



UNDERGRADUATE PROGRAM STRUCTURE
BA IN PUBLIC ADMINISTRATION AND GOVERNANCE
2026-27
 IN ACCORDANCE WITH
 NEW EDUCATION POLICY 2020

SEMESTER I

SL. NO.	TYPE OF COURSE	COURSE CODE	TITLE OF THE COURSE	CONTACT HOURS PER WEEK			
				L	T	P	C
1	CC	PAG101	Introduction to Administration and Governance	3	0	1	4
2	CC	PAG102	Indian Constitution	3	1	0	4
3	MDC			2	1	0	3
4	Minor	IKS101	Introduction to Indian Knowledge System	3	1	0	4
5	AEC	AEC101	Communicative English – I	1	1	0	2
6	SEC	GEN101	AI for Everyone	2	0	0	2
7	VAC	PAG108	Fundamentals of Environment and Ecology	2	0	0	2
8	AEC II	AEC2	Foreign Language	2	0	0	2

			SUB TOTAL				24
SEMESTER II							
9	MDC			2	1	0	3
10	Minor	GEN104	Basic Cyber Security and Internet of Things	3	1	0	4
11	CC	PAG111	Introduction to Political Science	3	1	0	4
12	CC	PAG113	Local Self Governance	3	1	0	4
13	CC	PAG115	Reasoning, Basic Numeracy and Mental Ability	2	0	0	2
14	AEC	AEC102	Communicative English – II	1	1	0	2
15	SEC	SEC	To be offered by other departments	2	0	0	2
16	VAC	PAG116	Climate Change and Sustainable Development	2	0	0	2
17	AEC - II		Foreign Language	2	0	0	2
18	SEC - II	CLL103	Soft Skills and Aptitude I	1	0	0	1
			SUB TOTAL				26
SEMESTER III							
17	CC	PAG201	Indian Administration	3	1	0	4

18	CC	PAG207	Understanding Indian Polity and Politics	3	1	0	4
19	MDC		To be offered by other departments	2	1	0	3
20	SEC		To be offered by other departments	2	0	0	2
21	Minor		To be offered by other departments	3	1	0	4
22	VAC	PAG216	Human Rights in India	2	0	0	2
23	SEC	CLL203	SOFT SKILLS AND APTITUDE II	1	0	0	1
			SUB TOTAL				20
SEMESTER IV							
24	CC	PAG212	Citizen and Administration	3	1	0	4
25	CC	PAG210	Administrative Thinkers	3	1	0	4
26	CC	PAG218	Techniques of Administrative Improvement and Organisational Theory	3	1	0	4
27	SEC		To be offered by other departments	2	0	0	2
28	MINOR		To be offered by other departments	3	1	0	4
29	VAC	PAG213	Soft Skills/ SWAYAM course	2	0	0	2
			SUB TOTAL				20

SEMESTER V (Degree)							
o							
30	CC	PAG301	Administrative Law	3	1	0	4
31	CC	PAG302	Comparative Public Administration	3	1	0	4
32	CC	PAG313	Administrative Behaviour: Processes, Motivation, and Leadership	3	1	0	4
33	SEC		To be offered by other departments				2
34	MINOR		To be offered by other departments	3	1	0	4
35	INT	PAG306	Internship	0	0	4	4
			SUB TOTAL				22

SEMESTER VI							
36	CC	PAG303	Public Finance and Financial Administration	3	1	0	4
37	CC	PAG308	Public Policy: Concepts and Models	3	1	0	4
38	CC	PAG314	Political Thought and Leadership in India	3	1	0	4
39	SEC		To be offered by other departments				2
40	MINOR		To be offered by other departments	3	1	0	4
41	Project	PAG312	PROJECT	0	0	4	4
			SUB TOTAL				22
			TOTAL CREDITS OF THE PROGRAM AFTER 3 rd year				134

SEMESTER VII (Honours with/without Research)							

42	CC (with Research)	PAG401	Research Methodology - I	3	1	0	4
43	CC (without Research)	PAG402	Social System and Welfare Administration	3	1	0	4
44	CC	PAG403	Corporate Governance and Corporate Social Responsibility	3	1	0	4
45	CC	PAG404	Dynamics of Development Administration	3	1	0	4
46	CC	PAG405	Civil Services in India	3	1	0	4
47	MINOR(without Research)		To be offered by other departments	3	1	0	4
48	MINOR (with Research)		To be offered by other departments	3	1	0	4
49	SEC		SOFT SKILLS AND APTITUDE – VI	1	0	0	1
			SUB TOTAL				21

SEMESTER VIII							
48	CC (without Research)	PAG406	Personnel Administration	3	1	0	4
49	CC (with Research)	PAG407	Research Methodology - II	3	1	0	4
50	CC	PAG408	Ethics in Administration	3	1	0	4
51	Minor (with Research)		To be offered by other departments	3	1	0	4
52	MINOR (without Research)		To be offered by other departments				4
53	MINOR (Without Research)		To be offered by other departments				4

54	Dissertation	PAG409	Dissertation	0	0	12	12
			SUB TOTAL				20
			TOTAL CREDITS OF THE PROGRAM AFTER 4th year				175

SL no.	Paper I: Administrative Theory	
	Topic	Corresponding Paper Codes
1	Introduction: Meaning, scope, and significance of Public Administration, Wilson's vision of Public Administration, Evolution of the discipline, and its present status. New Public Administration, Public Choice approach; Challenges of liberalization, Privatisation, Globalisation; Good Governance: concept and application; New Public Management.	PAG101
2	Administrative Thought: Scientific Management and Scientific Management movement; Classical Theory; Weber's bureaucratic model its critique and post-Weberian Developments; Dynamic Administration (Mary Parker Follett); Human Relations School (Elton Mayo and others); Functions of the Executive (C.I. Barnard); Simon's decision-making theory; Participative Management (R. Likert, C. Argyris, D. McGregor.)	PAG210_UG_IV_Administrative Thinkers
3	Administrative Behaviour: Process and techniques of decision-making; Communication; Morale; Motivation Theories content, process and contemporary; Theories of Leadership: Traditional and Modern.	PAG313
4	Organisations: Theories systems, contingency; Structure and forms: Ministries and Departments, Corporations, Companies; Boards and Commissions; Ad hoc, and advisory bodies; Headquarters and Field relationships; Regulatory Authorities; Public-Private Partnerships.	PAG218
5	Accountability and Control: Concepts of accountability and control; Legislative, Executive, and Judicial control over administration; Citizen and Administration; Role of media, interest groups, voluntary organizations; Civil society; Citizen's Charters; Right to Information; Social audit.	PAG212
6	Administrative Law: Meaning, scope, and significance; Dicey on Administrative law; Delegated legislation; Administrative Tribunals.	PAG301

7	Comparative Public Administration: Historical and sociological factors affecting administrative systems; Administration and politics in different countries; Current status of Comparative Public Administration; Ecology and administration; Riggsian models and their critique.	PAG302
8	Development Dynamics: Concept of development; Changing profile of development administration; ‘Anti-development thesis’; Bureaucracy and development; Strong state versus the market debate; Impact of liberalisation on administration in developing countries; Women and development the self-help group movement.	PAG404
9	Personnel Administration: Importance of human resource development; Recruitment, training, career advancement, position classification, discipline, performance appraisal, promotion, Pay and service conditions; employer-employee relations, grievance redressal mechanism; Code of conduct; Administrative ethics.	PAG406
10	Public Policy: Models of policy-making and their critique; Processes of conceptualisation, planning, implementation, monitoring, evaluation and review, and their limitations; State theories and public policy formulation.	PAG308
11	Techniques of Administrative Improvement: Organisation and methods, Work study and work management; e-governance and information technology; Management aid tools like network analysis, MIS, PERT, CPM.	PAG218
12	Financial Administration: Monetary and fiscal policies: Public borrowings and public debt Budgets types and forms; Budgetary process; Financial accountability; Accounts and audit.	PAG303
	Paper II - Indian Administration	

1	Evolution of Indian Administration: Kautilya Arthashastra; Mughal administration; Legacy of British rule in politics and administration Indianization of Public services, revenue administration, district Administration, local self Government.	PAG201; PAG113
2	Philosophical and Constitutional framework of Government: Salient features and value premises; Constitutionalism; Political culture; Bureaucracy and democracy; Bureaucracy and development.	PAG201, PAG404
3	Public Sector Undertakings: Public sector in modern India; Forms of Public Sector Undertakings; Problems of autonomy, accountability and control; Impact of liberalization and privatization.	PAG404;
4	Union Government and Administration: Executive, Parliament, Judiciary-structure, functions, work processes; Recent trends; Intragovernmental relations; Cabinet Secretariat; Prime Minister's Office; Central Secretariat; Ministries and Departments; Boards; Commissions; Attached offices; Field organizations.	PAG201
5	Plans and Priorities: Machinery of planning; Role, composition and functions of the Planning Commission and the National Development Council; 'Indicative' planning; Process of plan formulation at Union and State levels; Constitutional Amendments (1992) and decentralized planning for economic development and social justice.	PAG404;
6	State Government and Administration: Union-State administrative, legislative and financial relations; Role of the Finance Commission; Governor; Chief Minister; Council of Ministers; Chief Secretary; State Secretariat; Directorates.	PAG201
7	District Administration since Independence: Changing role of the Collector; Union-State-local relations; Imperatives of development management and law and order administration; District administration and democratic decentralization.	PAG113

8	Civil Services: Constitutional position; Structure, recruitment, training, and capacity building; Good governance initiatives; Code of conduct and discipline; Staff associations; Political rights; Grievance redressal mechanism; Civil service neutrality; Civil service activism.	PAG405
9	Financial Management: Budget as a political instrument; Parliamentary control of public expenditure; Role of finance ministry in the monetary and fiscal area; Accounting techniques; Audit; Role of Controller General of Accounts and Comptroller and Auditor General of India.	PAG303
10	Administrative Reforms since Independence: Major concerns; Important Committees and Commissions; Reforms in financial management and human resource development; Problems of implementation.	PAG201
11	Rural Development: Institutions and agencies since independence; Rural development programmes: foci and strategies; Decentralization and Panchayati Raj; 73rd Constitutional amendment.	PAG113
12	Urban Local Government: Municipal governance: main features, structures, finance and problem areas; 74th Constitutional Amendment; Global-local debate; New localism; Development dynamics, politics and administration with special reference to city management.	PAG113, PAG404
13	Law and Order Administration: British legacy; National Police Commission; Investigative agencies; Role of Central and State Agencies including paramilitary forces in maintenance of law and order and countering insurgency and terrorism; Criminalisation of politics and administration; Police-public relations; Reforms in Police.	PAG201

14	Significant issues in Indian Administration: Values in public service; Regulatory Commissions; National Human Rights Commission; Problems of administration in coalition regimes; Citizen administration interface; Corruption and administration; Disaster management.	PAG201
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SEMESTER 1

PAG101	Introduction to Administration and Governance	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basics of Administration				
Co-requisites	Basics of Political science				

Course Objectives:

1. The course is designed to introduce students to the study of, and research in, public administration, in the context of an increasingly globalized world.
2. To understand public and private actions intersect in combination and multi-level governance regimes.
3. To understand the relation with 'Public Policy: Theories, Traditions and Transitions', by exploring further the administrative dimension of policy processes.
4. To understand the various levels of government decision-making.
5. To understand how welfare and citizen centric government is change its management attitude.

Course Outcomes:

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

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

CO3: Graduates will be able to acquire critical thinking and problem-solving skills that are applied in the public service realm.

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

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

Course Description:

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 analyse the transformations in public administration 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

Course Content:

Module I: Introduction to Public Administration

Unit I – Nature, Scope and Significance of Public Administration

Unit II – Wilson's Vision of Public Administration; Evolution of the Discipline and its Present Status

Unit III – Contemporary Concepts in Public Administration

- New Public Administration (NPA)
- New Public Management (NPM)
- Public Choice Approach
- Good Governance: Concept and Application

MODULE II: Public Administration in a Changing Global Context

Unit I – Liberalisation, Privatisation and Globalisation (LPG): Challenges and Impact on Public Administration

Unit II – Role of the State under Globalisation

- Changing functions of government
- Regulatory state and governance mechanisms

Unit III – Administrative Reforms and Innovation in the Global Era

MODULE III: Forms of Government and Administrative Systems

Unit I – Democracy and Authoritarianism: Administrative Implications

Unit II – Unitary System: Structure, Merits and Limitations

Unit III – Federalism: Theory and Practice

MODULE IV: Local Administration and Decentralisation in India

Unit I – Concepts and Framework: Devolution, Delegation and Decentralisation, Administrative Hierarchy in India and Inter-dependence

Unit II – Evolution of Local Self-Government in India

Unit III – Local Administration in Practice: Case Studies: Issues, Challenges and the Way Forward

Reading Essentials:

Module I and Module II:

1. Bhattacharya, Mohit (2011). *Public Administration: Structure, Process and Behaviour*. Oxford University Press.
2. Awasthi, A. & Maheshwari, S.R. (2012). *Public Administration*. Lakshmi Narain Agarwal.
3. Rosenbloom, D.H., Kravchuk, R.S. & Clerkin, R.M. (2015). *Public Administration: Understanding Management, Politics, and Law in the Public Sector*. McGraw-Hill.
4. Gulick, L. & Urwick, L. (eds.) (1937). *Papers on the Science of Administration*. Institute of Public Administration.
5. Simon, H.A. (1947). *Administrative Behavior*. Free Press.
6. Appleby, P.H. (1949). *Policy and Administration*. University of Alabama Press.
7. Hood, C. (1991). “A Public Management for All Seasons?” *Public Administration*, 69(1).
8. Osborne, D. & Gaebler, T. (1992). *Reinventing Government*. Addison-Wesley.
9. World Bank (1992). *Governance and Development*. World Bank.
10. Shah, A. (ed.) (2010). *Public Administration and Public Policy in India*. Oxford University Press.
11. Government of India (2005–2009). *Second Administrative Reforms Commission Reports*.

MODULE III:

1. Dahl, R.A. (1989). *Democracy and Its Critics*. Yale University Press.
2. Huntington, S.P. (1991). *The Third Wave: Democratization in the Late Twentieth Century*. University of Oklahoma Press.
3. Heywood, A. (2019). *Politics*. Palgrave Macmillan.
4. Elazar, D.J. (1987). *Exploring Federalism*. University of Alabama Press.
5. Wheare, K.C. (1963). *Federal Government*. Oxford University Press.
6. Basu, D.D. (2018). *Introduction to the Constitution of India*. LexisNexis.
7. Singh, M.P. & Saxena, R. (2011). *Federalism in India*. Oxford University Press.

MODULE IV:

1. Maheshwari, S.R. (2013). *Local Government in India*. Orient Blackswan.
2. Mathew, G. (ed.) (2000). *Status of Panchayati Raj in India*. Institute of Social Sciences.
3. Sharma, R.N. (1999). *Decentralisation and Local Politics*. Mittal Publications.
4. Singh, N. (2002). *Panchayati Raj in India's Federal System*. Oxford University Press.
5. Government of India (1992). *73rd and 74th Constitutional Amendment Acts*. Government of India.
6. Government of India (1957). *Report of the Balwant Rai Mehta Committee*.
7. Government of India (1978). *Report of the Ashok Mehta Committee*.
8. Bandyopadhyay, S. (2016). *Local Governance in India*. Routledge.
9. UNDP (2009). *Decentralized Governance in India*. UNDP.
10. World Bank (2015). *Urban Governance and Decentralization in India*. World Bank.

PAG111	Introduction to Political Science	L	T	P	C
		2	1	0	3
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	N/A				

Course Description

This course provides an introductory foundation in Political Science by familiarizing students with its meaning, nature, scope, and major approaches. It examines the core concepts of the state, liberty, and equality, along with classical and modern theoretical perspectives. The course also explores the relationship between Political Science and other social sciences, enabling students to understand politics as an interconnected social phenomenon. Emphasis is placed on conceptual clarity, critical reasoning, and the ability to relate political ideas to contemporary political and social realities.

Course Objectives

The objectives of this course are to:

1. To introduce students to the basic concepts, nature, and scope of Political Science.
2. To familiarize learners with major approaches and traditions within Political Science.
3. To explain the meaning, elements, and theories regarding the origin and evolution of the state.
4. To develop an understanding of the concepts of liberty and equality through classical and modern perspectives.
5. To examine the relationship between liberty, authority, and equality in political theory.
6. To encourage analytical thinking and the ability to relate political concepts to real-world political and social issues.

Course Outcomes

At the end of the course, the student will be able to-

CO1: Define Political Science and explain its nature, scope, and major approaches.

CO2: Describe the relationship between Political Science and other social sciences such as History, Sociology, Economics, and Law.

CO3: Explain the meaning and essential elements of the state and critically discuss major theories of the origin of the state, including Divine Origin, Social Contract, and Evolutionary theories.

CO4: Understand and trace the evolution of the concept of liberty and distinguish between negative and positive liberty.

CO5: Critically evaluate J.S. Mill's ideas on liberty and analyze the relationship between liberty and authority.

CO6: Explain the evolution and dimensions of equality and assess the issue of compatibility between liberty and equality in political theory.

Course Content

Module I: Meaning of Political Science

- Concept of Political Science - traditional view and modern view.
- Nature & Scope of Political Science.
- Relation between Political Science and Other Social Sciences.

Module II: State

- State: Concepts and Elements.
- Theories of the Origin of State: Divine Origin, Social Contract, Evolutionary Theory.

Module III: Core Concepts in Political Philosophy

- Liberty: Concept and types of Liberty: J.S. Mill's Ideas on Liberty, Liberty & Authority.
- Equality: Concept of Equality, Equality: Social, Political and Economic; Relationship between Equality and Freedom.
- Justice: Concept of Justice, Types: Procedural & Substantive, John Rawls Conception of Justice.

Module IV: Major Political Ideologies

- Liberalism
- Marxism
- Socialism
- Fascism
- Feminism
- Gandhism
- Green ideology

Essential/Recommended Readings:

Module: I

Gaub, O. P. (2012). An introduction to political theory (4th ed.). Macmillan India.

Johari, J. C. (2018). Principles of modern political science. Sterling Publishers.

Ramaswamy, Sushila (2015). Political Theory: Ideas and Concepts. PHI Learning Private Limited

Roy, A., & Bhattacharya, M. (1981). *Political theory: Ideas and institutions*. The World Press.

Module: II

Myneni, S. R. (2010). Political science for law students. Allahabad Law Agency.

Roy, A., & Bhattacharya, M. (1981). *Political theory: Ideas and institutions*. The World Press.

Gaub, O. P. (2012). An introduction to political theory (4th ed.). Macmillan India.

Johari, J. C. (2018). Principles of modern political science. Sterling Publishers.

Module: III

Gaub, O. P. (2012). An introduction to political theory (4th ed.). Macmillan India.

Johari, J. C. (2018). Principles of modern political science. Sterling Publishers.

Mill, J.S. (1859). *On Liberty*. John W. Parker & Son.

Myneni, S. R. (2010). *Political science for Law students*. Allahabad Law Agency.

Vinod, M. J., & Deshpande, M. (2013). Contemporary Political Theory. PHI Learning Private Limited.

Gaub, O. P. (2012). An introduction to political theory (4th ed.). Macmillan India.

Rawls, John (1971). *A Theory of Justice*. Harvard University Press

Roy, A., & Bhattacharya, M. (1981). *Political theory: Ideas and institutions*. The World Press.

Module: IV

Heywood, A. (Current Edition). Political Ideologies: An Introduction. (Standard reference for global ideologies).

Dhawan, G. N. (1951). Political Philosophy of Mahatma Gandhi. Ahmedabad: Navjivan.

Roy, A., & Bhattacharya, M. (1981). *Political theory: Ideas and institutions*. The World Press.

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written Examination

Scheme:

Mid Sem	CCA	Attendance	End-Term
20	25	5	50

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

1- WEAKLY MAPPED

2- MODERATELY MAPPED

3 - STRONGLY MAPPED

SEMESTER 2

PAG102	Indian Constitution	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basics of Civics and Indian Politics				
Co-requisites					

Course Objectives:

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

Course Outcomes:

CO1: Understand and explain the significance of Indian Constitution as the fundamental law of the land.

CO2: Exercise his fundamental rights in proper sense at the same time identifies one's responsibilities in national building.

CO3: Analyse the Indian political system, the powers and functions of the Union, State and Local Governments in detail

CO4: Understand Electoral Process, Emergency provisions and Amendment procedure

Course Content:

Module I: Making of the Indian Constitution

- **Legacies of the British Rule – Inception of Constitutionalism**
Regulating Acts (1773, 1781, 1784)
Charter Acts (1813, 1833, 1853)
Government of India Acts (1909, 1919, 1935)
Cabinet Mission 1946
Indian Independence Act 1947
- **Social and Political perspectives**
 - Liberal,
 - Socialist
 - Marxist

Module II: Salient features of the Indian Constitution

- Preamble
- Fundamental Rights and Duties
- Directive Principles of State policy
- Parliamentary System
- Procedure of Amendment
- Basic Structure Doctrine – *Keshavanand Bharati vs. Union of India (1973)*

Module III: Relation between Organs of the government

- Principal organs of the Union Government – envisaged role and actual working of the Executive, Legislature and Supreme Court
- Principal organs of the State Government – envisaged role and actual working of the Executive, Legislature and High Court
- Judicial Activism; Judicial Review; PIL

Module IV: Decentralisation and Local Autonomy

- Grassroots Democracy: Panchayati Raj Institutions and Municipal Government
- Significance of 73rd and 74th Amendment Acts
- Fiscal Structure of Local Self government: Comptroller and Auditor General and its role in financial devolution.
- Grassroot movements – origins and analyses.

Texts and References:

- Austin, Granville, (1966). *The Indian Constitution – Cornerstone of a Nation*. Oxford University Press: USA
- - (2003). *Working a Democratic Constitution – A History of the Indian Experience*, Oxford India Paperbacks.
- Basu, D. D. (2012). *Introduction to the Constitution of India*, Lexisnexis: New Delhi.
- Chandra, Bipan,(et al.) (2016) *India's Struggle For Independence:1857-1947*, Penguin: New Delhi.
- Das, Amiya Kumar (2023), *Grassroots Democracy and Governance in India: Understanding Power, Sociality and Trust*, Springer Nature.
- Fadia, B.L. and Fadia, Kuldeep (2024). *Indian Government and Politics*. Sahitya Bhawan.

- The Oxford Handbook of the Indian Constitution. (2016). In *Oxford University Press eBooks*. <https://doi.org/10.1093/law/9780198704898.001.0001>
- Goel, S. K. (2012). An Introduction to the Constitution of India. <http://ci.nii.ac.jp/ncid/BB12187282?l=en>
- Kashyap, Subhas (2021). *Our Constitution – An Introduction to India's Constitution and Constitutional Law*, National Book Trust.
- Myneni, S.R. (2023). *Political Science for Law Students*, Allahabad Law Agency.

