



Two-year Degree Course
On
M.A. PUBLIC ADMINISTRATION AND GOVERNANCE
(In Accordance with New Education Policy 2020)

ADAMAS UNIVERSITY
Academic Year 2026-27

**PROGRAMME OUTCOMES FOR
PUBLIC ADMINISTRATION AND GOVERNANCE:**

PO1	Disciplinary Knowledge	Students will acquire in-depth knowledge of core concepts, theories, and frameworks concerning the domain of Public Administration and understand the theoretical and practical aspects of administration at various levels—local, regional, national, and global.
PO2	Inculcating Critical Analysis	Students will develop advanced critical thinking skills, enabling them to analyze complex political issues, evaluate arguments, and construct reasoned conclusions based on evidence and logical reasoning.
PO3	Integrated Knowledge System	Students will demonstrate the ability to synthesize knowledge across various subfields of Public Administration and governance, integrating the fundamentals to form a comprehensive understanding of political phenomena.
PO4	Promoting Social Sensitivity	Students will cultivate skills and empathy necessary for effectively managing and appreciating social diversity, nurturing inclusive dialogue, and addressing issues related to social welfare, administration and governance.
PO5	Development of Digital literacy	Students will gain hands-on experience on using tools and technology for digital governance to align with the changing landscape of governance.
PO6	Developing Leadership skills	Students will develop essential leadership skills, including the ability to inspire, motivate, and guide diverse groups, facilitating collaborative efforts in addressing political challenges and promoting civic engagement.
PO7	Developing Research Acumen	Students will demonstrate robust research acumen, employing qualitative and quantitative methodologies to investigate political questions, contribute to scholarly discourse, and produce original research outputs.
PO8	Moral and Ethical Values	Students will cultivate a strong foundation in moral and ethical values, enabling them to navigate the complexities of political decision-making and engage in responsible citizenship.
PO9	Pracademic Approach	Students will develop skills and capabilities, relevant for personal and professional development and benefitting out of academia-industry connect.
PO10	Practical Relevance	Students will understand the broader implications of Public Administration concepts and theories, critically assess their relevance and apply to contemporary societal issues and policy-making.

1 st Year								
SEMESTER I								
S.No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Total Credits
				L	T	P	C	
1	CC	PAG411	Theories And Thinkers of Public Administration	3	1	0	4	
2	CC	PAG412	Development Administration	3	1	0	4	
3	DSE/ MDC	PAG413	Citizen-Centric Administration					
		CLL403	Civil Service I - India's Constitution, History and Geography/ OTHER PAPERS TO BE OFFERED BY OTHER DEPARTMENTS					
4	CC	PAG414	Democracy and Politics in Contemporary India	3	1	0	4	
5	CC	PAG415	Research Methods in Social Sciences - Public Administration	3	1	0	4	
6	SEC	PAG416	FINANCIAL MANAGEMENT AND BUDGETING FOR PUBLIC ADMINISTRATORS	0	0	2	2	
7	AEC		FOREIGN LANGUAGE (German/ French/ Spanish)	2	0	0	2	
8	SEC	CLL406	Career Development Course I (Soft Skill / Soft Skill and Aptitude Course)				1	
Semester Credits							25	
SEMESTER II								
1	CC	PAG501	Human Rights in the 21 st century	3	1	0	4	
2	CC	PAG502	Public Policy – Theories and Practices	3	0	1	4	

3	CC	PAG503	Comparative Public Administration	3	1	0	4	
4	CC	PAG504/ PAG505	Financial Administration/ Legislative Practices and Procedures / SWAYAM MOOC Course	3	0	1	4	
5	MDC		TO BE OFFERED BY OTHER DEPARTMENTS	3	1	0	4	
6	AEC	Yet To be given	Foreign Language				2	
7	SEC	PAG507/ PAG508	Skill Based course/ Field Project	0	0	2	2	
8	SEC	CLL407	Career Development Course II (Soft Skill / Soft Skill and Aptitude Course)				1	
Semester Credits							25	
Exit option with Post-Graduate Diploma after the first year or two semesters with the completion of courses equivalent to 50 credits								

PG Curricular Structure with Coursework and Research

2nd Year								
SEMESTER III								
Sr.No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks
				L	T	P	C	
1	CC	PAG509	Election, Election Management and Psephology	3	0	1	4	
2	CC	PAG510	Administrative Law and Ethics	3	1	0	4	
3	CC	PAG511	Tools and Techniques for Research Writing for Public Administration	2	0	0	2	
4	Internship	PAG512	Internship	0	0	2	2	
5	Project	PAG513	Dissertation Part I	0	0	6	6	
6	MDC			3	1	0	4	
7	SEC		Career Development Course III (Soft Skill /				1	

			Soft Skill and Aptitude Course)					
Semester Credits							23	
SEMESTER IV								
1	CC	PAG514	Leader and Leadership: Theories and Practices	3	1	0	4	
2			Environmental Crisis and Disaster Management Policies/ SWAYAM MOOC courses	3	0	1	4	
	DSE	PAG515						
3	ENT	PAG516	Entrepreneurship Course				2	
4	Project	PAG517	Dissertation Part II	0	0	12	12	
							22	
Total Credits for Two-Year Program of Public Administration And Governance							95	

SEMESTER - I

PAG412	Development Administration	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Bachelors in Social science/ humanities				
Co-requisites	--				

Course Description:

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

Course Objectives:

- To introduce the concept, features, and scope of Development Administration.
- To understand the role of the UN, MDGs, and SDGs in development.
- To study Development Planning in India, NITI Aayog, and Decentralized Planning.
- To examine citizen participation, women's empowerment, and welfare administration.
- To analyze the evolution of the public sector and the impact of globalization.
- To identify administrative challenges in the public sector and suggest improvements.

Course Outcomes:

CO1: Explain the meaning, features, and scope of development administration, describe its types, elements, and approaches, and assess the role of UN, MDGs, and SDGs in promoting sustainable development.

CO2: Analyze the process of development planning in India, understand the evolution and functioning of the NITI Aayog, and evaluate the significance of decentralized planning for inclusive growth.

CO3: Evaluate the importance of citizen participation in the development process and examine women's empowerment initiatives through gender budgeting and welfare programs for Scheduled Castes and Scheduled Tribes.

CO4: Trace the evolution and expansion of the public sector in India and discuss its contribution to national development during different phases of economic growth.

CO5: Assess the impact of globalization on the public sector and critically examine how globalization has transformed the public sector's role in national and international development.

CO6: Identify and analyze the administrative problems and challenges faced by the public sector in a globalized world, including issues of governance, efficiency, accountability, and reforms.

Course Content:

Module I - Introduction to Development Administration

- a. Meaning, features and scope.
- b. Types, elements and approaches.
- c. Development Administration and Sustainable Development, Role of UN in development, Overview of Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs).

Module II - Development Planning in India

- a. Development Planning in India.
- b. NITI Aayog.
- c. Decentralized Planning.

Module III - Citizen Participation and Social Empowerment

- a. Citizen's participation in Development.
- b. Women's Empowerment: Gender Budgeting.
- c. Welfare Administration of Scheduled Caste and Scheduled Tribe.

Module IV - Public Sector and Globalization

- a. Evolution and expansion of public sector.
- b. Globalization: public sector and development.
- c. Administrative problems of public sector.

References:

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

PAG414	Democracy and Politics in Contemporary India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

This course provides insights into the Indian Political Process since the year 1947. It will help learners grasp how the Indian Independence Movement and the Constituent Assembly Debates (CAD) provide the historical backdrop for the evolving political landscape in India since Independence.

