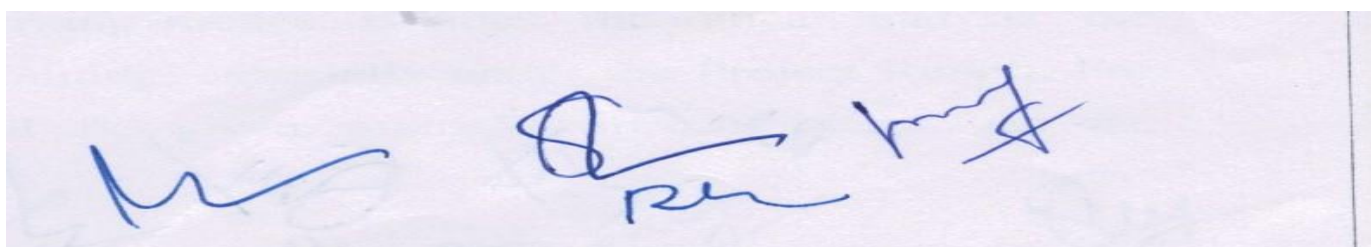
After the exposure to the practice of the governance process, performance and outcomes, the students are expected to learn the following learning outcomes.

- To bridge the knowledge gap between theory and practice of public administration enshrined in project report.
- To dissect on consultation comments/suggestions of officer/ officials of selected office/ Branch/ Institute/ Organization or NGOs.
- To assess the baseline skills of the learners acquired during their semester long attachment to executive organization/ public office/ institute or NGO in the field, followed by Seminar, Project Report and viva voice.
- To adjudge the capacity of the learners demonstrated during actual work experience in the field, discussion with mentor/ supervisor and other faculty member (s), Seminar and final report on chosen topic/ theme/ area in the domain of administrative science.
- To discover the causes and consequences that hinder, delay or the accelerate the facile, ordered and effective Public service delivery mechanisms deployed to meet the interests of the governed.

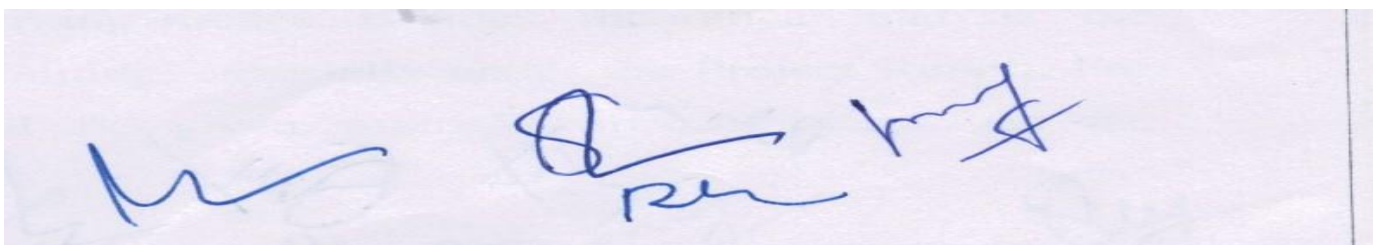
Field based Project Report

The Project Report shall be governed by the following scheme, procedure and rules:

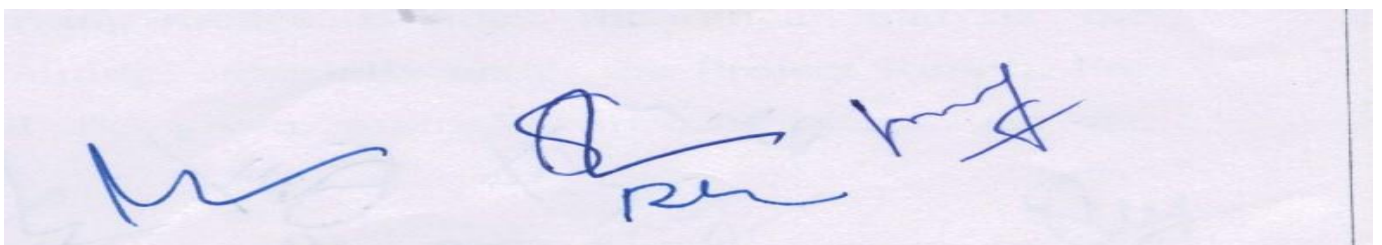
- I. For learning the, practical science of administration, the students have to undergo for semester– long field based training under the supervision/ mentorship of a faculty member or members.
- II. The Staff Council, will allot supervisor to each student.

A photograph of a document showing three handwritten signatures in blue ink. The signatures are stylized and appear to be written on a light-colored background. The first signature is on the left, the second is in the middle, and the third is on the right.

- III. The students will be divided into groups. Each group shall comprise around 8 students. The students of each group shall be supervised by a teacher. The workload of each group would be of 6 hours per week. However, the workload of each teacher will be counted 2 hours per week as per ordinance.
- IV. They have to conduct field visits to selected office/branch of the governmental organization or NGOs to gain practical understanding of administrative process and problems.
- V. The students shall present a Seminar before the faculty members and students/scholars. During the Seminar, the student shall present highlights and major insights of her/his field based study and all faculty members, scholars, and students can raise question. The outcomes of the seminar shall be incorporated into the report. This seminar, preferably, may be conducted before the submission of the final report and its date may be decided by the Chairperson.
- VI. By the end of 3rd semester, the students shall have to submit a Research Report to the Department of Public Administration but not later than the commencement of theory examinations of fourth semester as notified in the Academic Calendar.
- VII. If any students fails to submit the report within stipulated period, the extension of three months may be granted by the Chairperson upon the recommendations of his supervisor. However, the students will deposit the fine of Rs. 500/-. The extension beyond three months may be granted by the chairperson (upon recommendation of the supervisor) under special circumstances with a fine of Rs. 1000/- to be deposited by the concerned students.
- VIII. The total marks of the Project Report shall be 150 comprising 105 marks for Project Report, 15 marks for Seminar and 30 marks for viva voce conducted by an external examiner decided by the Vice Chancellor upon the recommendations of the Chairperson.
- IX. Three hard copies and one soft copy of the Project Report shall be submitted by the students in the department. The soft copy will be sent to the central library of the university and hard copies, one each, will be retained by the student, supervisor and the department respectively.
- X. The format of the project report shall contain the following:
 - Acknowledgments
 - Declaration by the student
 - Certificate of the supervisor/ Mentor
 - Introduction
 - Statement and significance of Problem
 - Review of Literature and research gap
 - Hypotheses and Objectives
 - Tools of Data collection

The image shows three handwritten signatures in blue ink on a white background. The signatures are written in a cursive style. The first signature on the left is a simple, wavy line. The middle signature is more complex, with a large loop and a long horizontal stroke. The signature on the right is also complex, with several loops and a long horizontal stroke. The signatures appear to be of different individuals.

- Data collection/ capturing, editing/cleaning, analysis, interpretation and discussion on the results/ finding
- Bibliography

A handwritten signature in blue ink on a light-colored background. The signature is written in a cursive style and appears to be 'M. S. M. S. M. S.' or similar, with a large 'M' on the left and several smaller, similar characters to the right.

ISSUES IN INDIAN ADMINISTRATION
(MA/PA/4/CC12)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

This course attempts to familiarize the students of Public Administration with the basic features of Indian Constitution, particularly those having relevance for the administrative set up in India. It also covers the administrative set up and structure at central level in addition to critical areas like centre-state relations, Ayog, National Commission for SC, ST, OBC etc. and NITI Ayog.

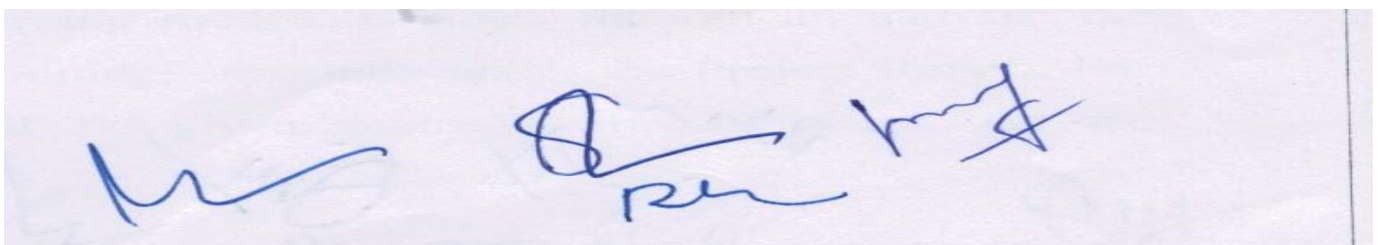
Learning Outcomes

- After completing the course contents learners are supposed to know basic concepts and issues relating Public Administration in India.
- Reflects on achievements and gaps in the study of Public Administration in India and suggest directions of expanding the knowledge frontiers.
- Understand the various structural and functional aspects of Indian Administration in its administrative and political context.
- Investigate various issues and challenges of Indian Administration.

Unit-I: Centre-State Relation

- (a) Maintenance of Law and Order: Role of Central and State Agencies including paramilitary forces, Countering insurgency and terrorism.
- (b) Union-State Relations: Administrative, Legislative and Financial
- (c) Planning: Centralize, De-centralized and Indicative Planning.
- (d) Role of National Development Council and NITI Ayog.
- (e) Politician and Civil Servant Relations

Unit-II: Public Services in India and Performance Management



- (a) Issues of Civil Service Neutrality and Activism.
- (b) Code of Conduct and discipline
- (c) Political Rights, Right to Strike, Staff Association and Civil Service Tribunals.
- (d) Recruitment and Lateral Entry into Union Civil Services.
- (e) Training and Capacity Building of Civil Servants and Civil Service Reforms.

Unit-III: Issue areas in Indian Administration:

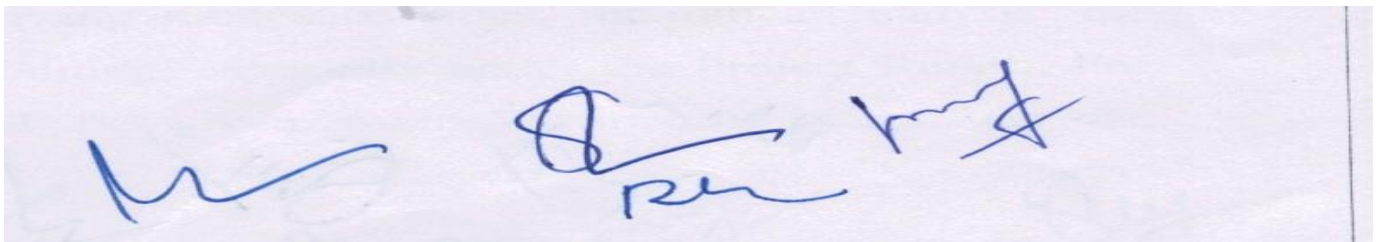
- (a) Political & Permanent Executives.
- (b) Good Governance
- (c) Generalist & Specialist in Administration.
- (d) Integrity in Administration.
- (e) Administrative Reforms intention with special reform to 2nd ARC and 6th Pay Commission.

Unit-IV: Citizen Grievance Redressal Mechanism:

- (a) Role of Central Investigating Agency. Central Vigilance and Regulatory Authority, Central Bureau of Investigation (CBI).
- (b) Lokpal & Lok Ayuktas.
- (c) Consumer Protection.
- (d) Right to Information Act, 2005.
- (e) National Human Rights Commission.

RECOMMENDED READINGS:

- Mishra Rajesh (2019), Bhartiya Rajvayvstha, Orient Blackswan Pvt. Ltd. India
- Lakshmikant M (2020) Bharat ki Rajvayvstha, Mc Graw Hill, Chennai.
- Arora, R.K. and Rajni Goyal (2002) Indian Public Administration, Vishwa Prakashan, New Delhi
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- Basu, D.D. (2000) Introduction to the Constitution of India, Wadhwa & Company: New Delhi
- Bhambri, C. P. (1973) Public Administration in India, Delhi, Vikas
- Bhaskar Rao, V.Venkateshwarulu,B.(eds.) (1987) Parliamentary Democracy in India: Trends and Issues, Delhi: Mittal Publications
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- Kashyap, Subash C. (2010) Indian Constitution: Conflicts and Controversies, Vitasta



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- Singh, Shivani (2016), Governance Issues and Challenges, Sage, New Delhi
- Maheshwari, S.R. (2017), Indian Administration, Orient Blackswan, Hyderabad.
- Arora, Ramesh K and Goyal, Rajni (2016), Indian Public Administration, New Age International, New Delhi
- Dubhashi, P.R.(2017), Recent Trends in Public Administration, Kaveri Books, New Delhi.
- Chitlangi, B.M. (2008), Recent Trends in Public Administration, RBSA, Jaipur.

STATE AND DISTRICT ADMINISTRATION
(MA/PA/4/CC13)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

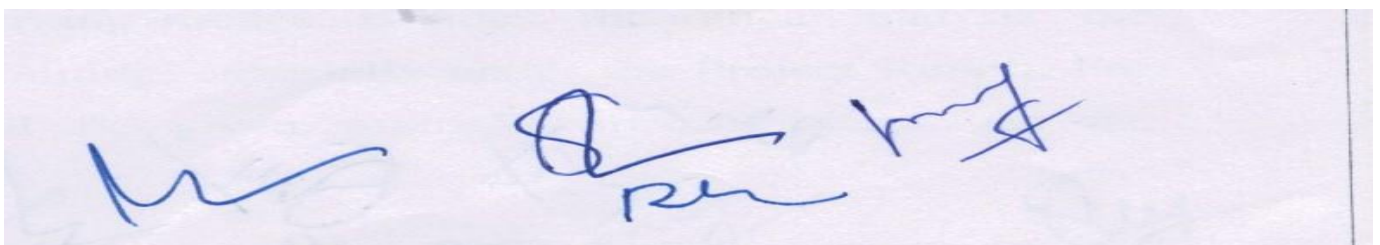
Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

This paper attempts to familiarize the students of Public Administration with the basic features of Indian Constitution, particularly those having relevance for the administrative set up in India. It covers the administrative set up and structure at state level in addition to critical areas like centre-state relations.

Learning Outcomes

- After completing the course contents learners are supposed to know basic concepts relating State and District in India.
- Reflects on achievements and gaps in the study of Indian Administration and suggest directions of expanding the knowledge frontiers.



- Understand the various structural and functional aspects of State Administration in its administrative and political context.
- Adapt with various issues and challenges of State and District Administration.

Unit-I: State Administration

- (a) State Administration: Governor, Chief Minister and Council of Ministers
- (b) Chief Secretary and his vital role in the State Administration.
- (c) Centre- State relationship: Administrative Dimensions.
- (d) State Legislative.
- (e) State Secretariat and Directorate.
- (f) State Police Administration

Unit-II: District Administration

- (a) Concept and Evolution of District Administration
- (b) Divisional Commissioner
- (c) District Administration: Changing role of Deputy Commissioner in the District Administration.
- (d) The District Development and Panchayat Officer (DDPO) and Block Development and Panchayat Officer (BDPO).
- (e) Grassroots Popular Participation in administration.
- (f) District Rural Development Agency (DRDA).

Unit-III: State Planning Machinery

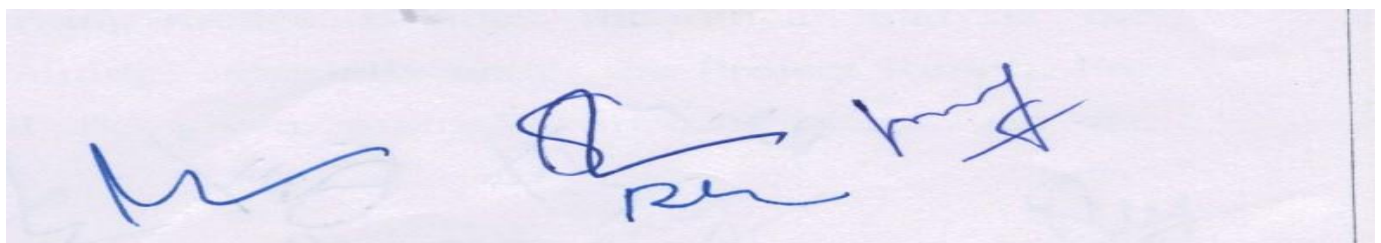
- (a) State Planning Machinery
- (b) District Planning Committee.
- (c) Planning: Exercise and Programme Implementation process.
- (d) State Public Service Commission.

Unit-IV: Urban and Rural Governance

- (a) Urban Management: Problems of growing cities.
- (b) Municipal and Rural local bodies.
- (c) State Finance Commission
- (d) State Election Commission.

RECOMMENDED READINGS:

- Mishra Rajesh (2019), Bhartiya Rajvayvstha, Orient Blackswan Pvt. Ltd. India
- Lakshmikant M (2020) Bharat ki Rajvayvastha, Mc Graw Hill, Chennai.
- Administrative Reforms Commission, Report on State Administration, 1961.
- Avasthi and Avasthi (2001), Public Administration in India, Lakshmi Narian Aggarwal, Agra.



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- C.P. Bhambri (1973), Public Administration in India, Vikas, Delhi,.
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- G.P. Pilania and Hoshiar Singh (1985), Administration & Social Changes, Printwell Publishers, Jaipur,.
- Hoshiar Singh and D.P. Singh (1990), Indian Administration: Current Issues and Problems, Aalekh publishers, Jaipur.
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- Maheshwari, S.R. (2017), Indian Administration, Orient Blackswan, Hyderabad.
- Aggarwal, D.D. (2015), State and District Administration in India, Delta Books, Delhi.
- Laxmikanth, M (2019), Public Administration, McGraw Hill, Chennai.
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URBAN AND RURAL LOCAL GOVERNANCE
(MA/PA/4/CC14)

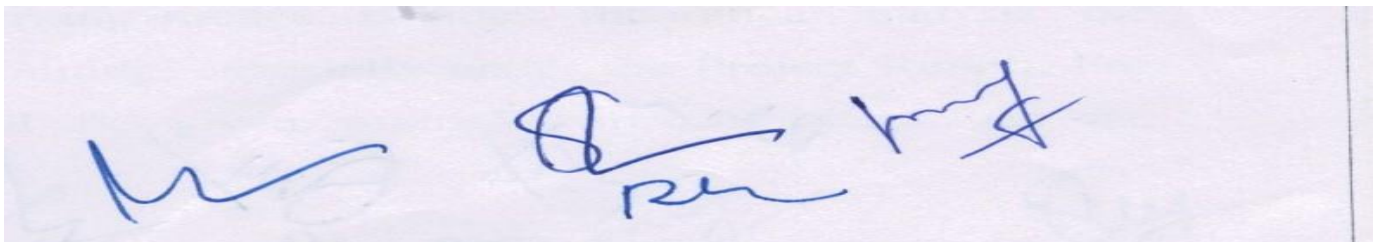
Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives



The main objectives of this course is to sensitize students about major issues and challenges of the urban sector and to provide opportunity to systematically study the issues in the field. Urban governance is the emerging area which needs attention in the era of good governance.

Learning Outcomes

- Knowledge of the evolution and growth of Rural-urban local bodies in India
- Understanding about the composition, role, functions, and resources of urban local bodies
- Examining the structure and working of urban development programmes
- Analyze the Administrative machinery at various levels.
- Acquainting with the urban Industrialization and Co-operatives viz-a-viz Urban Governance.

Unit-I: Introduction

- (a) Meaning, Scope and Significance of Local Government.
- (b) Evolution and growth of Local Governance in India.
- (c) Urbanization: Concept, trends, challenges and remedies.
- (d) Features of Urban Local Governance in India.
- (e) Features of Rural Local Governance in India.

Unit-II: Structure and Functions

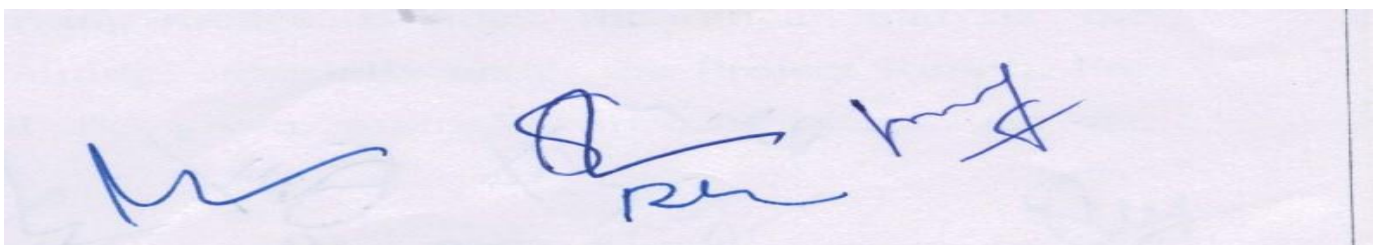
- (a) Structure and Organization of Urban Local Government in India: Gram Panchayat and Gram Sabha, Panchayat Samiti and Zila Parishad
- (b) Functions of Rural Local Governance in India.
- (c) Urban Governance-Structure, Composition, Function of Municipal Corporation, Municipal Council, Nagar Panchayat and Metropolitan Governance.
- (d) Finance of Panchayati Raj Institutions (PRIs): Evolution of power, functions and activity mapping.
- (e) Local Governance and Development.

Unit-III: State-Local and Central Local Relations

- (a) State-Local relations in India: Problems and Suggestion.
- (b) Globalization and Urban governance; Administrative Reforms in Local Governance
- (c) Features of 73rd (Constitutional) Amendment Act, 1992
- (d) Features of 74th (Constitutional) Amendment Act, 1992
- (e) District Planning Committee (DPC)

Unit-IV: Municipal Personnel Administration

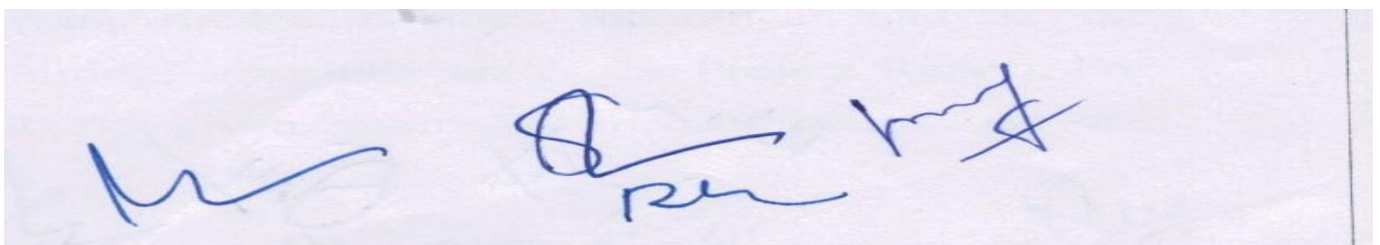
- (a) Policies and Programme of Rural Development - MGNREGA
- (b) Municipal Personnel Administration: Recruitment, Training and Personnel Problems.



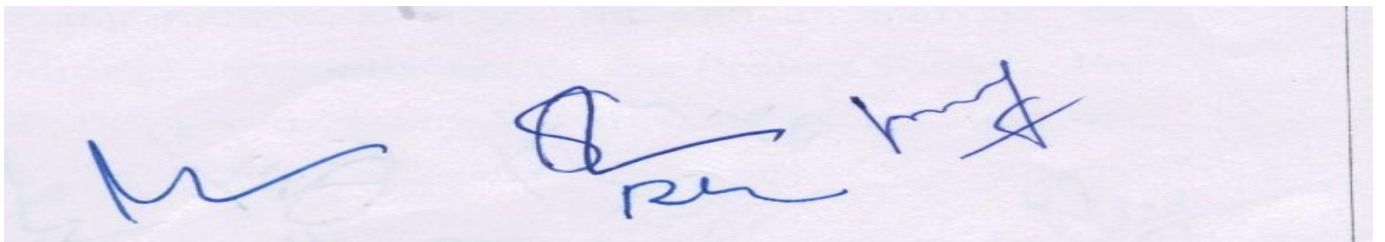
- (c) Municipal Leadership: Role of Political Parties and People's Participation.
- (d) Municipal Finance in India: Problems and Remedies.
- (e) Urban Development Programmes like AMRUT, NUHM etc.; SMART cities and other recent trends.

RECOMMENDED READINGS:

- C.P. Berthwal (1997), Understanding Local Self Government, Bharat Book Centre, Lucknow.
- David Wilson & Chris Game (1994), *et al*, Local Government in the United Kingdom, Macmillan, London.
- Hoshiar Singh (1997), Local Government in India, Britain, France and USA, Kitab Mahal, Allahabad.
- J.A. Chandler (1996), Local Government Today, (2nd ed), Manchester University Press, Manchester.
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- Pardeep Sachdeva (2000), Urban Local Government and Administration in India, Kitab Mahal, New Delhi.
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- R.L. Khanna (1976), Local Government in Foreign Countries, Mohindra Capital Publishers, Chandigarh.
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- Baluchamy, S (2004) Panchayati Raj Institutions. Mittal Publications: New Delhi
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- Biju, M R (2008) Panchayati Raj System in India: A Symbol of Participatory Democracy and Decentralized Development. Kaniska Publication: New Delhi
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- Ram, D Sundar (2007) Panchayati Raj Reforms in India: Power to the People at the Grassroots. Kanishka Publishers: New Delhi
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- Sharma, Ashok (2016), Bharat main Sathaniya Prashasan, RBSA, Jaipur.
- Meena Janak Singh (2012), Bharat Mein Gramin Vikas Prashasan, RBSA, Jaipur
- Goel, S.L. (2011), Urban Local Self Government, Deep and Deep, New Delhi.
- Maheshwari, S.R. (2017), Indian Administration, Orient Blackswan, Hyderabad.
- Goel, S.L. (2009), Panchayat Raj in India, Deep and Deep, New Delhi.
- Gupta, Jawahar Lal (2018), Local Administration in India, RBSA, Jaipur
- Chakrabarty, Bidyut (2018), Local Governance in India, Sage, New Delhi.
- Pal, Mahi (2020), Rural Local Governance and Development, Sage, New Delhi.

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COMPARATIVE PUBLIC ADMINISTRATION
(MA/PA1/DSC1)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

Comparative Public Administration is the youngest discipline among the family of social sciences. As an academic discipline, it came into existence in the post Second-World War period. The comparative study of administrative system has grown up in the context of cross-cultural and cross-national settings. This course presents a comparative outlook of performance of government, bureaucracy and institutions of developed and developing countries.