Online Resources

:

- <https://judgments.ecourts.gov.in/KBJ/?p=home/intro>
- <https://web.archive.org/web/20120404195325/http://openarchive.in/judis/4488.htm>
- <https://main.sci.gov.in/judgment/judis/9303.pdf>
- <https://main.sci.gov.in/jonew/judis/14839.pdf>
- <https://www.scobserver.in/cases/puttaswamy-v-union-of-india-fundamental-right-to-privacy-case-background>
- <https://privacylibrary.ccgnlud.org/case/justice-ks-puttaswamy-ors-vs-union-of-india-ors>

PAG113	Local Self Governance	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	Basic knowledge of local governance				
Co-requisites	--				

Course Description

This course offers an in-depth exploration of local self-government in India, focusing on its principles, evolution, and significance in fostering decentralized governance. It examines the structure and functioning of rural and urban local bodies, highlighting the transformative impact of the 73rd and 74th Constitutional Amendments. The course also addresses the challenges of decentralization, state control over local governments, and the institutional weaknesses that affect governance. Through critical analysis, students will gain insights into the mechanisms and reforms needed to strengthen local self-governance in India, promoting autonomy, accountability, and participatory democracy. By the end of the course, students will be equipped to understand the complexities of local governance and contribute meaningfully to policy-making and administrative roles aimed at improving grassroots development and governance.

Course Objectives

1. To provide foundational knowledge about the meaning, principles, and necessity of local self-government, emphasizing the concepts of autonomy and decentralization.
2. To analyze the evolution and structure of rural self-government in India, focusing on the impact and significance of the 73rd Amendment Act of 1992.
3. To examine the development and structure of urban local bodies in India, with special reference to the 74th Amendment Act of 1992.
4. To identify the challenges faced by rural and urban governance in India and explore potential solutions for enhancing their effectiveness.

5. To understand the nature and mechanisms of state control over local governments, highlighting its strengths, weaknesses, and impact on local autonomy.
6. To encourage critical thinking and propose strategies for addressing the challenges of decentralization, improving governance, and fostering sustainable development at the local level.

Course Outcomes

CO 1: Understand the meaning, principles, and necessity of local self-government, along with the concepts of autonomy and decentralization.

CO 2: Analyze the evolution, structure, and challenges of rural self-government in India, with a focus on the significance and impact of the 73rd Amendment Act of 1992.

CO 3: Examine the historical development, structure, and functioning of urban local bodies in India, highlighting the role of the 74th Amendment Act of 1992.

CO 4: Identify and evaluate the types and techniques of state control over local governments, assessing their impact on local autonomy and governance.

CO 5: Critically assess the challenges faced by rural and urban local governments in India, and explore solutions for enhancing their efficiency and effectiveness.

CO 6: Propose strategies and reforms to address weaknesses in decentralization and state control, fostering sustainable development and participatory governance at the grassroots level.

Course Content

Module I: Introduction to Local Self Government

- Meaning, Principles and need of Local Self-government.
- Idea of Autonomy and Decentralization.
- Problems of Decentralization.

Module II: District Administration:

- Changing role of the Collector;
- Union-state-local relations;
- Imperatives of development management;
- Law and order administration;
- District administration and democratic decentralization.

Module III: Rural Development in India

- Institutions and Agencies since Independence.
- The 73rd Amendment Act of 1992.
- Rural Development Programmes: foci and strategies,
- Decentralization and Panchayati raj.

Module IV: Urban Local Government in India

- Municipal Governance: main features, structures, finance and problem areas.
- The 74th Amendment Act of 1992.
- Global-Local Debate.
- New Localism.
- Development dynamics, politics and administration with special reference to city management,

Essential/Recommended Readings:

Module I

- Arora, R. K. & Goyal, R. (1996). Indian Public Administration. New Delhi: VishwaPrakashan.
- Indira Gandhi National Open University. (2021). *Unit-13* [PDF]. eGyanKosh. <http://egyankosh.ac.in/handle/123456789/72838>
- Alagappa University. (2020). *Local Self Government administration in India: B.A. (Public Administration) VI-Semester* [Self-instructional material]. Directorate of Distance Education, Alagappa University. [https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/6/UG_B.A._Public%20Administration%20\(English\)_106%2064%20-%20Local%20Self%20Government%20Admin%20in%20India%20-%20VIth%20Sem%20BA%5B%20Pub%20Admin%5D_7680.pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/6/UG_B.A._Public%20Administration%20(English)_106%2064%20-%20Local%20Self%20Government%20Admin%20in%20India%20-%20VIth%20Sem%20BA%5B%20Pub%20Admin%5D_7680.pdf)

Module II

- Arora, R. K. & Goyal, R. (1996). Indian Public Administration. New Delhi: VishwaPrakashan.
- Avasthi, A., & Avasthi, S. (n.d.). *Public administration in India*. Lakshmi Narain Agarwal.
- Alagappa University. (2020). *Local Self Government administration in India: B.A. (Public Administration) VI-Semester* [Self-instructional material]. Directorate of Distance Education, Alagappa University. [https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/6/UG_B.A._Public%20Administration%20\(English\)_106%2064%20-%20Local%20Self%20Government%20Admin%20in%20India%20-%20VIth%20Sem%20BA%5B%20Pub%20Admin%5D_7680.pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/6/UG_B.A._Public%20Administration%20(English)_106%2064%20-%20Local%20Self%20Government%20Admin%20in%20India%20-%20VIth%20Sem%20BA%5B%20Pub%20Admin%5D_7680.pdf)
- Indira Gandhi National Open University. (n.d.). *Unit-6: 73rd and 74th Constitutional Amendment Acts* [PDF]. eGyanKosh. <https://egyankosh.ac.in/bitstream/123456789/101779/1/Unit-6.pdf>

Module III

- Avasthi, A., & Avasthi, S. (n.d.). *Public administration in India*. Lakshmi Narain Agarwal.
- Ahluwalia, Isher Judge. (2017). *Urbanisation in India*. New Delhi: Sage.
- Bhattacharya, Mohit. (1976). *Management of Urban Government in India*. New Delhi: Uppal.
- Sachdeva, Pradeep. (2011). *Local Government in India*. Delhi: Pearson.

- Gaur, S. S. (2024). *Local self-government in India: Decentralized democracy in action*. OrangeBooks Publication.
- Rodrigues, E. A. (2018). Globalisation... Global, local and the political. In *Political Sociology* (Unit 33). INFLIBNET Centre. <https://ebooks.inflibnet.ac.in/soc15/chapter/globalisation-global-local-and-the-political/>
- Katz, B., & Nowak, J. (2018). *The new localism: How cities can thrive in the age of populism*. Brookings Institution Press. <https://www.jstor.org/stable/10.7864/j.ctt1vw0rdb>

Suggestive Readings:

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

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written Examination Scheme:

Mid Sem	CCA	Attendance	End-Term
20	25	5	50

SEMESTER 3

PAG 201	Indian Administration	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				
Co-requisites					

Course Description:

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

Course Objectives:

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

Course Outcomes:

CO1:

Explain the **historical evolution of Indian administration** from ancient to modern periods, with reference to Kautilya's *Arthashastra*, medieval administrative thinkers, British administration, and the process of Indianisation of public services.

CO2:

Analyse the **philosophical and constitutional foundations** of Indian administration, including constitutionalism and the structure and functioning of the Executive, Legislature, and Judiciary.

CO3:

Describe and evaluate the **organisation and functioning of the Union Government**, focusing on the President, Prime Minister and Council of Ministers, Cabinet Secretariat, Union ministries, departments, boards, and commissions.

CO4:

Examine the **administrative structure at the state level**, including the roles of the Governor, Chief Minister and Council of Ministers, Chief Secretary, State Secretariat, and directorates.

CO5:

Assess the **major service delivery mechanisms and functional aspects** of Indian administration, particularly revenue collection, public health system, public distribution system, law and order, finance, and social services through relevant ministries.

CO6:

Critically evaluate the **citizen–administration interface**, with special reference to grievance redressal institutions and mechanisms such as the Lokpal and Lokayukta, using case studies to understand contemporary administrative challenges.

Course Content:**Module I: Evolution of Indian Administration**

Unit I: Ancient – **Kautilya's Arthashastra**

Unit 2: Medieval – Sultanate and **Mughal administration**

Unit 3: Modern - Portfolio system; **Legacy of British rule in politics and administration**

Unit 4: **Indianisation of Public Services**; **revenue administration**

Module II: Constitutional elements of Indian Administration

Unit 1: **Philosophical and Constitutional framework of Government** – **salient features and value premises**; **Constitutionalism**; **Executive, Parliament, Judiciary structure**

Module III: Two tier Administrative Structure

Unit 1: **Union Government and Administration**

- **Executive** (President, **Prime Minister's Office**) ; **Parliament**; **Judiciary – structure, functions and work processes**;
- **Recent trends**
- **Intra-governmental relations**;
- **Cabinet Secretariat**; **Central Secretariat**; **Ministries and Departments**; **Boards**; **Commissions**; **Attached offices**; **Field Organizations**.

Unit 2: **State Government and Administration**

- **Union State Relations - administrative, legislative and financial relations**;
- **Role of Finance Commission**;
- **Executive - Governor, Chief Minister and Council of Ministers**,
- **Chief Secretary, State Secretariat and Directorates**.

Module IV: Major aspects of Indian Administration

Unit 1: **Law and Order Administration**

- **British legacy**;
- **National Police Commission**;
- **Investigative Agencies**;
- **Role of Central and State Agencies including para-military forces**;
- **Criminalization of politics and administration**;

- Police-public relations; Reforms in Police.

Unit 2: **Administrative reforms since independence**

- Major concerns;
- Important Committees and Commissions;
- Reforms in financial management and human resource development;
- Problems of implementation.

Unit 3: **Issues in Indian Administration**

- Values in public service;
- regulatory commissions;
- National Human Rights Commission;
- problems of administration in coalition regimes;
- corruption and administration;
- Disaster management

Essential/Recommended Readings:

Module I

- Kautilya. Arthashastra. (Translated by R. Shamasastri). Bangalore: Government Press.
- Basham, A.L. (1967). The Wonder That Was India. New Delhi: Rupa.
- Sarkar, Jadunath (1952). Mughal Administration. Calcutta: M.C. Sarkar & Sons.
- Spears, Percival (1990). The Oxford History of India. New Delhi: Oxford University Press.
- Misra, B.B. (1977). The Indian Administrative System. New Delhi: Oxford University Press.
- Potter, David C. (1973). India's Political Administrators. Oxford University Press.

Module II

- Austin, Granville (1966). The Indian Constitution: Cornerstone of a Nation. Oxford University Press.
- Basu, D.D. (2022). Introduction to the Constitution of India. New Delhi: LexisNexis.
- Finer, Herman (1997). Theory and Practice of Modern Government. New Delhi: Universal.
- Maheshwari, S.R. (2005). Indian Administration. New Delhi: Orient Blackswan.
- Arora, R.K. & Goyal, R. (2014). Indian Public Administration. New Delhi: Wishwa Prakashan.

Module III

- Appleby, Paul H. (1953). Public Administration in India. New Delhi: Government of India.

- ARC (2008). Second Administrative Reforms Commission Reports. Government of India.
- Myrdal, Gunnar (1968). Asian Drama: An Inquiry into the Poverty of Nations. New York: Pantheon.
- Rudolph, Lloyd & Rudolph, Susanne (1987). In Pursuit of Lakshmi. Chicago: University of Chicago Press.
- Singh, Prakash (2007). Police Reforms in India. New Delhi: Rupa.

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written Examination Scheme:

Mid Sem	CCA	Attendance	End-Term
20	25	5	50

CO-PO correlation Matrix:

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

1 - WEAKLY MAPPED

2 - MODERATELY MAPPED

3 - STRONGLY MAPPED

PAG207	Understanding Indian Polity and Politics	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

This course introduces the student to the Indian Polity and the Political Process. It aims to help the learners grasp the evolving political process in India since Independence, explain the sociological determinants of pattern behaviour, for instance, caste, class, gender and religion while also examining federalism in theory and practice with reference to select/ particular examples.

This course shall also highlight the interlinkages between economy and polity by embracing 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 importance including separatist and militant ethnic movements as well as social movements. Beyond political science undergraduates who wish to pursue careers in teaching and research or appear for government competitive examinations including the Civil Services, this course is also likely to be of interest to even students aiming for political consultancy, think tanks, political journalism and any but every conscientious citizen and general reader worldwide who wishes to understand the past, present and future of the world's largest democracy.

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 federal framework in India and its evolution
- (4) Be familiarised with some of the major issues in Indian Democracy and Governance including social movements and ethnic militancy thereby developing comprehensive understanding of lived realities around them crucial for the success of any social science undergraduate
- (5) 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 Polity and Political Process

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 Polity and Politics

CO3 : Analyse case studies of emerging issues in Indian Democracy and Governance such as ethnic militancy, social movements 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, gender, religion and the impact of globalization

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 analysing contemporary issues in Indian governance and democracy including evaluation of the effectiveness of existing provisions, laws and initiatives important not just for academic and research careers but also in think tanks, political consultancies and generally in shaping a conscientious citizenry

Course Content:

Module I

Political Process in India since 1947 : An Overview

- Phases of the Party System :
 - a) Movement Party System,
 - b) Congress System,
 - c) **Patterns of coalition politics,**
 - d) Fourth Party System
- Governments, Premierships and major political developments
 - a) National and Regional Parties
 - b) Ideological and Social Bases of Parties
 - c) Pressure Groups
 - d) Election Commission of India : Structure, Role and Functions

Module II

Statutory Institutions/ Commissions and their significance in Indian Politics:

- National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Women, National Commission for Minorities, National Commission for Backward Classes, National Human Rights Commission
- **Changing socio-economic Profile of Legislators**
 - a) Pre-1967
 - b) 1967 – 1989
 - c) Post-1989
 - d) Profile Analysis in Lok Sabha Elections

Module III

Federalism in India : Theory & Practice

- Constitutional Provisions :
 - A) Legislative Relations : Seventh Schedule
 - B) Administrative Relations : Role of Bureaucracy and Union Public Service Commission
 - C) Financial Relations : Finance Commission, GST Council

- Emerging Trends in Indian Federalism:
 - a) **Changing Nature of Centre-State relations**
 - b) Integrationist tendencies and Regional Aspirations
- Issues and Challenges: a) Asymmetric Federalism
 - b) Inter-State disputes; Case studies

Module IV

Social Movements in India

- Civil liberties and human rights movements : India Against Corruption Movement
- Women's movements : Anti – Arrack Movement
- Environmentalist movements: Chipko Movement, Narmada Bachao Andolan

Module V

State, Market and Political Economy of Development in India

- Nehruvian and Gandhian perspectives of development
- Phases of Economic Reforms:
 - a) Slow Growth (Land Reforms, Agrarian relations and Green Revolution – Role of Planning and Public Sector),
 - b) Moderate Growth
 - c) **High growth - Liberalisation, Privatisation and Globalisation Reforms and Challenges**
- Planning Commission & NITI Aayog : Structure, Role & Functions in comparative perspective

Essential Readings:

Module I

- Singh, M.P. & Saxena, R. (2021). Indian Politics : Constitutional Foundations and Institutional Functioning. PHI Learning
- Hasan, Z. (Eds). (2021). Party and Party Politics in India : Themes in Indian Politics. Oxford University Press

- Diwakar, R. (2017). Party System in India. Oxford University Press
- Sridharan, E. (2024). Elections, Parties & Coalitions in India : Theory and Recent History. Permanent Black
- Vaishnav, M. & Mallory, C. (2024). The Resilience of India's Fourth Party System. Carnegie Endowment for International Peace.
<https://carnegieendowment.org/research/2024/09/india-election-bjp-party-politics?lang=en>
- Weiner, M. (1957). Party Politics in India : The Development of a Multi-Party System. Princeton University Press
- Singh, U.K. & Roy, A. (2017). Election Commission of India : Institutionalising Democratic Uncertainties. Oxford University Press

Module II

- Ahmed, H. (2021). 'Does Muslim Vote Matter? Presence, Representation, Participation'. Indian Politics & Policy 3(1)
- Bhaumik, S.(2009). 'Ethnicity, Ideology and Religion : Separatist Movements in North East India'. Troubled periphery : The Crisis of India's North East. Sage Publications
- Jaffrelot, C. (2021). Modi's India: Hindu Nationalism and the Rise of Ethnic Democracy. Princeton University Press
- Jaffrelot, C., & Ahmed, H. (2024). Indian Muslims: (Self-)Perceptions and Voting Trends in 2024. Studies in Indian Politics, 12(2), 289-302.
<https://doi.org/10.1177/23210230241296356> (Original work published 2024)
- Jodhka, S. (2017). Caste in Contemporary India. Routledge
- Kothari, R. (1970). Caste in Indian Politics. Orient Blackswan
- Menon, N. & Nigam, A.(2007). 'Politics of Hindutva and the minorities'. Power and Contestation – India Since 1989. Zed Books
- Shankar, B. L. & Rodrigues, Valerian. (2014). The Indian Parliament: A Democracy at Work. Oxford University Press.

Module III

- Singh, M.P. (2016). 'The Federal Scheme'. The Oxford Handbook of the Indian Constitution. Oxford University Press
- Singh, N. (2016). 'Fiscal Federalism'. The Oxford Handbook of the Indian Constitution. Oxford University Press
- Tillin, L. (2016). Asymmetric Federalism. The Oxford Handbook of the Indian Constitution. Oxford University Press
- Tillin, L. (2019). Indian Federalism. Oxford University Press

Module IV

- Baruah, S. (2000). India Against Itself. Oxford University Press
- Guha, R. & Chakravorty, G. (1988). Subaltern Studies. Oxford University Press
- Shah, G. (1990). Social Movements in India : A Review of Literature. Sage Publications
- Ghosh, B. (2024) . Exploring Social Movements : Theories, Experiences and Trends. Routledge

Module V

- Mukherji, R. (2009), 'The State, Economic Growth, and Development in India', India Review,8:1, 81 — 106,DOI:[10.1080/14736480802665238](https://doi.org/10.1080/14736480802665238).
- Kohli, A. (2010). 'Politics and Redistribution'. The Oxford Companion to Politics in India. Oxford University Press
- Kapur, D.(2010). 'The Political Economy of the State'. The Oxford Companion to Politics in India. Oxford University Press
- Hewamanne, S. & Smytta, Y. (2023).The Political Economy of Post Covid Life and Work in the India Global South : Pandemic and Precarity, Springer

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

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	25	5	20	50

CO-PO Correlation Matrix

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

SEMESTER 4

PAG212	Citizen and Administration	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				
Co-requisites					

Course Description:

This course provides a comprehensive understanding of citizen-centric governance, emphasizing its meaning, evolution, and significance in democratic systems. It explores the dynamic interactions between citizens and administration, focusing on the rights and obligations of citizens in fostering accountable governance. The course examines mechanisms for enhancing citizen participation, including the Citizen's Charter, Sevottam Model, and Social Audit, highlighting their role in promoting transparency and accountability. It also delves into grievance redressal systems in India, such as the Lokpal, Lokayukta, and the Right to Information Act, alongside the influence of judicial activism and public interest litigation in empowering citizens. By the end of the course, students will gain the knowledge and skills to critically analyze citizen-centric governance models, evaluate grievance redressal mechanisms, and contribute to the creation of transparent, participatory, and accountable governance systems.

Course Objectives:

- To introduce the concept of citizen-centric governance, its meaning, nature, and evolution, emphasizing its role in strengthening democracy and accountability.
- To explore the interactions between citizens and administration, focusing on the rights and obligations of citizens in governance processes.
- To examine mechanisms for citizen participation, such as the Citizen's Charter, Sevottam Model, and Social Audit, and their impact on enhancing service delivery and accountability.
- To provide a detailed understanding of grievance redressal mechanisms in India, including the Lokpal, Lokayukta, and the Right to Information Act, and their effectiveness in addressing citizen complaints.
- To analyze the role of judicial activism and public interest litigation in promoting transparency, accountability, and justice for citizens.
- To equip students with critical insights and practical knowledge to assess and contribute to citizen-centric governance frameworks and reforms in India.

Course Outcomes:

CO 1: Demonstrate an understanding of the concept, nature, and evolution of citizen-centric governance and its role in enhancing democratic accountability.

CO 2: Analyze the interactions between citizens and administration, focusing on the rights and obligations of citizens in governance processes.

CO 3: Evaluate citizen participation mechanisms, including the Citizen's Charter, Sevottam Model, and Social Audit, and their effectiveness in improving service delivery and accountability.

CO 4: Assess the functioning and impact of grievance redressal mechanisms in India, such as the Lokpal, Lokayukta, and the Right to Information Act.

CO 5: Examine the significance of judicial activism and public interest litigation in empowering citizens and promoting transparency and justice.

CO 6: Develop critical insights and practical strategies to enhance citizen-centric governance frameworks, contributing to participatory and accountable governance in India.

Course Content:

Module 1 – Introduction to Citizen and Administration

- Meaning and Features of Citizen and Administration
- Concept of accountability and control, Executive and judicial control over administration
- Rights and Obligations of the Citizens
- Role of media, interest groups, voluntary organizations; civil society

Module 2 - Citizen's Participation and Accountability

- Citizen's Charter
- Models of Citizen Administration
- Social Audit

Module 3 - Grievance redressal mechanisms in India

- Lokpal and Lokayukta
- Right to Information
- Judicial Activism and Public Interest Litigation

Essential Readings:

MODULE 1 – INTRODUCTION TO CITIZEN CENTRIC GOVERNANCE

1. Shah, A. (2007). *Citizen-Centric Governance: Indicators: Measuring and Monitoring Governance by Listening to the People and Not the Interest Groups*, [Economics Discussion Papers](#) 2009-27, Kiel Institute for the World Economy.
2. Bovaird, T. & Löffler, E. (2003). *Public Management and Governance*. Routledge.
3. Osborne, D. & Gaebler, T. (1992). *Reinventing Government: How the Entrepreneurial Spirit Is Transforming the Public Sector*. Addison-Wesley.
4. Denhardt, R.B., Denhardt, J.V. & Blanc, T.A. (2013). *Public Administration: An Action Orientation*. Cengage Learning.
5. Rosenbloom, D.H., Kravchuk, R.S. & Clerkin, R.M. (2015). *Public Administration: Understanding Management, Politics, and Law in the Public Sector*. McGraw-Hill.

6. Fukuyama, F. (2013). *What Is Governance?* Governance Journal, 26(3).

MODULE 2 – CITIZEN’S PARTICIPATION AND ACCOUNTABILITY

1. Osborne, S.P. (2006). *The New Public Governance?* Routledge.
2. Fung, A. (2006). *Varieties of Participation in Complex Governance*. Public Administration Review, 66.
3. Jain, P.C. (2010). *Citizen’s Charter and Public Accountability*. Indian Journal of Public Administration.
4. Mitra, A. (2005). *Social Audit: Theory and Practice*. Economic & Political Weekly.
5. Thomas, J.C. (1995). *Public Participation in Public Decisions: New Skills and Strategies for Public Managers*. Jossey-Bass.

MODULE 3 – GRIEVANCE REDRESSAL MECHANISMS IN INDIA

1. Government of India (2013). *The Lokpal and Lokayuktas Act, 2013*.
2. Lokpal & Lokayuktas Reports (Annual Reports, various years) — Official Reports, Government of India.
3. RTI Act, 2005 (2005). *The Right to Information Act, 2005*. Government of India.
4. PIL Judgments Compilation (2015). *Public Interest Litigation: Landmark Judgments in India*. Eastern Book Company.
5. Seervai, H.M. (2015). *Constitutional Law of India*. Universal Law Publishing (Relevant chapters on PIL & Judicial Review).
6. Sathe, S.P. (2002). *Judicial Activism in India: Transcending Borders and Enforcing Limits*. Oxford University Press.
7. DRM Reports (various years). *Public Grievances Redress and Citizen Satisfaction Reports*. Government of India.