It shall go onto examine the changing nature of the Indian Party System while also examining regionalism, state politics and political leadership with reference to select cases. This course shall also highlight the interlinkages between economy and polity to embrace a political economy approach in understanding modern India's transit from the days of the Planning Commission to the present day NITI Aayog while also broaching some of the key themes, debates, and issues of emerging socio-political significance including those on citizenship, federalism and the party system which remain viable for the study of contemporary Indian Democracy and Politics at an advanced level.

Course Objectives:

After undertaking this course, the students shall be able to -

- (1) Acquaint themselves with the political process in India since independence
- (2) Grasp the intricacies of how sociological identity markers such as caste, class, gender and religion influence voting behaviour
- (3) Examine the evolving debate on migration, refugees and citizenship
- (4) Be familiarised with some of the major themes in Indian Democracy and Governance including Dalit Politics, Hindutva Politics, Ethnicity and Separatism
- (5) Assess politics at the state level in India and analyse political leadership at the national and state levels
- (6) Recognise how the Indian Economy has evolved with the country's political trajectory and therefore appreciate the significance of a political economy perspective\

Course Outcomes:

CO1: The course aims to enable the students to develop a comprehensive understanding of the various dimensions and evolution of Indian Politics since 1947

CO2: The major objective of the program is to provide students with intellectual insights, critical perspectives, theoretical paradigms, professional competence and analytical tools crucial to their understanding of the field of Indian Politics

CO3: Analyze case studies of emerging issues in Indian Democracy and Governance such as state politics, political leadership and many more in turn understanding their impact on the public

CO4: The course provides study of a broad range of fields from legal, social, economic and political standpoints as well as cross-cutting dimensions such as caste, ethnicity, gender, religion and the impact of globalization on the political process

CO5: Students will be able to employ and develop analytical skills, critical thinking ability and be exposed to contemporary literature and research methodology of the domain

CO6: Develop competencies and capability for exploring new research questions, conducting fresh interdisciplinary research and analyzing contemporary issues in Indian governance and democracy including evaluation existing developments and processes important not just for successful academic and research careers but also in think tanks, political consultancies and generally in shaping a conscientious citizenry

Course Content:**Module I**

Changing Nature of the Indian Party System

Module II

Themes in Indian Politics

(a) Dalit Politics

(b) Hindutva Politics

(c) Ethnic Movements and Separatism

Module III

Migration, Refugees and Citizenship: Contemporary Debates

Module IV

Political Leadership in India:

- (a) Theories of Female Political Leadership – Masculinity Deficit, Dynastic Inheritance and Celebrity Promotion
- (b) Select Case – Mamata Banerjee, Chief Minister of West Bengal

Module V

State Politics in India

- (a) Ten Thesis on State Politics
- (b) Case Studies of Bihar and Uttar Pradesh

Module VI

State, Market and Political Economy of Development in India : Phases and Challenges

References:

- Hasan, Z & et.al. (eds.) (2002). India's Living Constitution- Ideas, Practices, Controversies. Permanent Black, New Delhi
- Singh, M.P. & Saxena, R. (2021). Indian Politics : Constitutional Foundations and Institutional Functioning. PHI Learning
- Kothari, R. (1970). Caste in Indian Politics. Orient Blackswan
- Bhaumik, S. (2005). Troubled Periphery: The Crisis of India's North East (SAGE Studies on India's North East). Sage
- Menon, K &Subberwal, R. (2025).Social Movements in Contemporary India. Routledge
- Choudhury, S & et.al. (2016). The Oxford Handbook of the Indian Constitution. Oxford University Press
- Ruud, A. E. &Heierstad, G.(Eds). (2016). India's democracies : Diversity, Co-optation, Resistance. Universitetsforlaget
- Yadav, Y. & Palshikar, S. (2009). 'Ten theses on state politics in India'. Seminar Magazine

- Roy, H. & et.al. (2017). State Politics in India. Primus Books
- Jayal, N.G. & Mehta, P.B. (2011). The Oxford Companion to Politics in India. Oxford University Press
- Roy, A. (2017). Citizenship in India. Oxford University Press
- Mukherji, R. (2009), 'The State, Economic Growth, and Development in India', India Review, 8:1, 81 — 106, DOI:10.1080/147364/80802665238. <http://dx.doi.org/10.1080/14736480802665238>
- Hewamanne, S. & Smytta, Y. (2023). The Political Economy of Post Covid Life and Work in the India Global South : Pandemic and Precarity, Springer

PAG415	Research Methods in Social Sciences - Public Administration	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

The Research Methodology course prepares the student for undertaking novel and original research. It emphasizes on the philosophy of research and also acquaints the student with multiple techniques both qualitative and quantitative including application of basic statistics, programming languages and AI necessary for a student of the social sciences pursuing higher studies to excel in the art of research, academic writing and publications.

Course Objectives:

After undertaking this course, the students shall be able to –

- (1) Acquaint themselves with the philosophy of social science research and the various components of undertaking research
- (2) Grasp the intricacies of qualitative research methodology including textual analysis, interviews, ethnography, participant observation
- (3) Be familiarised with various tools and techniques of statistics in Social Science Research including measures of central tendency, measures of dispersion, tabular and diagrammatic representation of data, sampling, regression, etc.
- (4) Assess the emerging domains in research methodology including research ethics as well as use of programming languages and AI as a research tool

Course Outcomes:

CO1: The course aims to enable the students to get a comprehensive understanding of Social Science Research Methodology

CO2: The major objective of the program is to provide students with philosophical paradigms, professional competence and analytical tools crucial to understanding and application in the field of Social Science Research Methodology

CO3: The course equips students with tools and techniques of research methodology applicable for study of a broad range of social science fields from legal, social, economic and political

standpoints as well as examination of cross-cutting dimensions such as caste, gender, religion, ethnicity, etc.

CO4: Students will be able to employ research tools and techniques, develop their analytical skills and build on their critical thinking ability

CO5: Develop competencies and capability for exploring new research questions, conducting fresh interdisciplinary research and analysing contemporary domains in social science research crucial for successful academic and research careers but also think tanks, corporates and political consultancies

Course Contents:

Module I

Research & Research Methodology – An Introduction

Philosophy of the Social Sciences: Positivism, Interpretivism and Critical Approaches

Components of Research: Defining the Research Problem, undertaking Literature Review, finding the Research Gap, framing Research Questions, developing a Research Design, Data Collection and Analysis, reporting Findings and Conclusions, Referencing

Module II

Qualitative Research Methods –

Textual Analysis, Ethnography, Focus Group Discussion, Interviews

Module III

Statistics in Social Sciences –

Measures of Central Tendency, Measures of Dispersion, Compilation and classification of data, tabular and diagrammatic representation of data, frequency distribution, cumulative frequency distribution, graphical representation, univariate, bivariate and multivariate data analysis: correlation, regression and principal component analysis, Sampling techniques, scales and index

Module IV

Emerging Domains in Research Methodology: Research Ethics, Use of Programming Languages, AI as a Research Tool

References:

- Chatterji, R. & et. Al. (2023). Conjectures and Evidences : Methods of Inquiry in the Political and Social Sciences with Elementary Statistics. Routledge: London
- Triola, Mario F. (2022). Elementary Statistics. Pearson: London (14th edition)
- Hanneman, R. A. & et. Al.(2013). Basic Statistics for Social Research, John Wiley and Sons: San Francisco
- Babbie, E. (2010). The Practice of Social Research. Cambridge University Press, Cambridge
- Henn, M. (2006). A Critical Introduction to Social Research. Sage, New York
- Neuman, W.L. (2011). Social Research Methods: Qualitative and Quantitative Approaches. Pearson
- Halperin, S. & Heath, O. (2020). Political Research: Methods and Practical Skills. Oxford University Press

SEMESTER – II

PAG501	Human Rights in a Comparative Perspective	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of rights				
Co-requisites	--				

Course Description:

The course introduces student with the theoretical and practical knowledge of human rights in the 21st Century. The course provides a detailed understanding of the need for human rights. It also brings in the debate and discussion by emphasizing on human choice, liberty and freedom. The course provides a peek into violation of human rights in developing and developed countries. It also explores how human rights are interpreted and implemented across different regions through comparative case studies. Emphasis is placed on analyzing gender rights, freedom of speech, and minority protections in both the Global North and South.