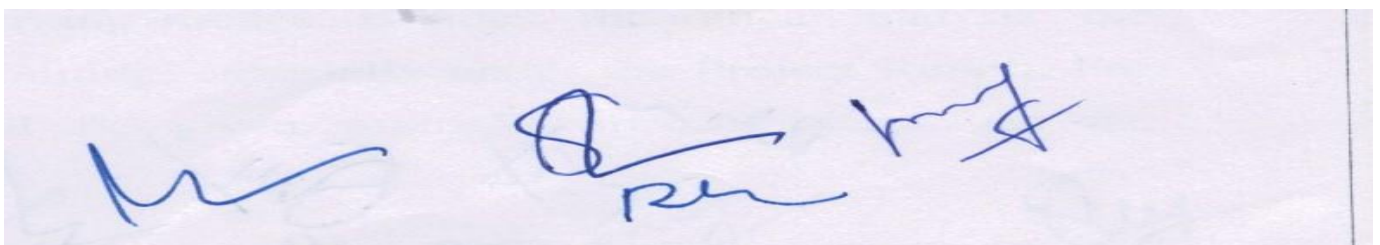
Learning Outcomes

- Analyze scholarly arguments about Public Administration.
- Reflects on achievements gaps in the study of Comparative Public Administration and suggest directions for expanding the knowledge frontiers.
- Participating in discussion during direct classroom teaching about various aspects of Comparative Public Administration.
- Encouraging the learners' deliberation and discussion on emerging knowledge domain.

Unit – I: Introduction

- (a) Concepts, Nature, Scope, Characteristics and Importance of Comparative Public Administration
- (b) Evolution of Comparative Public Administration
- (c) Critique of Comparative Public Administration.
- (d) Salient features of administration in developed and developing countries: social, economic, political and administrative.

Unit – II Approaches and Methods to the study of Comparative Public Administration



- (a) Bureaucratic Approach: Max Webber
- (b) General Systems Approach
- (c) Ecological Approach
- (d) Behavioral Approach

Unit – III Comparative Public Administration: contribution of F.W. Riggs

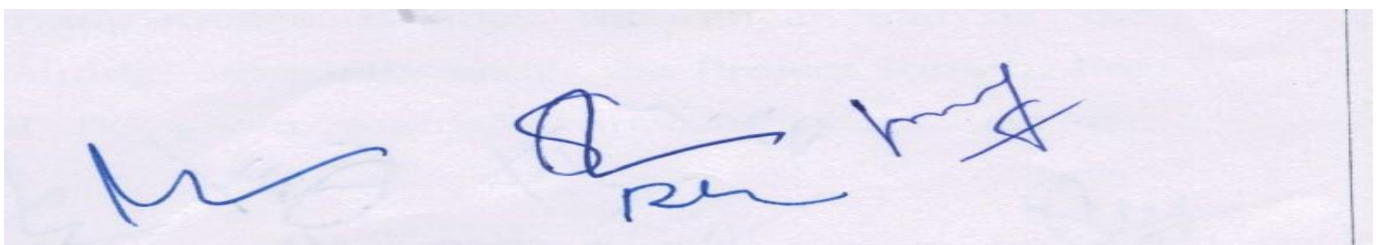
- (a) Structural Functional Approach
- (b) Theory of Prismatic Society
- (c) Riggs views on Development Models
- (d) Relevance of comparative Public Administration in the era of Liberalization, Privatization and Globalization (LPG)

Unit – IV Developing and Developed Administrative Systems

- (a) Developing Administrative System in India: Salient features and Control Mechanism
- (b) Developed Administrative System in USA: Salient features and Control Mechanism
- (c) Developed Administrative System in UK : Salient features and Control Mechanism
- (d) Administrative System in France: Salient Features and Control Mechanism

RECOMMENDED READINGS:

- Ali Farazmand, (2001) Handbook of Comparative and Development Public Administration, Marcel Dekker, NY.
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- Kataria, Surender (2001), Tulnatmak Lok Prashasha, Jaipur: RBSA Publishers.
- Rowat, Donald E. (2004), Public Admn in Developed Democracies, Donal Marcel Dekker, Inc. New York.
- Ridly, F.F., Govt. and Admn, in Western Europe, Martin, Co. Ltd., Oxford.
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- Chander, J.A. (2014), Comparative Public Administration, Routledge, UK.
- Ganjanan, R.P. & Sharma, Anoop (2018), Comparative Public Administration, Crecent, New Delhi.
- Sharma, Niranjana and Sharma, Gayathri (2018), Government and Politics, Crecent, New Delhi.
- Gupta, Bhuvanesh (2018), Comparative Public Administration, RBSA, Jaipur
- Gupta, Bhuvanesh (2018), Development Administration, RBSA, Jaipur

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DEMOCRACY AND DEVELOPMENT
(MA/PA1/DSC2)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

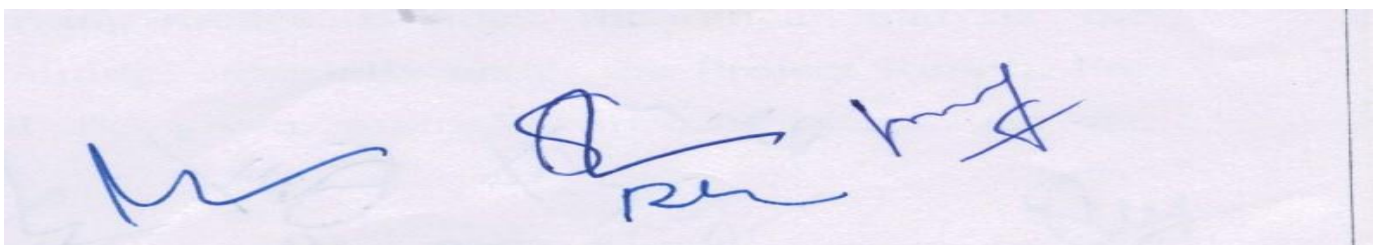
This course will familiarize the students with the basic concepts of Democracy and Development. In addition, the course also covers areas like approaches to democracy, public opinion, election process, political parties participation and various aspects of development, particularly sustainable development. The relationship between democracy and development issues will also be taught.

Learning Outcomes

- The students will be capable to understand the various aspects of democracy including approaches to democracy.
- Democracy is the base of an independent country, so the students will secure enough knowledge to understand the operational working of a democratic system.
- Students will get the ability to analyze the role of the state in development and challenges in third world countries.
- They will get knowledge about the relationship between Democracy and Development in general and particularly in context of third world countries.

Unit -I: Aspects of Democracy

- (a) Meaning, Nature, Types and Significance of Democracy,
- (b) Essentials of Democracy
- (c) Approaches to Democracy- Classical, Elite and Marxian Theories.
- (d) Public Opinion and Political Participation



Unit -II: Theories of Representation

- (a) Theories of Representations-Territorial and Professional basis.
- (b) Methods of Minority Representation-Proportional Representation (Single Transferable Vote System and list system) Second Ballet System, Multi Vote System etc.
- (c) Elections and Electorate System.
- (d) Political Parties, Pressure Groups.

Unit -III: Development Dimensions

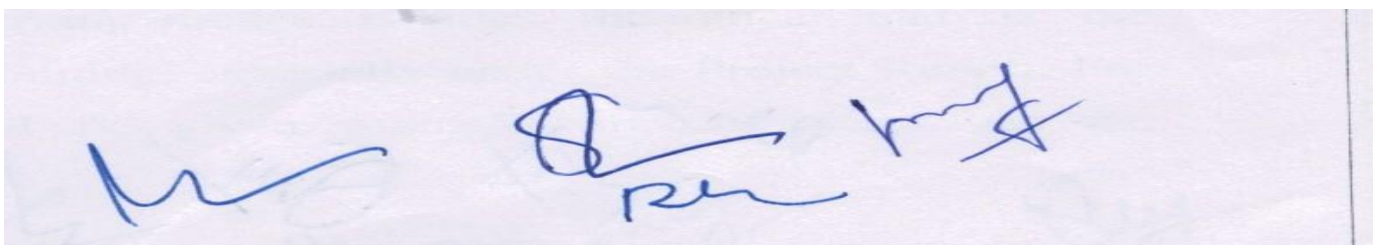
- (a) Meaning, Nature and Dimensions of Development.
- (b) Approaches to Development.
- (c) Role of the State in Development and Challenges in 3rd world countries
- (d) Sustainable Development and its importance.

Unit -IV: Relationship between Democracy and Development

- (a) Development Administration, Imperatives and Perspectives.
- (b) Role of Local Self Government (PRIs and Municipal Bodies) in context of Development-Policy Formulation and Execution at local level.
- (c) Peoples Participation in Development.
- (d) Relation between Democracy and Development in context of third world.

RECOMMENDED READINGS:

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- Anthony Avblaster (1987), Democracy Milton Keynes, Open University Press.
- A. Almond, Gabriel and S. James Coleman (1960) (eds.), The Politics of Developing Areas Princeton: Princeton University.
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- Tridev, Sonu (2015), Transition from authoritarianism to Democracy, Atlantic, New Delhi.
- Yadav, S.N. (2013), Political Violence: Democracy and Human Rights, Janand, New Delhi.
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- Singh, Anupama (2015), Democratic Governance, Avon, New York.
- Goel, S.L. (2010), Development Administration, Deep & Deep, New Delhi.
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- Jadeja, Mayursinh J (2016), Democracy and Human Rights, Books Enclave, Jaipur.
- Mahajan, Anupama Puri (2019), Development Administration in India, Sage, New Delhi.

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GOVERNANCE AND GOOD GOVERNANCE
(MA/PA1/DSC3)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

Good Governance is a new concept and implies upgrading of the efficiency and effectiveness of the administrative machinery through the combination of ICT to deliver better, cost effective and speedy services to the citizen. Transition to timely delivery of services in government not only involve changes to the systems, procedures and processes of relevant services but also affects the way in which the public and business community deals with the government. The aim of this course is to introduce the major discourses on Good Governance initiatives in India and its implementation.

Learning Outcomes

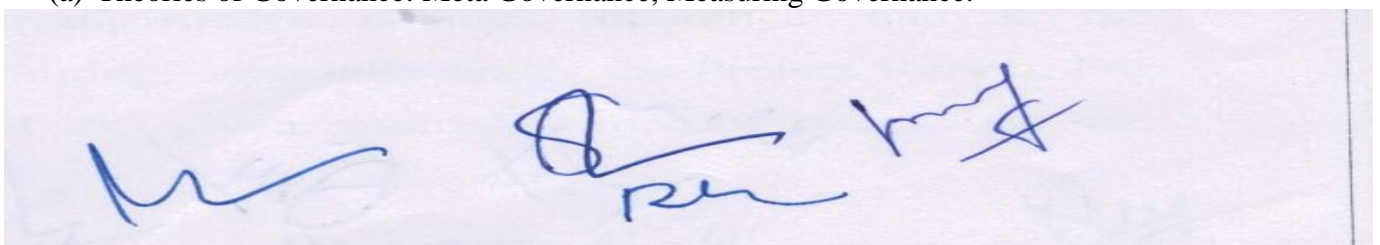
- Knowledge about the evolution and growth of the idea and concept of Good Governance
- Theoretical and conceptual knowledge of governance and good governance.
- Understanding about the institutions, tools and mechanism for ensuring good governance
- Facing the challenges in establishing good governance.

Unit-I: Paradigm shift Government to Governance.

- (a) Governance: Meaning, Issues and Challenges.
- (b) Ancient Discourse – Kautila, Plato and Anstotle on Good Governance.
- (c) Elements of Good Governance.

Unit-II: Theories of Governance

- (a) Theories of Governance: Meta Governance, Measuring Governance.



- (b) Concept of Governance- World Bank and UNDP.
- (c) State, Market, Civil Society .

Unit-III: Good Governance

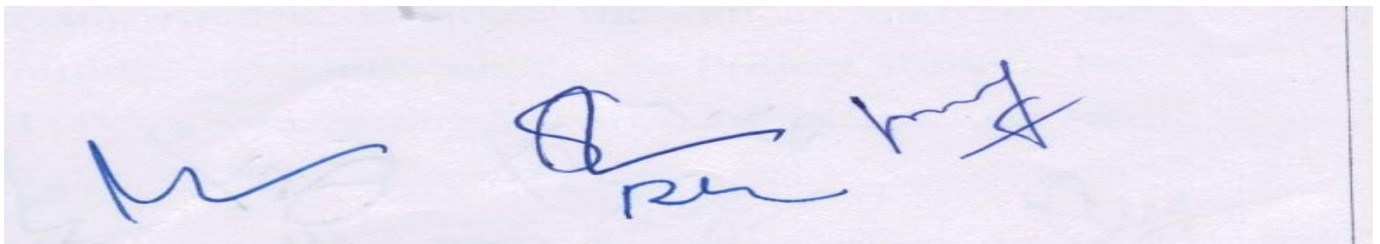
- (a) Good Governance- Sound Governance, Accountability and Transparency.
- (b) New Public Management, Public Value Theory.
- (c) People Participation in Governance.
- (d) Digital Divide.

Unit-IV: Challenges of Good Governance

- (a) Challenges of Good Governance
- (b) Administrative Ethics, Values and Accountability in administration.
- (c) Factors affecting integrity in administration and measures to control corruption.

RECOMMENDED READINGS:

- Singh, Shivani (2016), Governance, Sage, New Delhi.
- A.S. Altekar (1966), State and Government in Ancient India, Motilal Banarsidass, Delhi.
- D. Held (1989), Political Theory and the Modern State, Cambridge, Polity Press,.
- F. Cunningham (2002), Theories of Democracy-A Critical Introduction, London and New York, Rutledge.
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- Cheema, Shabbir, 1999, magnet.undp.org/policy/chapter 1.htm (accessed on 17 September 2009)
- Ewalt, Jo Ann G. March. 2001, :Theories of Governance and New Public Management. Links to Understand Welfare Policy Implementtion.” Paper prepared for presentation at the Annual Conference of the American Society of Public Administration. www.ceegor.en/page=Bibliography (accessed on 17 September 2009)
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- Patnaik. Prabhat.2008. Cited in Focus on the Global South.” Focusweb. Org/india/indexx2.php?option=com_content&do_pdf (accessed on 10 September 2009).
- Singh, Kavaljit. 2003. “ Aid and Good Governance: A Discussion Paper on the Reality of Aid”. http://www.iacc.org/download/paper/ws_5.6_Singh_final_paper.doc (accessed on 10 September 2009)
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The image shows a handwritten signature in blue ink on a white background. The signature is stylized and appears to be 'R. N. Singh' or similar, with a large 'R' and 'N' and a 'Singh' written in a cursive style.

**ADMINISTRATION OF PUBLIC RELATIONS
(MA/PA1/DSC4)**

Credits: 4 (Lectures: 60)

Duration of exam: 3 Hrs.

Marks: 100

Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

The main aim of this course is to hone Public Relations skills of enrolled students. During their study period, they will learn the principles and techniques of public relations employed to popularize the schemes and programs of the respective governments, in addition to forming Public opinion on public affairs and issues. They will learn the organization, structure, function and working of Mass Media and Administrative Machineries of Public Relations.

Learning Outcomes:

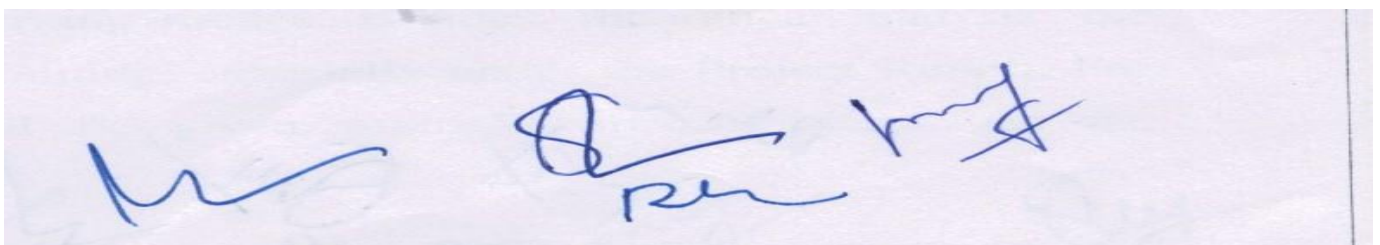
- To familiarize with concept, nature and scope of Public Relations.
- To understand Public Relations in historical and modern contexts.
- To broaden vision and skills in order to allay fear and myth of the citizens on Public Issues.
- To grasp the nuances and ploys of Social Media platform.

Unit-I: Concept, Scope and Principle of Public Relations

- (a) Public Relations: Nature, Scope and Principles.
- (b) Public Relations: vis-à-vis Public Opinion. Publicity and Propaganda.
- (c) Advertisement, Lobbying Liaison and Mass Communication
- (d) Public Contact and emerging patterns of Public Relations.

Unit-II: Public Relations: Historical Perspectives

- (a) Evolution and Development of Public Relations in India
- (b) Significance of Public Relations Administration.



- (c) Role of Public Relations in Administration.
- (d) Public Relation: Its Importance in Economic Development.

Unit-III: Administration of Public Relations

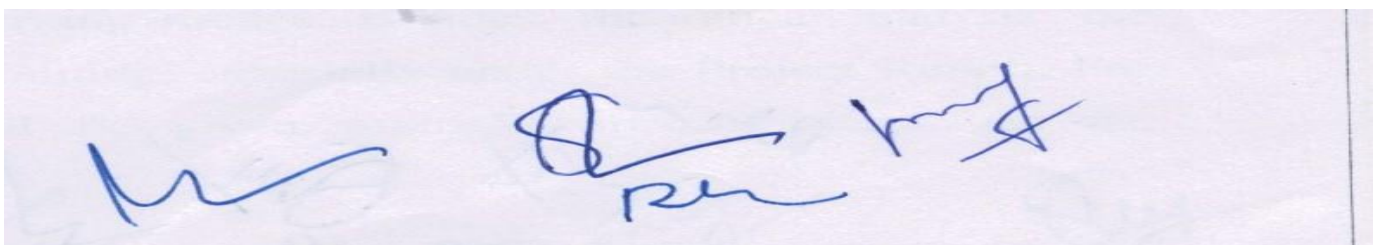
- (a) The Organization of Public Relations at the Union Government Level : Ministry of Information and Broadcasting.
- (b) State level organization for Public Relation: Directorate of Public Information and Relations.
- (c) District Public Information and Relations officer.
- (d) Issues and Problems of administering public relations.

Unit-IV: Methods and Techniques

- (a) Various Methods and Techniques of Public Relations.
- (b) Methods and Techniques of Mass Communication, Electronic Media, T.V. (Doordarshan), Radio (A.I.R.) and Print Media.
- (c) Role and problems of Social Media, Facebook, WhatsApp linkedIn
- (d) Challenges and Problems of conventional and modern Public Relations techniques.

RECOMMENDED READINGS:

- K. R. Balan (1992), Corporate Public Relations, Sterling Publishers, New Delhi.
- K.R. Balan (2000), Applied Public Relations & Communication, Sultan Chand & Sons, New Delhi.
- K.R. Balan (1992), Corporate Public Relations & Communication, Sterling Publishers, New Delhi.
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- Vijay Kulshresth, Jansmpark, Parcharabm vlgyan.



WOMEN EMPOWERMENT
(MA/PA1/DSC5)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

To develop an understanding of women related issues in India. To create awareness among students about the government programme, policies and legal provisions viz-a-viz Non-Governmental efforts made to improve the status of women. To provide significant information related to Health and Education of women. Evoke competencies in the area empowerment through knowledge of various programme and policies. Develop an understanding of material health and education in order to work with community. Enhance research related skills and scientific temperament through experimental learning.

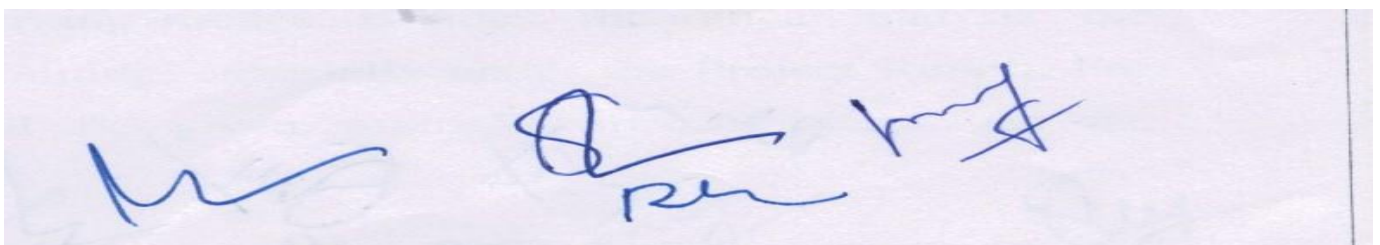
Learning Outcomes

After going through the syllabi, students are expected to learn:

- The theoretical concepts and meaning of women empowerment in terms of socio-cultural constitutional, political and administrative scenario.
- To understand the rationale and implication of women empowerment strategies.
- To acquaint with knowledge gap theoretical discourse and grass roots realities provided in the society.
- Acquire knowledge and skill to work with women.
- To hone the capacity building and critical understanding of the learners to overcome with impediments that comes in the way of women empowerment process and performance.
- Keep abreast of the position of women in the country.

Unit-I: Concept and strategies of Women Empowerment

- (a) Empowerment: Concept, Meaning and Rationale.
- (b) Women Empowerment: Meaning and Concept.



- (c) Empowerment Strategies: Political, Administrative.
- (d) Social, Cultural and Economic empowerment strategies.

Unit-II: Historical and Constitutional Status

- (a) Women Empowerment; A Historical Perspective.
- (b) Constitutional Provisions pertaining to Women Empowerment
- (c) Women Reservation in the Local self Governance Institutions .
- (d) Pros and Cons of Women Reservation

Unit-III: Programmes and Services for Women

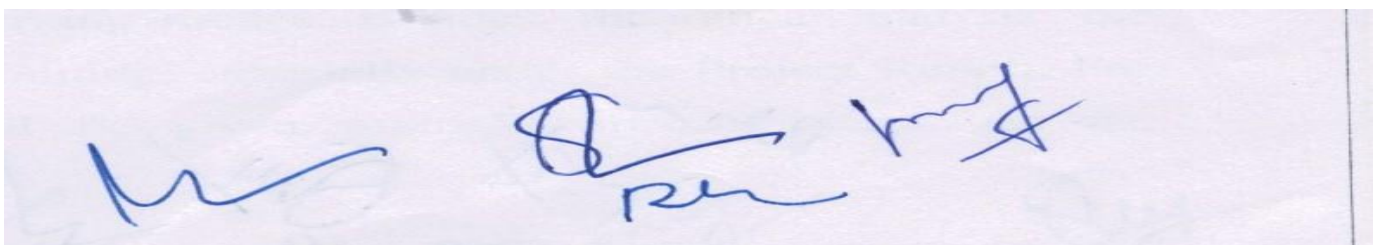
- (a) Administrative Machinery for Women Empowerment at Central, State and Local levels.
- (b) Programmes and Schemes for Women Empowerment.
- (c) Domestic Violence Act, 2005.
- (d) National Policy for empowerment of women- 2001

Unit-IV: Civil Society organizations in women empowerment

- (a) Role of NGOs and Civil Society Organizations in Women Empowerment
- (b) Sakshar Mahila Samooh (SMS)
- (c) Sexual Harassment of women at work place Act, 2013

RECOMMENDED READINGS:

- Kate Grantham, Gillian Dowie, Arjan de Haan (2021), Women's Economic Empowerment: Insights from Africa and South Asia, Routledge, UK
- Garg, Subhash (2016), Women Empowerment and inclusive growth, RBSA, Jaipur
- Yadav, Hridai, R (2015), Women Empowerment, Vol. I and II, Rawat, Jaipur.
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- Marthaaalter Chen (1998), Widows in India, Sage Publications.
- Navnita Chadha Behera (2006), Gender, Conflict and Migration, Sage Publications.
- Neera Burra, Joy Deshmukh-Ranadive and Ranjani K Murthy (2005), Micro-Credit, Poverty and Empowerment, Sage Publications,.

A photograph of a handwritten signature in blue ink on a white background. The signature is stylized and appears to be 'R. K. M.' or similar, with a large 'R' and 'K' and a smaller 'M'.

- Rinki Bhattacharya (2006), JANANI-Mothers, Daughters, Motherhood, Sage Publications,.
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- Sharmila Rege (2003), Sociology of Gender, University of Pune, Sage Publications.
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SOCIAL WELFARE ADMINISTRATION
(MA/PA1/DSC6)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

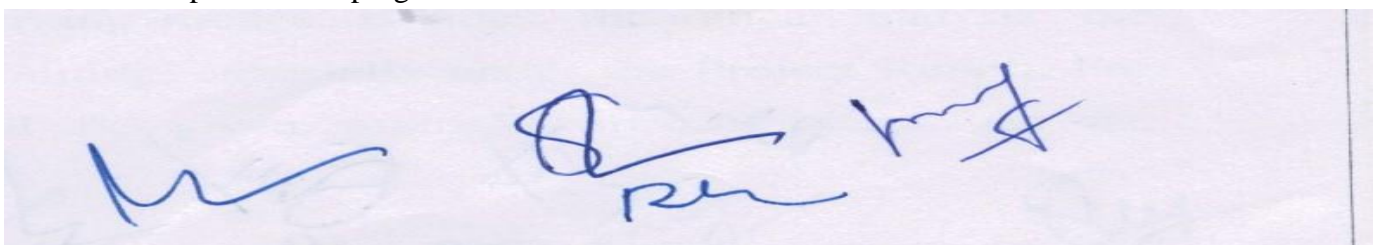
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Course Objectives

The modern welfare state has been striving for the betterment of human life for all. The concept of equality, equity and inclusiveness has reinforced this demand. Hence, the Social Welfare and its delivery from state agencies has become almost mandatory in all democracies of the world. So the course on Social Welfare Administration is an integral part for the students of Master in Public Administration.

Learning Outcomes

- Discuss the Role of Social Welfare in the Country during different time period.
- Explain the Role of Social Welfare Administration in resolving various Social problems.
- Help the various segments of the society to avail the benefits from various Social Welfare policies and programmes.



- Aware about the rights and privileges meant for Women, Backward classes, SCs and STs.

Unit– I Introduction

- (a) Social Welfare Administration: Meaning, Nature, Scope and Principles
- (b) Concepts of Social Welfare, Social Justice, Social Change and Affirmative Action.
- (c) Principles and Task of Social Welfare Administration
- (d) Institutional Arrangement for Social Welfare and Social Justice.