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

Examination Scheme:

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

CO-PO correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	3	2	2	3	1	0	0

C02	3	1	1	3	3	3	2	1	0	0
C03	3	1	0	2	2	1	1	2	0	0
C04	2	0	0	3	3	3	1	1	0	0
C05	1	3	3	2	1	0	0	2	3	3
C06	1	3	2	2	0	1	3	1	2	0

PAG210	ADMINISTRATIVE THINKERS	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 provides a comprehensive introduction to Public Administration as an academic discipline and a field of practice. It examines the evolution, scope, and significance of public administration, distinguishing between public and private administration, and tracing its intellectual roots from ancient Indian administrative thought—particularly the *Saptanga Theory*—to modern administrative systems. The course critically engages with Western administrative thinkers, classical management theorists, and neo-classical and behavioural approaches, enabling students to understand the changing nature of administration, organisation, leadership, decision-making, and governance. By integrating theoretical perspectives with administrative practices, the course equips students with analytical tools to assess the functioning of modern government and organisations.

Course Objectives:

1. To introduce the conceptual foundations, dimensions, and significance of Public Administration as a discipline.
2. To familiarise students with ancient Indian administrative ideas, especially the Saptanga Theory and principles of governance.
3. To analyse the contributions of Western administrative thinkers to the politics–administration debate.
4. To examine classical management theories and their relevance to organisational efficiency and authority.
5. To understand neo-classical and behavioural approaches focusing on human relations, motivation, leadership, and decision-making.
6. To develop critical and comparative perspectives on administrative theories and their application in contemporary governance

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain the nature, evolution, and scope of Public Administration as an academic discipline.
2. Interpret ancient administrative principles and relate them to modern governmental structures.
3. Critically evaluate the ideas of Western administrative thinkers on politics–administration relationships.
4. Apply classical administrative and management theories to analyse organisational structures and authority.
5. Assess neo-classical and behavioural theories concerning leadership, motivation, communication, and decision-making.
6. Develop analytical and evaluative skills to compare administrative theories and assess their relevance in contemporary public administration.

Course Content:

Module I: Introduction: • Public Administration as a Discipline: Meaning, Scope and Significance of the Discipline, • Public and Private Administration • Scientific Management Movement • Evolution of Public Administration Ancient Administrative Thinker: • Kautilya's Saptanga Theory	15 lecture hours
Module II: Foundations of Western Administrative Thought Woodrow Wilson: • Wilson's vision of Public Administration • Politics-Administration Dichotomy • Administration as a Scientific Discipline Frank J Goodnow: • Politics & Administration Dwight Waldo: • New Public Administration	15 lecture hours

Module III: Classical Theories and Thinkers: F.W. Taylor: • Development of Scientific Management • Scientific Study of Work (Time and Motion Study; Standardisation, Different Piece Rate System, Functional Foremanship, Mental Revolution, Efficiency and Productivity) Henry Fayol: • Administration as a Universal Process • Five Functions of Management (POCC: Planning, Organising, Commanding, Coordinating, Controlling) • Fourteen Principles of Administration • Scalar Chain and Gang Plank Mary Parker Follett: • Constructive Conflict • Dynamic Administration: Bases of Integration, Giving Orders, and Depersonalising. Max Weber: • Bureaucratic Model • Critique & Post Weberian Development	15 lecture hours
Module IV: Neo-Classical thinkers: • Elton Mayo - Human Relations School • Herbert Simon - Rational Decision-making Theory • Fred Riggs - Ecological approach • Chester I. Barnard – Concept of Authority, Zone of Indifference, the Functions of the Executive • Rensis Linkert, Chris Argyris, Douglas McGregor: Participative Management Theory	15 lecture hours

Module I:

- Bhattacharya, M. (2018). *New Horizons of Public Administration*. Jawaharlal Nehru Publication.
- Brown D. M 1(958). *Indian Political Thought: From Manu to Gandhi*. Berkeley: University of California Press,
- Chakrabarty, B., and Prakash C. K (2024). *Public Administration in India*. Routledge
- Chakrabarty, B., and Prakash C. K (2024). *Public Administration in a Globalizing World: Theories and Practices*. New Delhi: SAGE.
- Fadia, K. (2021). *Public Administration in India*. Sahitya Bhawan.
- Kautilya. (1992). *The Arthashastra* (L. N. Rangarajan, Trans.). New Delhi: Penguin Books.

- Maheshwari S. (1958). *Administrative Thinkers*. Delhi: MacMillan
- Mehta, V.R. (1999). *Foundations of Indian Political Thought*. Delhi: Manohar.
- Muniapan, B. (2008). Kautilya's Arthashastra and perspectives on organizational management. *Asian Social Science*, 4(1), 30-34.
- Parmar, A. (1987). *A study of Kautilya's Arthshastra*, Delhi: Atma Ram & Sons
- Prasad B. (1968). *Theory of Government in Ancient India*. Allahabad: Central Book
- Rangarajan L.N. (1992). Kautilya: The Arthshastra, New Delhi: Penguin
- Rangarajan, L. N. (Ed.). (1992). *The Arthashastra*. Penguin Books India.
- Ray, B.N. (1999). *Tradition and Innovation in Indian Political Thought*. Delhi: Ajanta Books International.
- Roger, B. (2017). *The First Great Political Realist: Kautilya*. HarperCollins.
- Sapru R.K. (2008). *Administrative Theories and Management Thought*. Delhi, PHI.
- Srivastava, A. K., & Srivastava, I. A. (Eds.). (2023). *Administration in India: Challenges and Innovations*. Taylor & Francis.

Module II:

- Henry, N. (2015). *Public administration and public affairs*. Routledge.
- Prasad, D. R. P., Satyanarayana, P. & Pardhasaradhi, Y. (2011). *Administrative thinkers* (2nd ed.). New Delhi, India: Sultan Chand & Sons.
- Sharma, M. P. (2022). *Public administration in theory and practice*. Kitab Mahal
- Turner, H. A. (1956) Woodrow Wilson as Administrator, *Public Administration Review* (XVI): 4
- Wilson, W. (1887), The Study of Administration, *Political Science Quarterly* (2): 197-222.

Module III:

- Adam, A. K., & Suleiman, E. S. (2018). A contextual framework of Henry Fayol's 14 principles of management for public sector efficiency and Effectiveness of policy responsibilities by a government. *Journal of Advanced Research in Business and Management Studies*, 11(1), 46-61.
- Baker, R.J.S. (1972). *Administrative Theory and Public Administration*, London, Hutchinson University Library.
- Basu, R. (2010). *Public Administration Concepts and Theories*. Sterling; New Delhi

- Bolman, L.G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass Publishers
- Carlson, R.V. (1996). *Reframing and reform: Perspectives on organization, leadership, and school change*. White Plains, NY: Longman Publishers USA.
- Cox III, R. W., Buck, S., & Morgan, B. (2019). *Public administration in theory and practice*. Routledge.
- Fayol, H. (2016). *General and industrial management*. Ravenio Books.
- Maheshwari, S. R. (2015). *Administrative thinkers*. Laxmi Publications
- Maheshwari, S.R. (2004). *Administrative Thinkers*. New Delhi: MacMillan India Ltd
- Metcalf, H. C., & Urwick, L. (2004). *Dynamic administration: the collected papers of Mary Parker Follett*. Routledge..
- Mukhi, H.R. (1998). *Comparative Public Administration*. New Delhi: SBD Publishers.
- Negro F.A. and Negro, L.G. (1983). *Modern Public Administration*. New York: Hamper and Row Publishers.
- Nicholas, H., (ed). (2004). *Public Administration and Public Affairs*. New Jersey: Prentice Hall Inc.
- Pfeffer, J. (1996). "Understanding the role of power in decision making." In J.M. Shafritz & J.S. Ott (Eds.), *Classics of organization theory* (pp.359-374). Belmont, CA: Wadsworth Publishing Company.
- Prasad, D. R. P., Satyanarayana, P. & Pardhasaradhi, Y. (2011). *Administrative thinkers* (2nd ed.). New Delhi, India: Sultan Chand & Sons.
- Taylor, F. W. (1996). "The principles of scientific management." In J.M. Shafritz & J.S. Ott (Eds.), *Classics of organization theory* (pp.66-79). Belmont, CA: Wadsworth Publishing Company.
- Taylor, F.W (1911). *The Principles of Scientific Management*, Harper and Brothers and Frank G Gilbreth, *Primer of Scientific Management*. New York: Van Nostrand.
- Weber, M. (1966). Os fundamentos da organização burocrática: Uma construção do tipo ideal [The basics of bureaucratic organization: A construction of the ideal type]. AAVV. Sociologia da Burocracia. Rio de Janeiro: ZaharEditores.
- Weber, M. (1982). Ensaio de sociologia [Sociology essays]. Organisation and introduction by H. Gerth and C. Wright Mills. Rio de Janeiro: Editora Guanabara (PDF) *The Concept of Bureaucracy by Max Weber*. Available from:

https://www.researchgate.net/publication/330474921_The_Concept_of_Bureaucracy_by_Max_Weber [accessed Jan 30 2026].

Module IV:

- Argyris, C. (1957). The individual and organization: Some problems of mutual adjustment. *Administrative science quarterly*, 1-24.
- Argyris, C. (1973). Personality and organization theory revisited. *Administrative science quarterly*, 141-167.
- Barnard, C. I. (1968). *The functions of the executive* (Vol. 11). Harvard university press.
- Mayo, E. (2004). *The human problems of an industrial civilization*. Routledge.
- McGregor, D. (1960). *The human side of enterprise*. New York, NY: McGraw-Hill.
- Prasad, D. R. P., Satyanarayana, P. & Pardhasaradhi, Y. (2011). *Administrative thinkers* (2nd ed.). New Delhi, India: Sultan Chand & Sons.
- Riggs, F. W. (2019). Bureaucratic links between administration and politics. In *Handbook of comparative and development public administration* (pp. 815-838). Routledge.
- Simon, H. A. (2013). *Administrative behavior*. Simon and Schuster.
- Simon, H. A. (1955) A Behavioral model of rational choice. *Quarterly Journal of Economics*, 69, 99- 118
- Simon, H. A. (1957), *Models of Man*. Wiley, New York.
- Simon, H. A. (1967) Motivational and emotional controls of cognition. *Psychological Review* (74): 29- 39
- Simon, H. A. (1972) Theories of Bounded Rationality, in *Decision and Organization*, C.B. McGuire and R. Radner (Eds.), North Holland, Amsterdam, 161-176
- Simon, H. A. (1976) From Substantive to Procedural Rationality, in *Methods and Appraisal in Economics*, S.J. Latsis (Ed.), Cambridge University Press, New York, 129-148.

Suggested Readings/ References:

- Awasthi and Maheshwari (2017). *Lok Prashasan*. Lakshmi Narain Agarwal Educational Publishers.

- Basu, R. (1994). *Public administration: Concepts and theories*. Sterling publishers pvt. Ltd.
- Bhambri, C. P. (2010). *Public Administration Theory and Practice* (21st ed.). Educational Publishers.
- Bhattacharya, M. (2016). *New Horizons of Public Administration*. Jawahar Publishers.
- Bhattacharya, M. (2000). *Public Administration*. World Press.
- Fadia, B.L. and Fadia, K. (2017). *Bharat Mein Lok Prashasan*. Sahitya Bhawan.
- Gupta, M.G. (2018). Leadership and Governance: Insights from Kautilya's Arthashastra, Jaico Publishing House, Relevant Chapters: Ethical Governance (Ch. 4, pp. 92-122).
- Nigro, F. A., & Nigro, C. (1989). *Modern Public Administration* (7th ed.). New York: Lloyd Harper and Row.
- Olivelle, P. (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).
- 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).
- Sharma, M.P. and Sadana, B.L. (2010). *Public Administration in Theory and Practice*. Kitab Mahal.
- Sharma, M.P. and Sadana, B.L. (2013). *Lok Prashasan: Sidhant Evam Vyavhaar*. Kitab Mahal
- Singh, A. (2005). Indian administrative theory: Context and epistemology. *Administrative Theory & Praxis*, 27(1), 51-80.

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

Examination Scheme:

Mid-Sem	CCA	Attendance	End-Term
20	25	5	50

Examination Scheme: 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

PAG218	Techniques of Administrative Improvement & Organisational Theory	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Public Administration and Governance				
Co-requisites	NA				

COURSE DESCRIPTION

This course provides an integrated understanding of administrative improvement techniques and organisational theory in the public sector. It explores systematic methods for enhancing administrative efficiency, including work study, organisation and methods (O&M), and modern management tools such as PERT, CPM, and MIS. The course also examines the role of e-governance and information technology in transforming public service delivery. In parallel, students will analyse organisational theories and structural forms—from ministries and departments to regulatory authorities and public-private partnerships—enabling them to critically assess and redesign public organisations for improved performance, accountability, and responsiveness in a dynamic governance environment.

COURSE OBJECTIVES:

1. To examine the principles and techniques of administrative improvement, including work study, O&M, and e-governance.
2. To apply management aid tools such as PERT, CPM, and MIS in public sector planning and decision-making.
3. To analyse organisational theories and structural forms in the context of public administration.
4. To evaluate the functioning of regulatory authorities, advisory bodies, and public-private partnerships.
5. To design integrated frameworks for administrative reform and organisational effectiveness.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1 (Remember & Understand): Recall and explain key techniques of administrative improvement and core organisational theories. *(PO1, PO3)*

CO2 (Apply): Apply O&M techniques and e-governance tools to improve administrative processes in public organisations. *(PO2, PO5, PO9)*

CO3 (Analyse): Analyse the structure, functions, and relationships of ministries, departments, corporations, and regulatory bodies. *(PO2, PO4, PO7)*

CO4 (Evaluate): Evaluate the effectiveness of PPP models, advisory bodies, and headquarters-field coordination mechanisms. *(PO6, PO7, PO10)*

CO5 (Create): Design a management plan using PERT/CPM or an MIS framework for a public sector project. *(PO6, PO9, PO10)*

CO6 (Synthesize): Integrate administrative improvement techniques and organisational theory to propose reforms for public sector efficiency and accountability. (PO3, PO7, PO8, PO10)

COURSE CONTENT

Module	Content	Lecture Hours
I. Administrative Improvement Techniques	• Organisation and Methods (O&M): Principles and processes • Work Study and Work Management: Time-motion study, productivity measurement • E-Governance: Models, applications, and challenges in public administration • Digital India Initiative and SMART Governance	12 Hours
II. Management Aid Tools for Public Administration	• Network Analysis: Basics and applications • Management Information Systems (MIS): Design and implementation in government • PERT (Program Evaluation and Review Technique) and CPM (Critical Path Method) • Case applications in public projects (e.g., infrastructure, social schemes)	12 Hours
III. Organisational Theories and Structural Forms	• Classical, Systems, and Contingency Theories • Ministries, Departments, and Field Agencies: Structures and interrelationships • Public Corporations, Government Companies, Boards, and Commissions • Ad hoc and Advisory Bodies: Roles and limitations in policy processes	12 Hours
IV. Regulatory Governance and Collaborative Models	• Regulatory Authorities: Autonomy, accountability, and challenges (e.g., TRAI, SEBI) • Headquarters and Field Relationships: Coordination, control, and decentralisation • Public-Private Partnerships (PPPs): Models, case studies, and risk assessment • Contemporary trends: Hybrid organisations and outcome-based governance	12 Hours

ESSENTIAL / RECOMMENDED READINGS

Module I: Administrative Improvement Techniques

1. Caiden, G. E. (2020). *Administrative Reform Comes of Age*. De Gruyter.
2. Bhatnagar, S. (2004). *E-Government: From Vision to Implementation*. Sage Publications.
3. Government of India. (2021). National e-Governance Plan (NeGP) 2.0.
4. Millett, J. D. (2019). *Organization and Methods in Public Administration*. Routledge.

Module II: Management Aid Tools for Public Administration

5. Kerzner, H. (2022). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (13th ed.). Wiley.
6. Laudon, K. C., & Laudon, J. P. (2020). *Management Information Systems* (16th ed.). Pearson.
7. Gido, J., & Clements, J. P. (2018). *Successful Project Management* (7th ed.). Cengage.
8. *Indian Journal of Public Administration* – Special Issue on MIS in Government.

Module III: Organisational Theories and Structural Forms

9. Daft, R. L. (2021). *Organization Theory and Design* (13th ed.). Cengage Learning.
10. Prasad, R. D., & Prasad, V. S. (2020). *Public Administration: Concepts and Theories*. New Age International.
11. Sharma, M. P. (2019). *Public Administration in Theory and Practice*. Kitab Mahal.
12. Weber, M. (1947). *The Theory of Social and Economic Organization*. Free Press.

Module IV: Regulatory Governance and Collaborative Models

13. Majone, G. (1996). *Regulating Europe*. Routledge.
14. Hodge, G. A., Greve, C., & Boardman, A. E. (2018). *International Handbook on Public-Private Partnerships*. Edward Elgar.
15. NITI Aayog. (2020). *Report on Public-Private Partnerships in India*.
16. Sarker, A. E. (2006). *New Public Management in Developing Countries*. Routledge.

SUGGESTIVE READINGS

- Denhardt, R. B., & Denhardt, J. V. (2015). *The New Public Service: Serving, Not Steering*. Routledge.
- Osborne, D., & Gaebler, T. (1992). *Reinventing Government*. Addison-Wesley.
- *Economic and Political Weekly* – Archives on Governance and Administration.
- World Bank. (2022). *World Development Report: Governing for Development*.

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

1. **Process Improvement Report:** Conduct an O&M study for a selected government procedure and propose a streamlined workflow.
2. **Project Management Simulation:** Develop a PERT/CPM chart for a public infrastructure project and present a risk-mitigation plan.
3. **Case Study on PPP/Regulation:** Analyse a PPP or regulatory case (e.g., Delhi Metro, SEBI regulations) and submit a critical evaluation report.

ASSESSMENT SCHEME:**Modes of Examination: Assignment/ Quiz/ Project/ Presentation/ Written Examination**

Components	Class Assessment	Mid Term	End Term
Weightage (%)	30	20	50

CO-PO Correlation Matrix:

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

SEMESTER 5

PAG301	Administrative Law	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Social Science/Humanities				
Co-requisites	NA				

Course Description:

This course on Administrative Law offers a comprehensive exploration of its meaning, growth, and scope, distinguishing it from Constitutional Law and introducing Droit Administratif. It delves into the Rule of Law and the Principles of Natural Justice, examining the need for, classification of, and safeguards in Delegated Legislation. The course further explores the principles and modes of Judicial Review of Administrative Actions, along with the liability of the administration in contract and tort. Additionally, it covers the concept, rationale, and types of Administrative Tribunals, with a focused study on the Central Administrative Tribunal, its structure, functions, and role in governance. This course provides students with a thorough understanding of the legal frameworks governing administrative actions and their implications.

Course Objective:

1. Understand the Meaning, Growth, and Scope of Administrative Law: Explore the foundations of administrative law and its evolution over time, including its relationship with constitutional law and the concept of *Droit Administratif*.
2. Examine the Concept of Rule of Law and Principles of Natural Justice: Analyse the significance of the rule of law, the principles of natural justice, and the necessity, classification, and safeguards of delegated legislation.
3. Analyse Judicial Review of Administrative Actions: Study the principles and methods of judicial review, focusing on the liability of the administration in contract and tort contexts.
4. Explore the Concept and Functioning of Administrative Tribunals: Understand the rationale behind administrative tribunals, their various types, and their role in the administrative justice system.
5. Understand the Structure and Role of the Central Administrative Tribunal: Gain insights into the structure, functions, and impact of the Central Administrative Tribunal on administrative governance.

Course Outcomes:

CO1: Remembering: Define and describe the meaning, growth, and scope of Administrative Law, and distinguish between Constitutional Law and Administrative Law, including the concept of Droit Administratif.

CO2: Understanding: Explain the concept of Rule of Law and the principles of Natural Justice, and classify different forms of Delegated Legislation, highlighting their need and safeguards.

CO3: Applying: Demonstrate the application of principles and modes of Judicial Review in administrative actions, and analyze the liability of the administration in contract and tort cases.

CO4: Analyzing: Examine the structure, function, and role of Administrative Tribunals, with a specific focus on the Central Administrative Tribunal, and assess their rationale and types.

CO5: Evaluating: Critically evaluate the effectiveness of Delegated Legislation and the safeguards in place, and judge the appropriateness of administrative actions subjected to judicial review.

CO6: Creating: Develop a comprehensive framework for analyzing the administrative liability in various legal contexts and propose reforms to enhance the role and functioning of Administrative Tribunals.

Course Content:

Module 1: Meaning, Growth and Distinctions of Administrative Law

Meaning, Growth, and Scope of Administrative Law; Dicey on Administrative law; Distinction between Constitutional Law and Administrative Law; Droit Administratif

Module 2: Rule of Law, Natural Justice, and Delegated Legislation

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

Module 3: Judicial Review and Government Liability

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

Module 4: Administrative Tribunals and the CAT

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

References/ Study Material

Module 1: Meaning, Growth and Distinctions of Administrative Law

1. Wade, H.W.R., & Forsyth, C.F. (2014). 'The Nature and Development of Administrative Law', in *Administrative Law* (11th ed.). Oxford University Press, pp. 1-35.
2. Dicey, A.V. (1885). 'Rule of Law and Droit Administratif', in *Introduction to the Study of the Law of the Constitution* (8th ed.). Macmillan, pp. 175-220.

3. Jain, M.P. (2020). 'Definition, Scope and Growth of Administrative Law', in *Principles of Administrative Law* (8th ed.). Lexis Nexis, pp. 1-50.
4. Garner, J.F. (1970). *Administrative Law* (5th ed.). Butterworths. (Chapter 1: 'The Scope of Administrative Law').
5. Schwartz, B. (2010). 'Comparative Administrative Law: Droit Administratif', *American Journal of Comparative Law*, 58(3), 537-560.

Module 2: Rule of Law, Natural Justice, and Delegated Legislation

1. Allan, T.R.S. (2001). 'The Rule of Law', in *Constitutional Justice: A Liberal Theory of the Rule of Law*. Oxford University Press, pp. 25-60.
2. de Smith, S.A., Woolf, H., & Jowell, J. (2020). 'Principles of Natural Justice', in *Judicial Review of Administrative Action* (7th ed.). Sweet & Maxwell, pp. 300-380.
3. Craig, P.P. (2012). 'Delegated Legislation: Control and Safeguards', in *Administrative Law* (7th ed.). Sweet & Maxwell, pp. 400-450.
4. Committee on Ministers' Powers (Donoughmore Committee). (1932). *Report of the Committee on Ministers' Powers*. HMSO. (Sections on Need and Safeguards).
5. *Indian Journal of Public Administration*. (2019). Special Issue on 'Rule of Law in India', 65(2).

Module 3: Judicial Review and Government Liability

1. Wade, H.W.R., & Forsyth, C.F. (2014). 'Judicial Review: Grounds and Remedies', in *Administrative Law* (11th ed.). Oxford University Press, pp. 250-350.
2. Craig, P.P. (2012). 'Liability of Public Authorities', in *Administrative Law* (7th ed.). Sweet & Maxwell, pp. 800-880.
3. Singh, M.P. (2021). 'Government Liability in Contract and Tort', in V.N. Shukla's *Constitution of India* (13th ed.). Eastern Book Company, pp. 890-920.
4. *Supreme Court Cases (SCC)*. (2015). 'Landmark Cases on Judicial Review in India', Annual Survey, 8, 45-78.
5. Harlow, C. (2004). *State Liability: Tort Law and Beyond*. Oxford University Press. (Chapter 3: 'Compensation and Governmental Liability').