Course Objectives:

- 1- To build an understanding of human rights among students through a study of specific issues in a comparative perspective.
- 2- To see how debates on human rights have taken distinct forms historically and in the contemporary world and in the Indian context.
- 3- To use a range of resources, including films, biographies, and official documents to study each theme.
- 4- To have thematic discussion of sub-topics and to understand state response to issues and structural violence questions.

Course Outcomes

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

CO1. Understand the meaning and approaches to human rights from national to international perspective.

CO2. Develop a viewpoint and understanding of human right issues from Global South to Global North.

CO3. Analyze the differences and similarities in the application of gender rights and freedom of speech across selected countries.

CO4. Evaluate the effectiveness of legal and institutional mechanisms protecting minority and Indigenous rights.

Course contents:

Module I. Human Rights: Theory and institutionalization

- a. Understanding human rights: Philosophical and historical foundation
- b. Four generations of rights
- c. Human rights in India: National and State Commission (s) [Composition and Working of NHRC/SHRCs]

Module II. International Human Rights: Norms, Standards and Mechanisms

- a. The United Nations Charter and the development of human rights - Provisions of the Charter; Universal Declaration of Human Rights 1948
- b. International Covenant on Civil and Political Rights 1966 and International Covenant on Economic, Social and Cultural Rights 1966;
- c. Other major UN instruments on human rights (Conventions on Racial Discrimination, Women's Rights, Rights of the Child, Torture)

Module III. International Humanitarian Law

- a. Evolution of IHL since the mid-nineteenth century:
- b. IHL conventions 1864, 1899 1907, 1929, and 1949, 1977 Geneva Protocols II & I.

c. The role of International Committee of Red Cross

Module IV. Comparative Human Rights Practices: Case Studies from the Global South and North

a. Gender rights in Latin America vs. Europe

b. Freedom of speech: US, China, and India

c. Rights of minorities and Indigenous peoples.

Essential Readings:

1. Khan A & Hussain, R. (2008). *Gender and Violence: India and Pakistan, 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence'*, Asian Studies Review, Vol. 32.
2. O'Byrne, D. (2007). "Torture", in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.
3. O'Byrne, D. (2007). *Surveillance and Censorship: China and India*, „Censorship“, in *Human Rights: An Introduction*, Delhi: Pearson.
4. Nickel, J. (1987). *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.
5. Goldman, J. (2005). „Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.
6. Lokaneeta, J. (2011). „Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,
7. Kannabiran, K. (2012). „Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp. 425-443
8. Lippman, M. (1979). , *The Protection of Universal Human Rights: The Problem of Torture'* *Universal Human Rights*, Vol. 1.
9. Cranston, M. (1973). *What are Human Rights?* New York: Taplinger

- Ishay, M. (2004). *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.
10. Menon, N. (2012). „Desire’, *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146
The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
The Constitution of India, Chapter 3: Fundamental Rights
11. U. Baxi. (1989). „From Human Rights to the Right to be Human: Some Heresies’, in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp. 181-166.
12. Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Cornell University Press.
13. Goodhart, M. (Ed.). (2016). *Human rights: Politics and practice* (3rd ed.). Oxford University Press.
14. Mutua, M. (2002). *Human rights: A political and cultural critique*. University of Pennsylvania Press.
15. Santos, B. de S., & Rodríguez-Garavito, C. A. (Eds.). (2005). *Law and globalization from below: Towards a cosmopolitan legality*. Cambridge University Press.
16. Sriram, C. L. (2004). *Confronting past human rights violations: Justice vs. peace in times of transition*. Routledge.
17. Neier, A. (2012). *The international human rights movement: A history*. Princeton University Press.
18. Ignatieff, M. (2001). *Human rights as politics and idolatry*. Princeton University Press.
19. Brysk, A. (Ed.). (2018). *The struggle for freedom from fear: Contesting violence against women at the frontiers of globalization*. Oxford University Press.
20. Gready, P., & Robins, S. (2019). *From transitional to transformative justice: A new agenda for practice*. Cambridge University Press.
21. An-Na’im, A. A. (1992). *Human rights in cross-cultural perspectives: A quest for consensus*. University of Pennsylvania Press.
22. Roth, K. (Ed.). (2013). *World Report 2013: Events of 2012*. Human Rights Watch.
- Freeman, M. (2017). *Human rights: An interdisciplinary approach* (2nd ed.). Polity Press.
23. Leebaw, B. A. (2008). The irreconcilable goals of transitional justice. *Human Rights Quarterly*, 30(1), 95–118. <https://doi.org/10.1353/hrq.2008.0014>

PAG502	Public Policy: Theories and Concerns	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

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

Course Objectives:

- To highlight the dynamics of political policy by incorporating the classical and modern theories and application of those to meet the recent changes in the edifice.
- To develop inquisitive minds.
- To enable the students to ponder and debate.
- To help the students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

Course Outcomes:

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

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

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

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

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

CO6: Enable students to critically evaluate and contribute to policy-making processes related to environmental and disaster management at national and global levels

Course Content:

Module I: Introduction to Public Policy

- a. Concept and field of study
- b. Policy dynamics - contexts
- c. Policy process - actors
- d. Agenda setting

Module II: Approaches to Public Policy

- a. Policy Sciences – Harold Lasswell
- b. Rationalist approach – Herbert Simon
- c. Incrementalist approach – Charles Lindblom
- d. Political Economy approach

Module III: Theories of Public Policy

- a. Elite theory of policy process
- b. Group theory
- c. Groupthink theory
- d. Systems theory – Estonian ‘Black Box’ Model

Module IV: Policy Development and Governance

- a. Techniques of policy making
- b. Policy implementation and its approaches
- c. Policy evaluation – criteria, agencies and types
- d. Policy Process & Governance in India: Case Studies from education, health, gender and environment sectors

References:

- Anderson J.E., (2006) Public Policy-Making: An Introduction, Boston, Houghton
- Ashford, D. (ed.), (1992). History and Context in Comparative Public Policy, Ithaca, NY: University of Pittsburgh Press.
- Bardach, E. (1977). The Implementation Game: What Happens After a Bill Becomes a Law, Cambridge, MA: MIT
- Barker, A. and Peters, G (eds.), (1993). The Politics of Expert Advice: Creating, Using, and Manipulating Scientific Knowledge for Public Policy, Ithica, NY: University of Pittsburgh Press.

- Barzelay, M. (1992). *Breaking Through Bureaucracy: A New Vision for Managing in Government*, UCP, Berkeley, CA
- Bergerson, P. J. (ed.), (1991). *Teaching Public Policy: Theory, Research and Practice*, Westport, RI: Greenwood Press

PAG503	Comparative Public Administration	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political Concepts.				
Co-requisites	--				

Course Description:

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

Course Objectives:

- To learn the different approaches to study Comparative Public Administration and know the vital aspects of Comparative Public Administration in detail.
- To understand the functioning of different administrative, political structures in different countries through applying a comparative approach.
- To learn the functioning of bureaucracy in different countries in a comparative framework.

Course Outcomes:

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

CO1: Understand and be able to describe the main institutional and procedural elements of public administration in the countries studied within the module.

CO2: Identify and understand the major debates on the question of comparative analysis in public administration and management.

CO3: The students will develop an understanding of the processes of reform and transformation in public administration systems and engage with policy practitioners on the latest policy developments.