UNIT– II Social Welfare Administration

- (a) Social Welfare Administration in India: Center, State and Local Level
- (b) Ministry of Women and Child Development, Social Justice and Empowerment
- (c) Central Social Welfare Board – Composition, Functions and Status;
- (d) Role of NGOs, Civil Society and Voluntary Agencies.

Unit– III Framework for the protection of the weaker section

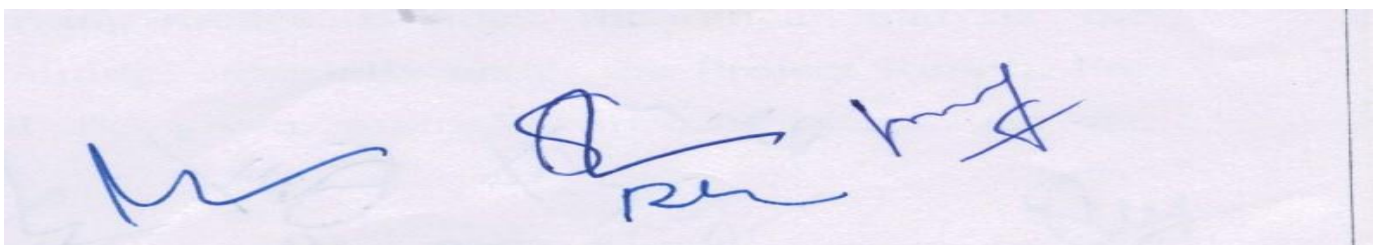
- (a) Policies, Programmes and Institutional Framework for the Protection and Welfare of SCs/ STs / OBCs
- (b) Policies, Programmes and Institutional Framework for the Protection and Welfare of Women/ Children, Aged, Differently-abled (Divyang)
- (c) Minorities Commissions – Women, SC/ST, Minority- Role and Functions
- (d) Social Legislation in India: Organisation, Nature and Types.

Unit– IV Bureaucracy and Social Welfare Administration

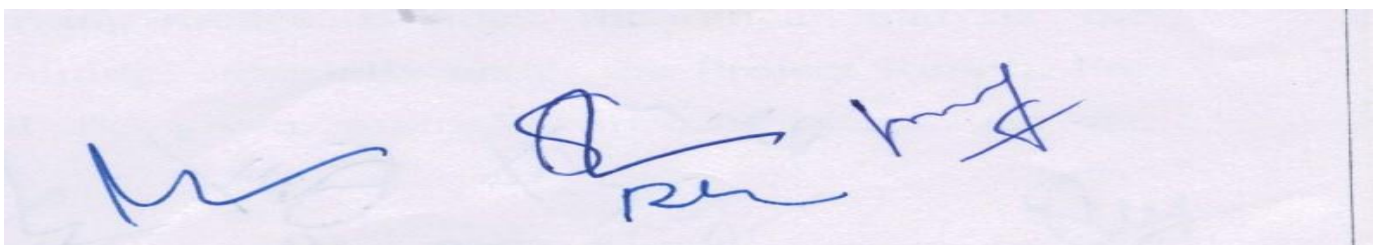
- (a) Creation of Special Cadre for Social Welfare Personnel; their Training needs and conditions of service
- (b) The sexual Harassment of Women at Workplaces
- (c) Protection of Women from Domestic Violence Act – 2005
- (d) Social Planning and Five Year Plans.

RECOMMENDED READINGS:

- Surendra Kataria (2019), Social Administration (Hindi), RBSA Publishers, SMS High Way, Jhaipur.
- C.P. Barthwal (1998) (Ed.), Social Justice in India, Bharat Book Centre, 17, Ashok Marg, Lucknow.
- Davis C. March (1965), An Introduction to Social Administration, Routledge and Kegan Paul, London,.
- P.D.Kulkarni (1961), Centre Social Welfare Board, New Delhi: Asia Publishing House,.



- V. Jaganadhan (1966), Social Welfare Organisation, New Delhi, IIPA.
- D.K.Mishra (1990), social Administration (Hindi) Jaipur: College Book Depot, Tripolia Bazar,.
- D. Paul Chowdhry (1979), Social Welfare Administration, New Delhi, Atma Ram & Sons,.
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- T.N.Chaturvedi and S.K. Chandra (1980), Social Administration Development and Change, New Delhi, IIPA.
- D.P. Chowdhry (1992), Social Welfare Administration, Atma Ram & Sons, Delhi.

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DEVELOPMENT ADMINISTRATION
(MA/PA/2/DSC7)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

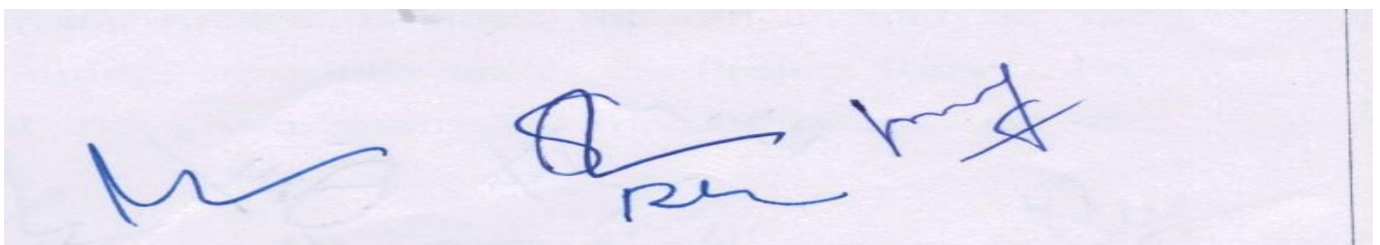
This paper emphasizes the conceptual, analytical and pragmatic understanding of the students with regard to the meaning and nature of development administration. Besides, the students shall also get acquaintance with models of development administration, impact of global trends , contribution of Riggs, Waldo and Weinder, sustainable development and human development indicators .

Learning outcomes

- Developing a basic intellectual understanding of development, its approaches and sustainable development
- Gaining conceptual and theoretical understanding of Development Administration, its nature, scope and models
- Gaining familiarity with the ideas of Riggs, Waldo and Weinder
- Understanding the perspectives of Globalization and Development Administration, Public Private Partnership, Corporate Social Responsibility, Inclusive Development, Sustainable Development Goals and Human Development Indicators

Unit-I: Concept and Dimensions of Development Administration

- (a) Development Administration-Concept, Nature, Scope and objective.
- (b) Elements of Development Administration.
- (c) Anti-Development Thesis.
- (d) Goals and Challenges of Development Administration;



Unit-II: Models of Development Administration

- (a) Models of Development Administration.
- (b) Sustainable Development.
- (c) Human Development and Inclusive Development.
- (d) Non-State and State actors in development

Unit-III: Ecology of Development Administration

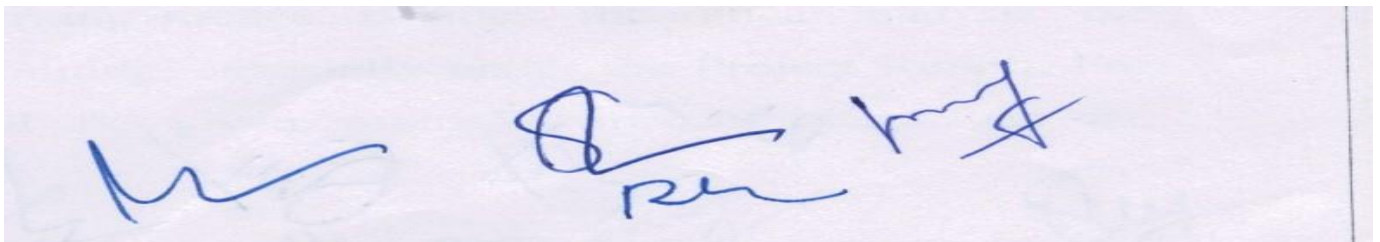
- (a) Ecology of Development Administration.
- (b) Contribution of Fred Riggs.
- (c) Contribution of Dwight Waldo and Edward Weinder
- (d) Role of Bureaucracy in Development.

Unit-IV: Globalization and Development Administration

- (a) Globalization, Development Administration and Sustainable Development Goals.
- (b) Emergence of Non-State actors in Development Administration.
- (c) Public-Private Partnerships, Corporate Social Responsibility and Inclusive Development.
- (d) Human Development Indicators and Social Audit

RECOMMENDED READINGS:

-
- Barnett, ADoak and Riggs, Fred Warren (1970) Frontiers of Development Administration. Duke University Press: USA.
- Dwivedi, O P (1994) Development Administration: From Under-development to Sustainable Development. Macmillan: UK
- Palekar, S L (2012) Development Administration, PHI Learning: New Delhi
- Puri, K K and Barara, G S (2013) Development Administration in India (Hindi). Bharat Prakashan: Jalandhar
- Ramulu, Ch. Bala (2016) Governance of Food Security Policies in India, Kalpaz Publications: New Delhi
- Ramulu, Ch. Bala (2000) Technology and Rural Development, Rawat Publications: Jaipur
- Ramulu, Ch. Bala (1999) International Organizations and Rural Employment Programs in India: Emerging Trends. Om Publishers: Faridabad, New Delhi
- Sapru, R K (2008) Development Administration. Sterling : New Delhi
- Mahajan, Anumpa Puri (2019), Development Administration in India, Sage, New Delhi.



GOVERNANCE AND ETHICS
(MA/PA/2/DSC8)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

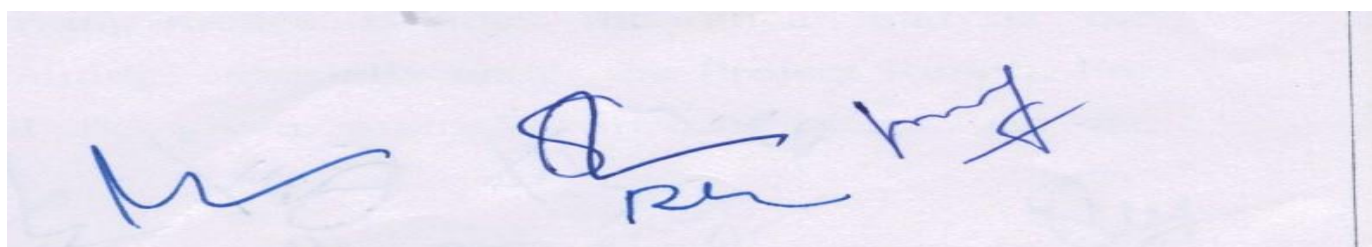
- To acquaint the students and civil services aspirants with theoretical and practical aspects of Ethics in Governance
- To know the relevance of the legal and institutional framework to contain corruption and to promote probity in the governance
- To hone the personal and professional skills of the learners while facing situations in the wake of challenging ethical values and integrity
- To explore the practical dilemmas faced by the office holders when their values come into conflict with their vested interests

Learning Outcomes

- To assess the perception, attitude and aptitude of the learners about theoretical aspects of the ethics and probity in governance
- To gauge the emotional and intellectual reactions of the learners towards malpractices and corruption prevailed in the governance and society
- An understanding about the philosophy of ethics with special reference to ethics in Public life and accountability of Public services
- Enhanced problem solving skills in situations involving integrity, probity in Public life and acquiring problem solving approach

Unit 1: Philosophical Foundation:

- a) Ethics – concept and significance; Key concepts – Right, Duty, Freedom, Equality, Fraternity, Karma, Purusharthas, and Dharma.



- b) Contribution of Kautilya: Character Building, Measures to tackle Corruption;
- c) Contribution Mahatma Gandhi – Satyagraha and Truth.
- d) Contribution of Socrates (Moral Theory) and Immanuel Kant (Deontological Theory)

Unit 2: Ethical environment of Public Administrators

- b) Ethics and Effective Government, Ethics and Effective Public Administrators
- c) Organizational Humanism
- d) Ethical Frameworks for Ministers, Legislators and Judiciary
- e) Civil Service Neutrality and Anonymity, Code of Ethics for Civil Servants, Constitutional Protection to Civil Servants - Article 311 and Disciplinary Proceedings

Unit 3: Ethical and Legal and Institutional Framework

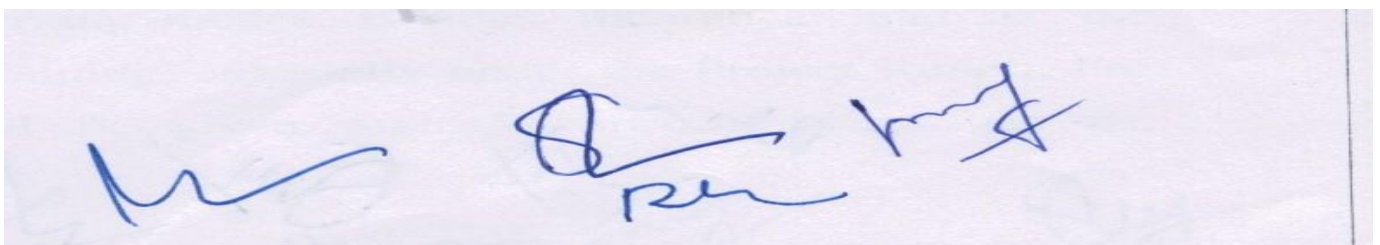
- a) Ethical Frameworks for Legislators, Ministers, and Judiciary
- b) Legal Framework for Fighting Corruption: The Prevention of Corruption (Amendment) Act, 2018, Prohibition of ‘Benami’ Transactions, Protection to Whistle blowers and ImmUnity Enjoyed by Legislators.
- c) Institutional Framework: CVC, CBI, Lok Pal, Lokayukta and Ombudsman at the Local Level
- d) Institutional Framework: Citizens’ Initiatives, Media and Social Audit.

Unit 4: Systemic Reforms

- a) Systemic Reforms: Promoting Competition, Simplifying Transactions and Using Information Technology,
- b) Systemic Reforms: Promoting Transparency and Right to Information Act, 2005, Integrity Pacts, Reducing Discretion, Ensuring Accessibility and Responsiveness,
- c) Systemic Reforms: Monitoring Complaints and Reforming the Civil Services
- d) Recommendations of the Vohra Committee on Crime Syndicates/Mafia Organizations, 1993 and Second Administrative Reforms Commission’s Fourth Report on Ethics in Governance, January 2007.

RECOMMENDED READINGS:

- Kapila Renu (2016), Ethics in Governance, Regal, Kerala
- Arora, R K (2008) Ethics in Governance: Innovations Issues and Instrumentalities. Rawat: Jaipur
- Arora, Ramesh K (Ed.) (2014) Ethics, Integrity and Values in Public Service. New Age International: New Delhi
- Bhargava, R (2006) Politics and Ethics of the Indian Constitution. Oxford University Press: New Delhi
- Chakraborty, Bidyut (2016) Ethics in Governance in India. Routledge: New Delhi
- Chaturvedi, T N (Ed.) (1996) Ethics in Public Life. IIPA: New Delhi



- Gandhi, Mahatma (2009) Hind Swaraj. Rajpal & Sons: Delhi
- Godbole, M (2003) Public Accountability and Transparency: The Imperatives of Good Governance. Orient Longman: New Delhi
- Hooja, R (2008) Corruption, Ethics and Accountability: Essays by an Administrator. IIPA: New Delhi
- The Indian Journal of Public Administration, Special Issue on Ethics in Public Life, vol 41, NO 3, July-September 1995.
- Mathur, B P (2014) Ethics for Governance: Reinventing Public Services. Routledge Taylor and Francis Group: New Delhi
- Rangarajan, L N (Ed.) (1987) The Arthashastra. Penguin Books: New Delhi
- Sawshilya, A (2012) Ethics and Governance. Pearson Education: New Delhi
- Second Administrative Reforms Commission (2007) Ethics in Governance. Government of India: New Delhi
- Sheeran, P J (2006) Ethics in Public Administration – A Philosophical Approach. Rawat: Jaipur
- Upadhyaya, Ranvijay (2017), Ethics, Integrity and Aptitude in Governance, Sage, New Delhi.
- Rajan, Amitabh (2017), Ethical Dimensions of Administrative Power, Sage, New Delhi.

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POLITICS AND ADMINISTRATION
(MA/PA/2/DSC9)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

This course attempts to familiarize the students of Public Administration with political system of developing countries particularly those having relevance for the administrative set up in India. It also covers approaches to the study of Political system.

Learning Outcomes:

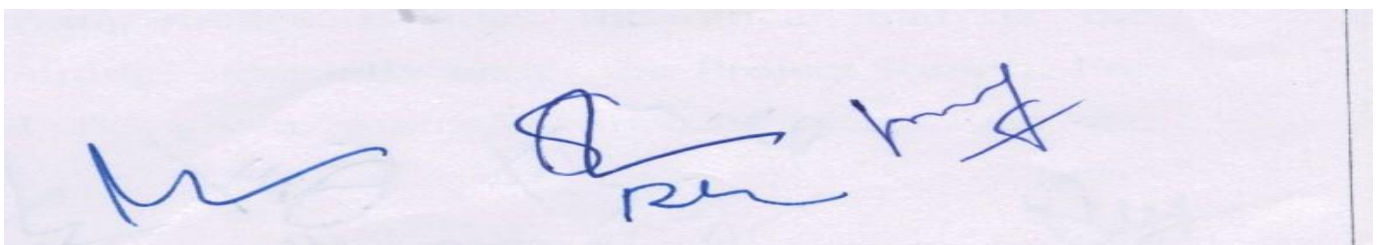
- After completing the course contents learners are expected to know basic concepts pertaining Administrative and political system, Models of Administrative System, Politics Administration Dichotomy.
- Reflects the Political Development, bureaucracy, social change and the concept of administrative change.
- Understand the various structural and System approaches and their administrative and political context.

Unit-I: Approaches to the study of Political System

- (a) Approaches to the study of Political System – Structural and System Approach.
- (b) Importance of Comparative Analysis.
- (c) Concept of Political Development, Political system of Developing Countries.

Unit-II: Models of Administrative System

- (a) The Concept of Administrative System, Relationship between Administrative and Political Systems.
- (b) Models of Administrative System with special reference to the Contribution of F.W. Riggs.



(c) Politics- Administration Dichotomy. Contribution of Woodrow Wilson and Frank J. Goodnow.

Unit-III: Bureaucracy and Political Ideology

(a) Bureaucracy – Weberian Interpretation – Concept of Administrative State.

(b) Bureaucracy and Political Ideology.

(c) Marxist Interpretation of Bureaucracy.

Unit-IV: Political Development

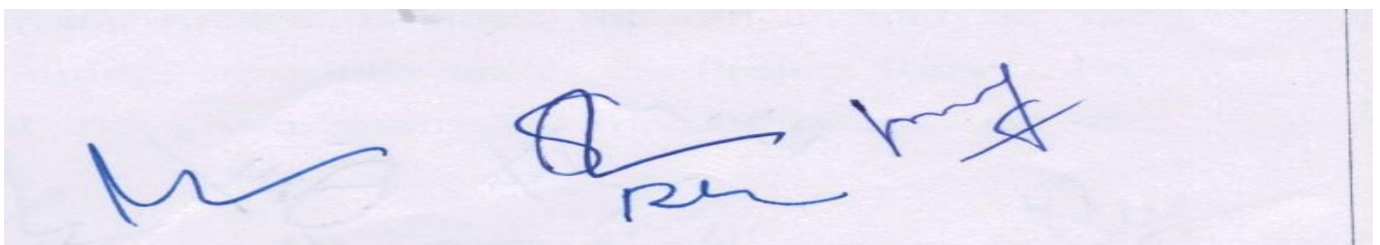
(a) Political Development: Bureaucracy, Political Parties and Pressure Groups.

(b) Bureaucracy and Social Change. The concept of Administrative Change.

(c) Relationship between Permanent Executive and Political Executive.

RECOMMENDED READINGS:

- Almond and Coleman (1960) (eds.), The Politics of Developing Areas, Princeton University Press.
- Anthony Downs (1957), An Economic Theory of Democracy, Harper, New York.
- Brecht Political Theory (1959), The Foundations of twentieth Century Political Thought (Princeton: Princeton University Press.
- David Easton (1953), The Political System, Knopf, New York.
- Gordon Tullock (1965), The Politics of Bureaucracy, D.C., Public Affairs Press, Washington.
- J. Frank Goodnow (1900), Politics and Admn. , Macmillan,, New York.
- J.R. Siwach (1985), Dynamics of Indian Government and Politics, Sterling Pub. Pvt. Ltd., New Delhi.
- J.C. Johri (1976), Comparative Politics, (2nd Edition) Sterling Publishers, New Delhi.
- W. Lucian Pye (1966), Aspects of Political Development, Amerind Pub. Co., New Delhi.
- M.N. Roy (1960), Parties, Polities and Powers, Calcutta.
- S. Kothari and Ramashary (1969), Relations between Politicians and Administrators, Indian Institute of Public Administration, New Delhi.
- Meena, Janak Singh (2015), Politics and Administrative System, Pointer, Jaipur.
- Johari, R.C. (2017), Indian Government and Politics, Wisdom Press, New Delhi.
- Uzmauddin (2018), Democracy and Human Rights in India, Mohit, New Delhi.
- Shewan, M.A. (2020) Indian Government and Politics, Rajat, New Delhi.
- Shewan, M.A. (2018), Indian Government & Politics, Rajat, New Delhi.
- Sharma, Niranjana and Sharma, Gayathri (2018), Government and Politics, Crecent, New Delhi
- Sharma, S.K. & Sharma, Usha (2016), Encyclopedia of Indian Politics and Administration Vol.4, Mittal, New Delhi.
- Chakrabarty, Bidyut (2017), Indian Administration, Sage, New Delhi.
- Sapru, Radhakrishna (2019), Indian Administration, Sage, New Delhi.



PUBLIC SYSTEMS MANAGEMENT
(MA/PA/2/DSC10)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

This course seeks to understand various dimensions of the Public Systems Management, which by and large, is concerned with the design and operations of Public Services in tune with market model. Therefore, after studying this course, it is expected that the students will learn key concepts, principles, techniques and practices employed by traditional Public Administration and Business Management. They will also learn the conditions and contexts- social, economic, political, constitutional and technological- which govern the quality of service delivery in public systems.

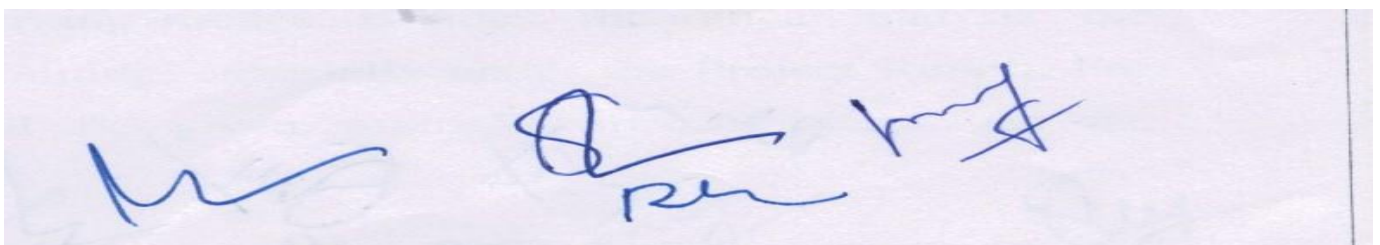
Learning Outcomes:

- To acquaint with concepts, characteristics and contexts of the Public Systems Management.
- To familiarize with administrative and managerial techniques employed to deliver quality goods and services.
- To gain understanding of Management Information Systems, Accountability in Public System Management.

Unit-I: Concepts and contexts of Public Systems Management.

- (a) Public Systems Management: Concept, Nature and Scope.
- (b) Distinctiveness of Public Systems Management.
- (c) Contexts of Public Systems Management: Constitutional Context, Political Context, Socio-economic Context.
- (d) New Technologies and Public Systems Management.

Unit-II: Governance and Public Systems Management



- (a) Concept of Governance in the context of Public Systems Management.
- (b) Role of Bureaucracy and Political Executive in governance.
- (c) Models of Relationship between Bureaucracy and Political Executives.
- (d) Changing complexion of Relationship between Bureaucracy and Political Executives

Unit-III: Strategic Management and Management Tools:

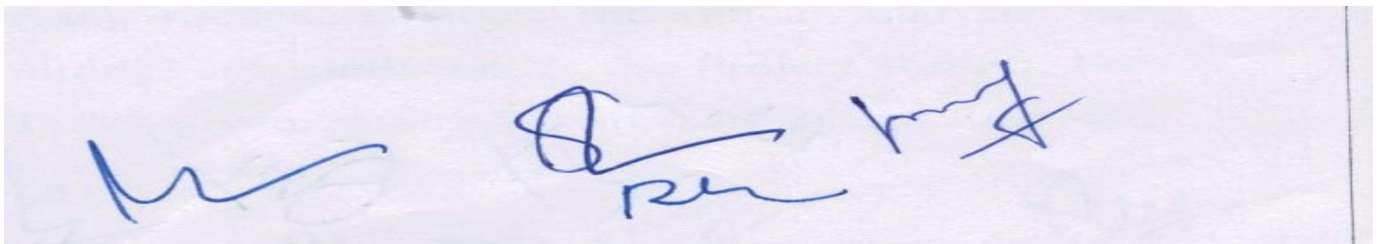
- (a) Schools of strategic Management: Prescriptive, Descriptive and configuration.
- (b) Total quality Management: Principles and Techniques.
- (c) Project Management Techniques.
- (d) Management Information System: Evolution, Framework and Structure.

Unit-IV: Accountability, Responsiveness and Reforms

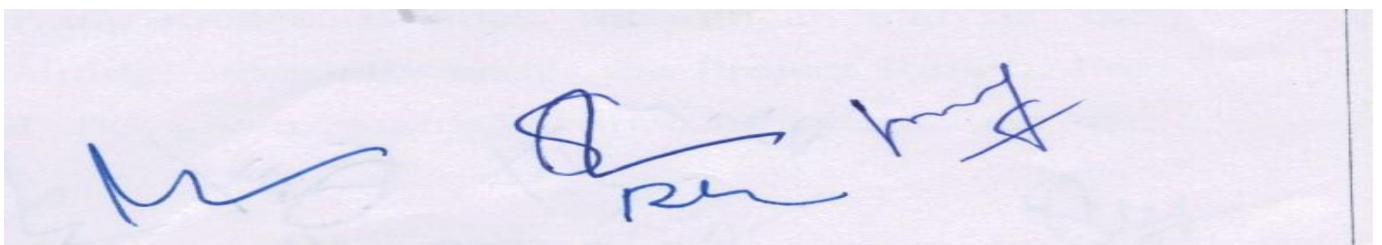
- (a) Accountability: Concepts, significance, purposes, types and tools.
- (b) Responsiveness Mechanisms: Citizens Monitoring, Setting Standards, Organization Culture, Transparency and New Rights for citizens.
- (c) Transparency and Secrecy: RTI Act, 2005.
- (d) Reforms and Change Management: Dimensions of Government Reforms, Globalization and Public Systems Reforms and Change Management Strategies.