Module 4: Administrative Tribunals and the CAT

1. Jain, M.P. (2020). 'Administrative Tribunals', in *Principles of Administrative Law* (8th ed.). Lexis Nexis, pp. 550-620.
2. *The Administrative Tribunals Act, 1985* (India). (Full text with amendments).
3. Sathe, S.P. (2010). 'Central Administrative Tribunal: Functioning and Challenges', *Journal of the Indian Law Institute*, 52(3), 305-330.
4. Cane, P. (2009). *Administrative Tribunals and Adjudication*. Hart Publishing. (Chapter 4: 'Types and Rationale of Tribunals').
5. Annual Report of the Central Administrative Tribunal (CAT). (Latest Edition). Government of India.

Suggestive readings

1. Griffith, J.A.G., & Street, H. (1973). *Principles of Administrative Law* (5th ed.). Pitman Publishing.
2. Massey, I.P. (2019). *Administrative Law* (10th ed.). Eastern Book Company.
3. *Harvard Law Review*. (2018). 'Symposium: The Future of Administrative Law', 131(6), 1500-1650.
4. Robson, W.A. (1928). *Justice and Administrative Law* (1st ed.). Macmillan & Co.
5. Foulkes, D. (1990). *Administrative Law* (8th ed.). Butterworths.

Online Resources

1. Indian Kanoon – Database of Administrative Law Judgments. <https://indiankanoon.org>
2. Central Administrative Tribunal (CAT) Official Website. <https://cgat.gov.in>
3. Ministry of Law and Justice, India – Legislative Documents. <https://lawmin.gov.in>
4. British and Irish Legal Information Institute (BAILII). <https://www.bailii.org>
5. The Public Law Project (UK). <https://publiclawproject.org.uk>

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

Scheme:

Components	Class Assessment	Mid Term	End Term
Weightage (%)	30	20	50

CO-PO correlation Matrix

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

PAG302	Comparative Public Administration	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				
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.

Course Outcomes:

- CO1 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.
- CO2 Understand and be able to describe the main institutional and procedural elements of public administration in the countries studied within the module.
- CO3 Independently identify and understand the major debates on the question of comparative analysis in public administration and management.

Objectives of the Paper:

- The paper will equip the student with knowledge and understanding of the concepts and approaches used in the study of Development Administration and Comparative Public Administration, features of developed & developing countries,
- The Planning machinery at Centre, State and district levels in India and the emergence of India as a Welfare state.
- The student will be able to apply the comparative approach through the theoretical formulations studied to the economic, social, political and administrative systems and their working in the countries listed.

Course Content:

MODULE I: Introduction to Comparative Public Administration

1. Meaning and Evolution of Comparative Public Administration
2. Historical and sociological factors affecting administrative systems

MODULE II: Major Ideas and Approaches

1. Methods and Approaches to the Study of Comparative Public Administration: – Bureaucratic Theory, Behavioral Approach, Structural Functional Approach
2. Ecology and Administration
3. Riggsian Models and its critique

MODULE III: Present scenario

1. Administration and politics in different countries: Administrative system of the UK, USA, India
2. Current status of Comparative Public Administration

Essential readings:

MODULE I: Introduction to Comparative Public Administration

1. Arora, Ramesh K. (1972). *Comparative Public Administration*. New Delhi: Associated Publishing House.
2. Heady, Ferrel (2001). *Public Administration: A Comparative Perspective* (6th ed.). New York: Marcel Dekker.
3. Chandler, J.A. (2002). *Comparative Public Administration*. London: Routledge.

MODULE II: Major Ideas and Approaches

1. Riggs, Fred W. (1964). *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin.
2. Raphaeli, N. (1969). *Readings in Comparative Public Administration*. Boston: Allyn and Bacon.
3. Farazmand, Ali (1999). *Handbook of Comparative and Development Public Administration*. New York: CRC Press.

MODULE III: Present Scenario

1. Heady, Ferrel (2001). *Public Administration: A Comparative Perspective*. New York: Marcel Dekker.
2. Rhodes, R.A.W. (1995). *Understanding Governance*. Buckingham: Open University Press.

3. Stillman, Richard J. (2010). *Public Administration: Concepts and Cases*. Boston: Cengage Learning.
4. Bhagwan, Vishnoolal & Bhusan, Vidya. *World Constitutions*. New Delhi: Sterling Publishers Pvt. Ltd.

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

Examination Scheme:

Components	Continuous Class Assessment	
Weightage(%)	50	

PAG313	Administrative Behaviour: Processes, Motivation, and Leadership	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Public Administration and Organizational Theory				
Co-requisites	NA				

COURSE DESCRIPTION

This course provides a comprehensive exploration of administrative behaviour within public organizations, focusing on the psychological, social, and structural dimensions that influence decision-making, communication, morale, motivation, and leadership. Students will examine classical and contemporary theories of motivation and leadership, analyse decision-making models and techniques, and evaluate the role of communication in organizational effectiveness. The course integrates theoretical frameworks with real-world administrative scenarios, preparing students to apply behavioural insights in public sector contexts. Through case studies, simulations, and critical analysis, learners will develop the skills necessary to foster ethical, motivated, and effective administrative practices in governance.

COURSE OBJECTIVES:

1. To examine the processes, models, and techniques of administrative decision-making.
2. To analyse the role, types, and barriers of communication in public organizations.
3. To evaluate theories of morale and motivation and their application in public administration.
4. To compare traditional and modern theories of leadership in administrative contexts.
5. To synthesize behavioural concepts to design effective administrative strategies.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1 (Remember & Understand): Recall and explain key concepts, models, and theories related to decision-making, communication, morale, motivation, and leadership. (PO1, PO3)

CO2 (Apply): Apply decision-making techniques and communication strategies to solve administrative problems. (PO2, PO5, PO9)

CO3 (Analyse): Analyse motivation theories and their impact on employee morale and performance in public organizations. (PO2, PO4, PO10)

CO4 (Evaluate): Evaluate the effectiveness of different leadership styles in various administrative and governance contexts. (PO6, PO7, PO8)

CO5 (Create): Design a behavioural intervention plan to improve motivation, communication, or leadership within a public agency. (PO6, PO9, PO10)

CO6 (Synthesize): Integrate theories of administrative behaviour to propose ethical and effective governance practices. (PO3, PO7, PO8, PO10)

COURSE CONTENT

Module	Content	Lecture Hours
I. Decision-Making in Administration	• Process and techniques of administrative decision-making • Models: Rational, Bounded Rationality, Incremental, Garbage Can • Techniques: SWOT, PESTLE, Cost-Benefit Analysis, Delphi Method • Ethical decision-making and accountability in public administration	12 Hours
II. Organizational Communication	• Types: Formal, Informal, Vertical, Horizontal, Diagonal • Barriers to effective communication and overcoming them • Role of ICT in administrative communication • Communication in crisis and change management	10 Hours
III. Morale and Motivation Theories in Public Organizations	• Concept and determinants of employee morale • Content Theories: Maslow, Herzberg, McClelland • Process Theories: Vroom's Expectancy, Adams' Equity, Goal-Setting • Contemporary approaches: Self-Determination Theory, Positive Psychology in administration	12 Hours
IV. Theories of Leadership in Public Administration	• Traditional Theories: Trait, Behavioral, Contingency (Fiedler, Situational) • Modern Theories: Transformational, Transactional, Servant, Ethical Leadership • Leadership in diverse and multicultural contexts • Case studies: Leadership in Indian administration (e.g., T.N. Seshan, E. Sreedharan)	14 Hours

References/ Study Material

Module I: Decision-Making in Administration

1. Simon, H. A. (1997). *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations* (4th ed.). Free Press. (Chapters on Rationality and Models).
2. Robbins, S. P., & Judge, T. A. (2022). 'Decision Making in Organizations', in *Organizational Behavior* (18th ed.). Pearson, pp. 155-190.
3. Daft, R. L. (2021). 'Managerial Decision Making', in *Organization Theory and Design* (13th ed.). Cengage Learning, pp. 401-435.
4. *Indian Journal of Public Administration*. (2019). Special Issue on 'Ethics in Public Decision-Making', 65(3).

Module II: Organizational Communication

1. Hersey, P., Blanchard, K. H., & Johnson, D. E. (2019). 'Leadership and Communication', in *Management of Organizational Behavior: Leading Human Resources* (12th ed.). Pearson, pp. 320-355.
2. Nigro, F. A., & Nigro, L. G. (2020). 'Communication and Control', in *Modern Public Administration* (11th ed.). Harper Collins, pp. 210-245.
3. Bhatnagar, S. (2004). 'E-Governance and Administrative Communication', in *E-Government: From Vision to Implementation*. Sage Publications, pp. 88-112.
4. Government of India. (2021). *National e-Governance Service Delivery Assessment (NeSDA) Framework Report*. Department of Administrative Reforms & Public Grievances.

Module III: Morale and Motivation in Public Organizations

1. Robbins, S. P., & Judge, T. A. (2022). 'Motivation: From Concepts to Applications', in *Organizational Behavior* (18th ed.). Pearson, pp. 191-235.
2. Rainey, H. G. (2014). 'Work Motivation and Attitudes', in *Understanding and Managing Public Organizations* (5th ed.). Jossey-Bass, pp. 253-290.
3. Perry, J. L., & Wise, L. R. (1990). 'The Motivational Bases of Public Service'. *Public Administration Review*, 50(3), 367-373.
4. Deci, E. L., & Ryan, R. M. (2008). 'Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health'. *Canadian Psychology*, 49(3), 182-185.

Module IV: Leadership in Public Administration

1. Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). Psychology Press. (Chapters 1, 3, 5).
2. Drucker, P. F. (2008). 'The Effective Executive', in *Management Challenges for the 21st Century*. Harper Business, pp. 1-30.
3. United Nations Development Programme (UNDP). (2021). *Leadership in Public Administration: A Global Perspective*. (Chapter 4: 'Case Studies in Transformational Public Leadership').
4. Guha, R. (2018). 'Gandhi as a Leader', in *Gandhi: The Years That Changed the World*. Penguin, pp. 455-490.
5. *Economic and Political Weekly*. (2020). 'Public Leadership in Times of Crisis', 55(15), 35-42.

Suggestive readings

1. Bellamy, R. (1993). 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. Manchester University Press, pp. 1-14.
2. Goleman, D. (2004). 'What Makes a Leader?'. *Harvard Business Review*, 82(1), 82-91.

- Selznick, P. (1957). *Leadership in Administration: A Sociological Interpretation*. University of California Press.
- Perry, J. L. (Ed.). (2019). *The Handbook of Public Administration* (3rd ed.). Jossey-Bass. (Part IV: 'Leadership and Organizational Behavior').
- Denhardt, R. B., & Denhardt, J. V. (2015). *The New Public Service: Serving, Not Steering* (4th ed.). Routledge.

Online Resources

- Harvard Business Review – Leadership & Organizational Behaviour Section. <https://hbr.org>
- UPSC Public Administration Syllabus and Previous Year Papers (Official Website).
- United Nations Online Network in Public Administration and Finance (UNPAN). <https://www.unpan.org>
- Indian Institute of Public Administration (IIPA) Publications. <https://www.iipa.org.in>

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

- Case Study Analysis:** Analyse a real-world administrative decision-making or leadership case and present recommendations.
- Motivation Audit:** Conduct a survey/interview-based study on motivation and morale in a public office and submit a report.
- Leadership Simulation:** Participate in a role-play exercise simulating an administrative crisis requiring leadership and communication strategies.

ASSESSMENT SCHEME:

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

Components	Class Assessment	Mid Term	End Term
Weightage (%)	30	20	50

CO-PO correlation Matrix

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

CO5	2	3	2	2	2	3	3	2	3	3
CO6	3	3	3	3	2	3	3	3	2	3

SEMESTER 6

PAG 303	Public Finance and Financial Administration	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				

COURSE-DESCRIPTION-

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

COURSE OUTCOME

Upon completing a course in financial administration, students can expect to achieve the following outcomes:

CO1-Comprehend Fundamental Concepts of Financial Administration: Gain a thorough understanding of the meaning, scope, and significance of financial administration, including the various types and principles of budgets.

CO2-Understand the Budgetary Process: 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-Analyze Budgeting Techniques: 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-Evaluate Financial Accountability Mechanisms: 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-Examine Emerging Trends in Financial Administration: 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-Apply Financial Management Principles: Demonstrate proficiency in applying financial management concepts such as budgeting, forecasting, financial analysis, and decision-making to support organizational goals and objectives.

These outcomes aim to equip students with a comprehensive understanding of financial administration, enabling them to effectively analyze, manage, and innovate within public financial systems.

Course Content:

Module- I

Meaning and Significance of Public Finance and Public Financial Administration –

- Source of public revenue and expenditures
- Budget as political instrument
- Parliamentary control of Public expenditure
- Budget allotment and budget flow
- Budget osmosis Concept,
- Principles and Role
- Budget: Types and Forms (Line-item Budgeting; Performance Budgeting; Zero-Base Budgeting)
- Budgetary process: Budget Preparation, Authorization and Execution

Module- II

Principles of Taxation:

- Tax Administration,
- Issues and Reforms in India Resource Mobilization
- Tax and Non-Tax Sources
- Public Borrowings and Public Debt

Module- III

Union Ministry of Finance:

- Organization, Functions and Role Union-State
- Financial Relations
- Finance Commission: Composition, Role and Functions
- Financial Accountability
- Legislative Control over Finances (special reference to Parliamentary Committees)
- Role of Finance ministry and the significance of Monetary and Fiscal area
- Accounting techniques

Module- IV

Audit:

- Audit: Concept and Types
- Accounts: Concept and Types
- Role of Controller general of Accounts and Controller and Auditor General of India
- Reforms in financial management
- Human resource development
- Problems of implementation

Suggested Readings

Module I: Budgeting Concepts and Processes

- Burkhead, J. (1956). *Government budgeting*. John Wiley & Sons.
- Chand, P. (2010). *Performance budgeting*. Sultan Chand & Sons.
- Goel, S. L. (2002). *Public financial administration*. Deep & Deep Publications.
- Mahajan, V. D., & Mahajan, R. (2014). *Financial administration in India*. S. Chand & Company.
- Myles, G. D., & Hindriks, J. (2006). *Intermediate public economics*. MIT Press.

Module II: Taxation and Resource Mobilization

- Shome, P. (2013). *Indian tax administration: A dialogue*. Oxford University Press.
- Singh, R. R. (2016). *Challenges of Indian tax administration*. New Century Publications.
- Thavaraj, M. J. K. (2001). *Financial administration in India*. Sultan Chand & Sons.

Module III: Institutional Framework and Federal Finance

- Gupta, B. N. (2006). *Indian federal finance and budgetary policy*. Atlantic Publishers & Distributors.
- Indian Administrative Reforms Commission. (1969). *Reports on financial administration and centre–state relations*. Government of India.
- Lall, G. S. (1979). *Public finance and financial administration in India*. Oxford University Press.

Module IV: Audit and Legislative Control

- Chand, P. (2010). *Control of public expenditure in India*. Sultan Chand & Sons.
- Indian Institute of Public Administration. (1983). *Administrative accountability* (Special issue). Indian Institute of Public Administration.
- Thavaraj, M. J. K. (2001). *Financial administration in India*. Sultan Chand & Sons.

Modes of Examination: 1-minute video/Assignment/Quiz/Project/Group Discussion/

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
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C01	1	1	3	2	2	2	3	1	1	2
C02	3	1	1	2	3	3	3	1	2	2
C03	2	1	3	0	2	1	1	2	1	1
C04	3	0	0	3	3	3	2	3	1	1
C05	1	3	3	2	1	2	1	2	3	3
C06	3	1	0	1	3	2	1	2	1	0

PAG314	Political Thought and Leadership in India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/ Exposure	Basic Knowledge of Social Science & Indian History				
Co-requisites	NA				

COURSE DESCRIPTION

This course provides a comprehensive, multi-dimensional exploration of leadership by integrating historical wisdom, practical governance, and comparative global perspectives. It begins by establishing foundational ethical and strategic principles from seminal texts like the *Mahabharata (Shanti Parva)* and Kautilya's *Arthashastra*, positioning them in dialogue with ancient Western thought. The curriculum then critically analyses the catalytic leadership styles that shaped India's independence movement. Moving to the post-colonial era, it evaluates leadership in the complex tasks of democratic institution-building, administrative reform, and economic transformation. The course culminates in a rigorous comparative module, examining iconic Indian thinkers to instil universal principles and contextual nuances of effective public leadership. This integrated approach aims to equip future administrators with a robust ethical compass, strategic acumen, and the adaptive capacity to navigate contemporary governance challenges.

COURSE OBJECTIVES:

1. To examine the foundational ethical, strategic, and bureaucratic principles of leadership as articulated in ancient Indian and classical Western texts.
2. To analyse the dynamic interplay of charismatic, moral, institutional, and revolutionary leadership models within the context of India's freedom struggle.
3. To evaluate the role and effectiveness of leadership - political, bureaucratic, and military - in the project of post-independence nation-building and democratic consolidation in India.
4. To compare and contrast leadership paradigms across diverse cultural, political, and historical contexts to identify transferable strategies and critical contextual variables.
5. To synthesize insights from historical, indigenous, and global case studies to formulate integrative frameworks for ethical, effective, and adaptive leadership in modern public administration.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1: Knowledge & Comprehension

Recall and describe the core tenets of leadership, statecraft, and ethical governance from the *ancient scriptures* as well as medieval texts on statecraft and political thought.

CO2: Application & Analysis

Analyse the distinct leadership philosophies, strategies, and contributions of key figures in India's freedom struggle (e.g., Gandhi, Patel, Bose, Ambedkar), explaining their impact on the movement's ideology and outcomes.

CO3: Evaluation & Synthesis

Critically assess the successes, challenges, and long-term implications of leadership in post-independence India, focusing on institution-building, crisis management, economic policy, and civil-military relations.

CO4: Comparative Analysis

Compare and contrast leadership models from diverse global contexts (e.g., Lincoln, Lee, Mandela), evaluating their approaches to power, governance, reform, and legacy within their specific socio-political environments.

CO5: Creation & Design

Design a principled, context-sensitive leadership framework for public administrators that synthesizes ethical wisdom, strategic insights from historical cases, and comparative global best practices.

COURSE CONTENT

Module	Content	Lecture Hours
I. Foundations: Statecraft in Ancient and Medieval India	Theoretical & Historical Underpinnings: • Kingship and Statecraft through Social Contract – a) <i>Shanti Parva</i> (Embree + Suratha Malik) – Buddhist Thought: an overview b) <i>Saptanga</i> Principles of Statecraft and Foreign Policy in Kautilya's <i>Arthashastra</i> c) Abul Fazl: <i>Ain-i-Akbari</i> - Mughal Statecraft	12 Hours
II. Political Thought in Modern India	• Political Ideas of Rammohun Roy: Idea of Liberty • Rabindranath Tagore – thoughts on Society and <i>Atmashakti</i>; Concept of Politics • M. K. Gandhi – Ideas of <i>Satya</i> and Decentralisation i) Satyagraha ii) Sarvodaya	12 Hours
III. Socialist Trends in Indian Political Thought	• Subhas Chandra Bose – concept of <i>Samyavad</i> • B.R. Ambedkar: Caste hierarchy and <i>Annihilation of Caste</i> • Jawaharlal Nehru: Socialistic pattern of society in India	12 Hours
IV. Alternative Nationalism in Indian	• Deen Dayal Upadhyay and Integral Humanism	12 Hours

Political Thought	• V. D. Savarkar and Hindutva Ideology • Mohd. Iqbal and the Idea of Pakistan	
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PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

1. A comparative leadership profile analysis of two figures from different modules.
2. A case study report on a contemporary administrative challenge, applying a leadership framework derived from the course.
3. A simulation/debate on an ethical dilemma in governance, role-playing perspectives of different leader-archetypes.

References/ Study Material

Module I: Foundations: Leadership, Statecraft in Ancient and Medieval India

1. Menon, R. (2004). 'Shanti Parva: The Book of Peace', in *Mahabharata: A Modern Rendering*. Rupa Publications, pp. 520-600.
2. Kangle, R. P. (ed. and trns.) (1997) *Kautiliya Arthasastra, Volume III*, Motilal Banarsidass Publishers.
3. Rangarajan, L.N. (Ed. & Trans.). (1992). 'The Duties of the King', in *Kautilya: The Arthashastra*. Penguin Books, pp. 145-180.
4. Sharma, R.S. (1991). Aspects of Political Ideas and Institutions in Ancient India, Delhi: Motilal Banarsidass.
5. Sharma, A. (2003). 'Dharma and Governance: Insights from the Mahabharata', *Journal of Indian Philosophy*, 31(5), 601-620.

Module II: Political Thought in Modern India

1. Guha, R. (2018). 'Gandhi's Leadership: Satyagraha and Mass Mobilization', in *Gandhi: The Years That Changed the World*. Penguin, pp. 255-300.
2. Chandra, B., Mukherjee, M., & Mukherjee, A. (1989). 'Subhas Chandra Bose and the INA', in *India's Struggle for Independence*. Penguin, pp. 440-480.
4. Parekh, B. (1997). 'Sardar Patel: The Architect of Unity', *Economic and Political Weekly*, 32(40), 2556-2560.
5. Hardiman, David (2003). *Gandhi – In his Time and Ours*. Permanent Black.
6. Iyer, Raghavan N. (1978), *The Moral and Political Thought of Mahatma Gandhi*. Oxford University Press.
7. Iyengar, S. (2015). *Non-Violence in Peace and War*. Cambridge University Press.
8. Parekh, B. (1999). *Gandhi's Political Philosophy: A Critical Examination*. Palgrave Macmillan.

Module III: Socialist Trends in Indian Political Thought

1. Guha, R. (2007). 'Nehru and the Making of Modern India', in *India After Gandhi*. Picador, pp. 120-180.
2. Ambedkar, B. R. (2014). *Annihilation of Caste: The Annotated Critical Edition*. Verso.
3. Bose, S. C. (2004). *The Indian Struggle: 1920-1942*. Oxford University Press.
4. Chatterjee, Partha (2023), *Nationalist Thought And The Colonial World: A Derivative Discourse?*, pp. 85-135 .
5. Khilnani, S. (1997). 'The Idea of India: Nehru's Vision', in *The Idea of India*. Farrar, Straus and Giroux, pp. 35-70
6. Rodrigues, Valerian (2024). *Ambedkar's Political Philosophy: A Grammar Of Public Life From The Social Margin*, Oxford University Press.

Module IV: Alternative Nationalism in Indian Political Thought

1. Vinayak Damodar Savarkar (1923). *Hindutva: Who is a Hindu?*, Veer Savarkar Prakashan.
2. Bakhle, Janaki (2026). *Savarkar and the Making of Hindutva*. Princeton University Press. Iqbal, M. (2011). *The Reconstruction of Religious Thought in Islam*, Iqbal Academy. <https://iqbalcyberlibrary.net/files/007//757.pdf>
3. McDermott, R. F., In Gordon, L. A., In Embree, A. T., In Pritchett, F. W., & In Dalton, D. (2015). *Sources of Indian Traditions: Modern India, Pakistan, and Bangladesh*, Columbia University Press.
4. Sherwani, L.A. (1977). *Speeches, Writings and Statements of Iqbal*, (3rd ed. and rev.), Iqbal Academy
5. Jaffrelot, Christophe (ed.) (2007). *Hindu Nationalism: A Reader*. Permanent Black.
6. Singh, I. (1997). *The Ardent Pilgrim: An Introduction to the Life and Work of Mohammed Iqbal*, Oxford University Press.
7. Sevea, I. S. (2017). *The Political Philosophy of Muhammad Iqbal: Islam and Nationalism in late colonial India*, Cambridge University Press.
8. Upadhyay, Deen Dayal (2016). *Integral Humanism An Analysis of Some Basic Elements*. Prabhat Prakashan.