CO4: Develop transferable skills, including gathering information, communicating effectively both orally and in writing, participating actively in constructive discussions,

criticizing different points of views, carrying out interdisciplinary analysis and learning independently, interacting with policy practitioners.

CO5. Design ideas and strategies in group projects to produce policy analysis.

CO6. Research skills - Independently find and use relevant empirical data and literature for particular policy cases.

Course Content:

Module I: Comparative Public Administration- An Introduction

- a) Concept, nature and scope of Comparative Public Administration
- b) Significance of Comparative Public Administration
- c) Evolution of Comparative Public Administration as a Discipline

Module II: Approaches to study Comparative Public Administration

- a) Behavioural Approach, Ecological Approach
- b) Systems Approach, Structural Functional Approach
- c) Bureaucratic Approach

Module III: Significant Aspects of Comparative Public Administration

- a) Social Infrastructure: Religion, Caste and Ethnic Groups.
- b) Political Culture, Political Communication and Political Participation
- c) Political Institutionalization and Modernization

Module IV: Political and Administrative Systems of Countries

- a) Political System of UK, USA, INDIA, JAPAN, FRANCE
- b) Administrative System of UK, USA, INDIA, JAPAN, FRANCE
- c) Bureaucratic System of UK, USA, INDIA, JAPAN, FRANCE

References:

- Anderson, James E. Public Policy Making. Praeger, New York, 1975
- Barry, Norman, An Introduction to Modern Political Theory, London, Macmillan, 1981
- Bealey, Frank, The Blackwell Dictionary of Political Science, Oxford, Blackwell, 1999
- Almond G. and B. Powell, Comparative Politics Today: A World View. Chicago, Foresman, 1988
- Blondel Jean. Comparative Government. 2nd Edition. London, Prentice Hall, 1995
- Dunn, John, The History of Political Theory and Other* Essays, Cambridge, Cambridge University Press, 1996.
- Casal, P. & William, A. (2008). Equality, in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press.

- Menon,K.(2008).Justice, in Bhargava, Rajeev Acharya, Ashok. (eds.) Political Theory: An Introduction, New Delhi: Pearson Longman.

PAG504	Financial Administration	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Description:

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

Course Objectives:

- 5- To build an understanding of financial system among students through a study of specific issues in a comparative perspective.
- 6- To see how debates on different financial systems have taken distinct forms historically and in the contemporary world and in the Indian context.
- 7- To use a range of archives, including audits, budgets, and official documents to study each theme.
- 8- To have thematic discussion of sub-topics and to understand state response to issues and structural corruption questions.

Course Outcomes:

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

CO1. Gain a thorough understanding of the meaning, scope, and significance of financial administration, including the various types and principles of budgets.

CO2. Acquire knowledge about the stages involved in the budgetary process, such as preparation, enactment, and execution, particularly within the context of India's financial system

CO3. Develop the ability to compare and assess various budgeting methods, including line-item budgeting, performance budgeting, planning-programming-budgeting systems, zero-based budgeting, and cost-benefit analysis, evaluating their relevance and applicability.

CO4. Understand and assess the roles of key institutions and processes that ensure financial accountability, such as the functions of the Finance Ministry, accounting and auditing systems, and the responsibilities of parliamentary financial committees like the Public Accounts Committee and the Estimates Committee.

CO5. Analyze contemporary developments in financial governance, including the provisions and implications of the Fiscal Responsibility and Budget Management Act, the dynamics of Union-State financial relations, and the establishment, composition, and functions of the GST Council.

CO6. Demonstrate proficiency in applying financial management concepts such as budgeting, forecasting, financial analysis, and decision-making to support organizational goals and objectives.

Course Contents:

Module I. Meaning and Significance of Public Finance and Public Financial Administration

- a. Budget allotment and budget flow - budget osmosis
- b. Budget: Concept, Principles and Role Types of Budgets:
- c. Line-item Budgeting; Performance Budgeting; Zero-Base Budgeting
- d. Budget Preparation, Authorization and Execution with special reference to India

Module III. Union Ministry of Finance

- a. Organization, Functions and Role Union-State Financial Relations
- b. Finance Commission: Composition, Role and Functions

Module IV. Audit

- a. Concept and types; Comptroller and Auditor General of India
- d. Legislative Control over Finances with special reference to Parliamentary Committees
- c. Significance of Monetary and Fiscal Policy

References:

- Chand, P. (2010). Control of Public Expenditure in India (2nd edition). New Delhi: Allied Publishers.
- Chand, P. (2010). Performance Budgeting (2nd edition). New Delhi: Allied Publishers.
- Goel, S. L. (2002). Public Financial Administration. New Delhi: Deep and Deep Publications
- Gupta, B. N. (2006). Indian Federal Finance and Budgetary Policy. Allahabad: Chaitanya Publishing House. Page 26 of 65 Indian Administrative Reforms Commission. (1969).
- Report on: (i) Financial Administration (ii) Finance, Accounts and Audit (iii) Centre-State Relations. New Delhi: Manager of Publications, Government of India.
- Indian Institute of Public Administration. (1983). Special Number on Administrative Accountability, Vol. XXIX (3). New Delhi.
- Lall, G. S. (1979). Public Finance and Financial Administration in India. New Delhi: Kapoor.
- Mahajan, Sanjeev Kumar and AnupamaPuri Mahajan (2014). Financial Administration in India. New Delhi: PHI Learning.
- Shome, Parthasarathi (ed.) (2013). Indian Tax Administration: A Dialogue. New Delhi: Orient Blackswan
- Singh, RajivaRanjan (2016); Challenges Of Indian Tax Administration. Gurugram: Lexis Nexis
- Thavaraj, M. J. K. (2001). Financial Administration in India (6th ed.). Delhi, Sultan Chand.

PAG505	Legislative Practices and Procedures	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				
Co-requisites	--				

Course Description:

This course provides an in-depth exploration of legislative systems, focusing on the structures, functions, and processes of lawmaking. It covers the foundational concepts of bicameralism and unicameralism, the legislative process, and the role of committees. The course also examines the Union Parliament of India, including the Lok Sabha and Rajya Sabha, and compares these with the US Congress, focusing on the House of Representatives and the Senate. Students will gain a comprehensive understanding of how legislative bodies function in both India and the USA.

Course Objectives:

- Understand the meaning, functions, and structures of legislatures, including bicameralism and unicameralism.
- Learn the process by which a bill becomes law and the role of committees in reviewing legislation, policies, and finances.
- Gain knowledge of the law-making processes and key features of the Union Parliament of India.
- Analyze and compare the powers and functions of the Lok Sabha and Rajya Sabha.
- Understand the structure and salient features of the US Congress.
- Compare the powers and functions of the US House of Representatives and the Senate.

Course Outcomes:

CO1: Understand the meaning, functions, and structures of legislatures, including bicameralism and unicameralism.

CO2: Analyze the process of how a bill becomes law and the role of committees in reviewing bills, finances, policies, and legislation.

CO3: Describe the law-making processes and features of the Union Parliament of India.

CO4: Compare the powers and functions of the Lok Sabha and Rajya Sabha.

CO5: Explore the structure and salient features of the US Congress.

CO6: Compare the powers and functions of the US House of Representatives and the Senate.