RECOMMENDED READINGS:

- Alka Dhameja (2003), Contemporary Debates in Public Administration, Prentice Hall of India, New Delhi.
- Amit Bhaduri and Deepak Nayar (1996), The Intelligent Person's Guide to Liberalism, Penguin Books, New Delhi.
- Austin, Granville (2001), The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi.
- B. Guy, Peters (2007), The Politics of Bureaucracy, Routledge, New York.
- Battery, Richard (2004), *et al*, The Changing Role of Government: the Reforms of Public Services in Developing Countries, Macmillan, England.
- Bowman C and D. Asch (1987), Strategic Management, Macmillan, Basing stone.
- G. Davis (1974), Management Information Systems: Conceptual Foundation, Structure and Development, Mc Graw Hill, New York.
- Hughes (1994), Owen E. Public Management and Administration: An Introduction, Martins Press INC, New York.
- K. Ramesh Arora (2001) (Ed.) Management in Government: Concerns and Priorities, Aalekh, Jaipur.
- M.V. Pylee (2007), India's Constitution, S. Chand & Co., New Delhi.
- Osborne, Stephen P (2002) (Ed.) Public Management: Critical Perspectives, Rutledge, London.



- Report of National Commission to Review the working to Construction, New Delhi, 2002.
- S. L. Goel and Shalini Rajneesh (2002), Management Techniques: Principles and Practices, Deep and Deep, New Delhi.
- Subhas C. Kashyap (2003), The Citizen and Judicial Reforms under Indian Polity, Universal Law Publishing, New Delhi.

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HUMAN RESOURCE ADMINISTRATION
(MA/PA/2/DSC11)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

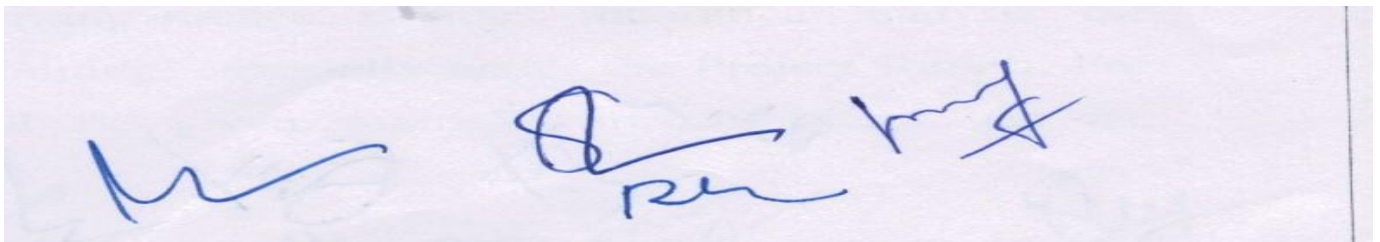
Human resource administration concerns human resource management as it applies specifically to the field of public administration. Human Resources Administration in public and non profit settings includes human resource planning, staffing, development, and compensation. The function of human resources administration is to provide the employees with the capability and capacity to achieve long term goals and plans. The course seeks to adapt the students with the fundamental and advanced percepts of human resource development and management.

Learning Outcomes

- Understand the conceptual aspects relating to Human Resource administration and planning and strategy for human resource development.
- Analyze the various aspects of issues like recruitment, promotion, training, performance appraisal and development.
- Knowing the different employee-employer relations like conduct rules, disciplinary actions etc.
- Helps in knowing the various issues of human resource development and how they affect to any organization.
- Focuses on the managing change at work place and stress management.

Unit-I: Introduction

- (a) Human Resource Administration: Importance, Scope and Perspectives.
- (b) Manpower Planning and Classification of Services.
- (c) Career Planning, Promotion, Pay and Service Conditions.
- (d) Redressal Mechanism , Code of Conduct , Administrative Ethics ,



Unit-II: Incentive and Benefits

- (a) Recruitment and Promotion.
- (b) Performance Appraisal.
- (c) Rewards and Incentive Management
- (d) Employee Benefits.

Unit-III: Development

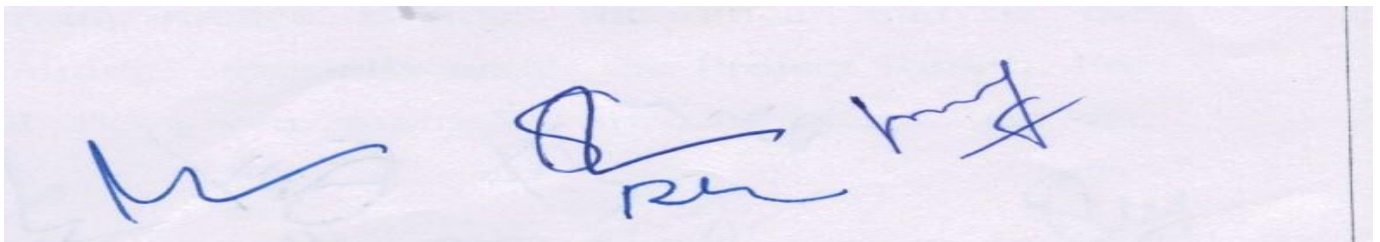
- (a) Training and Development
- (b) Management Development
- (c) Employee Capacity Building Strategies
- (d) Total Quality Management
- (e) Employee Health and Safety.

Unit-IV: Industrial Relations

- (a) Human Resource Administration and Industrial Relations
- (b) Discipline and Grievances
- (c) Human Resource Audit
- (d) Managing Change at the Work Place
- (e) Stress Management.

RECOMMENDED READINGS:

- Gary Dessler & Biju Varrkey (2020), Human Resource Management, Pearson Education.
- Indian Institute of Banking & Finance (2018), Human Resource Management, Macmillan India Ltd.
- Anuradha Sharma and Aradhana Khandekar (2006), Strategic Human Resource Management, Sage Publication, New Delhi.
- B.S. Batra (2003), Human Resource Development, Deep & Deep Publications, New Delhi.
- Evan M Burman, James S Bowman, Jonathan P West and Montgomery R Van Wart (2005), Human Resource Management in Public Service, Sage Publications, New Delhi.
- G.S. Batra and R.C. Gupta (2001), Human Resource Management, Deep & Deep Publications, New Delhi.
- P.P.Arya and B.B. Tandon (2004), Human Resource Development, Deep & Deep Publications, New Delhi.
- T V Rao (1996), Human Resource Development, Sage Publication, New Delhi.
- V.P. Michael (2001), Human Resources Management and Human Relations, Himalaya Publishing House, New Delhi.

A photograph of a handwritten signature in blue ink on a white background. The signature is stylized and appears to be 'R. S. Rao'.

ECONOMIC POLICY & ADMINISTRATION
(MA/PA/3/DSC13)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

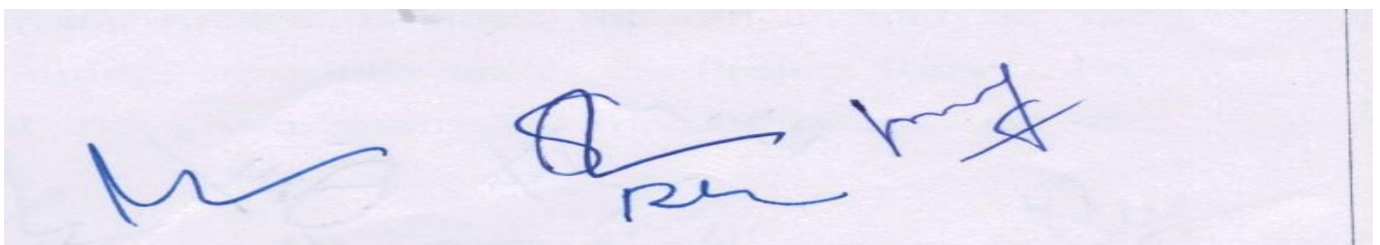
Finance is the fuel for engine of Public Administration. Economic Policy provides an overview of the direction of the economic growth of country. This course provides an overview of the activities of the institutions involved in planning of the country, analysis of achievements of planning and role of public enterprises in economic development. Upon successful completion of this course students should be able to have knowledge of basic principles of economic policy, planning, five year plans and role of government in economic development and various issues of Public enterprises in India.

Learning Outcomes

- Knowledge of various aspects of Economic Policy in general and in the Indian context in particular.
- Understanding Economic planning, planning institutions and industrial policies with special emphases on new economic policy.
- Comprehending the system and dynamics of Public Enterprises in India.
- Deep understanding of the role of various controlling agencies over Public enterprises in India.

Unit-I: Introduction

- (a) Meaning, Features and Objective of Economic Policy,
- (b) Instruments of Economic Policy, Components of Economic Policy,
- (c) Meaning of Developing Economy, Characteristics of Developing Countries ,
- (d) Role of Government in Economic Development.



Unit-II: Planning

- (a) Meaning, Features and Objectives of Economic Planning, Need and Importance of Planning in India, Evolution of Economic Planning in India,
- (b) Planning Machinery in India- NITI Aayog,
- (c) Impact of Planning on Economic Development of State, Achievements and Failures of Five Year Plans in India,
- (d) Industrial Policies before Independence, Industrial Policy of 1948, Industrial Policy of 1956, New Economic Policy 1991.

Unit-III: Public Enterprises in India

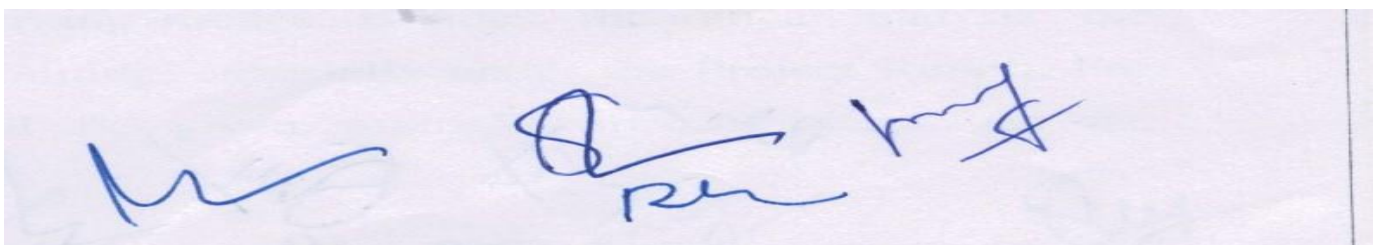
- (a) Meaning and Characteristics of Public Enterprises, Utility and Demerits of Public Enterprises,
- (b) Objectives of Public Enterprises in India, Rationale and Role of Public Enterprises in India,
- (c) Departmental form of Organization- Features, Merits and Demerits.,
- (d) Public Corporation- Features, Advantages, Disadvantages, Government Company- Features, Advantages, Disadvantages

Unit-IV: Control Over Public Enterprises

- (a) Need of Control over Public Enterprises, Various agencies of control on Public Enterprises,
- (b) Parliamentary Control on Public Enterprises, Parliamentary Committee on Public Undertakings,
- (c) Ministerial Control on Public undertakings,
- (d) Audit Control on public undertakings, Problems of Public Enterprises in India, Corporate Social Responsibility.

RECOMMENDED READINGS

- A. Ghosh (1986), Indian Economy–Its Nature and Problems, The World Press Pvt. Ltd., Calcutta.
- A.H. Hansen (1972), Public Enterprises and Economic Development, Roulledge and Kegan, London.
- A.N. Aggarwal (1987), Indian Economy, Wiley Eastern Ltd., Delhi.
- B.L. Mathur (1990), Economic Policy and Administration (Hindi), RBSA Publishers, SMS Highway, Jaipur.
- Dutt and Sundharam (2006), Indian Economy, S. Chand & Co., Delhi.
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- Kamta Prasad (1984), Planning in Market; Economy: A study of the French Planning system, IIPA, New Delhi.



- Laxmi Narain (1988), Principles and Practice of Public Enterprises Management, S. Chand & Co., New Delhi.
- Mohinder Singh (1993) (Ed.), Some Aspects of Public Enterprises in India – A Plea for reforms , Uppal Publishing House, New Delhi.
- Prahlad Kumar Basu (1982), Public Enterprises Policy, Performance and Professionalism, Allied, New Delhi.
- R.P. Mishra (1986), District Planning, Concept Publishing Company, New Delhi.
- S.C. Kuchhal (1987), The Industrial Economy of India, Chaitanya Publishing House, Agra.
- Saul Estrin and P. Holmes (1983), French Planning in Theory and Practice, George Allen and Unwin, London.
- V.V. Ramanadhan (1984) (Ed.), Public Enterprises and the Developing World, Groom Helm, London.
- Mathur, B.L. (2018), Aarthik Neeti Avem Prashasan, RBSA, Jaipur.
- Mathur, P.I. (2019), Economics Policy and Administration, RBSA, New Delhi.
- Kashyap, Monika (2018), Economic Reforms in India since 1991, Sage, New Delhi.

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PUBLIC HEALTH ADMINISTRATION
(MA/PA/3/DSC14)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

To acquire basic understanding of the concept of health and well-being in the context of development. For this, the students are expected to an understand of the basic health care system in India and Health care access. They shall to develop a knowledge base of the National Health Policies, Programmes and Projects, to common diseases and health care system.

Learning Outcomes

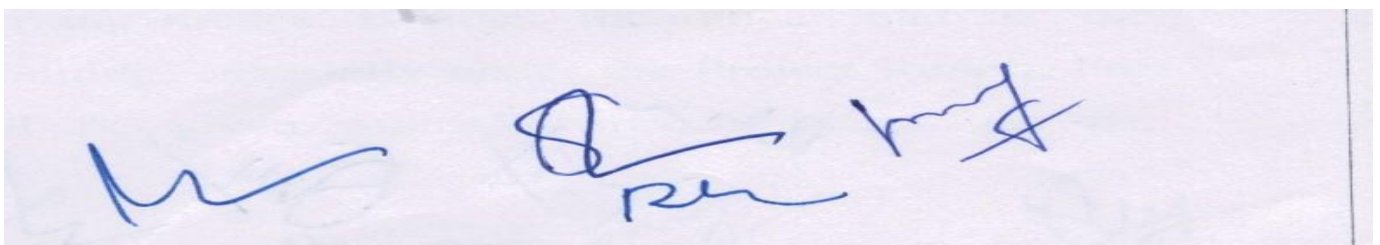
- An understanding of the theoretical issues related to Health-care administration.
- An understanding about various governmental programmes and institute / organization at National level.
- Acquaintance with the challenges faced by Public Health Administration.

Unit-I: Basic Concept of Public Health Administration

- (a) Meaning, Nature, Scope and Principles of Public Health Administration.
- (b) Evolution of Public Health Administration as a Discipline.
- (c) National Rural Health Mission (NRHM).

Unit-II: Machinery at the Central Level

- (a) Machinery at the Central Level: a critical study of the composition, powers and functions of Ministry of Health and Family Welfare,
- (b) Directorate General of Health & Family Welfare – their inter-relationship.



- (c) The composition, powers and functions of Medical Council and Indian Council of India (MCI) for Medical Research (ICMR).

Unit-III: Machinery at the State Level

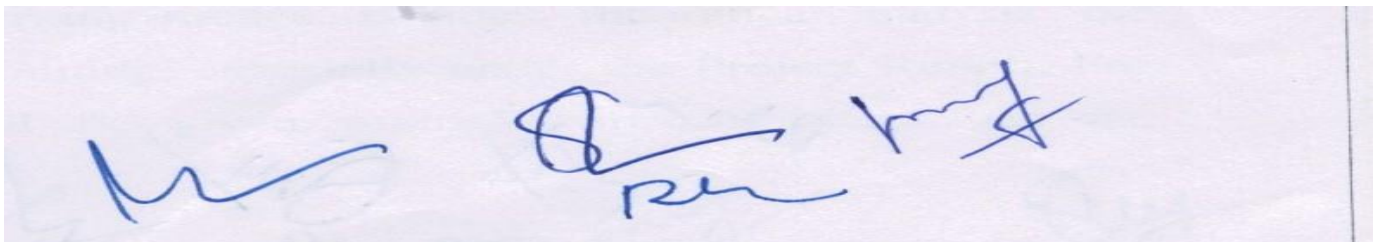
- (a) Machinery at the State Level : Composition, Powers and Functions of State Departments and Directorates of Health and Family Welfare
(b) Composition, Powers and Functions of State Medical Councils.
(c) Composition, Function and role of State Hospitals.
(d) Machinery at the District Level: Powers of C.M.O.

Unit-IV: Public Health at Grass roots

- (a) Machinery for Health & Family Welfare at the Grass roots.
(b) Problems of Administration and Management of Municipal Hospitals and Primary Health Centers with special reference to the need for evolving a machinery-Medical,
(c) Health and Family Welfare norms of the grassroots level.
(d) Personnel System for Medical, Health and Family Welfare Administration.

RECOMMENDED READINGS:

- A. Cart Wright, Human Relations and Hospital (Latest ed.).
- Brown and Fraling, The Doctor-Patient Relationship (Latest Edition).
- C.A. Robinson: Hospital Administration (Latest Edition).
- G. Broker, Health in Independent India (Latest Edition).
- G. Ramesh Waram (1989), Medical and Health Administration in Rural India, Ashish Publishing House,.
- M.T. Mac Eachiru, Hospital Organisation and Management (Latest Edition)
- N.V. Ram Raghu (1971), Health Administration and Policy Development, Hyderabad: Ramkrishna Printers and Publishers.
- S.L. Goel (1980), Health Care Administration – Ecology Principles and Modern Trends, New Delhi: Sterling Publishers.
- S.L. Goel (1984), Health Care Administration, New Delhi: Sterling Publishers.
- S.L. Goel (1971), Health Care Administration–Levels and Aspects. New Delhi.
- The Central Health Education (1971), Health Today, Director-General of Health Services, New Delhi.

A handwritten signature in blue ink, appearing to be 'R. S. Goel', is written on a light-colored background. The signature is fluid and cursive, with the first letter 'R' being particularly large and stylized.

STATE SOCIETY AND PUBLIC ADMINISTRATION
(MA/PA/3/DSC15)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

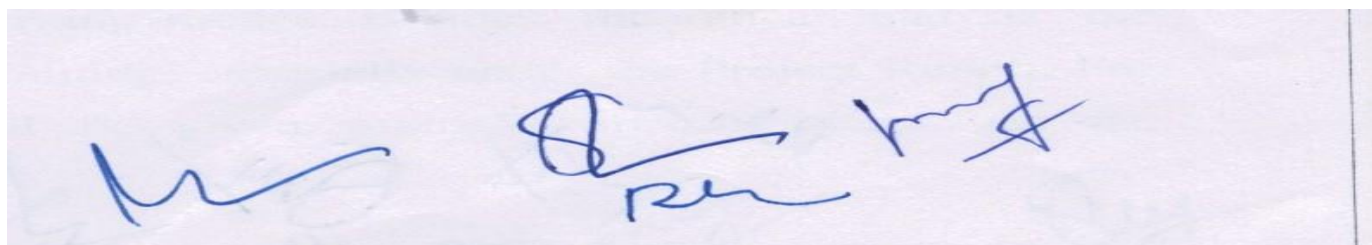
Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

Social Policy in a development context is the overarching framework of a wide-ranging inquiry into social policy that is developmental, democratic and socially inclusive. It is increasingly evident that social policy has a significance that goes beyond even the valid concerns about basic equity and minimal living standards, which form part of the social and economic rights of citizens. This course will explore the interplay between democracy and social policy from the perspective of state and market and civil society and focus on the role of democratic forces in the development of social policy

Learning Outcomes:



- Developing a basic understanding of state, socio-cultural set up and structure process of administration.
- Gaining familiarity with environment which includes the Citizens, Public, Private and Non Governmental agencies and necessary Interconnections between these components.
- Gaining familiarity of growing emphasis on constitutional Reforms, conflict resolution, community participation and ethical practices for viable solution to Public Administrative problems .
- Awareness about the issues of sustainable development environment, gender, Human Rights and Social Justice.

Unit-I: Introduction

- (a) Nature of the State, Relationship among State, Society and Public Administration.
- (b) Changing Role of the State, Issues and Challenges,
- (c) Liberal and Marxist Perspectives of the State.

Unit-II: Citizen and Administration

- (a) Gandhian Perspective, Interface between Citizens and Administration,
- (b) Democratic Peoples' Struggles, Changing Norms of Social Equity,
- (c) Participation and Autonomy.

Unit-III: Nature of State

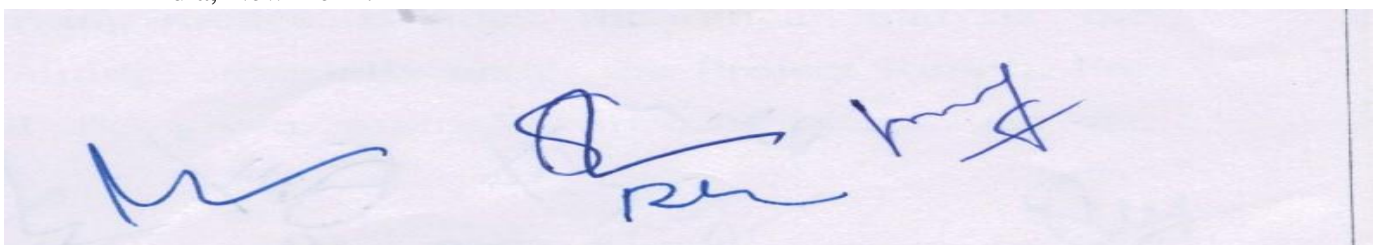
- (a) Social Participation: Issues of Gender, Weaker Sections and Environment,
- (b) Changing Nature of Indian State,
- (c) Role of Bureaucracy in Policy Formulation, Implementation and Analysis.

Unit-IV: Governance Reforms

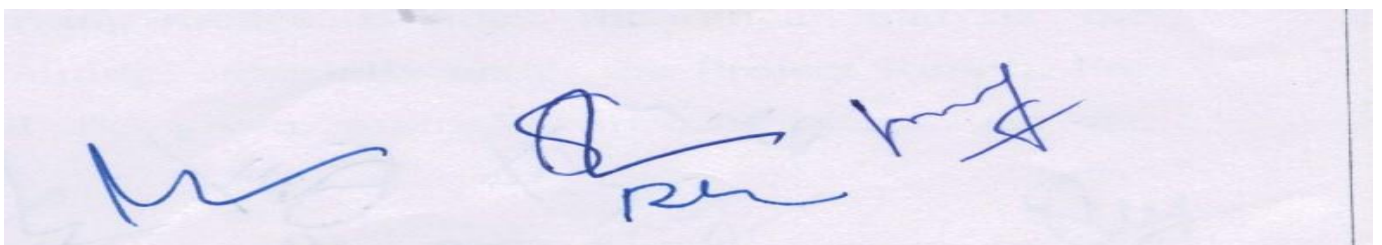
- (a) Impact of Globalization on Administration, Challenges to Traditional Bureaucratic Paradigm,
- (b) Emerging Concepts, New Public Management, Good Governance,
- (c) Governmental Institutions Towards Reforms,
- (d) Growing Role of Civil Society Organizations.

RECOMMENDED READINGS:

- Gore, From Red tape to Results: Creating a Government that works better costs less, Government Printing Press, Washington, DC, 1993.
- Alka Dhameja (2003) (ed.) Contemporary Debates in Public Administration, Prentice Hall of India, New Delhi.



- C. Charles (1968) worth (ed.) Theory and Practice of Public Administration, AAPSS, Philadelphia.
- Indian Journal of Public Administration, Special Issue, Vol. XLIII, No. 3, 2003.
- J.A. Hall (1990), et al, The State: Its Nature, Development and Prospects, Polity Press, Cambridge.
- John Pierre (1995) (ed.) Bureaucracy in Modern State: An Introduction to Comparative Public Administration, Edward Elagar, England.
- Mohit Bhattacharya (1999), Restructuring Public Administration: Essays in Rehabilitation, Jawahar Publishing co., New Delhi.
- Neera Chandhoke(1995) State and Civil Society, Explorations in Political Theory, Sage, New Delhi,.
- Ramesh K. Arora (2004), Public Administration: Fresh Perspectives, Aalekh, Jaipur.

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LABOUR WELFARE ADMINISTRATION
(MA/PA/4/DSC17)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

This course will familiarize the students with the basic concepts of Labour Welfare Administration, Ministry of Labour and National Commission on Labour. Besides, it deals with various operation aspects of Labour Welfare Administration particularly disputes settlement machinery, trade unions and workers participation in management and various Legislative provisions relating to Labour Welfare Administration.

Learning Outcomes

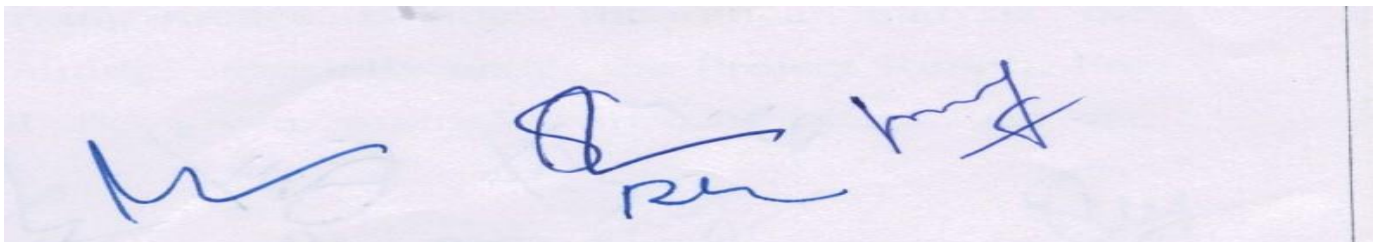
- Students will be able to understand the existing theories of labour welfare and how these theories are effective in modern world.
- Students will get the knowledge about labour policies and their implementation process.
- Students will adept with functioning of trade unions and workers participation in management.
- Students will understand the various laws relating to labour welfare.