Additional readings:

- Pantham, T., & Deutsch, K. L. (Eds.). (1986). *Political Thought in Modern India*. Sage Publications.
- Devji, Faisal. (2010). The Language of Muslim Universality. *Diogenes*, 57, 2, 35-49.
- Hillier, H. C. (2017). *Muhammad Iqbal*. Edinburgh University Press.

PAG 308	Public Policy: Concepts and Models	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description

This course introduces students to the study of Public Policy with a specific focus on governance processes in India. It examines the conceptual foundations, theoretical approaches, and institutional mechanisms of public policy-making. The course explores the stages of the policy process, the role of state and non-state actors, and the challenges of policy implementation and evaluation. Special emphasis is placed on public policy in the Indian context, including governance reforms, regulatory frameworks, and contemporary policy issues. The course equips students with analytical tools to understand, evaluate, and critically engage with public policies in a democratic governance framework.

Course Objectives

1. To introduce students to the concepts and theories of Public Policy.
2. To examine the policy-making process and governance mechanisms.
3. To analyze the role of institutions and actors in public policy.
4. To assess public policy formulation, implementation, and evaluation in India.

Course Outcomes

By completion of the course the following course outcomes are to be achieved-

CO1: Understand the concept and scope of Public Policy

Learners will be able to explain the meaning, nature, and scope of public policy and its significance in governance.

CO2: Analyze theoretical approaches to Public Policy

Learners will critically assess major approaches to public policy analysis and apply them to policy issues.

CO3: Examine the policy-making process

Learners will identify and explain various stages of the public policy process, from agenda-setting to evaluation.

CO4: Assess institutions and actors in Public Policy

Learners will analyze the role of government, bureaucracy, judiciary, civil society, and interest groups in policy-making.

CO5: Understand Public Policy in the Indian context

Learners will examine key features, challenges, and trends of public policy and governance .

CO6: Evaluate policy implementation and governance challenges

Learners will assess issues related to implementation, accountability, and policy outcomes in India.

Course Content

Module I:

Public Policy – Concepts and Foundations

- Meaning, nature, and scope of Public Policy
- Public Policy vs Politics vs Administration
- Typologies of Public Policy: distributive, redistributive, regulatory, constituent
- Models of policy making and their critique
- Public Policy and Good Governance
- Role of values: constitutionalism, equity, justice, accountability

Module II:

Theoretical Approaches to Public Policy

- Policy Sciences approach – Harold D. Lasswell
- Rational-Comprehensive Model – Herbert Simon
- Incremental Theory – Charles E. Lindblom
- Public Choice Theory – Buchanan and Tullock
- State theories and public policy formulation

Module III:

Public Policy Process

- Policy Agenda Setting: role of problems, interests, and ideology
- Policy Formulation: executive, legislative, expert committees
- Policy Implementation: top-down and bottom-up approaches
- Policy Monitoring and Evaluation: performance indicators, social audits
- Policy Failure and Policy Learning
- Processes of conceptualization, planning, implementation, monitoring, evaluation and review
- Limitations of public policy

Module IV:

Institutions and Actors in Public Policy

- Role of Political Executive and Legislature
- Bureaucracy and Public Policy: discretion, accountability, capacity

- Judiciary and Judicial Activism in policy-making
- Role of Pressure Groups, NGOs, Media, and Think Tanks
- Federalism and Inter-governmental policy coordination

Suggested Readings-

Module I: Public Policy – Concepts and Foundations

- Anderson, James E. *Public Policymaking: An Introduction*. 8th ed. Boston: Cengage Learning, 2015.
- Dye, Thomas R. *Understanding Public Policy*. 15th ed. Boston: Pearson, 2017.
- Peters, B. Guy. *American Public Policy: Promise and Performance*. 10th ed. Washington, DC: CQ Press, 2016.
- Sapru, R. K. *Public Policy: Art and Craft of Policy Analysis*. 3rd ed. New Delhi: PHI Learning, 2017.
- Shafritz, Jay M., E. W. Russell, and Christopher P. Borick. *Introducing Public Administration*. 9th ed. New York: Routledge, 2016.

Module II: Theoretical Approaches to Public Policy

- Lasswell, Harold D. *A Pre-View of Policy Sciences*. New York: Elsevier, 1971.
- Simon, Herbert A. *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization*. 4th ed. New York: Free Press, 1997.
- Lindblom, Charles E. “The Science of ‘Muddling Through.’” *Public Administration Review* 19, no. 2 (1959): 79–88.
- Buchanan, James M., and Gordon Tullock. *The Calculus of Consent: Logical Foundations of Constitutional Democracy*. Ann Arbor: University of Michigan Press, 1962.
- Hill, Michael, and Peter Hupe. *The Public Policy Process*. 7th ed. London: Routledge, 2014.

Module III: Public Policy Process

- Howlett, Michael, M. Ramesh, and Anthony Perl. *Studying Public Policy: Policy Cycles and Policy Subsystems*. 3rd ed. Oxford: Oxford University Press, 2009.
- Sabatier, Paul A., ed. *Theories of the Policy Process*. 2nd ed. Boulder, CO: Westview Press, 2007.
- Pressman, Jeffrey L., and Aaron Wildavsky. *Implementation*. 3rd ed. Berkeley: University of California Press, 1984.
- Parsons, Wayne. *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*. Cheltenham: Edward Elgar, 1995.
- Weiss, Carol H. *Evaluation: Methods for Studying Programs and Policies*. 2nd ed. Upper Saddle River, NJ: Prentice Hall, 1998.

Module IV: Institutions and Actors in Public Policy

- Peters, B. Guy. *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*. 6th ed. London: Routledge, 2018.
- Finer, S. E. *Comparative Government*. London: Penguin Books, 1970.
- Lowi, Theodore J. "American Business, Public Policy, Case-Studies, and Political Theory." *World Politics* 16, no. 4 (1964): 677–715.
- Rhodes, R. A. W. *Understanding Governance: Policy Networks, Governance, Reflexivity and Accountability*. Buckingham: Open University Press, 1997.
- Mukherjee, Reed, and Sabyasachi Tripathi, eds. *State, Policy and Development in India*. New Delhi: Oxford University Press, 2019.

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

Examination Scheme:

Components	Internal	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

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

1 = weakly mapped

2 = moderately mapped

3 = strongly mapped

SEMESTER 7

PAG402	Social System and Welfare Administration	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Indian Society and Public Administration				
Co-requisites	None				

COURSE DESCRIPTION

This course establishes a vital bridge between sociological theory and the practice of public administration. It introduces students to core sociological concepts—social structure, stratification, and social change—and critically examines their profound implications for policy formulation, administrative design, and social welfare delivery in India. The curriculum investigates persistent social challenges such as communalism and regionalism, while providing an in-depth analysis of key social legislation and welfare policies, including reservations and protections for vulnerable groups. By evaluating the roles and effectiveness of institutions like the Ministry of Social Justice and Empowerment and Central/State Welfare Boards, the course equips future administrators with the analytical tools and contextual understanding necessary to design, implement, and manage equitable and responsive social welfare programs within a democratic and diverse framework.

COURSE OBJECTIVES:

1. To examine the relevance of core sociological concepts to the theory and practice of public administration.
2. To analyse the dynamics of social change, social tensions, and their administrative implications in contemporary India.
3. To evaluate major social policies and legislations in India, with a focus on equity, rights, and the Sustainable Development Goals (SDGs).
4. To assess the structure, functions, and effectiveness of key institutions responsible for social welfare administration at the central and state levels.
5. To synthesize sociological insights and administrative knowledge to propose context-sensitive and effective interventions for social welfare.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1 (Remember & Understand): Recall and explain fundamental sociological concepts and their relevance to the framework of a welfare state and public administration. (PO1, PO3)

CO2 (Analyse): Analyse the sources, manifestations, and administrative challenges posed by key social tensions such as communalism, regionalism, and class conflict in India. (PO2, PO4, PO10)

CO3 (Evaluate): Critically evaluate specific social policies and legislations (e.g., Reservation, PWDVA,

JJ Act) in terms of their objectives, implementation gaps, and socio-administrative impact. (PO2, PO7, PO8)

CO4 (Apply): Apply knowledge of institutional structures to map the roles and responsibilities of key agencies like the Ministry of Social Justice and state welfare boards in policy implementation. (PO5, PO9, PO10)

CO5 (Create): Design a framework for a community-based intervention or a policy brief addressing a specific social welfare issue, integrating sociological and administrative principles. (PO6, PO7, PO9)

CO6 (Synthesize): Integrate learning from all modules to formulate a coherent argument on the role of responsive and equitable administration in achieving inclusive social development and the SDGs. (PO3, PO6, PO8, PO10)

COURSE CONTENT

Module	Content	Lecture Hours
I. Sociological Foundations for Administration	• Relevance of Sociology to Public Administration • Concept and Elements of Social Structure: Groups; Status and Role; Norms and Values • Social Stratification: Caste; Class - Difference and Convergence • Welfare State: Concept & Philosophy	12 Hours
II. Dynamics of Social Change and Conflict	• Social Change: Concept; Sources; Resistance • Social Change in Contemporary Indian Society • Social Tensions and Resolutions – Communalism; Regionalism; Violent Class Struggle	12 Hours
III. Social Policy and Legislative Framework	• Social Policy and Legislation in India: An Overview with special focus on SDGs • Reservation for SC, ST and OBC: Critical Analysis of Policy and Administration • Protection of Women from Domestic Violence Act, 2005 • The Juvenile Justice (Care and Protection of Children) Act, 2013	12 Hours

IV. Institutions of Welfare Administration	• Union Ministry of Social Justice and Empowerment: An Analysis of Provisions and Implementation Structures • Major Social Welfare Programmes: Implementation and Analysis • State Social Welfare Department: Structure and Functions • Central Social Welfare Board & State Social Welfare Boards: Roles and Coordination	12 Hours
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REFERENCES/ STUDY MATERIAL

Module I: Sociological Foundations for Administration

1. Haralambos, M., & Holborn, M. (2013). *Sociology: Themes and Perspectives* (8th ed.). Collins. (Chapters on Social Structure & Stratification).
2. Desai, A.R. (2005). *Social Background of Indian Nationalism* (6th ed.). Popular Prakashan.
3. Marshall, T.H. (1950). 'Citizenship and Social Class', in *Citizenship and Social Class and Other Essays*. Cambridge University Press, pp. 1-85.
4. Beteille, A. (2012). *The Idea of Natural Inequality and Other Essays*. Oxford University Press.

Module II: Dynamics of Social Change and Conflict

5. Srinivas, M.N. (1966). *Social Change in Modern India*. University of California Press.
6. Kothari, R. (1970). *Caste in Indian Politics*. Orient Longman.
7. Brass, P.R. (1997). *Theft of an Idol: Text and Context in the Representation of Collective Violence*. Princeton University Press.
8. *Economic and Political Weekly*. (2021). 'Special Issue: Understanding Regionalism in India', 56(15).

Module III: Social Policy and Legislative Framework

9. Government of India. (2021). *India Voluntary National Review Report on Implementation of Sustainable Development Goals*.
10. Galanter, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. Oxford University Press.
11. *The Protection of Women from Domestic Violence Act, 2005* (Act No. 43 of 2005). Ministry of

Law and Justice.

12. *The Juvenile Justice (Care and Protection of Children) Act, 2015* (Act No. 2 of 2016). Ministry of Women and Child Development.
13. Kundu, A. (2016). 'Social Policy and Legislation in India: A Critical Review', *Social Change*, 46(3), 345-365.

Module IV: Institutions of Welfare Administration

14. *Annual Report, Ministry of Social Justice and Empowerment*. Government of India. (Latest Edition).
15. Kulshreshtha, J.C. (2018). *Public Administration in India*. Sultan Chand & Sons. (Chapter on Social Welfare Administration).
16. *The Central Social Welfare Board Act, 1953* and relevant State Amendments.
17. Dutta, S. (2019). 'Implementation Gap in Welfare Schemes: A Study of Central Social Welfare Board', *Indian Journal of Public Administration*, 65(4), 812-830.

Suggestive readings

1. Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.
2. Dreze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. Princeton University Press.
3. *Journal of Social and Economic Development*. (Various Issues).
4. Planning Commission/ NITI Aayog. (Various). *Five-Year Plan Documents* (Chapters on Social Welfare).

Online Resources

1. Ministry of Social Justice and Empowerment, Official Website: <https://socialjustice.gov.in>
2. National Commission for Scheduled Castes (NCSC): <https://ncsc.nic.in>
3. UN Sustainable Development Goals Knowledge Platform: <https://sustainabledevelopment.un.org>
4. Indian Journal of Social Work (TISS): <https://journals.sagepub.com/home/isw>

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

1. **Field Visit & Report:** Visit a local social welfare office (e.g., District Social Welfare Office, Child Protection Unit) and submit a report on its functions, challenges, and interface with the public.

2. **Policy Analysis Paper:** Conduct a critical analysis of the implementation of a specific social welfare scheme (e.g., Old Age Pension, Scholarship for SC/ST) at the local level.
3. **Case Study & Presentation:** Develop a detailed case study on the resolution of a local social tension (e.g., communal incident, resource conflict) and the role of administration in it.

ASSESSMENT SCHEME:

Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	5	25	50

CO-PO CORRELATION MATRIX

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

PAG403	Corporate Governance and Corporate Social Responsibility (CSR)	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Ethics, Public Policy, and Organizational Behaviour				
Co-requisites	None				

COURSE DESCRIPTION

This course provides a comprehensive understanding of the principles, frameworks, and practices of Corporate Governance and Corporate Social Responsibility (CSR) within the context of modern public and private sector organizations. Students will explore the ethical, legal, and strategic dimensions of governance, including board structures, shareholder rights, and regulatory compliance. The course critically examines CSR as a strategic business function, focusing on its integration into corporate policy, stakeholder engagement, and sustainable development. Emphasis is placed on the role of CSR in addressing social, environmental, and economic challenges, aligned with national frameworks such as the Companies Act, 2013, and global standards like the UN Sustainable Development Goals (SDGs). Through case studies, project simulations, and industry interactions, students will develop the skills required to design, implement, and evaluate CSR initiatives, preparing them for roles in CSR management, sustainability consulting, and ethical governance.

COURSE OBJECTIVES:

1. To examine the theoretical foundations, evolution, and key components of corporate governance and CSR.
2. To analyse the legal, regulatory, and ethical frameworks governing corporate Behaviour and CSR in India and globally.
3. To evaluate the role of stakeholders, including boards, shareholders, communities, and government, in shaping governance and CSR outcomes.
4. To apply tools and methodologies for designing, implementing, and monitoring effective CSR projects.
5. To synthesise governance and CSR principles to develop sustainable business strategies that align with social and environmental goals.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1 (Remember & Understand): Recall and explain core concepts, theories, and frameworks of corporate governance and CSR, including relevant legal provisions. (PO1, PO3)

CO2 (Analyse): Analyse corporate governance structures, stakeholder dynamics, and CSR strategies using case studies and real-world examples. (PO2, PO4, PO7)

CO3 (Evaluate): Evaluate the effectiveness and ethical implications of CSR policies and governance mechanisms in diverse organizational contexts. (PO6, PO8, PO10)

CO4 (Apply): Apply project management and impact assessment tools to design and implement a CSR initiative aligned with the Companies Act, 2013, and SDGs. (PO5, PO9, PO10)

CO5 (Create): Develop a comprehensive CSR proposal or governance audit report addressing a specific social or environmental challenge. (PO6, PO7, PO9)

CO6 (Synthesize): Integrate governance, ethics, and sustainability principles to formulate strategies for responsible business practices and public value creation. (PO3, PO8, PO10)

COURSE CONTENT

Module Name	Content	Lecture Hours
I. Foundations of Corporate Governance	• Evolution and Importance of Corporate Governance • Theories: Agency, Stakeholder, Stewardship • Board Structures: Composition, Roles, and Committees • Shareholders vs. Stakeholders: Rights and Responsibilities • Regulatory Frameworks: SEBI Guidelines, Companies Act, 2013	12 Hours
II. CSR: Concepts, Frameworks, and Legislation	• Evolution of CSR: Philanthropy to Strategic Integration • CSR under Companies Act, 2013: Schedule VII, Spending, and Reporting • Global Standards: UN SDGs, ISO 26000, GRI • CSR and Sustainable Development: Environmental, Social, and Governance (ESG) Criteria • Ethical Foundations and Business Case for CSR	12 Hours
III. CSR Implementation and Management	• CSR Policy Formulation and Board-level Integration • Stakeholder Identification, Mapping, and Engagement • Project Cycle Management: Need Assessment, Design, Implementation • Monitoring & Evaluation: Output, Outcome, and Impact Assessment • Reporting and Communication: CSR Reports, Sustainability Disclosures	12 Hours
IV. Contemporary Issues and Career Pathways	• CSR in Public Sector Undertakings (PSUs) and SMEs • Social Entrepreneurship and Corporate Foundations • Digital Tools for CSR Management and Transparency	12 Hours

	• Role of CSR Manager: Skills, Competencies, and Career Opportunities • Case Studies: Leading Indian and Global CSR Practices	
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REFERENCES/ STUDY MATERIAL

Module I: Foundations of Corporate Governance

1. Monks, R.A.G., & Minow, N. (2020). *Corporate Governance* (6th ed.). Wiley.
2. Tricker, B. (2019). *Corporate Governance: Principles, Policies, and Practices* (4th ed.). Oxford University Press.
3. *Companies Act, 2013* (India). (Sections 134, 135, 149, and Schedule IV).
4. Securities and Exchange Board of India (SEBI). (2021). *SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015*.
5. *Indian Journal of Corporate Governance*. (2022). 'Special Issue: Board Effectiveness in India', 15 (1).

Module II: CSR: Concepts, Frameworks, and Legislation

6. Crane, A., Matten, D., Glozer, S., & Spence, L.J. (2019). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (5th ed.). Oxford University Press.
7. Ministry of Corporate Affairs, Government of India. (2014). *National Voluntary Guidelines on Social, Environmental & Economic Responsibilities of Business*.
8. United Nations. (2015). *Transforming our World: The 2030 Agenda for Sustainable Development*.
9. Global Reporting Initiative (GRI). (2021). *GRI Standards*.
10. Kapoor, A., & Sandhu, H.S. (2020). *Corporate Social Responsibility in India: A Practitioner's Perspective*. Sage Publications.

Module III: CSR Implementation and Management

11. Bhattacharyya, S. (2019). *Corporate Social Responsibility: Concepts and Cases* (2nd ed.). PHI Learning.
12. Porter, M.E., & Kramer, M.R. (2011). 'Creating Shared Value', *Harvard Business Review*, 89 (1/2), 62-77.
13. Mayne, J. (2015). 'Useful Theory of Change Models', *Canadian Journal of Program Evaluation*, 30 (2), 119-142.
14. *The CSR Journal*. (Various Issues). <https://thecsrjournal.in>
15. *Annual CSR Reports* of leading Indian corporations (e.g., Tata Group, Infosys, ITC).

Module IV: Contemporary Issues and Career Pathways

16. Visser, W. (2020). *The World Guide to CSR: A Country-by-Country Analysis of Corporate Sustainability and Responsibility*. Routledge.
17. NITI Aayog. (2021). *SDG India Index & Dashboard*. <https://sdgindiaindex.niti.gov.in>
18. Singh, P., & Rastogi, S. (2021). 'CSR in Public Sector Enterprises: A Study of Implementation Challenges', *Indian Journal of Public Administration*, 67 (3), 450-468.
19. LinkedIn Learning & Coursera. (Curated Resources on CSR Management and Sustainability).
20. Confederation of Indian Industry (CII). *Handbook on Corporate Social Responsibility*.

Suggestive readings

1. Freeman, R.E. (2010). *Strategic Management: A Stakeholder Approach*. Cambridge University Press.
2. Carroll, A.B., & Buchholtz, A.K. (2021). *Business and Society: Ethics, Sustainability, and Stakeholder Management* (11th ed.). Cengage Learning.
3. *Harvard Business Review*. (2020). 'On Corporate Governance and Sustainability', Special Issue.
4. Elkington, J. (1998). *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. New Society Publishers.

Online Resources

1. Ministry of Corporate Affairs (MCA) – CSR Portal: <http://www.csr.gov.in>
2. United Nations Global Compact: <https://www.unglobalcompact.org>
3. CSRBOX – India's leading CSR knowledge platform: <https://csrbox.org>
4. Global Reporting Initiative (GRI) Standards Database: <https://www.globalreporting.org>

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

1. **CSR Project Design:** Develop a detailed CSR project proposal for a chosen corporate entity, including need assessment, budget, implementation plan, and impact indicators.
2. **Governance Audit Simulation:** Conduct a simulated governance audit of a listed company based on its annual report and SEBI compliance disclosures.
3. **Stakeholder Engagement Plan:** Create a comprehensive stakeholder engagement and communication strategy for a real or hypothetical CSR initiative.

ASSESSMENT SCHEME:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	5	25	50

CO-PO CORRELATION MATRIX

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

PAG404	Dynamics of 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. Concept of Development; Development Administration and its changing profile.
- b. Features, Types, elements and approaches.
- c. 'Anti-development thesis'.
- d. Development Administration and Sustainable Development, Role of UN in development, Overview of Millenium Development Goals (MDGs) and Sustainable Development Goals (SDGs).

Module II - Development Planning in India

- a. Development Planning in India.
- b. Machinery of planning; Role, composition and functions of the Planning Commission and the National Development Council; 'Indicative' planning;
- c. Process of plan formulation at Union and State levels; Constitutional Amendments (1992) and decentralised planning for economic development and social justice.
- d. Public Sector Undertakings (PSUs) in Modern India: forms of PSUs; problems of autonomy, accountability and control; Impact of liberalisation and privatization.

Module III - Citizen Participation and Social Empowerment

- a. Citizen's participation in Development.
- b. Women and Development; self-help group movement.
- c. Welfare Administration of Scheduled Caste and Scheduled Tribe.

Module IV – Development Dynamics

- a. Strong State vs Market Debate.
- b. Impact of Liberalization on Administration in Developing Countries.
- c. Bureaucracy and Democracy.

d. Bureaucracy and Development.

Essential/Recommended Readings:

Module I

- Riggs, Fred W. (1964). *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin.
- Dwivedi, O.P. (1994). *Development Administration: From Underdevelopment to Sustainable Development*. London: Macmillan.
- Sapru, R.K. (2013). *Development Administration*. New Delhi: Sterling Publishers.
- Arora, R.K. (1972). *Comparative Public Administration: An Ecological Perspective*. New Delhi: Associated Publishing House.
- UNDP (2016). *Human Development Report*. United Nations Development Programme.

Module II

- Mahalanobis, P.C. (1955). *The Approach of Operational Research to Planning in India*. Sankhya.
- Rao, M. Govinda & Singh, Nirvikar (2006). *Political Economy of Federalism in India*. New Delhi: Oxford University Press.
- NITI Aayog (2017). *Three Year Action Agenda*. Government of India.
- Chakraborty, Lekha (2019). *Fiscal Federalism in India*. Singapore: Springer.
- Bagchi, Amaresh (1994). *Public Finance in India*. New Delhi: Oxford University Press.