Course Content:

Module I – Foundations of Government and Legislative Systems

- a. Legislature – meaning, functions and role
- b. legislative structures - Bicameralism and Unicameralism

Module II – The Legislature in India

- a. Union Parliament – Law Making Processes and Salient Features
- b. The Lok Sabha and Rajya Sabha – Powers and Functions, Comparative Study

Module III – Legislature in the USA

- a. US Congress – Structure and Salient Features
- b. The House of Representatives and US Senate – Powers and Functions, Comparative Study

References:

- Chakrabarty, Bidyut (2007) Public Administration in a Globalizing World, New Delhi: Sage. De, Prabir Kumar (2012) Public Policy and Systems, Noida: Pearson. Suggested Readings
- Moran Michael, et.al. (2006) The Oxford Handbook of Public Policy, Oxford: Oxford Uni Press.
- Public Administration in India, Macmillan India Private Limited, New Delhi Sharma, M.P. and B.L. Sadhna, Kaur, Harpeet (2015) Public Administration in Theory and Practice, Kitab
- Mahal, Allahabad Shafritz, Jay M and Albert C. Hyde (1987) Classics of Public Administration, The Dorsey Press, Chicago
- Gupta, Avijit (1998) Ecology and Development in the Third World, London and New York: Routledge. Pieterse, Jan Nederveen (2010) Development Theory, London: Sage.
- Archana Sawshilya Ethics and Governance, Pearson Education, New Delhi, 2012 B.P. Mathur Ethics for Governance: Reinventing Public Services, Routledge Taylor and Francis Group, New Delhi, 2014
- Donald C. Menzel Ethics moments in Government, (American Society of Public Administration) Boca, Raton, CRC, 2010 Government of India Second Administrative Reforms Commission report on "Ethics in Governance", GOI, New Delhi
- J. Michael Martinez Public Administration Ethics for the 21st Century Hardcover – August 10, 2009

- Leo W.J.C. Huberts et.al Ethics and Integrity of Governance: Perspectives Across Frontiers (New Horizons in Public Policy Series), Edward Elgar Publishers, California, 2008
- Madhav Godbole Public Accountability and Transparency: The Imperatives of Good Governance, Orient Longman, New Delhi, 2003
- Patrick J Sheeran Ethics in Public Administration – A Philosophical Approach, Rawat, Jaipur, Indian Reprint, 2006 Rajeev Bhargava (Ed.) Politics and Ethics of the Indian Constitution, OUP, USA
- Rakesh Hooja Corruption, Ethics and Accountability Essays by an Administrator, IIPA, New Delhi
- Ramesh K. Arora Ethics in Governance: Innovations Issues and Instrumentalities, Rawat, Jaipur, 2008.
- Richard K. Ghere and Ethics in Public Management, PHI Learning, New Delhi, H. George Frederickson (Eds.) 2007
- T. N. Chaturvedi (Ed.) Ethics in Public Life, IIPA, New Delhi, 1996 Warwick Fox A Theory of General Ethics – Human Relationships, Nature, and the Built Environment, PHI Learning, New Delhi, 2009
- Moynihan, D. P. (2008). The dynamics of performance management: Constructing information and reform. Georgetown University Press. ISBN: 1589011945
- Radin, B. (2006). Challenging the performance movement: Accountability, complexity, and democratic values. Georgetown University Press. ISBN: 1589010914 Ingraham, P., Joyce, P., and Donahue, A. (2003). Government Performance: Why Management Matters. John Hopkins University Press. ISBN: 0801872286
- Kim, S. E., & Lee, J. W. (2007). Is mission attachment an effective management tool for employee retention? An empirical analysis of a nonprofit human services agency. Review of Public Personnel Administration, 27(3), 227-248
- Robertson, P. J., Wang, F., & Trivisvavet, S. (2007). Self-and collective interests in public organizations: An empirical investigation. Public Performance & Management Review, 31(1), 54-84
- Wright, B. E. (2007). Public service and motivation: Do mission matter? Public Administration review, 67(1), 54-64.

POS523	Corporate Governance	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic Knowledge in Public Administration				
Co-requisites	N/A				

Course Description:

The course provides students with specialist knowledge about the law of conducting business in today's globalized society. This course explores the principles, structures, and practices of corporate governance, with a focus on its implications for public administration and policy-making. Students will examine the roles of stakeholders, regulatory frameworks, ethical considerations, and accountability mechanisms that shape governance in corporations and public institutions. The course examines the major theories concerning the nature of corporations, the concerns driving corporate governance law and practice, and reform proposals. Student will evaluate the effectiveness of current corporation governance processes in setting and pursuing objectives, both nationally and internationally. The course will also cover contemporary governance challenges, including corporate social responsibility, transparency, and risk management. Through case studies and discussions, students will develop a critical understanding of governance models and their impact on economic and social outcomes.

Course Objectives:

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

Course Outcomes:

CO1: Define the basic concepts and theoretical perspectives of Corporate Governance.

CO2: Analyse the similarities and differences between different theoretical frameworks concerning the nature of corporations, and the concerns driving corporate governance law and practice, demonstrating critical thinking skills.

CO3: Evaluate contemporary social problems of Corporate Governance practices through the lens of various theories, proposing informed solutions.

CO4: Understand the effectiveness of current corporation governance processes in setting and pursuing objectives, both nationally and internationally.

CO5: Construct comprehensive arguments that integrate the structure and function of corporate bodies, predicting potential developments and challenges in these areas.

CO6: Develop the ability to effectively communicate the nuances of Corporate Governance, both orally and in writing, to a variety of audiences, ensuring clarity and persuasion in their arguments.

Course Content:

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

References:

- Bansal, C.L. (2005). Corporate Governance – Law Practice & Procedures with Case Studies. New Delhi: Taxman Allied Services Pvt. Ltd.
- Bhatia, S.K. (2004). Business Ethics and Corporate Governance. New Delhi: Deep and Deep Publication Pvt. Ltd.

- Dewan, S.M. (2006). *Corporate Governance in Public Sector Enterprises*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Ernst & Young. (2013). *Corporate Social Responsibility in India Potential to contribute towards inclusive social development*. In . (Ed.). Retrieved from [https://www.ey.com/Publication/vwLUAssets/EY-Government-and-Public-Sector-Corporate-Social-Responsibility-in-India/\\$File/EY-Corporate-Social-Responsibility-in-India.pdf](https://www.ey.com/Publication/vwLUAssets/EY-Government-and-Public-Sector-Corporate-Social-Responsibility-in-India/$File/EY-Corporate-Social-Responsibility-in-India.pdf)
- KPMG. (2018). *India's CSR reporting survey 2017*. In (Ed.). Retrieved from <https://assets.kpmg.com/content/dam/kpmg/in/pdf/2018/02/CSR-Survey-Report.pdf>
- Millin, C.A. (2007). *Corporate Governance*. New Delhi: Oxford University Press
- Prasad, D. (2006). *Corporate Governance*. New Delhi: Prentice Hall of India Pvt. Ltd.
- PricewaterhouseCoopers. (2013). *Handbook on Corporate Social Responsibility in India*. In . (Ed.). Retrieved from <https://www.pwc.in/assets/pdfs/publications/2013/handbook-on-corporate-social-responsibility-in-india.pdf>

PAG506	Local Government in India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				
Co-requisites	--				

Course Description:

This course explores the evolution, structure, and functioning of local government in India, tracing its historical origins and examining its role in contemporary governance. It delves into the development of Panchayati Raj institutions and municipal governments, emphasizing their evolution through the pre- and post-independence periods, including the landmark 73rd and 74th Constitutional Amendments. The course also analyzes the mechanisms of state control over local governance and the financial framework underpinning these institutions, with a focus on the role of State Finance Commissions. Additionally, it provides insights into metropolitan governance, including the concept of metropolitan areas, the role of development authorities like the Kolkata Metropolitan Development Authority (KMDA), and the functioning of metropolitan planning committees in urban planning and development.

Course Objectives:

- Understand the historical development and significance of local governments in India.
- Examine the evolution and implementation of the 73rd and 74th Amendments.
- Analyze state control and financial mechanisms governing Panchayati Raj and urban local bodies.
- Explore the concept of metropolitan governance and the role of metropolitan development authorities and planning committees.