Unit-I: Introduction

- (a) Meaning, Nature, Scope and Principles of Labour Welfare and Labour Administration.
- (b) Theories of Labour Welfare, Labour Policy in India.
- (c) Five Year Plans and Labour Welfare in India.
- (d) Ministry of Labour-Organisation and Functions. National Commission on Labour.

Unit-II: Operational System

- (a) Organization and working of State Labour Department and Directorate of Labour.



- (b) Dispute Settlement Machinery at District, Factory and Plant Levels.
- (c) Labour Welfare Officer – His Powers, Functions, Status and Role.
- (d) Trade Unions- Brief History, Organization and Role. Workers Participation in Management.

Unit-III: Labour Legislation in India

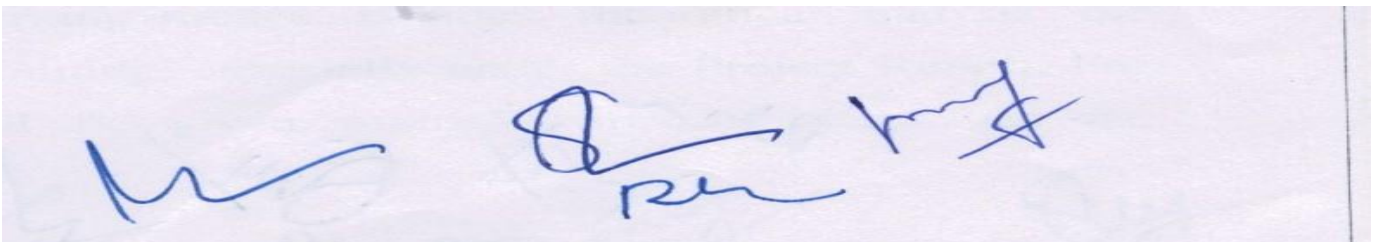
- (a) Factories Act, 1948.
- (b) Industrial Disputes Act, 1947.
- (c) Trade Unions Act, 1926.
- (d) Minimum Wages Act, 1948.

Unit-IV: Labour Legislation in India

- (a) Payment of Wages Act, 1936.
- (b) Employees State Insurance Act, 1948.
- (c) Employees Provident Fund Act, 1952.
- (d) Equal Remuneration Act, 1976.
- (e) Workmen's Compensation Act, 1923.

RECOMMENDED READINGS:

- A.N. Vaid (1970), Labour Welfare in India, Sri Ram Centre for Industrial Relations, New Delhi.
- C.B. Memoria and S. Memoria (1987), Dynamics of Industrial Relations in India, Himalaya Publishing House, Bombay,.
- D.C. Sharma and S.C. Sharma (1988), Personnel Management and Industrial Relations, SJ Publishers, Meerut.
- Deepak Bhatnagar (1985), Labour Welfare and Social Security Legislation in India, Deep & Deep, New Delhi.
- Biswas Debasish Dr. (2013), Industrial Relations and Labour Welfare, Abhijit Publication, New Delhi
- Factories Act, 1948, Industrial Disputes 1947; Trade Unions Act, 1926; Minimum wages Act, 1948; Workmen's Compensation Act 1923.
- G.K. Sharma (1972), Labour Movement in India, Sterling Publishers, New Delhi.
- K.M. Subramaniam (1967), Labour Management Relations in India, Asia Pub. House, Bombay,.
- M.L. Monga (1984), Industrial Relations and Labour Laws in India, Deep & Deep, New Delhi,.
- Malhotra (1968), The Law of Industrial Disputes, NM Tripathi, Bombay,.
- N.V. Moorthy (1968), Principles of Labour Welfare, Gupta brothers, Visakhapatnam, A.P.,.
- R.C. Saxena (1988), Labour Problems and Social Welfare, K. Nath and Co., Meerut.



- R. Sivarethnamohma (2010), Industrial Relations and Labour Welfare: Test and cases, Prentice Hall India Learning Private Limited.
- S.N. Mishra (1976), Labour and Industrial Laws, Allahabad law Agency, New Delhi.
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- Yadav, Ravi Prakash (2015), Social Security in India, Aavishkar, Jaipur.
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ADMINISTRATIVE LAW
(MA/PA/4/DSC18)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

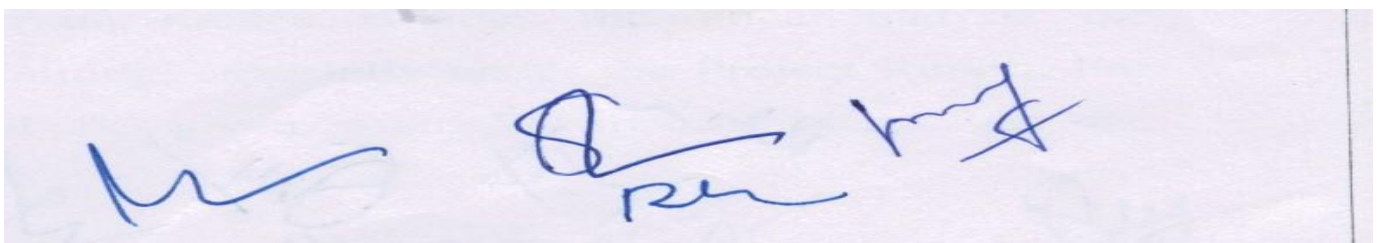
Course objectives:

Administrative Law is a special branch of knowledge which needs focus on its various structural and behavioral aspects. So, this paper familiarize the students of Public Administration about the concept and growth of Administrative Law in India by covering major areas in this field like delegated legislation, tribunals, rule of law etc..

Learning Outcomes

After completing the course contents the learners are expected to understand

- Analyse the basis of Rule of Law, Doctrine of Ultra Vires and Natural Justice
- Reflect on and suggest trends of various developments of Administrative Law.



- Understand the various aspects of administrative control, administrative tribunals and adjudicating machinery.
- Stimulating discourse to learn and incubate on ideas in the knowledge domain with special reference to independent regulatory bodies.

Unit – I Introduction

- Administrative Law- Meaning, Nature, Scope and Importance
- Legal Basis of Modern State, Government and Administration;
- Constitutional Concepts in Relation to Administrative Law: Rule of Law (U.K.), Doctrine of Separation of Powers; Principles of Checks and Balances, and Principles of Natural Justice.
- Human Rights

Unit – II Administrative Control

- Doctrine of Ultra Virus
- Delegated Legislation and Administration Adjudication
- Droit Administration
- Legislative, Executive and Judicial Control of Administration Power

Unit – III Administrative Tribunals

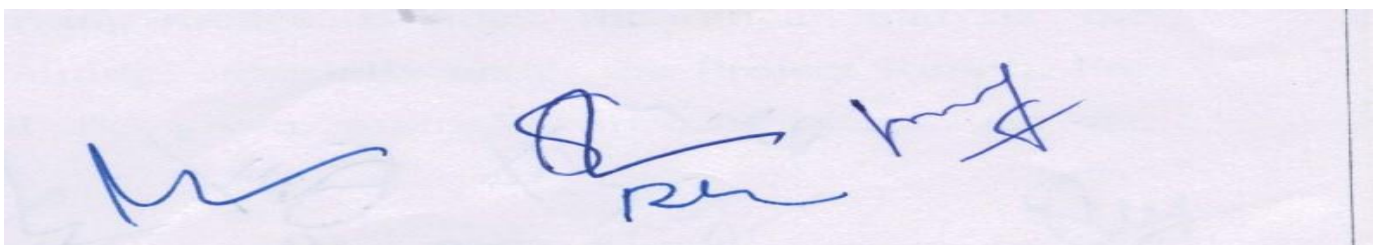
- Administrative Tribunal: Reason for Growth, General Structure and Procedure
- Types of Administrative Tribunals
- Administrative Authorities and Tribunals: Railway Rates Tribunals, Haryana Administrative Tribunal for Disciplinary Proceedings.

Unit – IV Administrative Appellate Authority

- Central Administrative Tribunals, Composition, Functions, and Powers
- Income Tax Appellate – Tribunals
- Regulatory Authority – Telecom Regulatory Authority of India (TRAI)
Insurance Regulatory And Development Authority (IRDA)

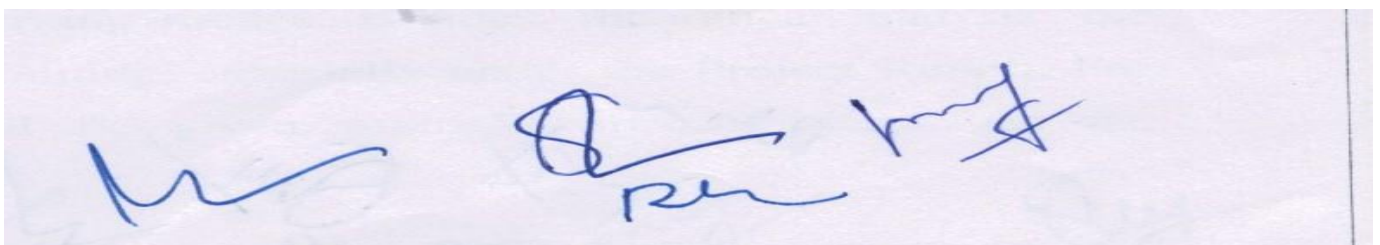
RECOMMENDED READINGS:

- Jai Jai Ram Uppadhyaya (2015), Administrative Law, Central Law Agency 30-D/1, Moti Lal Nehru Road, Allahabad-2 (U.P.).
- M .P. Jain & S. N. Jain (2013), Principles of Administrative Law, (6th edition), Published by Wadhwa Book Company, Delhi Law House, New Delhi,
- M.A. F (1969), Judicial Control of Administrative Action in India, Oxford Clarendon Press, London.
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and alternative mechanisms of review, Oxford (England): Clarendon Press.

- D. G.T. Williams(1969), Administrative Law in England: The Emergence of a New Remedy, Wolfson College, Oxford Clarendon Press, London.
- J.A.G. Griffith (1973), Principles of Administrative Law (4th Ed.), Published by Pitman Publishing Lincoln, United Kingdom.
- A. P. Hassumani (1984), Some Problems of Administrative Law in India, Published by Asia Publishing House, Mumbai, India,.
- Christopher Forsyth, Mark Elliott, Swati Jhaveri (2010), *Effective Judicial Review: A Cornerstone of Good Governance* (Oxford University Press).
- Christopher N. May and Allan Ides (2004), Constitutional Law: National Power and Federalism (3rd Edition, Aspen Publishers).
- Elizabeth Giussani (2008), Constitutional and Administrative Law ,Sweet and Maxwell.
- Mahendra P. Singh (1989), Comparative Constitutional Law, Eastern Book Company.
- Neal Devins and Louis Fisher (2010), The Democratic Constitution , Oxford University Press.
- Sudhir Krishna Swamy (2009), Democracy and constitutionalism in India – A study of the Basic Structure Doctrine , Oxford University Press.
- Vikram David Amar, Mark Tushnet (2009), Global Perspectives on Constitutional Law, Oxford University Press,.
- Bharati on Constitutional Status of Fundamental Rights”, Vol. 26 (2) South Asian Studies 299-309 , July-December 2011.
- Anne Smith (2011), “Internationalization and Constitutional Borrowing in Drafting Bills of Rights” 60(4) International and Comparative Law Quarterly 867-894.
- Daryl Levinson and Richard H. Pildes (2006) “Separation of Parties, Not Powers” 119(8) Harvard Law Review. 2311-2386 .
- Daryl Levinson and Richard H. Pildes (2006), “Separation of Parties, Not Powers” 119(8) Harvard Law Review 2311-2386 .
- David Annoussamy (2011), “Who Governs India?” 14 (4) South Asia Politics 18-21.
- David King (2011), “Formalizing Local Constitutional Standards of Review and the Implications for Federalism” 97 (7) Virginia Law Review 1685-1726 .
- David Staruss (2011), “Do we Have a Living Constitution” 59 (4) Drake Law Review 973-984 .
- Devi Prasad Singh (2012), “Sovereignty, Judicial Review and Separation of Power”, 7(5) Supreme Court Cases J-13.
- G.N. Ray (2010), “Mass Media and Parliamentary Democracy” 31 (2) Press Council of India Review 1-10 .

A photograph of a handwritten signature in blue ink on a white background. The signature is stylized and appears to be 'R. N. Singh'.

EDUCATIONAL ADMINISTRATION
(MA/PA/4/DSC19)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course objectives

To acquire basic understanding about Principles of Educational Administration, its evolution as an independent discipline, educational policy in India with special reference to study of constitutional provisions, machinery of Educational Administration at Centre, State and District Level.

Learning Outcomes

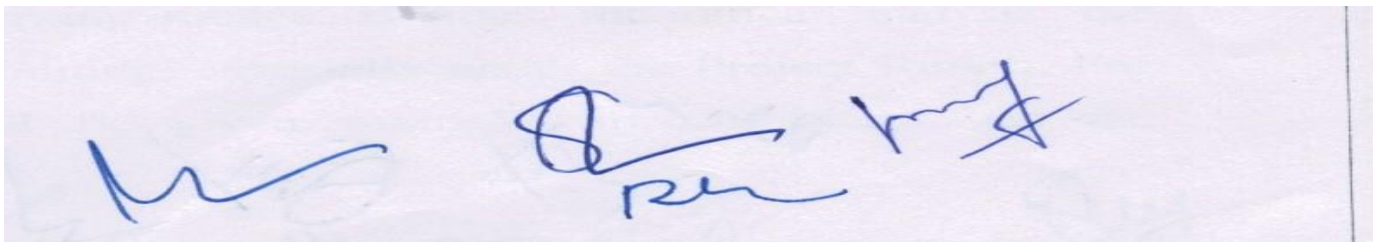
- An understanding of the theoretical issues pertaining Educational Administration
- Knowledge about Machinery for Educational Administration at Centre, State and District Level.
- Acquaintance with reforms in Educational Administration, particularly reforms in Examination System.

Unit-I: Educational Policy in India

- (a) Basic Concept: Meaning, Nature, Scope and principles of Educational Administration.
- (b) Evolution of Educational Administration as an independent discipline.
- (c) Educational Policy in India with special reference to study of Constitutional provisions.

Unit-II: Machinery for Educational Administration at the Central Level.

- (a) Machinery for Educational Administration at the Central Level.
- (b) University Grants Commission; Council All India Council of Teachers Education for Scientific and Industrial Research.
- (c) Indian Council of Social Sciences Research and AICTE.



- (d) National Council of Teachers Education (NCTE), National Council of Education Research and Training (NCERT), SCERT;

Unit-III: Machinery for Educational Administration at the State level.

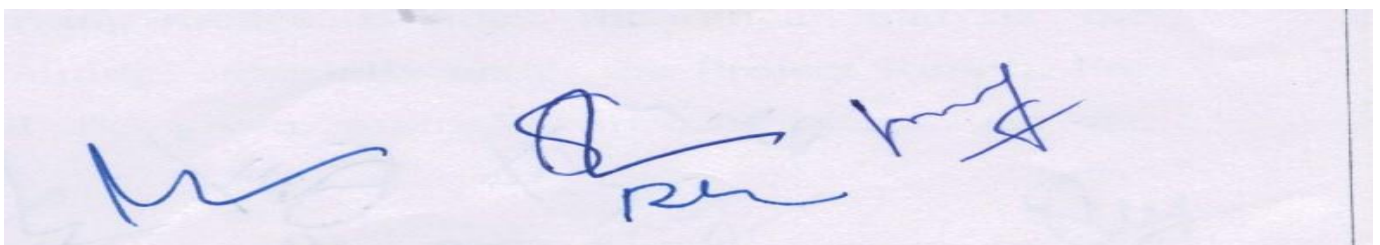
- (a) Machinery for Educational Administration at the State level.
(b) Composition, powers and functions of the State Departments and Directorates of Education and their inter-relationships.
(c) Composition of state Universities with special reference to the question of university autonomy and state control.

Unit-IV: Machinery for Educational Administration at the District Level

- (a) Machinery for Educational Administration at the District Level: Personnel System for Educational Administration.
(b) Educational administration and local self government institutions.
(c) Reforms in Educational Administration- A detailed study of the organizational and procedural reforms and reforms in the examination system.

RECOMMENDED READINGS:

- Atma Ram & K.D. Sharma (1995), National Policy on Education,,: Vikas Publishing House New Delhi.
- J.C. Aggarwal (1967), Educational Administration: School Organization and Supervision, Arya Book Depot, New Delhi.
- Jaganath Mohanty (1991); Educational Administration: Supervision and Finance, Takshila Cuttack.
- M. Singh (1991), (ed.), Some Problems of Higher Education in India, Amar Prakashan, Delhi.
- M. Sulochana (1991); Financial Management of Higher Education in India, Chugh, Allahabad.
- P. D. Shukla (1988), New Education Policy in India, Sterling Publishers, New Delhi.
- S. Nath (1984), Education: Style and Strategies, Mayur Prakashan, Bhubneswar.
- S.L. Goel and Aruna Goel (1995), Educational Policy and Administration, Deep & Deep, New Delhi,
- Gautam, N.C. (2005), Education Administration, Shree, New Delhi
- Goel, Aruna and Goel, S.L. (2009), Educational Administration and Management, Deep & Deep, New Delhi.

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W. D. H. A.

CORPORATE GOVERNANCE
(MA/PA/4/DSC20)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

This course will familiarize the students with the basic concepts of Corporate Governance, theories of Corporate Governance, Board structure and styles of Corporate Governance, role and responsibility of various stakeholders as well as codes and laws relating to Corporate Governance.

Learning Outcomes

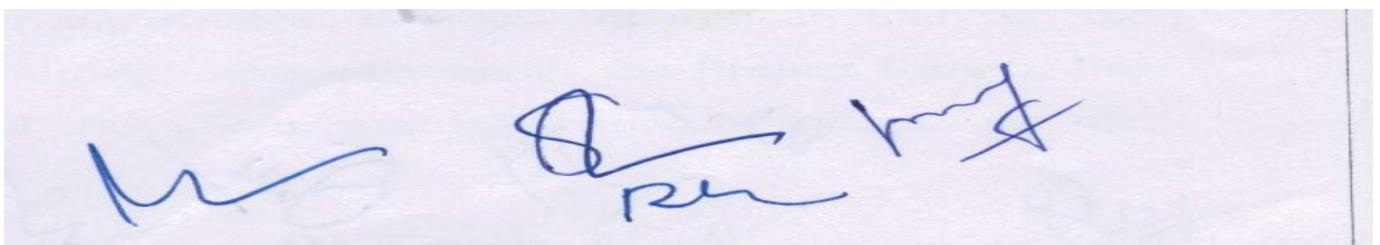
- Students will be able to know the concept and existing theories of Corporate Governance.
- Students will get the knowledge that what and which types of Board structure has been established for Corporate Governance.
- Students will adept with roles and responsibilities of various authorities responsible for running Corporate Governance.
- Students will understand the recommendation of various committees relating to Corporate Governance.

Unit-I: Introduction

- (a) Corporate Governance- An overview: Issues in Corporate Governance.
- (b) Definition of Corporate Governance.
- (c) Difference between Corporate Governance and Corporate Management.
- (d) Theories of Corporate Governance-Evolution of Corporate Governance.

Unit-II: Board Structure

- (a) Corporate Governance- Board Structures and Styles: Types of Board of Directors.



- (b) Types of Board Structures: The All Executive Board, The Majority Board, The Majority Outside Board, The Two-Tier Supervisory Board. The Advisory Board.
- (c) Issues in designing a Board.
- (d) Styles of Functioning of Board, Country Club Board and Professional Board.

Unit-III: Roles and Responsibility of competent Authorities.

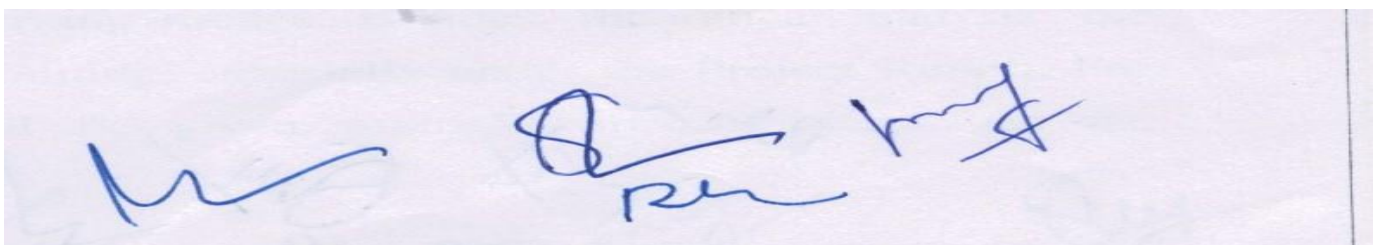
- (a) Corporate Governance- Roles and Responsibility of Board of Directors.
- (b) The Role of Board of Directors-Responsibility of Directors-Duties of Directors.
- (c) Role of Chairman- The Functions of Chairman.
- (d) Role of CEO-The Functions of CEO.
- (e) Functions of the Board-Committees of the Board: Audit Committee, Remuneration Committee, Nomination Committee.

Unit-IV: Committees on Corporate Governance

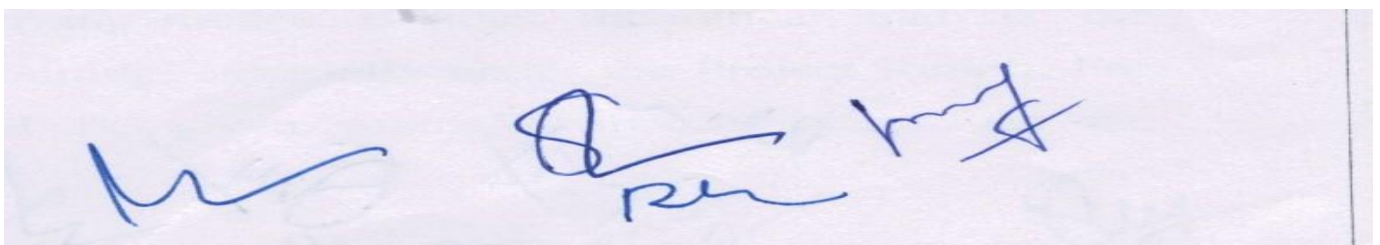
- (a) Corporate Governance-Codes and Laws. Self-Regulatory Codes.
- (b) Committees on Corporate Governance.
- (c) Cadbury Committee Report, Kumaramangalam Birla Report.
- (d) CII Report, OECD Committee.

RECOMMENDED READINGS:

- Arora Ramesh K and Saxsena Tanjul (2004), Corporate Governance: Issues and Perspective, Mangaldeep Publication, Jaipur
- P.S. Bajaj and Agarwal Raj (2004), Business Ethics: An Indian Perspective, Biztantra, New Delhi.
- Ahren, K.R. and A.K. Dittmar (2012), 'The Changing of the Boards: The Impact on Firm Valuation of Mandated Female Board Representation', *Quarterly Journal of Economics* 127
- Bebchuk, L.A. and M.S. Weisbach (2010), 'The State of Corporate Governance Research', *Review of Financial Studies* 23: 939
- Belcredi, M. and L. Enriques (2014), *Institutional Investor Activism in a Context of Concentrated Ownership and High Private Benefits of Control: The Case of Italy*, ECGI Working Paper Series in Law, Working Paper 225/2013
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- Cicon, J.E. et al. (2012), 'European Corporate Governance: A Thematic Analysis of National Codes of Governance', *European Financial Management* 18(4): 620
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- Gerard, Ronald (2000), Corporate Governance and Restructuring: Lessons from Transition Economies, World Bank Conference on Development Economics.
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- K. Gopal (1998), Emerging Trends in Corporate Governance, The Management Accountant, June.
- Kumar Mangalam (1999), Birla Committee Report by SEBI.
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- Soundarapandain, M. (2014), Corporate Social Responsibility and Sustainable Development Vol-I, Concept, New Delhi
- Soundarapandain, M. (2014), Corporate Social Responsibility and Sustainable Development Vol-II, Concept, New Delhi
- Fernando, AC (2012), Corporate Governance, Pearson, UP.
- Ram, Dhani (2015), CSR and Corporate Governance, Sonali, New Delhi.

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PUBLIC SERVICE DELIVERY AND CONSUMER PROTECTION
(MA/PA/4/DSC21)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

Public service delivery implies delivery of services by upgrading of the efficiency and effectiveness of the administrative machinery through the combination of ICT to deliver better, cost effective and speedy services to the citizen. Consumer Protection Act provides an opportunity to students to learn to protect consumer from fraud or unfair practices. The act provides a floor for consumer where one can file their complaint against the product. The aim of the course is to introduce major discourses on Public Service delivery with focus on consumer protection.

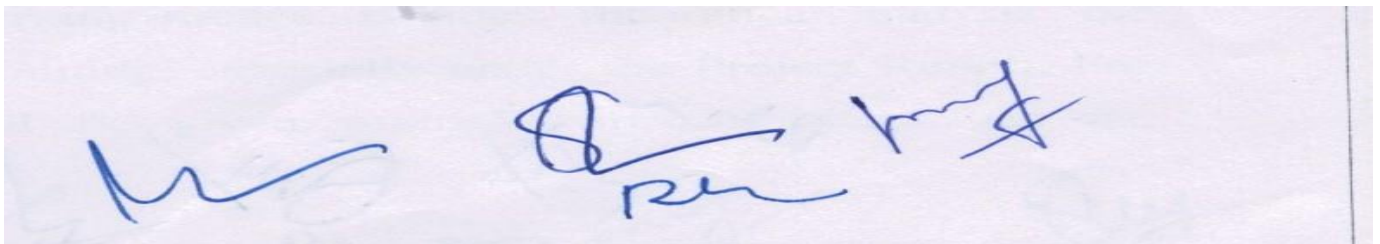
Learning Outcomes

- The students will gain knowledge about the administrative machinery for delivery Public services.
- The students gained the knowledge about the consumer movements in India and abroad.
- They will knowledge about the Consumer Grievance Redressal Machinery at National, State and District Level.
- They will well versed with various consumer protection Acts passed by the government for the welfare of consumers.