Module III

- Arnstein, Sherry R. (1969). *A Ladder of Citizen Participation*. Journal of the American Institute of Planners.
- Desai, Meghnad & Potter, Robert (Eds.) (2002). *The Companion to Development Studies*. London: Arnold.
- Sen, Amartya (1999). *Development as Freedom*. New Delhi: Oxford University Press.
- Government of India (2020). *Gender Budgeting Handbook*. Ministry of Women and Child Development.
- Jha, Praveen (2018). *Social Policy and Development in India*. New Delhi: Oxford University Press.

Module IV

- Polanyi, Karl (1944). *The Great Transformation*. Boston: Beacon Press.
- Stiglitz, Joseph (2002). *Globalization and Its Discontents*. New York: W.W. Norton.
- Evans, Peter (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton University Press.

- Pierre, Jon & Peters, B. Guy (2000). Governance, Politics and the State. London: Macmillan.
- Leftwich, Adrian (1995). Bringing Politics Back In: Towards a Model of the Developmental State. Journal of Development Studies.

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written Examination Scheme:

Mid Sem	CCA	Attendance	End-Term
20	25	5	50

CO-PO correlation Matrix:

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

1 - WEAKLY MAPPED

2 - MODERATELY MAPPED

3 - STRONGLY MAPPED

PAG405	Civil Services in India	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

The paper shall discuss regarding the Civil Services or Bureaucracy in India, its structure, role and functions. It also examines the historical background and major acts which have shaped the functioning of the civil services. It shall take into account the All India, Central and State services, constitutional provisions of the Union Public Service Commission, State Public Service Commission and the relationship between the political and permanent executive. It shall also consider the evolution of the bureaucracy, the impending challenges and the reforms needed to bolster the bureaucracy to ensure compliance with regulations and laws in the context of government organisations and serve the public interest both impactfully and effectively in the age of globalisation.

Course Objectives:

- The syllabus of the paper attempts to familiarise the student with the historical background and major acts which have shaped the Indian Civil Services
- The students will learn various aspects of structure, role and functions of the Indian Civil Services
- The students will also get oriented with the evolving nature of the bureaucracy in times of globalisation and its impending reforms
- Student will learn via presentations, interaction with experts, case studies and discussions will be used for delivery of course content
- The students will develop leadership and analytical skills

Course Outcomes:

The course aims to-

CO1: Make the students ready for pursuing professional degree programs or masters in fields such as law, public administration, government, education, politics, policy and business in the same field as well as allied disciplines

CO2: Upon successful completion of this course, students should be able to students have knowledge of basic principles of organisation and management practices of the Indian Civil Services

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

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

CO5: Illustrate the relevance and significance Personnel Administration in contemporary society including use of digital technology and artificial intelligence

CO6: Enable students to critically evaluate and contribute to personnel administration preparing them for industry/ corporate relevant management job roles

Course Content:

Module I

Historical Background of Civil Services

- Civil Services before the advent of the East India Company
- Civil Services under the advent of the East India Company
- Imperial Civil Service
- Civil Services under the Government of India Acts 1919 & 1935

Module II

Organisation, Role and Significance of Civil Services

- Organisation of the Civil Services: All India Services, Central Services and State Services
- Recruitment, Training and Capacity building
- Role and Importance of the Bureaucracy
- Good Governance Initiatives
- Relationship between the Political Executive & Permanent Executive

Module III

Structures and Processes

- Constitutional Provisions regarding powers, functions and significance of the Union Public Service Commission (UPSC) and the State Public Service Commission (SPSC)
- Code of conduct and discipline
- Staff Associations & Grievance Redressal Mechanism
- Political Rights

Module IV

Issues & Contemporary Developments

- Issues: Civil Service Neutrality, Civil Service Activism
- Bureaucracy during Globalisation: Limitations and Bureaucratic Reforms

References/ Study Material

Module I: Historical Background of Civil Services

1. Chakraborty, R. & Kandpal, P.C. (2024). 'The Evolution of Bureaucracy in India', in *Public Administration in India*. Routledge, pp. 45-80.
2. Maheshwari, S.R. (2005). 'From Mughal Administration to the Imperial Civil Service', in *Public Administration in India: The Higher Civil Service*. Oxford University Press, pp. 15-40.

3. Avasthi and Maheshwari. (1978). 'The East India Company Era and the Government of India Acts', in *Bureaucracy and Development-Indian Perspectives*. Associated Publishing House, pp. 28-65.
4. Basu, D.D. (2012). 'Historical Constitutional Provisions for Administration', in *Commentary on the Constitution of India* (8th ed.). S.C. Sarkar & Sons, pp. 520-560.
5. *Imperial Gazetteer of India: The Indian Empire*. (1908). Oxford: Clarendon Press. (Volume IV: Administrative).

Module II: Organisation, Role and Significance of Civil Services

1. Arora, R.K., and Goyal, R. (1996). 'Structure and Classification of Civil Services', in *Indian Public Administration*. Wishwa Prakashan, pp. 102-135.
2. Ghosh, P. (1993). 'Recruitment, Training and Career Development', in *Personnel Administration in India*. Sudha Publications, pp. 60-95.
3. Nigro, F.A. & Nigro, L.G. (1989). 'The Role of Bureaucracy in Modern Governance', in *Modern Public Administration*. Harper and Row, pp. 150-180.
4. Government of India, 2nd Administrative Reforms Commission. (2009). *10th Report: Refurbishing of Personnel Administration – Scaling New Heights*. https://darpg.gov.in/sites/default/files/personnel_administration10.pdf
5. *Ministry of Personnel, Public Grievances and Pensions, Annual Report*. Government of India. (Latest Edition).

Module III: Structures and Processes

1. Basu, D.D. (2012). 'Union and State Public Service Commissions: Powers and Functions', in *Commentary on the Constitution of India* (8th ed.). S.C. Sarkar & Sons, pp. 1210-1245.
2. Arora, R.K. (1979). 'Discipline, Conduct and Grievance Redressal', in *Administrative Theory*. IIPA, pp. 200-230.
3. *The All India Services (Conduct) Rules, 1968 & The Central Civil Services (Conduct) Rules, 1964*. Government of India Publications.
4. Report of the Commission on Centre-State Relations (Sarkaria Commission). (1988). Nasik: General Manager. (Chapter on All India Services).
5. *Indian Journal of Public Administration*. (2018). Special Issue on 'Civil Service Ethics and Political Rights', 64(4).

Module IV: Issues & Contemporary Developments

1. Rao, N. Venkateshwara. (1996). 'Bureaucracy and Globalisation: Reform Imperatives', in *Public Administration and Development Dynamics*. Kanishka Publishers, pp. 175-210.
2. Government of India, 2nd Administrative Reforms Commission. (2008). *4th Report: Ethics in Governance*. <https://darpg.gov.in/sites/default/files/ethics4.pdf>
3. Stahl, O. Glenn. (1971). *Public Personnel Administration* (7th ed.). Harper & Row. (Chapter 23: 'The Future of Public Personnel Administration').
4. *Economic and Political Weekly*. (2022). 'Symposium: Administrative Reforms in the 21st Century', 57 (25).

Suggestive readings

1. Potter, D.C. (1996). *India's Political Administrators: From ICS to IAS*. Oxford University Press.
2. Chakraborty, B.(2012). 'Administrative Reforms in India'. *Public Administration in a Globalizing World: Theories and Practices* (pp.448 – 475). SAGE
3. Chakraborty, B.(2012). 'Globalization and Public Administration'. *Public Administration in a Globalizing World: Theories and Practices* (pp.479 – 505). SAGE
4. *The Civil Service Year Book*. (Latest Edition). Government of India.
5. Subramaniam, V. (1971). *Social Background of India's Administrators*. Publications Division, Government of India.
6. Heady, F. (2001). *Public Administration: A Comparative Perspective* (6th ed.). Marcel Dekker.
7. Osborne, D., & Gaebler, T. (1992). *Reinventing Government*. Addison-Wesley.

Online Resources

1. Department of Personnel and Training (DoPT), Government of India: <https://dopt.gov.in>
2. Union Public Service Commission (UPSC): <https://upsc.gov.in>
3. The National Portal of India – Governance
Section: <https://www.india.gov.in/topics/governance-administration>
4. Administrative Reforms & Public Grievances (DARPG): <https://darpg.gov.in>

5. The World Bank – Governance and Public Sector
Management: <https://www.worldbank.org/en/topic/governance>

ASSESSMENT SCHEME:

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

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	25	5	20	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 8

PAG406	Personnel Administration	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

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

Course Objectives:

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

Course Outcomes:

The course aims to-

- CO1. Make the students ready for pursuing 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 personnel administration and management practices
- 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 national and state levels.
- CO5. Illustrate the relevance and significance Personnel Administration in contemporary society including use of digital technology and artificial intelligence
- CO6: Enable students to critically evaluate and contribute to personnel administration preparing them for industry/ corporate relevant management job roles

Course Content:

Module I

Personnel Administration – An Introduction

Meaning, Nature and Significance of Personnel Administration

Role of the Public Services

Rank and Position Classification – Concept and Relevance

Module II

Important Concepts and Processes in Personnel Administration

Importance of Human Resource Development and Manpower Planning: Concept, Models and Significance

Processes in Personnel Administration: Recruitment, Training, Performance Appraisal, Promotion and Career Advancement, Pay and Service conditions, Work Study and Work Management

Module III

Employer – Employee Relations

Employer-Employee Relations: Discipline, Code of Conduct, Disciplinary Action and Arbitration, Grievance Redressal Mechanism, Staff Associations, Administrative Ethics

Module IV

Recent Developments

Emergence of the Joint Consultative and Negotiation Machinery: Case Study Analysis

Gender Equality Policies in Personnel Administration : How Government strives to have a workforce which reflects gender balance and encourage women candidates to apply

Role of Digital technology and Artificial Intelligence in revolutionising Personnel Administration

References/ Study Material

Module I: Personnel Administration – An Introduction

1. Goel, S. L. and Rajneesh, S. (2002). 'The Nature and Significance of Public Personnel Administration', in *Public Personnel Administration*. Sterling, pp. 1-35.
2. Puri Mahajan, A. (2024). 'Foundations of Public Personnel Systems: Rank and Position Classification', in *Public Personnel Administration - Functionalities and Challenges*. Routledge, pp. 15-50.
3. Nigro, F.A., & Nigro, L.G. (1989). 'Introduction to Public Personnel Administration', in *Modern Public Administration* (6th ed.). Harper & Row, pp. 120-145.
4. United Nations. (2008). 'New Perspectives on Personnel for Development', in *New Approaches to Personnel Policy for Development*. New York, pp. 1-20.

Module II: Important Concepts and Processes in Personnel Administration

1. Dessler, G. (2013). 'Human Resource Planning and Job Analysis', in *Human Resource Management* (13th ed.). Prentice Hall, pp. 80-115.
2. Flipppo, E.B. (1976). 'Recruitment, Selection, and Promotion', in *Principles of Personnel Management*. McGraw Hill, pp. 120-165.
3. Davar, Rustom S. (2008). 'Training, Pay, and Performance Appraisal', in *Personnel Management and Industrial Relations in India* (2nd ed.). Vikas Publishing House, pp. 200-250.
4. Chadha, N. K. (2000). 'Work Study and Performance Management', in *Human Resource Management Issues, Case Studies and Exercise*. Shri Sai Printographers, pp. 45-80.
5. Government of India, 2nd Administrative Reforms Commission. (2010). *10th Report: Refurbishing of Personnel Administration – Scaling New Heights*. https://darpg.gov.in/sites/default/files/personnel_administration10.pdf (Chapters II & III).

Module III: Employer – Employee Relations

1. Donald Klingner, John Nalbandian, Jared Llorens. (2010). 'Discipline, Ethics, and Labor Relations', in *Public Personnel Management: Contexts and Strategies* (6th ed.). Longman, pp. 180-220.

2. Norma Riccucci. (2011). 'Conduct, Grievance, and Arbitration', in *Public Personnel Management, Current Concerns, Future Challenges* (5th ed.). Pearson, pp. 95-130.
3. Desiber, G. (2013). 'Staff Associations and Collective Bargaining', in *Human Resource Management* (13th ed.). Prentice Hall, pp. 450-485.
4. Wendell, F. (1997). 'Administrative Ethics and Professional Standards', in *Human Resource Management* (3rd ed.). Houghton Mifflin Company, pp. 310-340.
5. *The Central Civil Services (Conduct) Rules, 1964 & All India Services (Conduct) Rules, 1968*. Government of India Publications.

Module IV: Recent Developments

1. Bhayana, S. S. and Singh S. (2016). 'Joint Consultative Machinery and Negotiation Systems', in *Public Personnel and Financial Administration* (4th ed.). New Academics, pp. 175-210.
2. Rao, N. Venkateshwara. (1996). 'Gender Equality Policies in Public Administration', in *Public Administration and Development Dynamics*. Kanishka Publishers, pp. 155-190.
3. David, A.D. & Robbins, S.P. (1989). 'Technological Innovation in HRM', in *Personnel/ Human Resource Management*. PHI, pp. 520-550.
4. *Indian Journal of Public Administration*. (2023). Special Issue: 'AI and Digital Transformation in Public Personnel Management', 69 (1).
5. Ministry of Personnel, Public Grievances and Pensions. (2022). *Annual Report on Digital Governance Initiatives in Personnel Administration*. Government of India.

Suggestive readings

1. Stahl, O. Glenn. (1962). *Public Personnel Administration* (6th ed.). Oxford & IBH Publishing.
2. Bhattacharya, M. (2011). 'Public Personnel Administration'. New Horizons of Public Administration (pp.207 – 231). Jawahar Publishers & Distributors
3. Sayles, L.R., & Strauss, G. (1960). *Personnel: The Human Problems of Management*. Prentice-Hall.
4. *Harvard Business Review*. (2021). 'The Future of Work: AI in HR', 99 (4), 60-69.
5. Mosher, F.C. (1982). *Democracy and the Public Service* (2nd ed.). Oxford University Press.

6. Rainey, H.G. (2014). *Understanding and Managing Public Organizations* (5th ed.). Jossey-Bass.

Online Resources

1. Department of Personnel and Training (DoPT), Government of India: <https://dopt.gov.in>
2. Central Administrative Tribunal (CAT): <https://cgat.gov.in>
3. International Public Management Association for Human Resources (IPMAHR): <https://www.ipma-hr.org>
4. United Nations Public Administration Network (UNPAN) – HRM Section: <https://www.unpan.org>
5. Society for Human Resource Management (SHRM): <https://www.shrm.org>

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

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	25	5	20	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

PAG 408	Ethics, Integrity and Aptitude	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Political Philosophy and Indian Society				
Co-requisites	NA				

COURSE DESCRIPTION

This course provides a comprehensive foundation in the philosophical, psychological, and practical dimensions of ethics, integrity, and aptitude essential for public service. It explores the essence and determinants of ethics in human actions, the formation of attitudes and values, and the foundational virtues required for civil servants, such as integrity, impartiality, empathy, and dedication. The curriculum examines emotional intelligence and its application in governance, alongside the contributions of moral thinkers from India and the world. It critically analyses ethical concerns, dilemmas, and probity in public administration, covering mechanisms like transparency, accountability and codes of conduct. Through rigorous case studies, the course aims to equip students with the moral reasoning and ethical decision-making skills necessary to navigate the complex challenges of contemporary governance with integrity.

COURSE OBJECTIVES:

1. To examine the fundamental concepts, dimensions, and determinants of ethics and their application in private and public relationships.
2. To analyse the structure, function, and influence of attitudes, values, and emotional intelligence on thought, behaviour, and administrative practice.
3. To evaluate the foundational values for civil service and the contributions of key moral thinkers and philosophers.
4. To critique ethical concerns, dilemmas, and frameworks for probity and accountability in public administration and corporate governance.
5. To apply ethical principles and reasoning to real-world scenarios through case studies to develop sound moral judgment.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1: Explain the essence, dimensions, and determinants of ethics and the role of human values as derived from teachings of leaders and societal institutions.

CO2: Analyse the content and structure of attitudes, their relation to behaviour, and the processes of social influence and persuasion in public life.

CO3: Evaluate the core foundational values for civil service (integrity, empathy, objectivity) and assess the relevance of emotional intelligence in administration.

CO4: Synthesize the ethical teachings of moral thinkers from India and the world to form a coherent personal and professional ethical framework.

CO5: Apply ethical guidelines, laws, and codes of conduct to diagnose and propose resolutions for ethical dilemmas in governance and private institutions.

CO6: Design a framework for ethical governance or a citizen-centric service charter that incorporates principles of transparency, accountability, and probity to address challenges like corruption.

COURSE CONTENT:

Module I: Ethics and Human Interface

- Essence, determinants and consequences of ethics in human actions
- Dimensions of ethics: ethics - in private and public relationships.
- Human Values - lessons from the lives and teachings of great leaders, reformers and administrators; role of family society and educational institutions in inculcating values.
- Contributions of moral thinkers and philosophers from India and world (Abraham Lincoln, Mahatma Gandhi and Tirukkural).

Module II: Attitude and Social Influence

- content, structure and function
- its influence and relation with thought and behaviour
- social influence and persuasion.

Module III: Aptitude, Values & Emotional Intelligence for Civil Service

- Aptitude and foundational values for Civil Service
- integrity, impartiality and non-partisanship
- empathy, tolerance and compassion towards the weaker-sections
- concepts, and their utilities and application in administration and governance.

Module IV: Ethical Governance, Probity and Case Studies

- Ethics in Public administration: ethical concerns and dilemmas in government and private institutions.
- Probity in Governance, Concept of public service, Codes of Conduct, Codes of Ethics, Work Culture
- Accountability, Information sharing and transparency in government, Right to Information.
- Quality of service delivery, Utilization of public funds, challenges of corruption.

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

Case Studies

- Ethical concerns and dilemmas in government
- Decision -making
- Stakeholders

REFERENCES:

- Lexicon for Ethics, Integrity & Aptitude (2024) by Niraj Kumar (Chronicle)
- Ethics, Integrity & Aptitude by G. Subba Rao & P.N. Roy Chowdhury
- Ethics in Public Administration by Patrick J. Sheeran
- Ethics in Governance: Diverse Aspects by Renu Kapila.

Suggestive Readings:

Module I: Ethics and Human Interface

1. Gaur, R.R., Sangal, R., & Bagaria, G.P. (2019). *A Foundation Course in Human Values and Professional Ethics*. Excel Books.
2. *The Bhagavad Gita* (Eknath Easwaran, Trans.). (2007). Nilgiri Press.
3. Plato. (2003). *The Republic* (Desmond Lee, Trans.). Penguin Classics.
4. Gandhi, M.K. (1993). *The Story of My Experiments with Truth*. Beacon Press.

Module II: Attitude and Social Influence

5. Ajmera, S., & Reddy, N. K. (2015). *Ethics, integrity and aptitude*. Tata McGraw Hill.
6. Karthikeyan, M. (2017). *Ethics, integrity and aptitude*. Pearson Education India.

Module III: Aptitude, Values & Emotional Intelligence for Civil Service

7. Subramanian, M. (2023). *Ethics, Integrity and Aptitude* (3rd ed.). McGraw Hill Education.
8. Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.
9. Sharma, P. (2021). *Lexicon for Ethics, Integrity & Aptitude*. Chronicle Publications.

Module IV: Ethical Governance, Probity and Case Studies

10. 2nd Administrative Reforms Commission (ARC). (2007). *4th Report: Ethics in Governance*. <https://darpg.gov.in/sites/default/files/ethics4.pdf>
11. *The Right to Information Act, 2005*. Government of India.
12. *Public Services (Codes of Ethics and Conduct) Guidelines*, Government of India.
13. *Compendium of Case Studies for Ethics, Integrity and Aptitude* (as per UPSC). (2024). Tata McGraw Hill.

Online Resources

1. United Nations Office on Drugs and Crime (UNODC) – Education for Justice: <https://www.unodc.org/e4j>
2. Central Information Commission (CIC): <https://cic.gov.in>
3. Ethics & Compliance Initiative (ECI): <https://www.ethics.org>¹

ASSESSMENT SCHEME:

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

Components	Class Assessment	Mid Term	End Term
Weightage (%)	30	20	50

CO-PO CORRELATION MATRIX

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

PAG212	Citizen and Administration	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				
Co-requisites					

Course Description:

This course provides a comprehensive understanding of citizen-centric governance, emphasizing its meaning, evolution, and significance in democratic systems. It explores the dynamic interactions between citizens and administration, focusing on the rights and obligations of citizens in fostering accountable governance. The course examines mechanisms for enhancing citizen participation, including the Citizen's Charter, Sevottam Model, and Social Audit, highlighting their role in promoting transparency and accountability. It also delves into grievance redressal systems in India, such as the Lokpal, Lokayukta, and the Right to Information Act, alongside the influence of judicial activism and public interest litigation in empowering citizens. By the end of the course, students will gain the knowledge and skills to critically analyze citizen-centric governance models, evaluate grievance redressal mechanisms, and contribute to the creation of transparent, participatory, and accountable governance systems.

Course Objectives:

- To introduce the concept of citizen-centric governance, its meaning, nature, and evolution, emphasizing its role in strengthening democracy and accountability.
- To explore the interactions between citizens and administration, focusing on the rights and obligations of citizens in governance processes.
- To examine mechanisms for citizen participation, such as the Citizen's Charter, Sevottam Model, and Social Audit, and their impact on enhancing service delivery and accountability.
- To provide a detailed understanding of grievance redressal mechanisms in India, including the Lokpal, Lokayukta, and the Right to Information Act, and their effectiveness in addressing citizen complaints.
- To analyze the role of judicial activism and public interest litigation in promoting transparency, accountability, and justice for citizens.
- To equip students with critical insights and practical knowledge to assess and contribute to citizen-centric governance frameworks and reforms in India.

Course Outcomes:

CO 1: Demonstrate an understanding of the concept, nature, and evolution of citizen-centric governance and its role in enhancing democratic accountability.

CO 2: Analyze the interactions between citizens and administration, focusing on the rights and obligations of citizens in governance processes.

CO 3: Evaluate citizen participation mechanisms, including the Citizen's Charter, Sevottam Model, and Social Audit, and their effectiveness in improving service delivery and accountability.

CO 4: Assess the functioning and impact of grievance redressal mechanisms in India, such as the Lokpal, Lokayukta, and the Right to Information Act.

CO 5: Examine the significance of judicial activism and public interest litigation in empowering citizens and promoting transparency and justice.

CO 6: Develop critical insights and practical strategies to enhance citizen-centric governance frameworks, contributing to participatory and accountable governance in India.

Course Content:

Module 1 – Introduction to Citizen and Administration

- Meaning and Features of Citizen and Administration
- Concept of accountability and control, Executive, Legislative and judicial control over administration
- Rights and Obligations of the Citizens
- Role of media, interest groups, voluntary organizations; civil society

Module 2 - Citizen's Participation and Accountability

- Citizen's Charter
- Models of Citizen Administration
- Social Audit

Module 3 - Grievance redressal mechanisms in India

- Lokpal and Lokayukta
- Right to Information
- Judicial Activism and Public Interest Litigation

Essential Readings:

MODULE 1 – INTRODUCTION TO CITIZEN CENTRIC GOVERNANCE

1. Shah, A. (2007). *Citizen-Centric Governance: Indicators: Measuring and Monitoring Governance by Listening to the People and Not the Interest Groups*, [Economics Discussion Papers](#) 2009-27, Kiel Institute for the World Economy.
2. Bovaird, T. & Löffler, E. (2003). *Public Management and Governance*. Routledge.
3. Osborne, D. & Gaebler, T. (1992). *Reinventing Government: How the Entrepreneurial Spirit Is Transforming the Public Sector*. Addison-Wesley.
4. Denhardt, R.B., Denhardt, J.V. & Blanc, T.A. (2013). *Public Administration: An Action Orientation*. Cengage Learning.
5. Rosenbloom, D.H., Kravchuk, R.S. & Clerkin, R.M. (2015). *Public Administration: Understanding Management, Politics, and Law in the Public Sector*. McGraw-Hill.