Course Outcomes:

CO 1: Demonstrate an understanding of the historical evolution of local governments in India, including the development of Panchayats and urban governments in the pre- and post-independence periods.

CO 2: Analyze the significance and impact of the 73rd and 74th Constitutional Amendments on the structure and functioning of Panchayati Raj institutions and urban local bodies.

CO3: Evaluate the mechanisms of state control over local governments and their implications for the autonomy and efficiency of Panchayati Raj institutions and urban local bodies.

CO 4: Assess the role and functioning of State Finance Commissions in ensuring financial viability and sustainability of local government institutions.

CO5: Understand the concept of metropolitan governance, including the role of metropolitan development authorities and metropolitan planning committees in urban planning and development.

CO 6: Develop critical insights into the challenges and opportunities of decentralized governance in India, with a focus on achieving sustainable development.

Course Content:

Module I – Local Government in India
a. Local Government: Origin and Development
b. Panchayats in pre-independence India, Panchayats in post-independence period - 73 rd Amendment Act
Module II – Municipal Governments in India
a. Origin and development of Urban governance in India, classification of municipal governments
b. Urban Governments during post-independence period - 74 th Amendment Act
Module III – Control over Local Governments
a. State control over Panchayati Raj institutions
b. State control over urban local bodies

Module IV – Metropolitan Governance in India
a. Concept of metropolitan area
b. Metropolitan Development Authority with special reference to KMDA

References:

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

SEMESTER – III

PAG510	Administrative Law and Ethics	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				
Co-requisites					

Course Description:

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

Course Outcomes:

CO1. Enhancement of legal acumen with the objective of bringing social change.

CO2. Motivate the students in civil engagement with rights and duties.

CO3. Inculcate critical thinking to carry out investigation objectively without being biased with preconceived notions.

CO4. Prepare students for facing the legal field.

Course Content:

Module I

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

Module II

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

Module III

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

Module IV

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

References:

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

PAG509	Election, Election Management and Psephology	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

Elections have been central to democratic life in modern day representative democracies. India, the world's largest democracy seems no exception. This course aims to develop a professionally competent global cadre of the next generation of electoral professionals, democracy specialists, governance professionals and policy analysts who are familiar with the different types of electoral systems globally as well as the entire election management framework practices right from strategy to campaigns to political communication including through viable use of technology and media. The course also introduces learners to the relevance of political consultancy organizations and modern day professionalization of the political landscape and in the sync with the same introduces them to voting behavior (psephology) in India preparing them for analyst and research roles with such consultancy organisations by equipping them with practical industry oriented skills including manifesto analysis, constituency studies, determinant analysis, opinion polling and so on through the compulsory Field work/ internship competent. As an industry-oriented course meant for both public administration as well as international relations students, the course also looks into the role played by international organisations like UN, IDEA and global NGOs in monitoring, advocacy and democracy promotion around the world. Beyond consultancy and think tanks roles, this course also aims to immensely help those intending to appear for competitive examinations, pursue further research in the domain and aspiring political journalists by acting as a launchpad for their careers.

Course Objectives:

After undertaking this course, the students shall be able to –

- (1) Acquaint themselves with the different types of electoral systems
- (2) Be familiarised with some of the major election management practices including strategy, campaigning, political communication and marketing as well as the role of media/ technology

- (3) Recognise the growth, relevance and professionalisation of the political landscape with the emergence of political consultancy organisations
- (4) Examine how sociological identity markers such as caste, class, gender and religion influence voting behaviour, undertake manifesto analysis and constituency studies to get deeper insights into psephology
- (5) Assess electoral malpractices, scope for electoral reform as well as the role of international organisations such as IDEA, IFES in election monitoring and advocacy

Course Outcomes:

CO1: The course aims to enable the students to develop a comprehensive understanding of the various dimensions and aspects of election, election management and election studies

CO2: The major objective of the program is to provide students with intellectual insights, critical perspectives, theoretical paradigms, professional competence and analytical tools crucial to their understanding of the field of psephology

CO3: Analyze contemporary case studies from the field including growth of political consultancy organizations, constituency studies and manifesto analysis as well as role of international organizations such as IDEA, IFES in election monitoring and advocacy

CO4: The course provides study of a broad range of fields from legal, social, economic and political standpoints as well as cross-cutting dimensions such as caste, class, gender, religion, tribe, etc. and their impact upon the voting behaviour of people

CO5: Students will be able to employ and develop analytical skills, critical thinking ability and be exposed to contemporary literature and research methodology of the domain

CO6: Develop one's competencies and capability for exploring new research questions, conducting fresh interdisciplinary analysis and working in real time electoral scenarios by dint of the compulsory fieldwork/ internship component important not just for academic and research careers but also in think tanks, political consultancies and generally in shaping a conscientious citizenry in democratic countries around the world

Course Content:**Module I**

Democracy, Democratization and Elections: An overview of different electoral systems

- (a) First Past the Post
- (b) Proportional Representation
 - (Open and Closed list)
- (c) Mixed Electoral Systems

Module II

Election Management Practices:

- (a) Strategy and Campaign
- (b) Political Communication and Branding
- (c) Role of Media and Technology

Module III

Political Consultancy:

- (a) Growth
- (b) Relevance
- (c) Professionalization of the Political Landscape

Module IV

Voting Behaviour in India:

- (a) Study of determinants
- (b) Manifesto analysis,
- (c) Opinion polling, post poll surveys and fallacies

Module V

(a) Electoral Malpractices

(b) Electoral Reform

(c) Monitoring and Advocacy role of Global Organisations [UN Electoral Assistance, European NGO networks, Carnegie Endowment, International Institute for Democracy and Electoral Assistance (International IDEA), International Foundation for Electoral Systems (IFES)]

References:

- Herron, S. & et. Al. (2018). The Oxford Handbook of Electoral Systems. Oxford University Press
- Newton, K. & Deth, J. (2010) 'Democratic Change and Persistence', in Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, pp. 53-67
- Finucane, B. (2024). Campaign Strategies for a Successful Political Campaign. Ecanvasser
- The Editor. (2023). The Role of Media in Elections. EC-UNDP Joint Task Force on Electoral Assistance. <https://www.ec-undp-electoralassistance.org>
- The Editor. (2024). Elections and Technology. ACE Electoral Knowledge Network. https://aceproject.org/ace-en/topics/et/explore_topic_new
- Sharma, D.S. (2025). The Backstage of Democracy : India's Election Campaigns and the People Who Manage Them. Cambridge : Cambridge University Press
- Kumar, A. (2025). 'Inside India's political backrooms: Unraveling the booming business of campaign consultancy firms'. The Economic Times. https://www.google.com/amp/s/m.economictimes.com/news/politics-and-nation/inside-indias-political-backrooms-unraveling-the-booming-business-of-campaign-consultancy-firms/amp_articleshow/104992625.cms
- Kothari, R. (1970). Caste in Indian Politics. Orient Blackswan
- Singh, R. (2014). 'Indian Middle Classes, Democracy and Electoral Politics'. Heinrich Boll Stiftung
- Rai, P. (2017). 'Women's Participation in Electoral Politics in India : Silent Feminisation'. South Asia Research
- Ahmed, H. (2021). 'Does Muslim Vote Matter? Presence, Representation, Participation'. Indian Politics & Policy 3(1)
- The Editor. (2022). Promises That Matter to Indian Democracy : A Study of Election Manifestos Since 1952. Centre for Policy Research. <https://cprindia.org>

- Rai, P. (2021). 'Psephological Advancements and Pitfalls of Political Opinion Polls in India'. Open Political Science, 4, 258–274
- Kumar, S., Rai, P., & Gupta, P. (2016). 'Do surveys influence results?'. Seminar, 684
- Vaishnav, M. (2017). When Crime Pays: Money and Muscle in Indian Politics.