Unit-I: Concept

- (a) Public Service Delivery: Meaning, Concept and scope.
- (b) Importance of Public Service Delivery.
- (c) Challenges in Public Service Delivery.
- (d) Effectiveness of Public Service Delivery

Unit-II: Consumer Protection Act



- (a) Evolution of Consumer Protection Laws,
- (b) Consumer Protection Acts.
- (c) Basic Features and Limitations.
- (d) Consumer Protection Act, 2019.

Unit-III: Consumer Environment

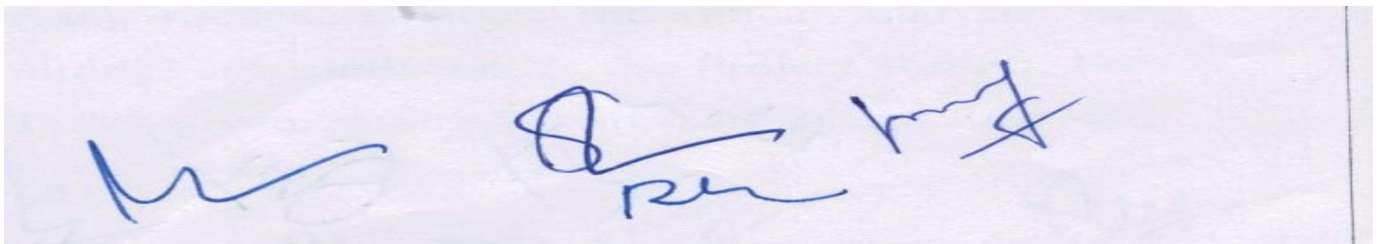
- (a) Consumer Movement in India: Origin, Growth, Features, Issues and Trends.
- (b) Consumer Environment. Consumer Rights.
- (c) Grievances Redressal, Alternative Role of NGOs in Grievances Redressal

Unit-IV: Litigation Forms

- (a) Public Interest Litigation,
- (b) National and State Commission,
- (c) District Consumer Dispute Redressal Forum.

RECOMMENDED READINGS:

- Avtar Singh, Upbhokta Sanrakshan, Sithant abm Parkria, Estran Book Company.
- Mohini Sethi, Premavathy Seetharaman (1994), Consumerism A Growing Concept.
- R.K. Dangia (1996), Consumer Protection Laws and Procedures, Allahabad Law Agency.
- Ramesh K. Arora, Anuja Gulati (1996), Consumer-Orientation Premises and Perspectives.
- Satya Sundaram (1985), Consumer Protection in India.
- Yoginder S. Verma and Chandrakant Sharma (1994), Consumerism in India.



PUBLIC SECTOR MANAGEMENT
(MA/PA/4/DSC22)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.
including the compulsory question. All questions carry equal marks.

Course Objectives

The Public sectors are created to achieve desired socio-economic changes in the society. This course gives an overview of structure and functioning of public Enterprises in India. It also enhances the understanding of the students regarding role played by Public Enterprises in developmental process.

Learning Outcomes

During this course, the learners are expected to understand:

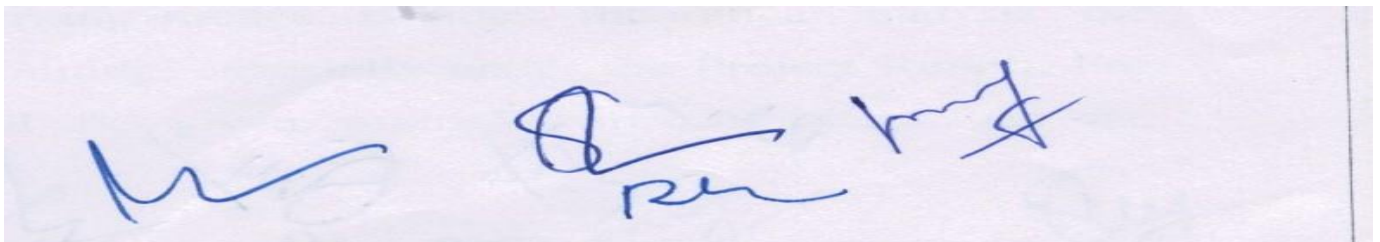
- Working of Public Enterprises in India with a specific reference to their role and functions.
- Various forms of Public Enterprises and their structural and behavioral aspects.
- Business ethics and corporate social responsibility.
- Various aspects of stress management and techniques of management.

Unit- I Introduction

- a) Public Enterprises: Meaning, Nature and Types.
- b) Growth and Environment of Public Enterprises.
- c) Rationale and Objectives of Government's Policy Towards Public Enterprises.

Unit-II Structure of Public Enterprises

- (a) Role of Public Sector in India
- (b) Various forms of Organization



- (c) Public Corporation; Public Company; Department- Forms, Types and Structure.
- (d) The Board of Directors – its Constitution and Functions.

Unit-III Personnel Policies of Public Enterprises

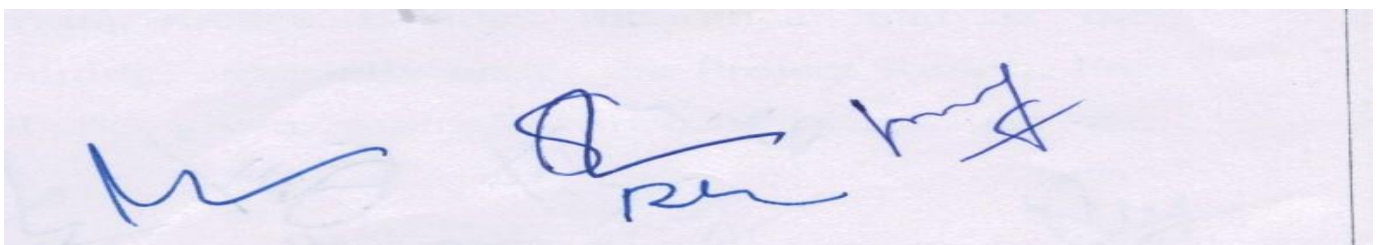
- a) Industrial Relations and Worker's Participation in Management.
- b) Personnel Management-Recruitment and Training. Performance Evaluation.
- c) Privatization of Public Enterprises.
- d) Performance Appraisal: Meaning, Methods and Techniques.

Unit-IV Emerging Issues

- a) Stress Management: Meaning, Features, Types & Causes;
- b) Corporate Governance Act – 2013
- c) Business Ethics and Corporate Responsibility;
- d) Public Enterprises: Meaning, Features, Types & Causes;
- e) Time Management- Features, Causes & Techniques of Public Enterprises;

RECOMMENDED READINGS:

- R. K. Singla: Business Management, V.K. Globle Publications Pvt. Ltd., 4323/3 Ansari Road, Darya Ganj, New Delhi-110002
- A. Ghosh: Indian Economy – its Nature and Problems, Calcutta: The World Press Pvt.
- Dutt and Sundharam (2004): Indian Economy, Delhi: S. Chand & Co.
- B.L. Mathur (1990), Economic Policy and Administration (Hindi), Jaipur: RBSA Publishers, SMS Highway.
- C. B. Mamoria & S. V. Gankar: Human Resource Management, Himalaya Publishing House, Ramdoot, Dr. Bhalerao Marg, Girgaon, Mumbai-400004.(Branch Office: Pooja Appartments', 4-B, Murari Lal Street, Ansari Road, Darya Ganj, New Delhi-110002
- V.V. Ramanadhan (1984) (ed.), Public Enterprises and Developing World, London: Groom Helm.
- A.H. Hansen(1972): Public Enterprises and Economic Development, London: Routledge and Kegan.
- Laxmi Narain: Principles and Practice of Public Enterprises Management, New Delhi: S.Chand & Co.
- S.C. Kuchhal (1987): The Industrial Economy of India. Agra: Chitanya Pub. House.
- Prahlad Kumar Basu (1982), Public Enterprises: Policy Performance and Professionalism, New Delhi, Allied.



DISASTER MANAGEMENT TECHNIQUE
(MA/PA/2/SEC1)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives:

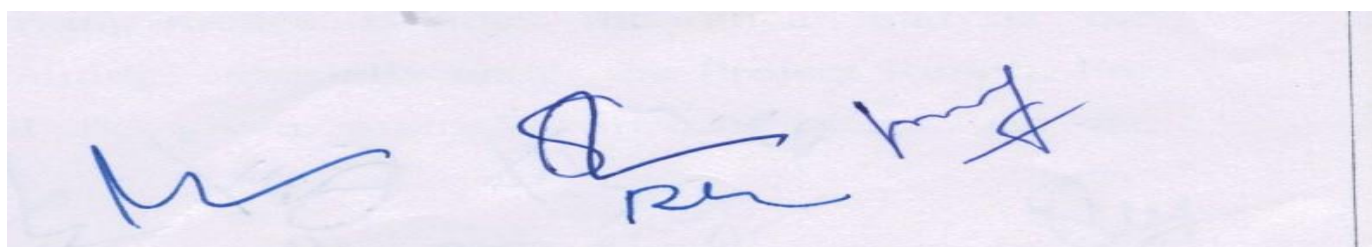
India is amongst the nation most vulnerable to natural hazard. The unique sub-continental dimensions, geo graphical position and the behavior f mansoon make India among the most hazard prone countries in the world. It is highly vulnerable to droughts, floods, cyclones and earth quakes besides landslides, avalanches and bush fires which occur in Himalayan region. The main objective of the course is to make students understand the social, economic and health consequences of varying magnitudes of Disaster and make them aware about increasing dangers to the national environment posed by natural hazards and their effect on economic development of nation.

Learning Outcomes

- The students will acquire an understanding about disaster and its various aspects.
- Students will acquire knowledge how to manage the disaster in India.
- They will get knowledge regarding the Disaster Management in Mountainous Regions, Disaster Management in Reverine Regions, and Disaster Management in Coastal Regions.
- They will well verse with the role and responsibilities of disaster manager and will become eligible to discharge this role.
- The students will acquire knowledge about the social, economic and psychological effects of Disaster on Society and methods of mitigating them.

Unit-I: Conceptual constructs

- (a) Disaster – concept and dimensions.
- (b) Natural Disasters – Earthquakes, Volcanic Eruptions, Floods, Cyclones Climate Change.
- (c) Man-made Disasters – Anthropogenic , Soil Degradation, Desertification and Deforestation



Unit-II: Disaster Management in India

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

Unit III: Application of Science and Technology for Disaster Management

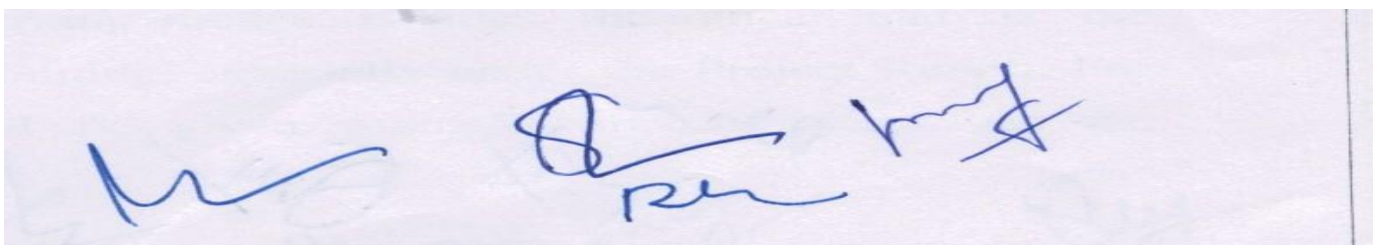
- (a) Role of Geo- informatics/ Information and Communication Technology Systems in Disaster Management (Remote Sensing, GIS and GPS).
- (b) Disaster Communication System (Early Warning and its Dissemination).
- (c) Land Use Planning and Development Regulation

Unit IV: Disaster Risk Reduction

- (a) Sustainable Development.
- (b) Inter-state and International Cooperation for Disaster Management.
- (c) Role of NGOs and Army in Disaster Management and Disaster Management Training

RECOMMENDED READINGS:

- Asian Development Bank (1991) Disaster Mitigation in Asia and the Pacific. ADB: Manila Dhawan, Nidhi Gauba and Khan, Ambrina Sardar (2012) Disaster Management and Preparedness. CBS Publications: New Delhi
- Govt. of India/UNDP(2002-07)Disaster Risk Management Programme (2002-07): CommUnity Based Disaster Preparedness and Risk Reduction through Participation of Committees and Local Self Governments. Available at: www.ndmindia.nic.in/EQProjects/goiundp2.0.pdf
- Kumar, Rajesh (2018) E-Governance and Disaster Management. GenNext Publications: New Delhi
- Monappa, K C (2004) Disaster Preparedness. Akshay Public Agencies: New Delhi
- Narayan, B (2009) Disaster Management. APH Publishing Corporation: New Delhi
- Nayak, Shailesh abd Siri Zlatanova (Eds.) (2008) Remote Sensing and GIS Technologies for Monitoring and Prediction of Disasters. Springer: Berlin
- Palanivel, K; Saravanavel, J; and Gunasekaran, S (2015) Disaster Management. Allied Publishers: New Delhi
- Pine, John (2018) Technology and Emergency Management (2ndEdition).Wiley: Hoboken Prince, T Y (1994) Environmental NGOs in World Politics. Routledge: London
- Sahni,P ; Ariyabandu, Mand Malagoda, M(2003) Disaster Risk Reduction in South Asia. Prentice Hall: NewDelhi



- Satendra, and Sharma, V K (2004) Sustainable Rural Development for Disaster Management. Concept Publishing Company: New Delhi
- Sharma, Vinod K (2013) Disaster Management (2nd Edition). Medtech: New Delhi
- Shaw, Rajab and Yukihiko, Oikawa (Eds.) (2014) Education for Sustainable Development and Disaster Risk Reduction. Springer: Japan
- Subramanian, R (2018) Disaster Management (1st Edition). Vikas Publishing House: New Delhi
- Pandey, Rajender Kumar (2020), Disaster Management in India, Sage, New Delhi.

**ADMINISTRATION OF NON GOVERNMENTAL ORGANIZATIONS
(MA/PA/2/SEC2)**

**Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.**

**Marks: 100
Theory: 70; IA: 30**

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

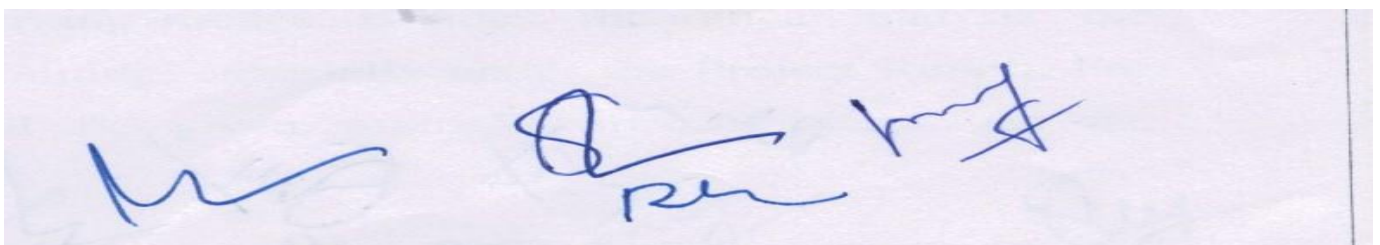
Course Objectives

This course is designed to understand the theoretical conceptualization of the NGO and the NGO Sector in the framework of a developing economy and society. At the end of the course, the student will have an understanding of the commonly adopted organizational forms and governance structures pertaining to NGOs; issues of governance, capacity building and accountability; funding sources, making grant applications and project proposals; and also gain an understanding of the NGO Government interface and its impact on the working of NGOs.

Learning Outcomes:

While pursuing this paper, the students are expected to learn:

- To understand the concept, theory and practice of the NGOs.
- To get acquaintance with working and process of the NGOs in India.



- To know the implications of the monitoring and accountability of the NGOs.
- To review the dynamics of the NGOs management.

Unit-I: Conceptual Understanding

- (a) Voluntarism, Charity, Philanthropy and Voluntary Action.
- (b) Voluntary Organizations: Meaning, Types, Roles, Functions, Features, Advantages over Governmental Organizations.
- (c) History of Voluntary Organizations in India.
- (d) Government Policy on Voluntary Action during Five Year Plans.

Unit-II: Role and functions of Governmental Organizations

- (a) Promotion of Voluntary Initiatives: NITI Ayog, Government-NGOs partnership .
- (b) Central Social Welfare Board; State Social Welfare Advisory Board.
- (c) CAPART (Council for Advancement of Peoples' Action & Rural Technology).
- (d) Union Ministry of Social Justice and Empowerment.

Unit-III: Personnel Management

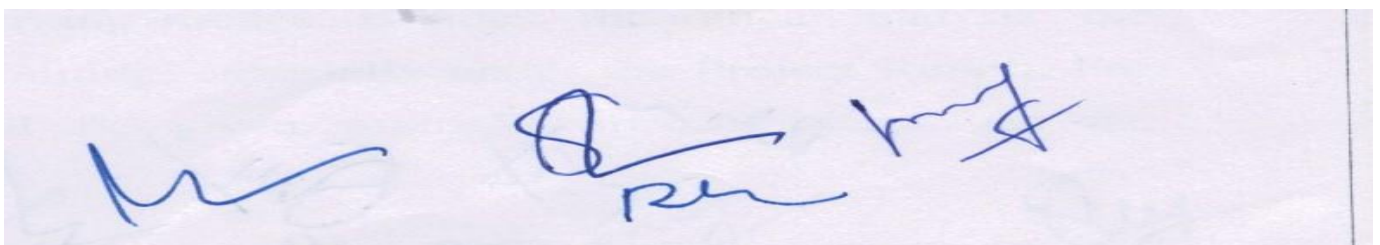
- (a) Recruitment and Salary.
- (b) Training and Promotion.
- (c) Partnership and Networking of NGOs with Beneficiaries, Donors.
- (d) Business Houses, Media and Government.

Unit-IV: Funding Patterns and Sources

- (a) Internal, External, Fees and Voluntary Contribution by Community.
- (b) Grants-in-aid: Objectives, Types, Principles, Conditions, Procedures.
- (c) Issues of Accountability, Autonomy Ethics.
- (d) Capacity Building and responsiveness.

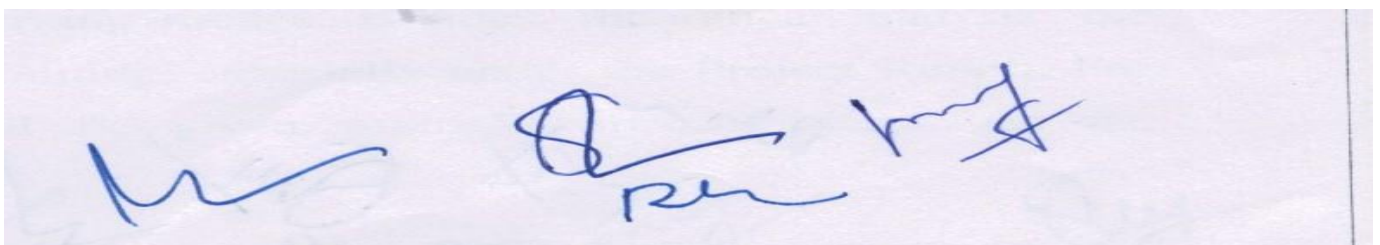
RECOMMENDED READINGS:

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- The Indian Journal of Public Administration, Quarterly Journal of Indian Institute of Public Administration, special number on, "Voluntary organizations and developments: their role and function, July- Sept. 1987, Vol. 33, Issue 3.
- Bava, N (Ed.) (1997) Non-Government Organisations in Development: Theory and Practice. Kanishka Publishers: New Delhi
- Dantwala, M L; Sethi, Harsh and Pravin Visaria (Eds.) (1998) Social Change Through

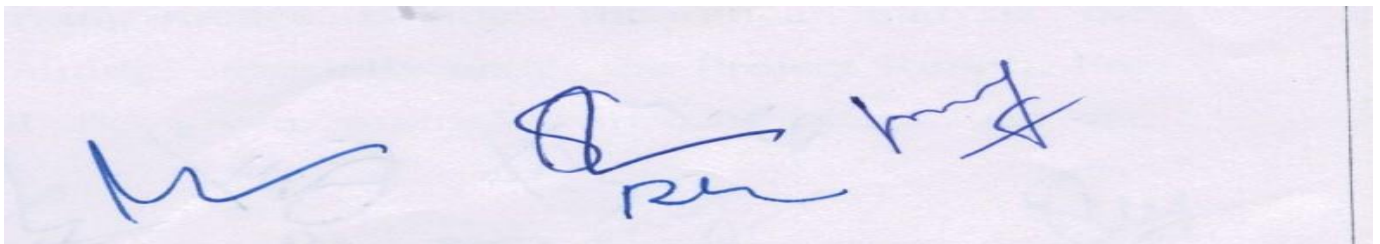


Voluntary Action. Sage Publications: New Delhi

- Gangrade, K D and Jain S (1995) NGOs: Retrospect and Prospect. Friedrich Ebert Stiftung: New Delhi
- Government of India (1994) An Action Plan to bring about Collaborative Relationship between Voluntary Organizations and Government. CAPART, Government of India: New Delhi (Available at: <http://pcserver.nic.in/ngo/reports.aspx>)
- Government of India (2007) Report of the Steering Committee on Voluntary Sector for the Eleventh Five-Year Plan. Planning Commission: New Delhi
- Jain, N (2009) Handbook for NGOs: An Encyclopaedia for Non-Governmental Organisations and Voluntary Agencies, (I & II). Nabhi Publications: New Delhi
- Jain, R B (1995) NGOs in Development Perspective. Vivek Prakashan: New Delhi
- Kalima, R. (1992). Where Women are Leaders: The Sewa Movement in India. Vistaar Publications: New Delhi
- Planning Commission (2002) Report of the Steering Committee on Voluntary Sector for the Tenth Five-Year Plan: Government of India, Planning Commission: New Delhi (Available at: <http://pcserver.nic.in/ngo/reports.aspx>)
- Barry Dym and Harry Hutson (2005), Leadership in Nonprofit Organisation, Sage Publications India,.
- Citizen's Report on Governance and Development 2007, Sage, 2007.
- Femida Handy, Meenaz Kassam, Suzanne Feeney, Bhagyashree Ranade (2006), Grass-Roots NGOs by Women for Women, Sage.
- Goel, S.L., Kumar R (2004), Administration and Management of NGOs: Text and Case Studies, Deep & Deep Publications,.
- Mary H Kaldor, Marlies Glasius (2007), Global Civil Society, Sage.
- Michael Norton and Murray Culshaw (2000), Getting Started in Fundraising, Sage.
- N Jayaram (2005), On Civil Society Sage.
- Patricia W Murphy and James V Cunningham (2003), Organizing for Community Controlled Development, Sage Publications.
- Rajesh Tandon and Ranjita Mohanty (2003), Does Civil Society Matter,? Sage Publications India,.
- Rajeev Bhargava, Helmut Reifeld (2005), Civil Society, Public Sphere and Citizenship, sage.
- Rajkumar Siwach (2004), NGOs and Social Welfare, Shankar Publishers, New Delhi,.
- S.L. Goel, R. Kumar (2005), Administration and Management of NGOs, Deep & Deep Publications, New Delhi,.
- T K Oommen (2004), Nation, Civil Society and Social Movements, Sage Publications India,.
- Indian Red Cross <http://www.indianredcross.org/>
- Mohanty M and Singh A (Eds.) Voluntarism and Government: Policy, Programme and Assistance: Voluntary Action Network India (VANI) <http://pcserver.nic.in/ngo/reports.aspx>
- Planning Commission. (2002) Proceedings of the All India Conference on the Role of the Voluntary Sector in National Development. <http://pcserver.nic.in/ngo/reports.aspx>

A photograph of a handwritten signature in blue ink on a white background. The signature is stylized and appears to be a name, possibly 'Rajesh Tandon' or similar, written in a cursive script. The ink is a vibrant blue, and the background is a plain, light-colored surface.

- Self Employed Women's Association <http://www.sewa.org/>
- Voluntary Action Network India. www.Vaniindia.org. (VANI)
- Voluntary Organisations Database and Reports <http://pcserver.nic.in/ngo/>

A handwritten signature in blue ink on a white background. The signature is stylized and appears to be 'M. S. Kumar'.

DIGITAL GOVERNANCE
(MA/PA/2/SEC3)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

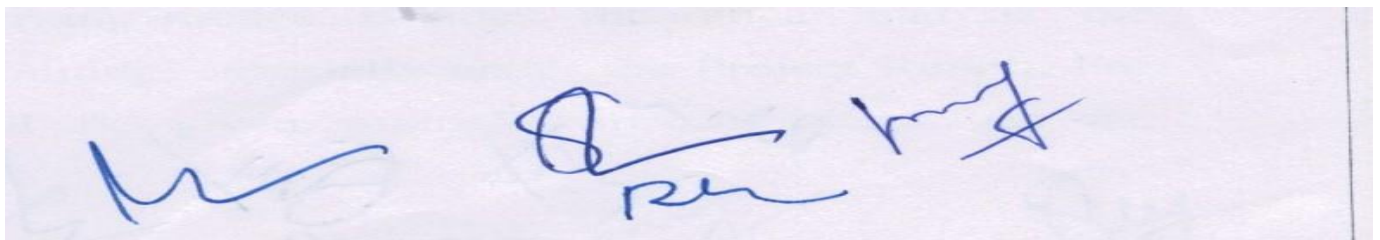
This course stresses on basic understanding of the students about Digital Governance, both in theoretical as well as practical perspectives. For this, they will be taught theories and models of Digital Governance and problems encountered by the public servants while designing and implementing the digital technologies for improving the delivery of public services. They will also learn the drivers and barriers of digital governance including privacy, security and data uncertainties.