6. Fukuyama, F. (2013). *What Is Governance?* Governance Journal, 26(3).

MODULE 2 – CITIZEN’S PARTICIPATION AND ACCOUNTABILITY

1. Osborne, S.P. (2006). *The New Public Governance?* Routledge.
2. Fung, A. (2006). *Varieties of Participation in Complex Governance*. Public Administration Review, 66.
3. Jain, P.C. (2010). *Citizen’s Charter and Public Accountability*. Indian Journal of Public Administration.
4. Mitra, A. (2005). *Social Audit: Theory and Practice*. Economic & Political Weekly.
5. Thomas, J.C. (1995). *Public Participation in Public Decisions: New Skills and Strategies for Public Managers*. Jossey-Bass.

MODULE 3 – GRIEVANCE REDRESSAL MECHANISMS IN INDIA

1. Government of India (2013). *The Lokpal and Lokayuktas Act, 2013*.
2. Lokpal & Lokayuktas Reports (Annual Reports, various years) — Official Reports, Government of India.
3. RTI Act, 2005 (2005). *The Right to Information Act, 2005*. Government of India.
4. PIL Judgments Compilation (2015). *Public Interest Litigation: Landmark Judgments in India*. Eastern Book Company.
5. Seervai, H.M. (2015). *Constitutional Law of India*. Universal Law Publishing (Relevant chapters on PIL & Judicial Review).
6. Sathe, S.P. (2002). *Judicial Activism in India: Transcending Borders and Enforcing Limits*. Oxford University Press.
7. DRM Reports (various years). *Public Grievances Redress and Citizen Satisfaction Reports*. Government of India.

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

Examination Scheme:

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

CO-PO correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	3	2	2	3	1	0	0

C02	3	1	1	3	3	3	2	1	0	0
C03	3	1	0	2	2	1	1	2	0	0
C04	2	0	0	3	3	3	1	1	0	0
C05	1	3	3	2	1	0	0	2	3	3
C06	1	3	2	2	0	1	3	1	2	0

PAG210	ADMINISTRATIVE THINKERS	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 provides a comprehensive introduction to Public Administration as an academic discipline and a field of practice. It examines the evolution, scope, and significance of public administration, distinguishing between public and private administration, and tracing its intellectual roots from ancient Indian administrative thought—particularly the *Saptanga Theory*—to modern administrative systems. The course critically engages with Western administrative thinkers, classical management theorists, and neo-classical and behavioural approaches, enabling students to understand the changing nature of administration, organisation, leadership, decision-making, and governance. By integrating theoretical perspectives with administrative practices, the course equips students with analytical tools to assess the functioning of modern government and organisations.

Course Objectives:

1. To introduce the conceptual foundations, dimensions, and significance of Public Administration as a discipline.
2. To familiarise students with ancient Indian administrative ideas, especially the Saptanga Theory and principles of governance.
3. To analyse the contributions of Western administrative thinkers to the politics–administration debate.
4. To examine classical management theories and their relevance to organisational efficiency and authority.
5. To understand neo-classical and behavioural approaches focusing on human relations, motivation, leadership, and decision-making.
6. To develop critical and comparative perspectives on administrative theories and their application in contemporary governance

Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Explain the nature, evolution, and scope of Public Administration as an academic discipline.
2. Interpret ancient administrative principles and relate them to modern governmental structures.
3. Critically evaluate the ideas of Western administrative thinkers on politics–administration relationships.
4. Apply classical administrative and management theories to analyse organisational structures and authority.
5. Assess neo-classical and behavioural theories concerning leadership, motivation, communication, and decision-making.
6. Develop analytical and evaluative skills to compare administrative theories and assess their relevance in contemporary public administration.

Course Content:

Module I: Introduction: • Public Administration as a Discipline: Meaning, Scope and Significance of the Discipline, • Public and Private Administration • Scientific Management Movement • Evolution of Public Administration Ancient Administrative Thinker: • Kautilya's Saptanga Theory	15 lecture hours
Module II: Foundations of Western Administrative Thought Woodrow Wilson: • Wilson's vision of Public Administration • Politics-Administration Dichotomy • Administration as a Scientific Discipline Frank J Goodnow: • Politics & Administration Dwight Waldo: • New Public Administration	15 lecture hours

Module III: Classical Theories and Thinkers: F.W. Taylor: • Development of Scientific Management • Scientific Study of Work (Time and Motion Study; Standardisation, Different Piece Rate System, Functional Foremanship, Mental Revolution, Efficiency and Productivity) Henry Fayol: • Administration as a Universal Process • Five Functions of Management (POCC: Planning, Organising, Commanding, Coordinating, Controlling) • Fourteen Principles of Administration • Scalar Chain and Gang Plank Mary Parker Follett: • Constructive Conflict • Dynamic Administration: Bases of Integration, Giving Orders, and Depersonalising. Max Weber: • Bureaucratic Model • Critique & Post Weberian Development	15 lecture hours
Module IV: Neo-Classical thinkers: • Elton Mayo - Human Relations School • Herbert Simon - Rational Decision-making Theory • Fred Riggs - Ecological approach • Chester I. Barnard – Concept of Authority, Zone of Indifference, the Functions of the Executive • Rensis Linkert, Chris Argyris, Douglas McGregor: Participative Management Theory	15 lecture hours

Module I:

- Bhattacharya, M. (2018). *New Horizons of Public Administration*. Jawaharlal Nehru Publication.
- Brown D. M 1(958). *Indian Political Thought: From Manu to Gandhi*. Berkeley: University of California Press,
- Chakrabarty, B., and Prakash C. K (2024). *Public Administration in India*. Routledge
- Chakrabarty, B., and Prakash C. K (2024). *Public Administration in a Globalizing World: Theories and Practices*. New Delhi: SAGE.
- Fadia, K. (2021). *Public Administration in India*. Sahitya Bhawan.
- Kautilya. (1992). *The Arthashastra* (L. N. Rangarajan, Trans.). New Delhi: Penguin Books.

- Maheshwari S. (1958). *Administrative Thinkers*. Delhi: MacMillan
- Mehta, V.R. (1999). *Foundations of Indian Political Thought*. Delhi: Manohar.
- Muniapan, B. (2008). Kautilya's Arthashastra and perspectives on organizational management. *Asian Social Science*, 4(1), 30-34.
- Parmar, A. (1987). *A study of Kautilya's Arthshastra*, Delhi: Atma Ram & Sons
- Prasad B. (1968). *Theory of Government in Ancient India*. Allahabad: Central Book
- Rangarajan L.N. (1992). Kautilya: The Arthshastra, New Delhi: Penguin
- Rangarajan, L. N. (Ed.). (1992). *The Arthashastra*. Penguin Books India.
- Ray, B.N. (1999). *Tradition and Innovation in Indian Political Thought*. Delhi: Ajanta Books International.
- Roger, B. (2017). *The First Great Political Realist: Kautilya*. HarperCollins.
- Sapru R.K. (2008). *Administrative Theories and Management Thought*. Delhi, PHI.
- Srivastava, A. K., & Srivastava, I. A. (Eds.). (2023). *Administration in India: Challenges and Innovations*. Taylor & Francis.

Module II:

- Henry, N. (2015). *Public administration and public affairs*. Routledge.
- Prasad, D. R. P., Satyanarayana, P. & Pardhasaradhi, Y. (2011). *Administrative thinkers* (2nd ed.). New Delhi, India: Sultan Chand & Sons.
- Sharma, M. P. (2022). *Public administration in theory and practice*. Kitab Mahal
- Turner, H. A. (1956) Woodrow Wilson as Administrator, *Public Administration Review* (XVI): 4
- Wilson, W. (1887), The Study of Administration, *Political Science Quarterly* (2): 197-222.

Module III:

- Adam, A. K., & Suleiman, E. S. (2018). A contextual framework of Henry Fayol's 14 principles of management for public sector efficiency and Effectiveness of policy responsibilities by a government. *Journal of Advanced Research in Business and Management Studies*, 11(1), 46-61.
- Baker, R.J.S. (1972). *Administrative Theory and Public Administration*, London, Hutchinson University Library.
- Basu, R. (2010). *Public Administration Concepts and Theories*. Sterling; New Delhi

- Bolman, L.G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass Publishers
- Carlson, R.V. (1996). *Reframing and reform: Perspectives on organization, leadership, and school change*. White Plains, NY: Longman Publishers USA.
- Cox III, R. W., Buck, S., & Morgan, B. (2019). *Public administration in theory and practice*. Routledge.
- Fayol, H. (2016). *General and industrial management*. Ravenio Books.
- Maheshwari, S. R. (2015). *Administrative thinkers*. Laxmi Publications
- Maheshwari, S.R. (2004). *Administrative Thinkers*. New Delhi: MacMillan India Ltd
- Metcalf, H. C., & Urwick, L. (2004). *Dynamic administration: the collected papers of Mary Parker Follett*. Routledge..
- Mukhi, H.R. (1998). *Comparative Public Administration*. New Delhi: SBD Publishers.
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- Taylor, F.W (1911). *The Principles of Scientific Management*, Harper and Brothers and Frank G Gilbreth, *Primer of Scientific Management*. New York: Van Nostrand.
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https://www.researchgate.net/publication/330474921_The_Concept_of_Bureaucracy_by_Max_Weber [accessed Jan 30 2026].

Module IV:

- Argyris, C. (1957). The individual and organization: Some problems of mutual adjustment. *Administrative science quarterly*, 1-24.
- Argyris, C. (1973). Personality and organization theory revisited. *Administrative science quarterly*, 141-167.
- Barnard, C. I. (1968). *The functions of the executive* (Vol. 11). Harvard university press.
- Mayo, E. (2004). *The human problems of an industrial civilization*. Routledge.
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- Prasad, D. R. P., Satyanarayana, P. & Pardhasaradhi, Y. (2011). *Administrative thinkers* (2nd ed.). New Delhi, India: Sultan Chand & Sons.
- Riggs, F. W. (2019). Bureaucratic links between administration and politics. In *Handbook of comparative and development public administration* (pp. 815-838). Routledge.
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- Simon, H. A. (1957), *Models of Man*. Wiley, New York.
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- Simon, H. A. (1976) From Substantive to Procedural Rationality, in *Methods and Appraisal in Economics*, S.J. Latsis (Ed.), Cambridge University Press, New York, 129-148.

Suggested Readings/ References:

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- Basu, R. (1994). *Public administration: Concepts and theories*. Sterling publishers pvt. Ltd.
- Bhambri, C. P. (2010). *Public Administration Theory and Practice* (21st ed.). Educational Publishers.
- Bhattacharya, M. (2016). *New Horizons of Public Administration*. Jawahar Publishers.
- Bhattacharya, M. (2000). *Public Administration*. World Press.
- Fadia, B.L. and Fadia, K. (2017). *Bharat Mein Lok Prashasan*. Sahitya Bhawan.
- Gupta, M.G. (2018). *Leadership and Governance: Insights from Kautilya's Arthashastra*, Jaico Publishing House, Relevant Chapters: Ethical Governance (Ch. 4, pp. 92-122).
- Nigro, F. A., & Nigro, C. (1989). *Modern Public Administration* (7th ed.). New York: Lloyd Harper and Row.
- Olivelle, P. (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).
- 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).
- Sharma, M.P. and Sadana, B.L. (2010). *Public Administration in Theory and Practice*. Kitab Mahal.
- Sharma, M.P. and Sadana, B.L. (2013). *Lok Prashasan: Sidhant Evam Vyavhaar*. Kitab Mahal
- Singh, A. (2005). Indian administrative theory: Context and epistemology. *Administrative Theory & Praxis*, 27(1), 51-80.

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

Examination Scheme:

Mid-Sem	CCA	Attendance	End-Term
20	25	5	50

Examination Scheme: 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

PAG218	Techniques of Administrative Improvement & Organisational Theory	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Public Administration and Governance				
Co-requisites	NA				

COURSE DESCRIPTION

This course provides an integrated understanding of administrative improvement techniques and organisational theory in the public sector. It explores systematic methods for enhancing administrative efficiency, including work study, organisation and methods (O&M), and modern management tools such as PERT, CPM, and MIS. The course also examines the role of e-governance and information technology in transforming public service delivery. In parallel, students will analyse organisational theories and structural forms—from ministries and departments to regulatory authorities and public-private partnerships—enabling them to critically assess and redesign public organisations for improved performance, accountability, and responsiveness in a dynamic governance environment.

COURSE OBJECTIVES:

1. To examine the principles and techniques of administrative improvement, including work study, O&M, and e-governance.
2. To apply management aid tools such as PERT, CPM, and MIS in public sector planning and decision-making.
3. To analyse organisational theories and structural forms in the context of public administration.
4. To evaluate the functioning of regulatory authorities, advisory bodies, and public-private partnerships.
5. To design integrated frameworks for administrative reform and organisational effectiveness.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1 (Remember & Understand): Recall and explain key techniques of administrative improvement and core organisational theories. *(PO1, PO3)*

CO2 (Apply): Apply O&M techniques and e-governance tools to improve administrative processes in public organisations. *(PO2, PO5, PO9)*

CO3 (Analyse): Analyse the structure, functions, and relationships of ministries, departments, corporations, and regulatory bodies. *(PO2, PO4, PO7)*

CO4 (Evaluate): Evaluate the effectiveness of PPP models, advisory bodies, and headquarters-field coordination mechanisms. *(PO6, PO7, PO10)*

CO5 (Create): Design a management plan using PERT/CPM or an MIS framework for a public sector project. *(PO6, PO9, PO10)*

CO6 (Synthesize): Integrate administrative improvement techniques and organisational theory to propose reforms for public sector efficiency and accountability. (PO3, PO7, PO8, PO10)

COURSE CONTENT

Module	Content	Lecture Hours
I. Administrative Improvement Techniques	• Organisation and Methods (O&M): Principles and processes • Work Study and Work Management: Time-motion study, productivity measurement • E-Governance: Models, applications, and challenges in public administration • Digital India Initiative and SMART Governance	12 Hours
II. Management Aid Tools for Public Administration	• Network Analysis: Basics and applications • Management Information Systems (MIS): Design and implementation in government • PERT (Program Evaluation and Review Technique) and CPM (Critical Path Method) • Case applications in public projects (e.g., infrastructure, social schemes)	12 Hours
III. Organisational Theories and Structural Forms	• Classical, Systems, and Contingency Theories • Ministries, Departments, and Field Agencies: Structures and interrelationships • Public Corporations, Government Companies, Boards, and Commissions • Ad hoc and Advisory Bodies: Roles and limitations in policy processes	12 Hours
IV. Regulatory Governance and Collaborative Models	• Regulatory Authorities: Autonomy, accountability, and challenges (e.g., TRAI, SEBI) • Headquarters and Field Relationships: Coordination, control, and decentralisation • Public-Private Partnerships (PPPs): Models, case studies, and risk assessment • Contemporary trends: Hybrid organisations and outcome-based governance	12 Hours

ESSENTIAL / RECOMMENDED READINGS

Module I: Administrative Improvement Techniques

1. Caiden, G. E. (2020). *Administrative Reform Comes of Age*. De Gruyter.
2. Bhatnagar, S. (2004). *E-Government: From Vision to Implementation*. Sage Publications.
3. Government of India. (2021). National e-Governance Plan (NeGP) 2.0.
4. Millett, J. D. (2019). *Organization and Methods in Public Administration*. Routledge.

Module II: Management Aid Tools for Public Administration

5. Kerzner, H. (2022). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (13th ed.). Wiley.
6. Laudon, K. C., & Laudon, J. P. (2020). *Management Information Systems* (16th ed.). Pearson.
7. Gido, J., & Clements, J. P. (2018). *Successful Project Management* (7th ed.). Cengage.
8. *Indian Journal of Public Administration* – Special Issue on MIS in Government.

Module III: Organisational Theories and Structural Forms

9. Daft, R. L. (2021). *Organization Theory and Design* (13th ed.). Cengage Learning.
10. Prasad, R. D., & Prasad, V. S. (2020). *Public Administration: Concepts and Theories*. New Age International.
11. Sharma, M. P. (2019). *Public Administration in Theory and Practice*. Kitab Mahal.
12. Weber, M. (1947). *The Theory of Social and Economic Organization*. Free Press.

Module IV: Regulatory Governance and Collaborative Models

13. Majone, G. (1996). *Regulating Europe*. Routledge.
14. Hodge, G. A., Greve, C., & Boardman, A. E. (2018). *International Handbook on Public-Private Partnerships*. Edward Elgar.
15. NITI Aayog. (2020). *Report on Public-Private Partnerships in India*.
16. Sarker, A. E. (2006). *New Public Management in Developing Countries*. Routledge.

SUGGESTIVE READINGS

- Denhardt, R. B., & Denhardt, J. V. (2015). *The New Public Service: Serving, Not Steering*. Routledge.
- Osborne, D., & Gaebler, T. (1992). *Reinventing Government*. Addison-Wesley.
- *Economic and Political Weekly* – Archives on Governance and Administration.
- World Bank. (2022). *World Development Report: Governing for Development*.

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

1. **Process Improvement Report:** Conduct an O&M study for a selected government procedure and propose a streamlined workflow.
2. **Project Management Simulation:** Develop a PERT/CPM chart for a public infrastructure project and present a risk-mitigation plan.
3. **Case Study on PPP/Regulation:** Analyse a PPP or regulatory case (e.g., Delhi Metro, SEBI regulations) and submit a critical evaluation report.

ASSESSMENT SCHEME:**Modes of Examination: Assignment/ Quiz/ Project/ Presentation/ Written Examination**

Components	Class Assessment	Mid Term	End Term
Weightage (%)	30	20	50

CO-PO Correlation Matrix:

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

SEMESTER 5

PAG301	Administrative Law	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Social Science/Humanities				
Co-requisites	NA				

Course Description:

This course on Administrative Law offers a comprehensive exploration of its meaning, growth, and scope, distinguishing it from Constitutional Law and introducing Droit Administratif. It delves into the Rule of Law and the Principles of Natural Justice, examining the need for, classification of, and safeguards in Delegated Legislation. The course further explores the principles and modes of Judicial Review of Administrative Actions, along with the liability of the administration in contract and tort. Additionally, it covers the concept, rationale, and types of Administrative Tribunals, with a focused study on the Central Administrative Tribunal, its structure, functions, and role in governance. This course provides students with a thorough understanding of the legal frameworks governing administrative actions and their implications.

Course Objective:

1. Understand the Meaning, Growth, and Scope of Administrative Law: Explore the foundations of administrative law and its evolution over time, including its relationship with constitutional law and the concept of *Droit Administratif*.
2. Examine the Concept of Rule of Law and Principles of Natural Justice: Analyse the significance of the rule of law, the principles of natural justice, and the necessity, classification, and safeguards of delegated legislation.
3. Analyse Judicial Review of Administrative Actions: Study the principles and methods of judicial review, focusing on the liability of the administration in contract and tort contexts.
4. Explore the Concept and Functioning of Administrative Tribunals: Understand the rationale behind administrative tribunals, their various types, and their role in the administrative justice system.
5. Understand the Structure and Role of the Central Administrative Tribunal: Gain insights into the structure, functions, and impact of the Central Administrative Tribunal on administrative governance.

Course Outcomes:

CO1: Remembering: Define and describe the meaning, growth, and scope of Administrative Law, and distinguish between Constitutional Law and Administrative Law, including the concept of Droit Administratif.

CO2: Understanding: Explain the concept of Rule of Law and the principles of Natural Justice, and classify different forms of Delegated Legislation, highlighting their need and safeguards.

CO3: Applying: Demonstrate the application of principles and modes of Judicial Review in administrative actions, and analyze the liability of the administration in contract and tort cases.

CO4: Analyzing: Examine the structure, function, and role of Administrative Tribunals, with a specific focus on the Central Administrative Tribunal, and assess their rationale and types.

CO5: Evaluating: Critically evaluate the effectiveness of Delegated Legislation and the safeguards in place, and judge the appropriateness of administrative actions subjected to judicial review.

CO6: Creating: Develop a comprehensive framework for analyzing the administrative liability in various legal contexts and propose reforms to enhance the role and functioning of Administrative Tribunals.

Course Content:

Module 1: Meaning, Growth and Distinctions of Administrative Law

Meaning, Growth, and Scope of Administrative Law; Dicey on Administrative law; Distinction between Constitutional Law and Administrative Law; Droit Administratif

Module 2: Rule of Law, Natural Justice, and Delegated Legislation

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

Module 3: Judicial Review and Government Liability

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

Module 4: Administrative Tribunals and the CAT

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

References/ Study Material

Module 1: Meaning, Growth and Distinctions of Administrative Law

1. Wade, H.W.R., & Forsyth, C.F. (2014). 'The Nature and Development of Administrative Law', in *Administrative Law* (11th ed.). Oxford University Press, pp. 1-35.
2. Dicey, A.V. (1885). 'Rule of Law and Droit Administratif', in *Introduction to the Study of the Law of the Constitution* (8th ed.). Macmillan, pp. 175-220.

3. Jain, M.P. (2020). 'Definition, Scope and Growth of Administrative Law', in *Principles of Administrative Law* (8th ed.). Lexis Nexis, pp. 1-50.
4. Garner, J.F. (1970). *Administrative Law* (5th ed.). Butterworths. (Chapter 1: 'The Scope of Administrative Law').
5. Schwartz, B. (2010). 'Comparative Administrative Law: Droit Administratif', *American Journal of Comparative Law*, 58(3), 537-560.

Module 2: Rule of Law, Natural Justice, and Delegated Legislation

1. Allan, T.R.S. (2001). 'The Rule of Law', in *Constitutional Justice: A Liberal Theory of the Rule of Law*. Oxford University Press, pp. 25-60.
2. de Smith, S.A., Woolf, H., & Jowell, J. (2020). 'Principles of Natural Justice', in *Judicial Review of Administrative Action* (7th ed.). Sweet & Maxwell, pp. 300-380.
3. Craig, P.P. (2012). 'Delegated Legislation: Control and Safeguards', in *Administrative Law* (7th ed.). Sweet & Maxwell, pp. 400-450.
4. Committee on Ministers' Powers (Donoughmore Committee). (1932). *Report of the Committee on Ministers' Powers*. HMSO. (Sections on Need and Safeguards).
5. *Indian Journal of Public Administration*. (2019). Special Issue on 'Rule of Law in India', 65(2).

Module 3: Judicial Review and Government Liability

1. Wade, H.W.R., & Forsyth, C.F. (2014). 'Judicial Review: Grounds and Remedies', in *Administrative Law* (11th ed.). Oxford University Press, pp. 250-350.
2. Craig, P.P. (2012). 'Liability of Public Authorities', in *Administrative Law* (7th ed.). Sweet & Maxwell, pp. 800-880.
3. Singh, M.P. (2021). 'Government Liability in Contract and Tort', in V.N. Shukla's *Constitution of India* (13th ed.). Eastern Book Company, pp. 890-920.
4. *Supreme Court Cases (SCC)*. (2015). 'Landmark Cases on Judicial Review in India', Annual Survey, 8, 45-78.
5. Harlow, C. (2004). *State Liability: Tort Law and Beyond*. Oxford University Press. (Chapter 3: 'Compensation and Governmental Liability').