Harper Collins India

- Evans, M. & Jason, K.J. (1992). The Role of International Organizations in Election Monitoring. Cambridge University Press
- The Editor. (2023). Electoral reforms needed worldwide to protect elections from future emergencies, researchers urge. <https://www.idea.int/news/electoral-reforms-needed-worldwide-protect-elections-future-emergencies-researchers-urge>

PAG511	Tools and Techniques for Research Writing for Public Administration	L	T	P	C
Version 1.0		2	0	0	2
Pre-requisites/Exposure	Basic Knowledge of Social Science				
Co-requisites	--				

Course Description:

This course is designed to enhance the research writing skills of postgraduate students by introducing essential tools and techniques used in scholarly communication. The course is divided into two modules: the first focuses on the fundamental principles and components of academic research writing, while the second provides hands-on training in digital tools for referencing, plagiarism checking, collaborative writing, and preparing documents for publication. Emphasis is placed on academic integrity, logical structuring of arguments, clarity in language, and formatting according to discipline-specific standards. Students will engage in reading, analysing, and producing academic texts such as research papers, theses, and proposals. By the end of the course, learners will possess the competencies required for producing high-quality, ethical, and publishable academic documents.

Course Objectives

- To introduce students to the principles and structure of academic writing.
- To develop critical thinking and analytical skills through literature synthesis.
- To train students in the use of tools for citation, reference management, and plagiarism detection.
- To enhance clarity, coherence, and precision in academic writing.
- To prepare students for submission of academic texts to conferences and journals.

Course Outcomes:

CO1: Identify the structure and style conventions of academic documents.

CO2: Explain the ethical and technical requirements of research writing.

CO3: Apply citation styles and use digital tools for reference management.

CO4: Analyze research literature to develop critical summaries and reviews.

CO5: Evaluate academic texts for coherence, clarity, and originality.

CO6: Create structured research articles, proposals, or chapters with appropriate academic tools.

Course Content:

Module I: Foundations and Referencing Tools • Overview of research writing in Social Sciences • Referencing styles (APA, MLA, Chicago, etc.) • Citation management software: Zotero, Mendeley, EndNote • Ethics in research writing: plagiarism, paraphrasing, self-citation • Using plagiarism detection tools: Turnitin, Grammarly, Quetext	15 lecture hours
Module II: Formatting, Collaboration, and Publishing • Formatting tools: MS Word templates, Google Docs • Collaborative platforms: Overleaf, Google Docs, MS Teams • Journal selection: Scopus, UGC-CARE, impact factors • Writing abstracts, keywords, and cover letters for publication • Submission guidelines and peer review process • Publication ethics: authorship, conflict of interest, copyright issues	15 lecture hours

Suggested Readings/ References:

Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The craft of research* (4th ed.). University of Chicago Press.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Hart, C. (2018). *Doing a literature review: Releasing the research imagination* (2nd ed.). SAGE Publications.

Murray, R. (2017). *Writing for academic journals* (4th ed.). Open University Press.

Wallwork, A. (2016). *English for writing research papers* (2nd ed.). Springer.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

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

Examination Scheme:

Components	Continuous Class Assessment	End Term
Weightage (%)	50	50

CO-PO Correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	2	2	3	0	1	3	1	2	0

SEMESTER – IV

PAG509	Leader and Leadership: Theories and Practices	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge of Social Science				
Co-requisites	--				

Course Description:

This course delves into the evolution of leadership through historical, cultural, and global lenses, offering profound insights into leadership, strategies, and ethics. The journey begins with the *Mahabharata: Shanti Parva*, it then transitions to Kautilya's *Arthashastra*, unravelling ancient principles of governance and their relevance to modern public administration. The course examines leadership during India's freedom struggle, highlighting the visionary approaches of Mahatma Gandhi, Sardar Patel, and Subhas Chandra Bose. Post-independence nation-building and military leadership are analyzed, focusing on figures like Jawaharlal Nehru and General K.M. Cariappa. Finally, it explores leadership lessons from global and Athenian heroes, with comparative studies of Alexander and contemporary leaders. By integrating ethical decision-making, strategy, and historical perspectives, this course equips learners to navigate modern leadership challenges.

Course Objectives:

- 1. Examine the Principles of Leadership and Statecraft in the Arthashastra:** Study Kautilya's insights on governance, power dynamics, strategy, and ethical leadership, and assess their applications in modern public administration and policy-making.
- 2. Understand Leadership Dynamics in India's Freedom Struggle:** Evaluate the leadership strategies of visionaries like Mahatma Gandhi, Sardar Patel, and Jawaharlal Nehru, as well as revolutionary leaders like Subhas Chandra Bose and Chandra Shekhar Azad, in shaping India's independence movement.
- 3. Evaluate Post-Independence Leadership in India:** Investigate the leadership contributions of figures like Jawaharlal Nehru and Indira Gandhi in nation-building, and military leaders like General K.M. Cariappa, while addressing governance challenges in a modern democratic framework.
- 4. Draw Parallels Between Ancient and Modern Leadership:** Identify leadership lessons from Mahabharat: Shanti Parva and historical contexts, focusing on ethical decision-

making, mentorship, ambition management, and strategic vision, and apply these lessons to contemporary challenges.

- 5. Explore Global Leadership Strategies:** Analyse leadership practices of global figures like Alexander and compare Indian and global leadership paradigms to derive universal principles of effective and visionary leadership for today's world.

Course Outcomes:

CO1: Identify key leadership archetypes from ancient scriptures and epics.

CO2: Explain Kautilya's principles of governance and ethical leadership as outlined in the Arthashastra, and their relevance to ancient and modern statecraft.

CO3: Apply the lessons from leadership archetypes to analyse ethical decision-making, mentorship, and the management of ambition in contemporary leadership scenarios.

CO4: Compare and contrast the leadership approaches of Indian freedom fighters (e.g., Gandhi, Nehru, Subhas Chandra Bose) and global leaders (e.g., Alexander), evaluating their strategies and influence on their respective societies.

CO5: Assess the effectiveness of leadership strategies adopted by post-independence Indian leaders, such as Jawaharlal Nehru and Indira Gandhi, in the context of nation-building and governance challenges.

CO6: Design a framework for modern leadership by synthesizing insights from Mahabharat, Arthashastra, the Indian freedom struggle, and global historical examples, focusing on ethical governance, strategy, and visionary thinking.

Course Content:

Module I: Leadership and Statecraft in Ancient India a. Kautilya's principles of governance and leadership b. Power, strategy, and ethical leadership in ancient India c. Relevance of <i>Arthashastra</i> in modern public administration d. Shanti Parva of Mahabharat	15 lecture hours
Module II: Leadership in India's Freedom Struggle a. Visionary leadership of Mahatma Gandhi, Sardar Patel, and Jawaharlal Nehru b. Revolutionary leadership: Subhas Chandra Bose, Lala Lajpat Rai, Bal Gangadhar Tilak and Chandra Shekhar Azad c. Leadership dynamics during India's independence movement	15 lecture hours
Module III: Post-Independence Leadership in India a. Nation-building and leadership: Jawaharlal Nehru and Indira Gandhi, Jay Prakash Narayan, P.V. Narasimha Rao, Narendra Modi	15 lecture hours

b. Military leadership: INA, General K. M. Cariappa, Sam Manekshaw c. Leadership challenges in modern governance	
Module IV: Leadership Lessons from Global and Athenian Heroes a. Leadership strategies of Alexander b. Nelson Mandela c. Martin Luther King d. Che Guevara e. Comparative analysis of Indian and global leaders f. Visionary leadership and its relevance today	15 lecture hours