Learning outcomes

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

Unit – I :Conceptual constructs, Theories and Models:

- a) Concepts, scope and Significance, Difference between e-Governance and Digital Governance and digital transformation continuum.
- b) Theories of e-Governance / Digital Governance.
- c) Models of e-Governance/ Digital Governance(The General Information Dissemination Model. The Critical Information Dissemination Model, the Advocacy Model, the Interactive Model).
- d) Growth of e-Governance initiatives in India- Pre -National e-Governance Plan and Post NeGP (NeGP 2006). e-Governance Initiatives in the area of Government to Citizens (G2C), Government to Business (G2B) and Government to Government G2G)



Unit – II Digital Technologies

- a) User-centered practices of Digital Technologies- opportunities, challenges and role in improving public services delivery and public policies
- b) Issues and challenges : Digital Divide, Privacy and cyber Security, capacity building.
- c) Government Process Reengineering: concept, application and problems
- d) Social Media Platforms: problems of control, misinformation and disinformation

Unit III: Legal Framework

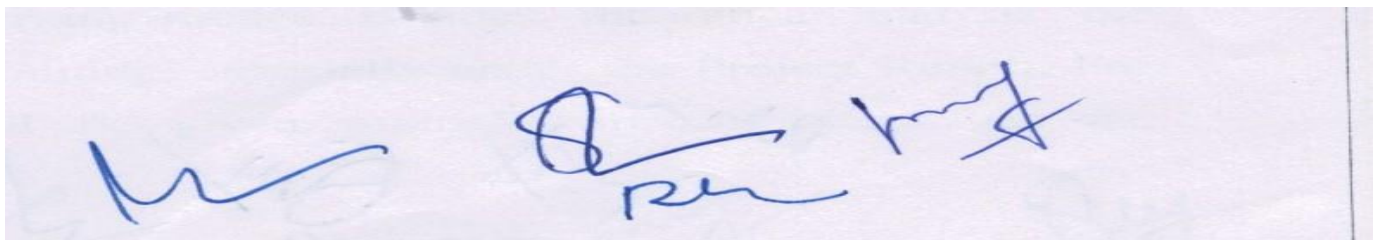
- a) IT Act, 2000: Features, procedure and implementation
- b) Machinery for implementation of the IT Act,2000: Barriers and implications
- c) The Information Technology(Intermediary Guidelines and Digital Media Ethics Code), Rules 2021
- d) Recommendations to reform legal framework

Unit IV: Digital and Data Skills

- a) Competency framework to acquire Digital Skills: Prospects and Issues
- b) Harms and Barriers of Data and digital skills, Data Ethics, audit and oversight
- c) Digital Openness: modern working methods,
- d) Democracy, information, social media platforms, drivers and barriers of open Digital Governance

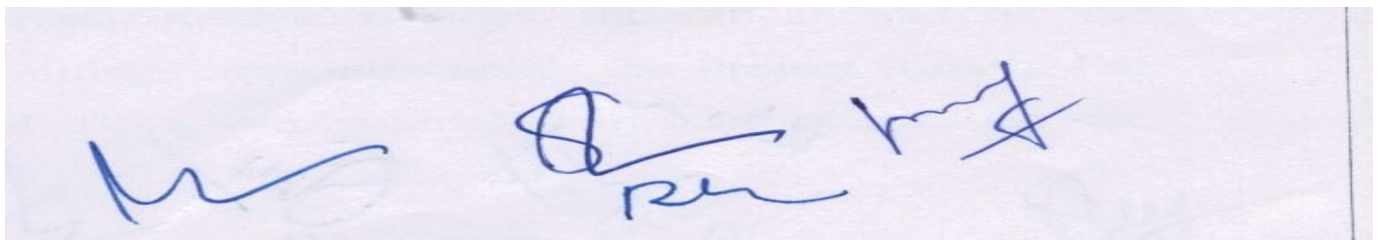
RECOMMENDED READINGS:

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- KV, Sunu (2018), Digital Governance, Global Vision, New Delhi.
- Jeremy Swinfen Green, Stephen Daniels (2019), Digital Governance: Leading and Thriving in a world of fast-changing technologies, Routledge, UK
- Anttiroiko, Ari-veikko and Malkia, Matti (2006) Encyclopedia of Digital Governance. IGI Global Publications: Pennsylvania, USA.
- Bellamy, Christine and John, Taylor (1998) Governing in the Information Age. Open University Press: Buckingham
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Era Governance – IT Corporations, the State and e-Governments Oxford University Press: Oxford

- Fang, Z (2002) e-Government in Digital Era: Concept, Practice and Development. International Journal of the Computer, the Internet and Information, Vol. 10, No. 2, pp. 1- 22
- Gosling, P. (1997) Government in the Digital Age. Bowerdean Publishing Co Ltd
- Heeks, Richard (2006) Implementing and Managing e-Government: An International text. Sage: London
- Jones, S. G. (Ed.)(1995) Cyber Society, Computer mediated communication and Community. Sage: Thousand Oaks CA
- Kooiman, J. (Ed.) (1993) Modern Governance: New Government – Society Interactions. Sage: London Layne, K. and Lee J. (2001) Developing Fully Functional e-Government: A Four Stage Model.
- Karen Layne and Jungwoo Lee, Government Information Quarterly, 18(2001), pp. 122-36. Elsevier: Manchester UK
- Marchionini, G. (1995) Information Seeking in Electronic Environments. The Press Syndicate of the University of Cambridge: New York
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- Pardhasaradhi, Y. (2009) E-Governance and Indian Society, Kanishka: New Delhi
- Raab, C. Bellamy; C. Staylor, J. ; Dutton, W. H. and Peltu, M. (1996) The information polity: electronic democracy, privacy and surveillance, in W.H. Dutton (Ed.) Information and Communication Technologies; Visions and Realities. Oxford University Press: Oxford
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- Sodhi, Inderjeet Singh (2015) Trends, Prospects and Challenges in Asian EGovernance. IGI Global: Hershey, PA, USA
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- Sodhi, Inderjeet Singh (2017) E-Governance in India. University Book House: Jaipur
- Tubtimhin, J (2009) Global e-Governance: Advancing e-Governance through Innovation and Leadership. IOS Press: Amsterdam
- ‘E-Government Act of 2002; http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_Public_laws&docid=f:publ347.107.pdf
- ‘e-Procurement’; by Rajkumar; Compendium of e-Governance Initiatives in India
- ‘G2B Services: Key Learnings from MCA 21’; Ministry of Corporate Affairs;
- ; http://www.eindia.net.in/egov/presentation/Day_3/Session_2/YS_Malik.pdf
- ‘Minimum Agenda for e-Governance in the Central Government’; <http://darpg.nic.in/arpq>

A photograph of a handwritten signature in blue ink on a white background. The signature is stylized and appears to be a name, possibly 'Rajkumar', written in a cursive script. The ink is a vibrant blue color, and the background is a plain, light-colored surface.

- website/ReformInitiatives/eGovernance/IndianExperience/EgovExp73.doc
- Paragraph 83, Report of the Working Group on Convergence and E-Governance for The Tenth Five Year Plan (2002-2007), Planning Commission, November, 2001 Source: <http://go.worldbank>
- Bhatnagar, Subhash: One Stop Shop for Electronic Delivery of Services: Role of Public Private Partnership
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- What Is Digital Governance? - Digital Governance <https://digitalgovernance.com/dgblog/what-is-digital-governance/>
- Digital Government 2018 <https://digital-government.co.uk/>
- Building a Digital Governance Program – isaca <https://www.isaca.org/>
- Digital India Portal <https://digitalindiaportal.co.in/>
- Digital India <https://www.digitizeindia.gov.in/> Digital India Learning Portal <https://lms.negd.in/>
- Digital Transformation India 2018 - Forrester <https://events.forrester.com/ehome/dtindia2018>
- A Study Impact of 'Digital India 'in 'Make in India' Program in IT & BPM ... www.academia.edu/...
- IT Digital Transformation | Make Your Strategy a Reality | gartner.com www.gartner.com/DigitalBusiness.

A handwritten signature in blue ink, consisting of a stylized, cursive script. The signature is written on a white background and appears to be a personal name, possibly 'Ravi Kumar' or similar, though it is difficult to decipher due to its cursive nature.

**COMPUTER APPLICATIONS IN PUBLIC ADMINISTRATION
(MA/PA/3/SEC4)**

**Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.**

**Marks: 100
Theory: 70; IA: 30**

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

This course will familiarize the students with meaning, nature, need, role and evolution of Management Information System. This course focuses on use of computer as well as operating system of computer. This course throws light on application of computer in Public Administration in its various aspects.

Learning Outcomes

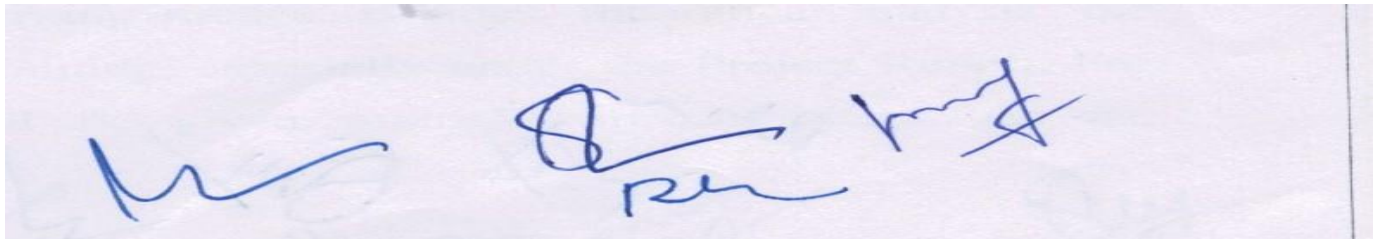
- Students will be able in knowing the Management Information System.
- Students will get the knowledge about use of computer alongwith brief description of various components.
- Students will adept with the operating system as well as functions and types of operating system.
- Students will understand the application of computer in Public Administration.

Unit-I: Management Information System

- (a) Meaning, Nature, Need, Role, Evolution of Management Information System.
- (b) Components of MIS with special emphasis in Reporting System, Data Organization.
- (c) Concept of Data Base. Data and Data Processing Operation, Data Base vs. Information System.
- (d) Role of Computer Technology in Development and Maintenance of MIS.

Unit-II: Use of Computer

- (a) Introduction to Computers: A General Model of Computer System.
- (b) Brief description of Various Components; Input/Output Devices.
- (c) Types of Auxiliary Storage, Data Storage on different types of Media, Classification of Software.



(d) Problems Solving on Computers; Steps in Problem Solving on Computers.

Unit-III: Operating System

(a) Introduction to Operating System.

(b) Functions of an Operating System; Types of Operating System.

(c) Introduction to MS-windows.

(d) Introduction to Word Processing, Word Processing Concepts; General Characteristics of Word Processing Packages; VISTA.

Unit-IV: Computer Applications

(a) Introduction to Spread Sheet: Data Organization Concepts; Using MS-Excel.

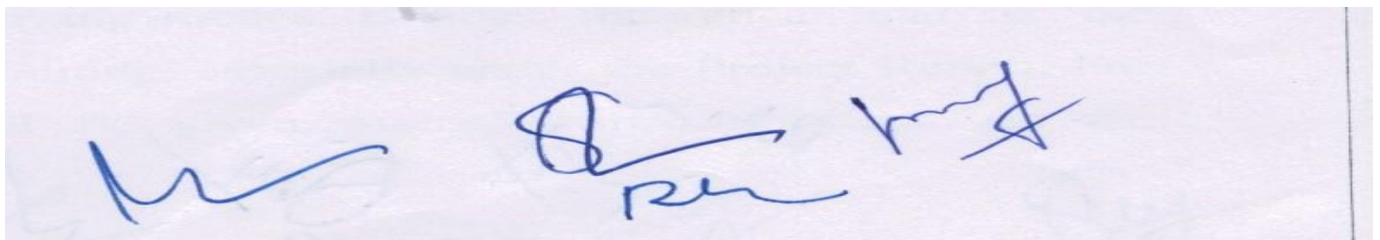
(b) Data Organization Concepts, Graphs & Charts, Various Types of Functions like Statistical, Mathematical & Financial Function etc.

(c) Creating Spread-Sheets on the basis of Simple Formulas.

(d) Computer Application in Public Administration.

RECOMMENDED READINGS:

- Gear, C. Williams, Computer Organization and Programming with an Emphasis on Personal Computer (IV Ed.), New York, McGraw Hill, 1986.
- Narasimha Karumanchi (2016), Data Structures And Algorithms Made Easy: Data Structures And Algorithmic Puzzles, Careermonk Publications.
- Herbert Schildt (2020), Java The Complete Reference - Eleventh Edition, McGraw Hill
- Arihant Express (2016), Computer Awareness, Arihant Publication
- Lokesh Lalwani (2019), Excel 2019 All-In-One, BPB Publications
- Andrea Chiarelli (2020), Exploring Web Components: Build Reusable Ui Web Components With Standard Technologies, BPB Publications
- Murdic, Ross (2018), Management Information System, Prentice Hall of India.
- P.K. Sinha (2017), Computer Fundamentals, BPB, 3rd Ed.
- Narayana, D (2020), Basic Computational Techniques for Data Analysis, Sage, New Delhi.



PUBLIC OFFICE ORGANIZATION AND MANAGEMENT
(MA/PA/3/SEC5)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course objective

The basic aim of this course is to develop conceptual understanding among the students about working and role of public offices. They are expected to learn the nuts and the bolts of the public office management with regard to management techniques, basic steps of management, noting and file operations. They shall also be taught the organization and methods of working practiced in by the public offices.

Learning Outcomes

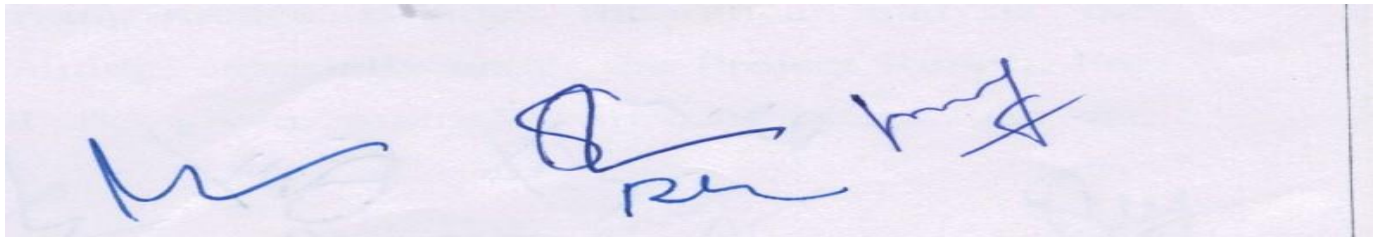
- To acquaint with basic working styles and methods adopted by the public offices.
- To develop understanding among the learns about operation and effective modus operandi adopted by the public offices.
- To know different management techniques and their uses in the public offices.
- To familiarize with principles, methods, techniques and practices of organization.

Unit -I: Development in Organization

- (a) Ideas, working and major Landmarks prevalent in the public office organization.
- (b) Scientific Management-F.W. Taylor.
- (c) Organization Theories: Impact of Technology on Organization-New Challenges.
- (d) Information Technology and transformation of public sector.

Unit -II: Management Techniques

- (a) Management Techniques-Work and Method Study, its Development.
- (b) Basic Steps in Works Study- Select, Record, Examine, Develop, Install and Maintain. Time and Motion Study- the process of Measurement.



- (c) Statistical Techniques: Collection of Data, Classification, Tables Preparation, Graph, Forms Design, Record Management.

Unit -III: Office Management

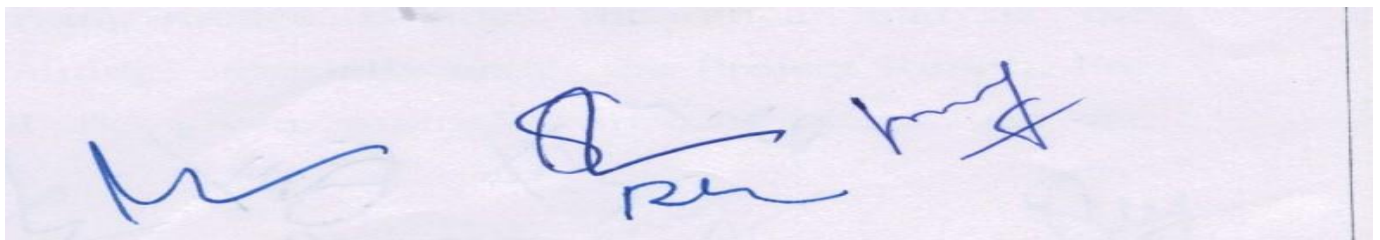
- (a) Office Management: Layout, General Principles of Office Organization.
(b) Section, Co-ordination between the Office Equipment and Mechanization.
(c) Automation, Organization Reception. Office Etiquettes and Behaviour. Elementary Office Procedure. Rules of Business.
(d) Handing of Dak, Diary Maintenance. Indexing, Referencing. Flagging Papers.

Unit -IV: Office Procedure

- (a) Advance Office Procedure. Noting with Precedent, Examination of Rules, Draft Preparation, Handling of Confidential Papers.
(b) Handling of Parliamentary Legislation Questions. Dealing with Petitions from Public.
(c) Public Concerns: Dealing with Grassroots bureaucracy.
(d) Public Relations. Field Study-Practical Visit of Office-Technique Observation: Report Writing.

RECOMMENDED READINGS:

- C.T.I. Barned, Organization and Management Harvard Cambridge, Mass.
- G.C. Close Wiley, Work Improvement, N.Y.C.
- G. Nadler, Work Simplification, Washington University, Louis.
- H.O. Dovey, Hand Book of Organizations and Methods Techniques, I.I.A.S. Brusses.
- J.A.A., Work Simplification Method.
- R.M. Brobes, M.A. Willey: Work Method Manual.
- Mills and Standing Ford, Office Organisation and Method.
- Mail and Standing ford, Office Administration.
- N.K. Panda, Work Study in Administration.
- Neuner and Haney, Office Management: Principles and Practices.
- Work Simplification Public –Administration Service, Chicago, Illinois.



SOCIAL AUDIT
(MA/PA/3/SEC6)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

This course will familiarize the students with the basic concepts of Social Audit and application of Social Audit. This course throws light on fostering community engagement and social responsibility and the process of the Social Audit to execute MGNREGA at the village level.

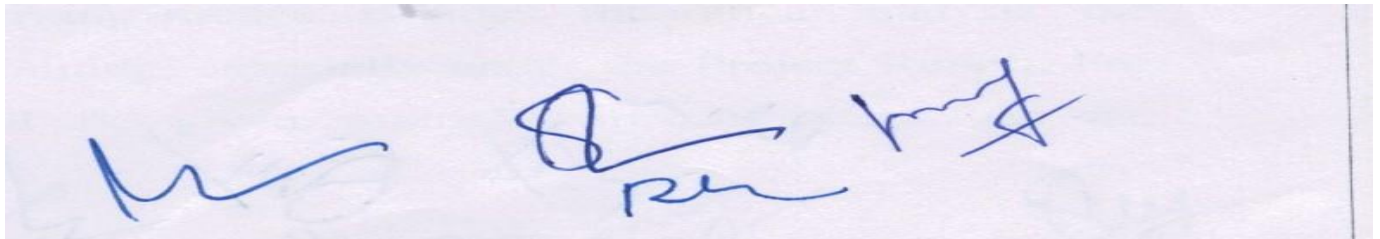
Learning Outcomes

- Students will be able in knowing the conceptual constructs relating to Social Audit,
- Students will get the knowledge about application of Social Audit in various fields.
- Students will adept with Fostering Community Engagement and Social Responsibility.
- Students will understand the Transparency and Accountability through Social Audit in MGNREGA.

Unit – I: Conceptual Constructs

- (a) Concept, Meaning, objectives, Types, process and principles of Social Audit
- (b) Benefits of Social Audit for Government Departments. Disadvantages of Social Audit.
Developing a frame work for regulation of Social Audit.
- (c) History of Social Audit in India. Importance of Public hearing (Jan Sunwai) with special reference to the Mazdoor Kisan Shakti Sangthan in Rajasthan.
- (d) Social Audit, Social Capital, Corporate Social Responsibility and Social Audit Regulations in the NGO sector.

Unit – II: Application of Social Audit:



- (a) Toolkits of Social Audit: Steps, Indicators, Purposes and Identification of Stakeholders.
- (b) Social Audit Report validation, submission and audit rules. Preparing report on social audit with special reference to Gram Sabha and Gram Panchayats in Haryana.
- (c) Social Audit in Schools: Role of School Management Committees and their relationship with teaching staff, Principal, students and local community.
- (d) Social Media platform (WhatsApp, Facebook and LinkedIn etc) Role in Social Audit, Crowd sourcing and role of ICT in Co-production of Public Service Values.

Unit-III: Fostering Community Engagement and Social Responsibility.

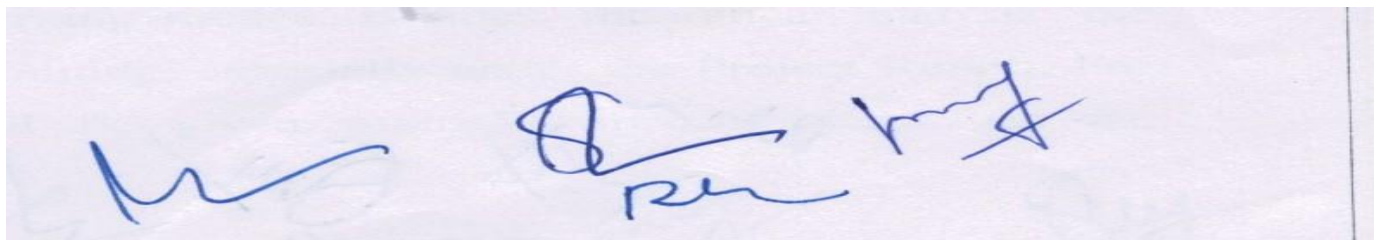
- (a) Meaning of Community Engagement and Social Responsibility
- (b) Principles and forms of Community Engagement and Social Responsibility.
- (c) Operational Guidelines for Fostering Community Engagement and Social Responsibility in Higher Education Institution in India
- (d) Social Justice, Inclusive Development and participation of people in Governance process

Unit-IV: Transparency and Accountability through Social Audit in MGNREGA

- (a) Rationale of Transparency and Accountability, Social Audit Unit and Social Audit Process under MGNREGA.
- (b) Roles and Responsibilities of functionaries at village level, block level and district level.
- (c) Vigilance and Monitoring at local, district and state level.
- (d) Transparency and Proactive Disclosure, RTI Act, 2005, Citizen Charters and Grievance Redressal mechanism with special reference to the appointment of Ombudsmen

RECOMMENDED READINGS:

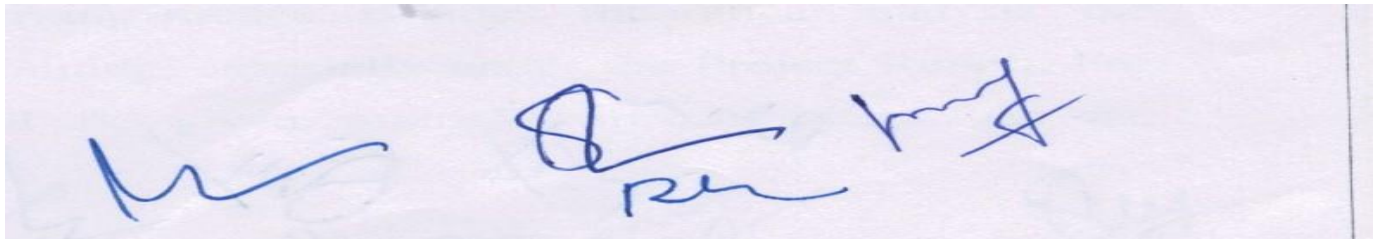
- Aggarwal, Nomita (Ed.) (2003) Social Auditing of Environmental Laws in India. New Century Publications: New Delhi
- Eavani, Farzad; Nazari, Kamran and Emami, Mostafa (2012) Social Audit: From Theory to Practice. Journal of Applied Sciences Research, 8(2), Pp. 1174-1179
- Rahim, Mia; Mahmudur, Idowu and Samuel, O (2015) Social Audit Regulation Development, Challenges and Opportunities. Springer: Switzerland
- Saunders, Peter (1995) Capitalism: A Social Audit (Concept in Social Thought) University of Minnesota Press: Minnesota
- Brief History of Social Accounting and Audit - The Social Audit Network www.socialauditnetwork.org.uk/getting.../brief-history-social-accounting-and-audit/



Food and Agricultural Organization (FAO): Training Module on Social Audit
<http://www.fao.org/docrep/>

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

- UNESCO (2007). Social Audits for Strengthening Accountability: Building Blocks for Human Rights Based Programming; Practice Note
<http://unesdoc.unesco.org/images> Village Resource Persons Training Manual for Social Audit of ... - Nrega
nrega.nic.in/Netnrega/WriteReaddata/Circulars/VRP_TrainingManual.pdf

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**CITIZEN CENTRIC ADMINISTRATION
(MA/PA/9/OEC1)**

**Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.**

**Marks: 100
Theory: 70; IA: 30**

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective

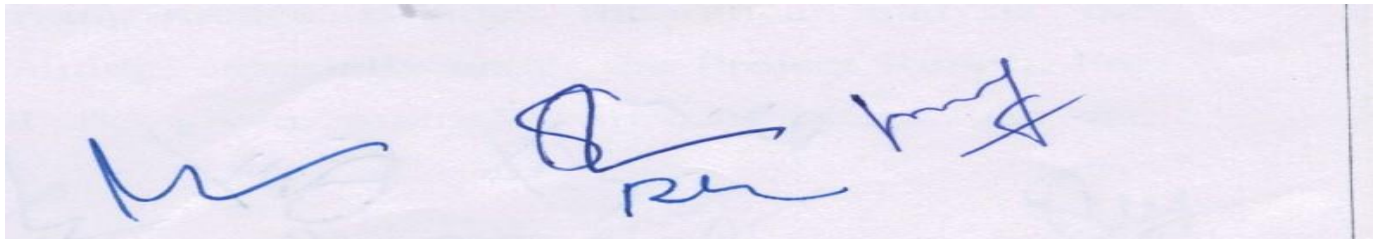
Citizen Centric Governance is a new concept and implies interaction of citizen with government at various levels. The theories of governance have changed the understanding of various concepts of state and its institutions. The use of governance indicators in developing countries contribute to the empirical research of governance with advocacy tools for governance reform and monitoring. The main objective of this course is to present methodologies of measuring citizen centric governance and facilitate the students to have knowledge of the citizen orientation of governance in developing countries.

Learning outcomes

- Knowledge about the evolution and growth of the idea and concept of citizen centric governance
- Theoretical and conceptual knowledge of governance, good governance and citizen centric governance
- Understanding about the institutions, tools and mechanism for ensuring citizen centric governance
- Facing the challenges in establishing citizens oriented governance

Unit-I: Introduction

- (a) Citizen Centric Administration - Concept, Meaning and Significance;
- (b) Good Governance - Features, Pre conditions and Barriers;
- (c) E- Governance and citizen centric Administration,
- (d) Citizens' Perception About District Administration in Haryana



Unit-II: Citizen's Participation

- (a) Role of Civil Society, Role and impact of Media, Accountability, Openness and Transparency.
- (b) Citizens Charters – Right to Public Services and Social Audit.;
- (c) RTI Act 2005, its uses and benefits and barriers.

Unit-III: Tools and Mechanisms

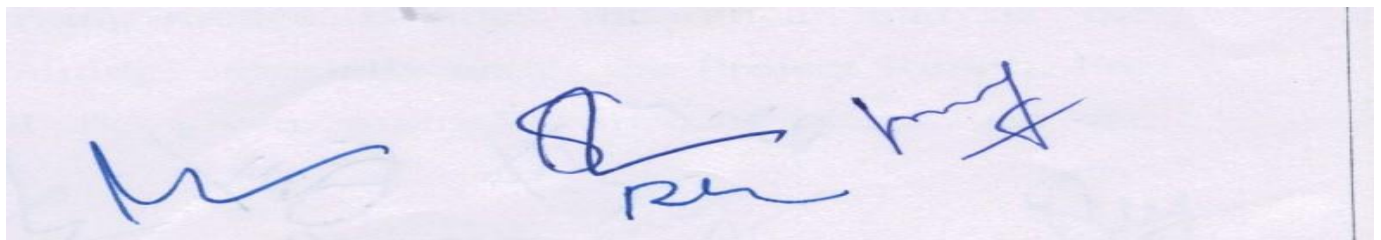
- (a) Computerized Grievance Redressal Mechanism- Process and Effectiveness of C.M. Windows in Haryana
- (b) Citizen Redressal Mechanisms, NGO and Community based organizations.
- (c) Duties of District Public Grievance Officer and May I help you Desk as a Single Window system.

Unit- IV: Institutions' Role in Governance

- (a) Core Principles for making Governance Citizen Centric,
- (b) 2nd ARC Seven Step Model for Citizen Centricity;
- (c) Organization and functions of District Development and Monitoring Committee,
- (d) District Public Relations and Grievance Committee.

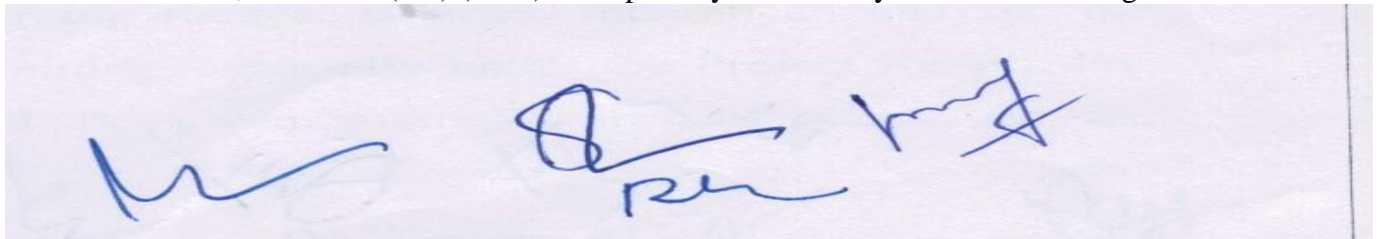
RECOMMENDED READINGS:

- Alford, John and O'Flynn, Janine (2012) Rethinking Public Service Delivery. Palgrave Macmillan: New York
- Anderson, Dennis; Wu Robert; Cho, June-Suh and Schroeder, Katja (2015)E-Government Strategy, ICT and Innovation for Citizen Engagement. Springer-Verlag New York Inc: New York
- Behn, R. (2003). Why measure performance? Different purposes require different measures, Public Administration Review, 63(5), pp. 586–606
- Bertot, J C and Jaeger, P T (2006) User-centered e-government: Challenges and benefits for government websites, Government Information Quarterly, 23, pp. 163–168
- Bouckaert, G and Van de Walle, S (2003) Comparing measures of citizen trust and user satisfaction as indicators of “good governance”: Difficulties in linking trust and satisfaction indicators, International Review of Administrative Sciences, 69 (3), pp. 329– 344
- Brown, Kand Coulter, P (1983) Subjective and objective measures of police service delivery. Public Administration Review, 43 (1), pp. 50–58
- Brown-Shafii, Susan (2011) Promoting Good Governance, Development and Accountability: Implementation and the WTO. Palgrave Macmillan: New York
- Chadwick, A and May, C (2003), Interaction between states and citizens in the age of the Internet: E-government in the United States, Britain, and the European Union.



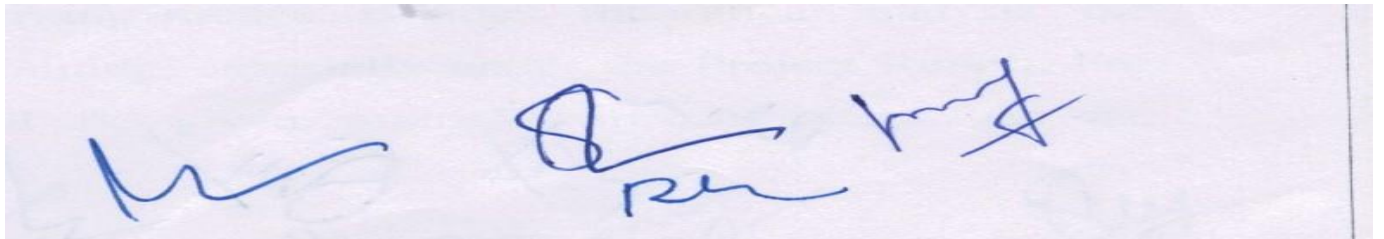
Governance: An International Journal of Policy and Administration, 16(2), pp. 271–300.

- Chakrabarty, Bidyut and Bhattacharya, Mohit (Eds.)(2008)The Governance Discourse: A Reader. Oxford, New Delhi
- Chand, Vikram K (Ed.) (2010) Public Service Delivery in India: Understanding the Reform Process. Oxford: New Delhi
- Chandler, J A (Ed.) (1996)The Citizen’s Charter. Dartmouth Publishing, UK
- Fornell, C (2007) The Satisfied Customer: Winners and losers in the battle for buyer preference. Palgrave Macmillan: New York
- Government of India (2009) Citizen Centric Administration: The Heart of Governance- Twelfth Report. Second Administrative Reforms Commission, Department of Administrative Reforms and Public Grievances, Ministry of Personnel, Public Grievances and Pensions: New Delhi
- Government of India (2008) Citizen’s Charters – A Handbook. Centre for Good Governance Department of Administrative Reforms and Public Grievances, Ministry of Personnel, Public Grievances and Pensions, New Delhi
- Hatry, H P (2006) Performance Measurement: Getting Results. Urban Institute Press: Washington, DC
- Kelly, J M and Swindell, D (2002) A multiple indicator approach to municipal service evaluation: Correlating performance and citizen satisfaction across jurisdictions, Public Administration Review 62(5), pp. 610–621
- Lathrop, Daniel and Ruma, Laurel (Eds.) (2010) Open Government: Collaboration, Transparency, and Participation in Practice. O’Reilly: Cambridge
- Mander, Harsh and Asif, Mohammed (2004) Good Governance: Resource Book. Books for Change: Bangalore
- Manoharan, Aroon (2014) E-Government and Websites: A Public Solutions Handbook. Routledge: New York
- Mathur, Birendra Prasad (2014) Ethics for Governance: Reinventing Public Services. Routledge: New Delhi
- Mishra, Sweta (2012) Citizen-Centric Public Systems. Pearson: New Delhi
- Morgeson, Forrest V (January,2011) E-government performance measurement: A citizen centric approach in theory and practice (Chapter -8 pp. 150-165)in the book by Chen, Yu-Chi and Chu, Pin-Yu (2012) Electronic Governance and Cross-Boundary Collaboration Innovation and Advancing Tools.IGI Global: Hershey PA
- Munshi, Surendra and Abraham, Biju Paul (Eds.)(2004) Good Governance, Democratic Societies and Globalization. Sage: New Delhi
- Norris, P (2001) Digital Divide: Citizen Engagement, Information Poverty and the Internet Worldwide. Cambridge University Press: New York
- Oliver, Richard W (2004)What is Transparency? McGraw Hill: New York
- Ostrom, E (1999) Why do we need multiple indicators of Public service outputs? in McGinnis, M D (Ed.) Polycentricity and local Public economies. University of Michigan Press: Ann Arbor, MI, USA
- Piotrowski, Suzzane J (Ed.) (2010) Transparency and Secrecy: A Reader Linking



Literature and Contemporary Debate. Lexington Books: Maryland, Plymouth, UK
Rahman, Hakikur (2012) Cases on Progression and Challenges in ICT Utilization for
Citizen-Centric Governance. IGI Global:Hershey PA

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Delhi Shah, Anwar (Ed.) (2005) Public Services Delivery. World Bank:
Washington DC
- Vayunandan, E and Mathew, Dolly (2003) Good Governance: Initiatives in India.
PHI Learning: New Delhi
- Viborg, Kim Andersen (2005) E-Government and Public Sector Process Rebuilding.
Springer-Verlag New York Inc: New York
- <http://goicharters.nic.in/ccinitiative.htm>
- <http://goicharters.nic.in/ccinitiative.htm>
- <http://www.cabinetoffice.gov.uk/chartermark/criteria.aspx> retrieved on 9-1-
09 12 Select Committee on Public Administration 12th Report (UK
- <http://www.unescap.org/esid/psis/disability/decade/about.asp>
- Devendra Nath Gupta https://www.csi-sigegov.org/1/5_392.pdf

A photograph of a handwritten signature in blue ink on a white background. The signature is stylized and appears to be 'Devendra Nath Gupta'.

RIGHT TO INFORMATION
(MA/PA/9/OEC2)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

Today is era of Good Governance and Transparency. In this era, openness is the need of the hour for every public organization and should be transparent in its working and functioning. Right To Information is a course which focuses on transparency in administration and ensures various mechanism through which this transparency can be ensured. In this course, Right to Information Act 2005 is some sort of instrument which brings transparency in administration.

Learning Outcomes:

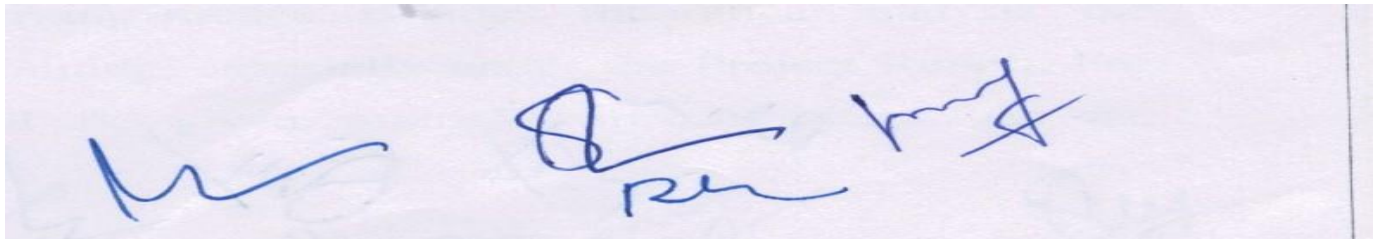
- Understand the meaning and concept of Right To Information which leads to transparency in administration.
- Analyze the functioning of various agencies which brings transparency in administration.
- Visualize the various pros and cons of Right to Information Act 2005.
- Adapt with the role of NGOs and civil society in ensuring transparency in administration.

Unit-I: Right to Information

- (a) Right to Information: Need, relevance and significance;
- (b) Historical Growth of Right to Information Act in India.
- (c) Initiatives, Campaigns, Movements, Conferences and decisions.
- (d) Official Secrecy Act, 1923

Unit- II: Right to Information Act, 2005

- (a) Right to information Act, 2005: Purpose and Aims, Features and Significance.
- (b) Implementation Issues: Designing Application for seeking information; Procedure and Fees and time bound limitation,



- (c) Duties of the Public Information Officer, Obligation of Public Authorities, Disposal of Application,
- (d) Exemption from disclosure of information, Grounds for rejection.
- (e) Severability, Third Party Information.

Unit-III: Appellate Authority and Redressal Grievances Bodies

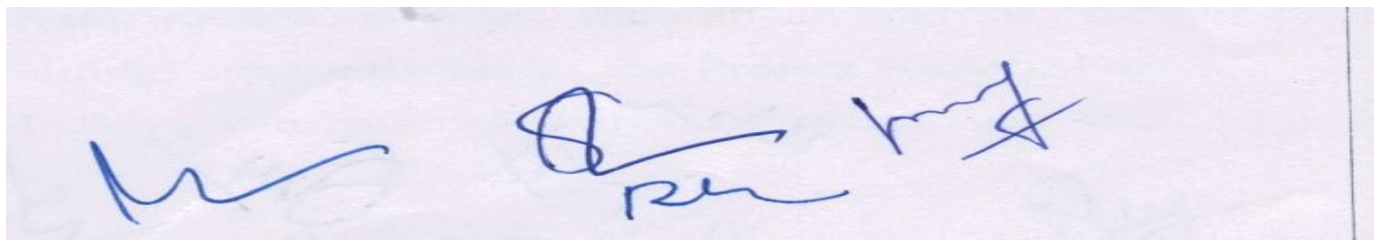
- (a) Grounds of Appeal Against the decision of State Public Information Officer; Duties and functions of the First Appellate Authority.
- (b) Grounds of Appeal Against the Decision of the First Appellate Authority.
- (c) State Information Commission: Appointment, Removal, Powers and Functions;
- (d) Grounds of Complaint and Appeals.

Unit-IV: Issues in Implementation

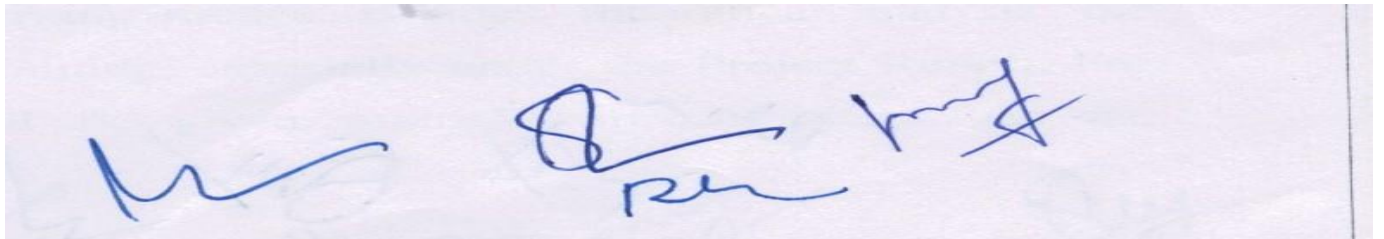
- a) Major obstacles and Issues in Implementation:
- b) Weakness in the working of the offices of State Public Information Officer,
- c) First Appellate Authority and State Information Commission.
- d) Exemption Disclosure controversy.
- e) Suggestions for improvement.

RECOMMENDED READINGS:

- Singh, Ajit Kumar and Ravi, N.S. (2015), Transparency, Disclosure and Governance, Concept, New Delhi
- Hermann-Josef Blanke, Ricardo Perlingeiro (2018), The Right of Access to Public Information, Springer Berlin Heidelberg, Germany
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- S.L. Goel (2007), Right to Information and Good Governance, Deep & Deep Publication Pvt. Ltd.,



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- Deepti Priya (1996), People's knowledge, People's Power: Campaign for citizen Right to information, EPW, 31 (2&3) 13-20.
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A handwritten signature in blue ink on a light blue background. The signature is stylized and appears to be 'M. Mohan'.

ELEMENTS OF PUBLIC ADMINISTRATION
(MA/PA/9/OEC3)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objectives

The importance of Public Administration derives from its crucial role in the governing of a society. All the great human events in the history were probably achieved by what we today would call Public Administration. Organization and administrative practices in collective or Public settings are as old as civilization. The foundation course is set to analyze the transformations in Public Administration with emphasis of emerging trends and current initiatives in the field. Students are introduced to the study of Public Administration in a past changing environment of globalized phenomenon.

Learning Outcomes

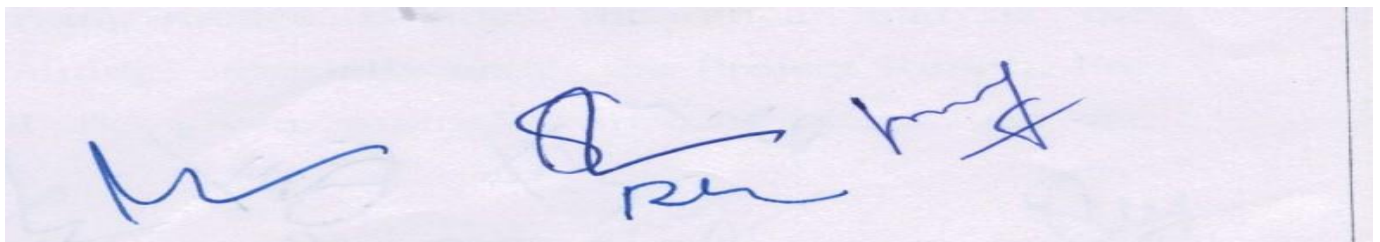
- Awareness about the evolution and growth of the discipline of Public Administration.
- Learning of Basic principles of Public Administration
- Theoretical clarification of basic concepts and dynamics (both ecological and others) relating to Public Organizations.

Unit-I: Introduction

- (a) Public Administration: Meaning, Evolution, Nature and Scope.
- (b) Significance and its relationship with Political Science, Economics and Law.
- (c) Public and Private Administration.

Unit-II: Principles of organization

- (a) Organization: Meaning and its bases.
- (b) Principles of Organization: Hierarchy, Span of Control and Unity of command.



- (c) Principles of organization: Co-ordination, Supervision, Communication and Decentralization.

Unit-III: Citizen and State Interface

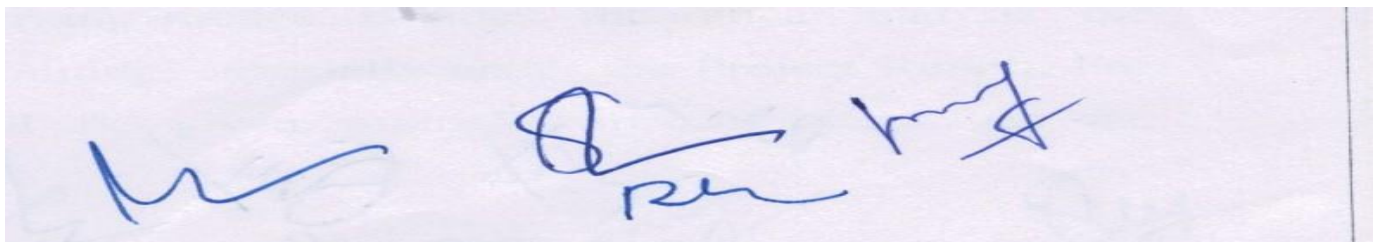
- (a) Citizens' Grievances Redressal Institutions and Mechanisms.
(b) Institutional Mechanism for Prevention of Corruption.
(c) Central Vigilance Commission; Lok Pal and Lok Ayukta.
(d) Politician and Civil Servant relationship.

Unit-VI: Chief Executive Types and Role

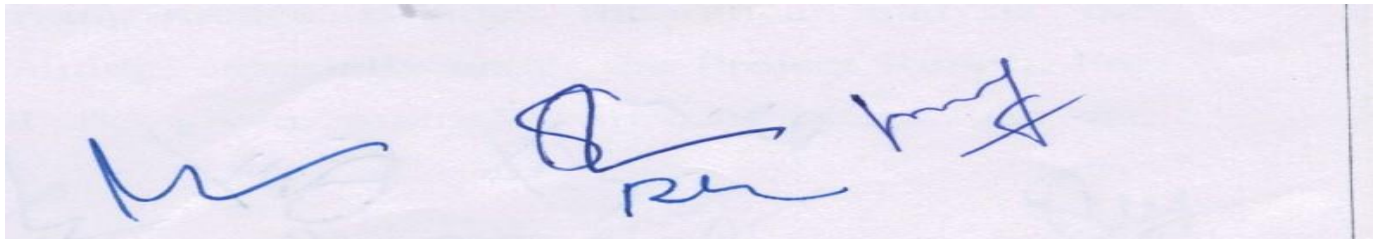
- (a) Chief Executive: Meaning, Types and Role.
(b) Line, Staff and Auxiliary Agencies.
(c) Public Relations: Concept, Meaning and Significance.
(d) Public Grievances Redressal System: Concept, Mechanism, need and utility.

RECOMMENDED READINGS:

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- Avasthi and Maheshwari (1988), Public Administration, Laxmi Narain Aggarwal, Agra,.
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TRANSPARENCY IN PUBLIC SERVICES
(MA/PA/9/OEC4)

Credits: 4 (Lectures: 60)
Duration of exam: 3 Hrs.

Marks: 100
Theory: 70; IA: 30

Note-1: The evaluation of students consists of both internal and external evaluation. Internal evaluation includes mid-term examination (20 Marks) covering two Units of the syllabus, an assignment (05marks) and class attendance (05 Marks). The external evaluation includes end-term examination of 70 marks covering the whole syllabus.

Note-2: For the paper setter: The question paper will consist of nine questions in all. First question will be compulsory and will consist of five short questions of 2 marks each covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt four more questions of 15 marks each selecting at least one question from each unit.

Course Objective:

Today is the era of Good Governance and New Public Management. In this era it the demand of the time that every public organization should be transparent in its working and functioning. Transparency in Administration is a course which focuses on the integrity in administration and ensures various mechanism through which this transparency can be insured.

Learning Outcomes:

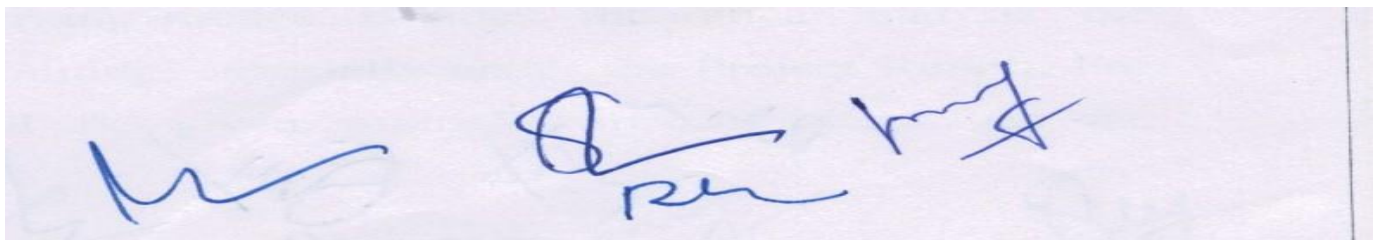
- Understand the meaning and concept of transparency leading to integrity.
- Analyze the functioning of various agencies working to combat corruption.
- Visualize the various pros and cons of Right to Information Act 2005.
- Adept with the role of NGOs and civil society in ensuring transparency in administration.

Unit-I: Introduction

- (a) Transparency: Meaning and Concept.
- (b) Integrity in Administration.
- (c) People's Participation in Administration
- (d) Citizen's Charters.

Unit-II: Agencies to Combat Corruption

- (a) Lokpal, Lokayukta,
- (b) Central Bureau of Investigation (CBI)



- (c) Central Vigilance Commission (CVC)
- (d) State Vigilance Bureau

Unit-III: Right to Information

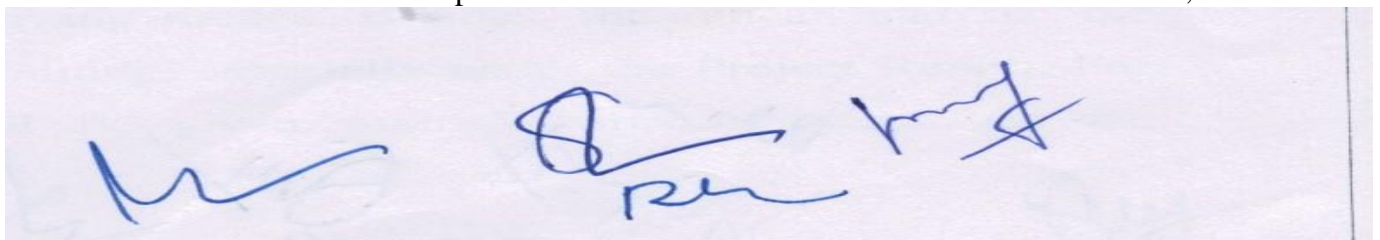
- (a) Right to Information Act-2005: Historical background
- (b) Right to Information Act-2005: Need, Objectives, Importance and Features.
- (c) Right to Information Act-2005: Exceptions, Penalties and Third Party Provisions, and criticism.

Unit-IV: Information Commissions and NGOs

- (a) State Information Commission: Composition, Powers, Functions and Critical Evaluation
- (b) Central Information Commission: Composition, Powers, Functions and Critical Evaluation
- (c) Administrative Reforms Commission at Central and State level.
- (d) Role of NGOs and Civil Society Organization.

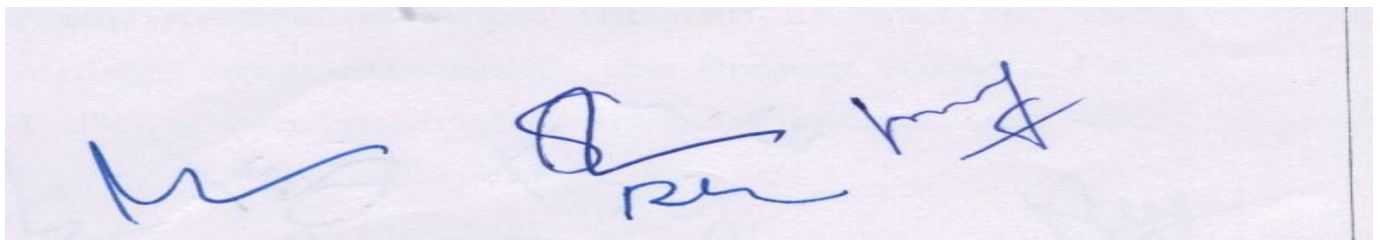
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- Mathur, Birendra Prasad (2014) Ethics for Governance: Reinventing Public Services. Routledge: New Delhi
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A handwritten signature in blue ink on a white background. The signature is stylized and appears to be a name, possibly 'Ruma' or 'Lathrop', followed by a surname. The ink is a vibrant blue, and the handwriting is fluid and cursive.