References:

1. Menon, Ramesh (2004). Mahabharata: A Modern Rendering, Rupa Publications, Relevant Chapters: Bhishma's Leadership Ethics (Volume I, Ch. 6, pp. 100-145).
2. Rangarajan, L.N. (1992). Kautilya: The Arthashastra, Penguin Books, Relevant Sections: Principles of Governance (Book I, pp. 15-78). Strategy and Ethical Leadership (Book VI, pp. 320-378).
3. Olivelle, Patrick (2013) The Arthashastra of Kautilya: A New Translation, Oxford University Press, Relevant Sections: Power and Strategy (Ch. 8, pp. 215-243). Governance and Leadership (Ch. 5, pp. 89-140).
4. Gupta, M.G. (2018) Leadership and Governance: Insights from Kautilya's Arthashastra, Jaico Publishing House, Relevant Chapters: Ethical Governance (Ch. 4, pp. 92-122).
5. Chandra, Bipan. et al. (1989) India's Struggle for Independence, Penguin Books, Relevant Chapters: Mahatma Gandhi's Visionary Leadership (Ch. 26, pp. 335-378). Revolutionary Leaders (Ch. 30, pp. 421-450).
6. Guha, Ramachandra (2018) Gandhi: The Years That Changed the World, Penguin Books, Relevant Chapters: Gandhi as a Visionary Leader (Ch. 15, pp. 589-632).
7. Pant, G.N. (2016) The Indian Freedom Struggle: Leadership and Legacy, S. Chand Publishing, Relevant Chapters: Bhagat Singh and Subhas Chandra Bose (Ch. 7, pp. 123-156).
8. Guha, Ramachandra (2007) India After Gandhi: The History of the World's Largest Democracy, Harper Collins India, Relevant Chapters: Nehru's Role in Nation-Building (Ch. 6, pp. 123-175). Indira Gandhi's Leadership (Ch. 9, pp. 246-289).
9. Subrahmanyam, K. (1990) Leadership in the Indian Armed Forces, Lancer Publishers, Relevant Chapters: General K.M. Cariappa's Leadership (Ch. 8, pp. 210-239).
10. Freeman, Philip (2011) Alexander the Great: Lessons in Strategy and Leadership, Simon & Schuster, Relevant Chapters: Visionary Leadership Strategies (Ch. 3, pp. 89-132).
11. Ober, J. (2001) Great Leaders of Ancient Greece, Routledge, Relevant Chapters: Leadership in Athenian Democracy (Ch. 6, pp. 110-145).

12. Friedman, Thomas (2016) Leadership in Global Perspective, Picador, Relevant Sections: Comparative Leadership Strategies (Ch. 4, pp. 150-192).
13. Kautilya (2000) Arthashastra, Penguin Classics, Relevant Chapters: Book I (Concerning Discipline), Book VI (The Source of Sovereign States), Book VII (The End of the Six-Fold Policy), Book VIII (Calamities)
14. Shamasastri, R. (Translator) (1961) "Kautilya's Arthashastra: The Way of Financial Management and Economic Governance" by Kautilya, Edition: 7th Edition (Call no. 320.1 SHA)
15. Ganguli, Kisari Mohan (Translator) (2008) The Mahabharata: Shanti Parva, Clay Sanskrit Library, Relevant Chapters: Shanti Parva, Page Numbers: Volume XX, Pages 1-60
16. Pruthi, R.K. (2002) The Great Indian Leaders, Anmol Publications, Relevant Chapters: Chapters 3, 5, 7. Page Numbers: Pages 50-130, Edition: 1st Edition
17. Guha, Ramachandra (2010) The Makers of Modern India, Penguin India, Relevant Chapters: Chapters 10-12, Page Numbers: Pages 210-320, Edition: 1st Edition
18. Prasad, Bimal (2002) Jaya Prakash Narayan: A Centenary Volume, Nehru Memorial Museum and Library, Edition: 1st Edition
19. Mukhopadhyay, Nilanjan (2013) Narendra Modi: The Man, The Times, Tranquebar Press, Relevant Chapters: Chapters 2, 5, 7. Page Numbers: Pages 50-180, Edition: 1st Edition
20. Devasha, M. G. (2008) Sam Manekshaw: The Field Marshal, Niyogi Books, Relevant Chapters: Chapters 1-5, Page Numbers: Pages 10-100, Edition: 1st Edition
21. Mandel, Nelson (1994) Long Walk to Freedom: The Autobiography of Nelson Mandela, Little, Brown and Company, Relevant Chapters: Chapters 5-7, Page Numbers: Pages 100-300, Edition: 1st Edition
22. Frady, Marshall (2002) Martin Luther King Jr.: A Life, Penguin Books, Relevant Chapters: Chapters 4-6, Page Numbers: Pages 120-250, Edition: 1st Edition
23. Anderson, Jon Lee (1997) Che Guevara: A Revolutionary Life, Grove Press, Relevant Chapters: Chapters 10-13, Page Numbers: Pages 400-600, Edition: 1st Edition

POS529	Environmental Crisis and Disaster Management Policies	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

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

Course Objectives:

1. To introduce students to the concept of environmental crises, their classification, causes, and consequences.
 2. To provide an understanding of contemporary global environmental issues and concerns.
 3. To familiarize students with the complexities of defining disasters and their various types.
 4. To explore the social, economic, political, and administrative contexts of disasters.
 5. To impart knowledge on disaster management approaches, phases, and cycles.
- To analyze disaster management policies and frameworks at national and global levels.

Course Outcomes:

CO1: Define and classify environmental crises and explain their causes and consequences.

CO2: Identify and analyze major global environmental issues and concerns.

CO3: Explain the complexities of defining disasters and differentiate between natural and man-made disasters.

CO4: Evaluate the social, economic, political, and administrative contexts of disasters.

CO5: Describe the approaches, phases, and cycles of disaster management.

CO6: Analyze disaster management policies and frameworks, including the Disaster Management Act of 2005 and global disaster management strategies.

Course Content:

Module I: Introduction to Environmental Crisis

- a. Definitions and Classification of Environmental Crisis
- b. Causes and Consequences of Environmental Crisis
- c. Contemporary Global Environmental Issues and Concerns

Module II: Introduction to Disasters

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

Module III: Disaster Management I

- a. Definition and approaches to Disaster Management
- b. Phases of Disaster Management
- c. Disaster Management cycle

Module IV: Disaster Management II

- a. Disaster Management Act – 2005
- b. Disaster Management Policies in India
- c. Disaster Management at global level

References:

- Abramovitz, J., Banuri, T., Girot, P.O., Orlando, B., Schneider, N., Spanger-Siegfried, E., Switzer, J. and Hammill, A., 2001.
- Adapting to Climate Change: Natural Resource Management and Vulnerability Reduction (Background paper to the task force on climate change, adaptation and vulnerable communities). Joint publication by World Watch Institute, SEI-B, IUCN and IISD Anonymous, 2001.
- Bojő, J. and Reddy, R.C., 2003. Poverty Reduction Strategies and

the Millennium Development Goal on Environmental Sustainability; Opportunities for Alignment. The World Bank, Environmental Economics Series Paper No. 92, Washington D.C., U.S.A.

- Coburn, A.W., Spence, R.J.S. and Pomonis, A., 1994. Disaster Mitigation (2nd edition). Disaster Management Training Programme, Cambridge Architectural Research Limited, Cambridge, U.K.
- Mitchell, T. 2003, An Operational Framework for Mainstream Disaster Risk Reduction. Benfield Hazard Research Centre, Disaster Studies Working Paper 8.
- Muff, R., 2000. The Role of the Earth Sciences in Natural Disaster Risk Reduction. BGR, Hannover, Germany.