Module 4: Administrative Tribunals and the CAT

1. Jain, M.P. (2020). 'Administrative Tribunals', in *Principles of Administrative Law* (8th ed.). Lexis Nexis, pp. 550-620.
2. *The Administrative Tribunals Act, 1985* (India). (Full text with amendments).
3. Sathe, S.P. (2010). 'Central Administrative Tribunal: Functioning and Challenges', *Journal of the Indian Law Institute*, 52(3), 305-330.
4. Cane, P. (2009). *Administrative Tribunals and Adjudication*. Hart Publishing. (Chapter 4: 'Types and Rationale of Tribunals').
5. Annual Report of the Central Administrative Tribunal (CAT). (Latest Edition). Government of India.

Suggestive readings

1. Griffith, J.A.G., & Street, H. (1973). *Principles of Administrative Law* (5th ed.). Pitman Publishing.
2. Massey, I.P. (2019). *Administrative Law* (10th ed.). Eastern Book Company.
3. *Harvard Law Review*. (2018). 'Symposium: The Future of Administrative Law', 131(6), 1500-1650.
4. Robson, W.A. (1928). *Justice and Administrative Law* (1st ed.). Macmillan & Co.
5. Foulkes, D. (1990). *Administrative Law* (8th ed.). Butterworths.

Online Resources

1. Indian Kanoon – Database of Administrative Law Judgments. <https://indiankanoon.org>
2. Central Administrative Tribunal (CAT) Official Website. <https://cgat.gov.in>
3. Ministry of Law and Justice, India – Legislative Documents. <https://lawmin.gov.in>
4. British and Irish Legal Information Institute (BAILII). <https://www.bailii.org>
5. The Public Law Project (UK). <https://publiclawproject.org.uk>

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

Scheme:

Components	Class Assessment	Mid Term	End Term
Weightage (%)	30	20	50

CO-PO correlation Matrix

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

PAG302	Comparative Public Administration	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				
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.

Course Outcomes:

- CO1 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.
- CO2 Understand and be able to describe the main institutional and procedural elements of public administration in the countries studied within the module.
- CO3 Independently identify and understand the major debates on the question of comparative analysis in public administration and management.

Objectives of the Paper:

- The paper will equip the student with knowledge and understanding of the concepts and approaches used in the study of Development Administration and Comparative Public Administration, features of developed & developing countries,
- The Planning machinery at Centre, State and district levels in India and the emergence of India as a Welfare state.
- The student will be able to apply the comparative approach through the theoretical formulations studied to the economic, social, political and administrative systems and their working in the countries listed.

Course Content:

MODULE I: Introduction to Comparative Public Administration

1. Meaning and Evolution of Comparative Public Administration
2. Historical and sociological factors affecting administrative systems

MODULE II: Major Ideas and Approaches

1. Methods and Approaches to the Study of Comparative Public Administration: – Bureaucratic Theory, Behavioral Approach, Structural Functional Approach
2. Ecology and Administration
3. Riggsian Models and its critique

MODULE III: Present scenario

1. Administration and politics in different countries: Administrative system of the UK, USA, India
2. Current status of Comparative Public Administration

Essential readings:

MODULE I: Introduction to Comparative Public Administration

1. Arora, Ramesh K. (1972). *Comparative Public Administration*. New Delhi: Associated Publishing House.
2. Heady, Ferrel (2001). *Public Administration: A Comparative Perspective* (6th ed.). New York: Marcel Dekker.
3. Chandler, J.A. (2002). *Comparative Public Administration*. London: Routledge.

MODULE II: Major Ideas and Approaches

1. Riggs, Fred W. (1964). *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin.
2. Raphaeli, N. (1969). *Readings in Comparative Public Administration*. Boston: Allyn and Bacon.
3. Farazmand, Ali (1999). *Handbook of Comparative and Development Public Administration*. New York: CRC Press.

MODULE III: Present Scenario

1. Heady, Ferrel (2001). *Public Administration: A Comparative Perspective*. New York: Marcel Dekker.
2. Rhodes, R.A.W. (1995). *Understanding Governance*. Buckingham: Open University Press.

3. Stillman, Richard J. (2010). *Public Administration: Concepts and Cases*. Boston: Cengage Learning.
4. Bhagwan, Vishnoolal & Bhusan, Vidya. *World Constitutions*. New Delhi: Sterling Publishers Pvt. Ltd.

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

Examination Scheme:

Components	Continuous Class Assessment	
Weightage(%)	50	

PAG313	Administrative Behaviour: Processes, Motivation, and Leadership	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Public Administration and Organizational Theory				
Co-requisites	NA				

COURSE DESCRIPTION

This course provides a comprehensive exploration of administrative behaviour within public organizations, focusing on the psychological, social, and structural dimensions that influence decision-making, communication, morale, motivation, and leadership. Students will examine classical and contemporary theories of motivation and leadership, analyse decision-making models and techniques, and evaluate the role of communication in organizational effectiveness. The course integrates theoretical frameworks with real-world administrative scenarios, preparing students to apply behavioural insights in public sector contexts. Through case studies, simulations, and critical analysis, learners will develop the skills necessary to foster ethical, motivated, and effective administrative practices in governance.

COURSE OBJECTIVES:

1. To examine the processes, models, and techniques of administrative decision-making.
2. To analyse the role, types, and barriers of communication in public organizations.
3. To evaluate theories of morale and motivation and their application in public administration.
4. To compare traditional and modern theories of leadership in administrative contexts.
5. To synthesize behavioural concepts to design effective administrative strategies.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1 (Remember & Understand): Recall and explain key concepts, models, and theories related to decision-making, communication, morale, motivation, and leadership. (PO1, PO3)

CO2 (Apply): Apply decision-making techniques and communication strategies to solve administrative problems. (PO2, PO5, PO9)

CO3 (Analyse): Analyse motivation theories and their impact on employee morale and performance in public organizations. (PO2, PO4, PO10)

CO4 (Evaluate): Evaluate the effectiveness of different leadership styles in various administrative and governance contexts. (PO6, PO7, PO8)

CO5 (Create): Design a behavioural intervention plan to improve motivation, communication, or leadership within a public agency. (PO6, PO9, PO10)

CO6 (Synthesize): Integrate theories of administrative behaviour to propose ethical and effective governance practices. (PO3, PO7, PO8, PO10)

COURSE CONTENT

Module	Content	Lecture Hours
I. Decision-Making in Administration	• Process and techniques of administrative decision-making • Models: Rational, Bounded Rationality, Incremental, Garbage Can • Techniques: SWOT, PESTLE, Cost-Benefit Analysis, Delphi Method • Ethical decision-making and accountability in public administration	12 Hours
II. Organizational Communication	• Types: Formal, Informal, Vertical, Horizontal, Diagonal • Barriers to effective communication and overcoming them • Role of ICT in administrative communication • Communication in crisis and change management	10 Hours
III. Morale and Motivation Theories in Public Organizations	• Concept and determinants of employee morale • Content Theories: Maslow, Herzberg, McClelland • Process Theories: Vroom's Expectancy, Adams' Equity, Goal-Setting • Contemporary approaches: Self-Determination Theory, Positive Psychology in administration	12 Hours
IV. Theories of Leadership in Public Administration	• Traditional Theories: Trait, Behavioral, Contingency (Fiedler, Situational) • Modern Theories: Transformational, Transactional, Servant, Ethical Leadership • Leadership in diverse and multicultural contexts • Case studies: Leadership in Indian administration (e.g., T.N. Seshan, E. Sreedharan)	14 Hours

References/ Study Material

Module I: Decision-Making in Administration

1. Simon, H. A. (1997). *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations* (4th ed.). Free Press. (Chapters on Rationality and Models).
2. Robbins, S. P., & Judge, T. A. (2022). 'Decision Making in Organizations', in *Organizational Behavior* (18th ed.). Pearson, pp. 155-190.
3. Daft, R. L. (2021). 'Managerial Decision Making', in *Organization Theory and Design* (13th ed.). Cengage Learning, pp. 401-435.
4. *Indian Journal of Public Administration*. (2019). Special Issue on 'Ethics in Public Decision-Making', 65(3).

Module II: Organizational Communication

1. Hersey, P., Blanchard, K. H., & Johnson, D. E. (2019). 'Leadership and Communication', in *Management of Organizational Behavior: Leading Human Resources* (12th ed.). Pearson, pp. 320-355.
2. Nigro, F. A., & Nigro, L. G. (2020). 'Communication and Control', in *Modern Public Administration* (11th ed.). Harper Collins, pp. 210-245.
3. Bhatnagar, S. (2004). 'E-Governance and Administrative Communication', in *E-Government: From Vision to Implementation*. Sage Publications, pp. 88-112.
4. Government of India. (2021). *National e-Governance Service Delivery Assessment (NeSDA) Framework Report*. Department of Administrative Reforms & Public Grievances.

Module III: Morale and Motivation in Public Organizations

1. Robbins, S. P., & Judge, T. A. (2022). 'Motivation: From Concepts to Applications', in *Organizational Behavior* (18th ed.). Pearson, pp. 191-235.
2. Rainey, H. G. (2014). 'Work Motivation and Attitudes', in *Understanding and Managing Public Organizations* (5th ed.). Jossey-Bass, pp. 253-290.
3. Perry, J. L., & Wise, L. R. (1990). 'The Motivational Bases of Public Service'. *Public Administration Review*, 50(3), 367-373.
4. Deci, E. L., & Ryan, R. M. (2008). 'Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health'. *Canadian Psychology*, 49(3), 182-185.

Module IV: Leadership in Public Administration

1. Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). Psychology Press. (Chapters 1, 3, 5).
2. Drucker, P. F. (2008). 'The Effective Executive', in *Management Challenges for the 21st Century*. Harper Business, pp. 1-30.
3. United Nations Development Programme (UNDP). (2021). *Leadership in Public Administration: A Global Perspective*. (Chapter 4: 'Case Studies in Transformational Public Leadership').
4. Guha, R. (2018). 'Gandhi as a Leader', in *Gandhi: The Years That Changed the World*. Penguin, pp. 455-490.
5. *Economic and Political Weekly*. (2020). 'Public Leadership in Times of Crisis', 55(15), 35-42.

Suggestive readings

1. Bellamy, R. (1993). 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. Manchester University Press, pp. 1-14.
2. Goleman, D. (2004). 'What Makes a Leader?'. *Harvard Business Review*, 82(1), 82-91.

3. Selznick, P. (1957). *Leadership in Administration: A Sociological Interpretation*. University of California Press.
4. Perry, J. L. (Ed.). (2019). *The Handbook of Public Administration* (3rd ed.). Jossey-Bass. (Part IV: 'Leadership and Organizational Behavior').
5. Denhardt, R. B., & Denhardt, J. V. (2015). *The New Public Service: Serving, Not Steering* (4th ed.). Routledge.

Online Resources

1. Harvard Business Review – Leadership & Organizational Behaviour Section. <https://hbr.org>
2. UPSC Public Administration Syllabus and Previous Year Papers (Official Website).
3. United Nations Online Network in Public Administration and Finance (UNPAN). <https://www.unpan.org>
4. Indian Institute of Public Administration (IIPA) Publications. <https://www.iipa.org.in>

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

1. **Case Study Analysis:** Analyse a real-world administrative decision-making or leadership case and present recommendations.
2. **Motivation Audit:** Conduct a survey/interview-based study on motivation and morale in a public office and submit a report.
3. **Leadership Simulation:** Participate in a role-play exercise simulating an administrative crisis requiring leadership and communication strategies.

ASSESSMENT SCHEME:

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

Components	Class Assessment	Mid Term	End Term
Weightage (%)	30	20	50

CO-PO correlation Matrix

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

CO5	2	3	2	2	2	3	3	2	3	3
CO6	3	3	3	3	2	3	3	3	2	3

SEMESTER 6

PAG 303	Public Finance and Financial Administration	L	T	P	C
Version 1.0		4	0	0	4
Pre-requisites/Exposure	Graduate in Social Science/Humanities				

COURSE-DESCRIPTION-

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

COURSE OUTCOME

Upon completing a course in financial administration, students can expect to achieve the following outcomes:

CO1-Comprehend Fundamental Concepts of Financial Administration: Gain a thorough understanding of the meaning, scope, and significance of financial administration, including the various types and principles of budgets.

CO2-Understand the Budgetary Process: 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-Analyze Budgeting Techniques: 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-Evaluate Financial Accountability Mechanisms: 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-Examine Emerging Trends in Financial Administration: 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-Apply Financial Management Principles: Demonstrate proficiency in applying financial management concepts such as budgeting, forecasting, financial analysis, and decision-making to support organizational goals and objectives.

These outcomes aim to equip students with a comprehensive understanding of financial administration, enabling them to effectively analyze, manage, and innovate within public financial systems.

Course Content:

Module- I

Meaning and Significance of Public Finance and Public Financial Administration –

- Source of public revenue and expenditures
- Budget as political instrument
- Parliamentary control of Public expenditure
- Budget allotment and budget flow
- Budget osmosis Concept,
- Principles and Role
- Budget: Types and Forms (Line-item Budgeting; Performance Budgeting; Zero-Base Budgeting)
- Budgetary process: Budget Preparation, Authorization and Execution

Module- II

Principles of Taxation:

- Tax Administration,
- Issues and Reforms in India Resource Mobilization
- Tax and Non-Tax Sources
- Public Borrowings and Public Debt

Module- III

Union Ministry of Finance:

- Organization, Functions and Role Union-State
- Financial Relations
- Finance Commission: Composition, Role and Functions
- Financial Accountability
- Legislative Control over Finances (special reference to Parliamentary Committees)
- Role of Finance ministry and the significance of Monetary and Fiscal area
- Accounting techniques

Module- IV

Audit:

- Audit: Concept and Types
- Accounts: Concept and Types
- Role of Controller general of Accounts and Controller and Auditor General of India
- Reforms in financial management
- Human resource development
- Problems of implementation

Suggested Readings

Module I: Budgeting Concepts and Processes

- Burkhead, J. (1956). *Government budgeting*. John Wiley & Sons.
- Chand, P. (2010). *Performance budgeting*. Sultan Chand & Sons.
- Goel, S. L. (2002). *Public financial administration*. Deep & Deep Publications.
- Mahajan, V. D., & Mahajan, R. (2014). *Financial administration in India*. S. Chand & Company.
- Myles, G. D., & Hindriks, J. (2006). *Intermediate public economics*. MIT Press.

Module II: Taxation and Resource Mobilization

- Shome, P. (2013). *Indian tax administration: A dialogue*. Oxford University Press.
- Singh, R. R. (2016). *Challenges of Indian tax administration*. New Century Publications.
- Thavaraj, M. J. K. (2001). *Financial administration in India*. Sultan Chand & Sons.

Module III: Institutional Framework and Federal Finance

- Gupta, B. N. (2006). *Indian federal finance and budgetary policy*. Atlantic Publishers & Distributors.
- Indian Administrative Reforms Commission. (1969). *Reports on financial administration and centre–state relations*. Government of India.
- Lall, G. S. (1979). *Public finance and financial administration in India*. Oxford University Press.

Module IV: Audit and Legislative Control

- Chand, P. (2010). *Control of public expenditure in India*. Sultan Chand & Sons.
- Indian Institute of Public Administration. (1983). *Administrative accountability* (Special issue). Indian Institute of Public Administration.
- Thavaraj, M. J. K. (2001). *Financial administration in India*. Sultan Chand & Sons.

Modes of Examination: 1-minute video/Assignment/Quiz/Project/Group Discussion/

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
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C01	1	1	3	2	2	2	3	1	1	2
C02	3	1	1	2	3	3	3	1	2	2
C03	2	1	3	0	2	1	1	2	1	1
C04	3	0	0	3	3	3	2	3	1	1
C05	1	3	3	2	1	2	1	2	3	3
C06	3	1	0	1	3	2	1	2	1	0

PAG314	Political Thought and Leadership in India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/ Exposure	Basic Knowledge of Social Science & Indian History				
Co-requisites	NA				

COURSE DESCRIPTION

This course provides a comprehensive, multi-dimensional exploration of leadership by integrating historical wisdom, practical governance, and comparative global perspectives. It begins by establishing foundational ethical and strategic principles from seminal texts like the *Mahabharata (Shanti Parva)* and Kautilya's *Arthashastra*, positioning them in dialogue with ancient Western thought. The curriculum then critically analyses the catalytic leadership styles that shaped India's independence movement. Moving to the post-colonial era, it evaluates leadership in the complex tasks of democratic institution-building, administrative reform, and economic transformation. The course culminates in a rigorous comparative module, examining iconic global leaders to distill universal principles and contextual nuances of effective public leadership. This integrated approach aims to equip future administrators with a robust ethical compass, strategic acumen, and the adaptive capacity to navigate contemporary governance challenges.

COURSE OBJECTIVES:

1. To examine the foundational ethical, strategic, and bureaucratic principles of leadership as articulated in ancient Indian and classical Western texts.
2. To analyse the dynamic interplay of charismatic, moral, institutional, and revolutionary leadership models within the context of India's freedom struggle.
3. To evaluate the role and effectiveness of leadership - political, bureaucratic, and military - in the project of post-independence nation-building and democratic consolidation in India.
4. To compare and contrast leadership paradigms across diverse cultural, political, and historical contexts to identify transferable strategies and critical contextual variables.
5. To synthesize insights from historical, indigenous, and global case studies to formulate integrative frameworks for ethical, effective, and adaptive leadership in modern public administration.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1: Knowledge & Comprehension

Recall and describe the core tenets of leadership, statecraft, and ethical governance from the *Mahabharata (Shanti Parva)*, Kautilya's *Arthashastra*, and comparative ancient thought.

CO2: Application & Analysis

Analyse the distinct leadership philosophies, strategies, and contributions of key figures in India's freedom struggle (e.g., Gandhi, Patel, Bose, Ambedkar), explaining their impact on the movement's ideology and outcomes.

CO3: Evaluation & Synthesis

Critically assess the successes, challenges, and long-term implications of leadership in post-independence India, focusing on institution-building, crisis management, economic policy, and civil-military relations.

CO4: Comparative Analysis

Compare and contrast leadership models from diverse global contexts (e.g., Lincoln, Lee, Mandela), evaluating their approaches to power, governance, reform, and legacy within their specific socio-political environments.

CO5: Creation & Design

Design a principled, context-sensitive leadership framework for public administrators that synthesizes ethical wisdom, strategic insights from historical cases, and comparative global best practices.

COURSE CONTENT

Module	Content	Lecture Hours
I. Foundations: Leadership, Statecraft in Ancient and Medieval India	Theoretical & Historical Underpinnings: • Kingship and Statecraft through Social Contract – A Comparative Study of <i>Shanti Parva</i> and <i>Digha Nikaya</i> • The Administrator's Code: Principles of Statecraft, Bureaucratic Design & Ethical Power (<i>Dandaniti</i>) in Kautilya's <i>Arthashastra</i> • Abul Fazl and Mughal Statecraft	12 Hours
II. Political Thought in Modern India – Liberal Trends	• Political Ideas of Rammohun Roy • M. K. Gandhi - i) Satyagraha ii) Sarvodaya • Rabindranath Tagore – thoughts on Society and <i>Atmashakti</i>	12 Hours
III. Socialist Trends in Indian Political Thought	• Subhas Chandra Bose – concept of <i>Samyavad</i> • The Intellectual Architect: B.R. Ambedkar. • Jawaharlal Nehru – Architect of Modern India	12 Hours
IV. Alternative Nationalism in Indian Political Thought	• Deen Dayal Upadhyay and Integral Humanism • Savarkar and Hindutva Ideology	12 Hours

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

1. A comparative leadership profile analysis of two figures from different modules.
2. A case study report on a contemporary administrative challenge, applying a leadership framework derived from the course.
3. A simulation/debate on an ethical dilemma in governance, role-playing perspectives of different leader-archetypes.

References/ Study Material

Module I: Foundations: Leadership, Statecraft in Ancient and Medieval India

1. Menon, R. (2004). 'Shanti Parva: The Book of Peace', in *Mahabharata: A Modern Rendering*. Rupa Publications, pp. 520-600.
2. Kangle, R. P. (ed. and trns.) (1997) *Kautiliya Arthasastra, Volume III*, Motilal Banarsidass Publishers.
3. Rangarajan, L.N. (Ed. & Trans.). (1992). 'The Duties of the King', in *Kautilya: The Arthashastra*. Penguin Books, pp. 145-180.
4. Sharma, R.S. (1991). Aspects of Political Ideas and Institutions in Ancient India, Delhi: Motilal Banarsidass.
5. Sharma, A. (2003). 'Dharma and Governance: Insights from the Mahabharata', *Journal of Indian Philosophy*, 31(5), 601-620.

Module II: Political Thought in Modern India – Liberal Trends

1. Guha, R. (2018). 'Gandhi's Leadership: Satyagraha and Mass Mobilization', in *Gandhi: The Years That Changed the World*. Penguin, pp. 255-300.
2. Chandra, B., Mukherjee, M., & Mukherjee, A. (1989). 'Subhas Chandra Bose and the INA', in *India's Struggle for Independence*. Penguin, pp. 440-480.
4. Parekh, B. (1997). 'Sardar Patel: The Architect of Unity', *Economic and Political Weekly*, 32(40), 2556-2560.
5. Hardiman, David (2003). *Gandhi – In his Time and Ours*. Permanent Black.
6. Iyer, Raghavan N. (1978), *The Moral and Political Thought of Mahatma Gandhi*. Oxford University Press.
7. Iyengar, S. (2015). *Non-Violence in Peace and War*. Cambridge University Press.
8. Parekh, B. (1999). *Gandhi's Political Philosophy: A Critical Examination*. Palgrave Macmillan.

Module III: Socialist Trends in Indian Political Thought

1. Guha, R. (2007). 'Nehru and the Making of Modern India', in *India After Gandhi*. Picador, pp. 120-180.
2. Ambedkar, B. R. (2014). *Annihilation of Caste: The Annotated Critical Edition*. Verso.

3. Khilnani, S. (1997). 'The Idea of India: Nehru's Vision', in *The Idea of India*. Farrar, Straus and Giroux, pp. 35-70
4. Rodrigues, Valerian (2024). *Ambedkar's Political Philosophy: A Grammar Of Public Life From The Social Margin*, Oxford University Press.
5. Bose, S. C. (2004). *The Indian Struggle: 1920-1942*. Oxford University Press.

Module IV: Alternative Nationalism in Indian Political Thought

1. Vinayak Damodar Savarkar (1923). *Hindutva: Who is a Hindu?*, Veer Savarkar Prakashan.
2. Bakhle, Janaki (2026). *Savarkar and the Making of Hindutva*. Princeton University Press.
3. Jaffrelot, Christophe ed. (2007). *Hindu Nationalism: A Reader*. Permanent Black.
4. Upadhyay, Deen Dayal (2016). *Integral humanism An Analysis of Some Basic Elements*. Prabhat Prakashan.

Suggestive readings

1. Bellamy, R. (1993). 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), *Theory and Concepts of Politics*. Manchester University Press, pp. 1-14.
2. Burns, J.M. (1978). *Leadership*. Harper & Row.
3. Pantham, T., & Deutsch, K. L. (Eds.). (1986). *Political Thought in Modern India*. Sage Publications.
4. Gardner, H. (1995). *Leading Minds: An Anatomy of Leadership*. Basic Books.
5. *Harvard Business Review*. (2018). 'Leadership Lessons from History', Special Issue, 96(4).

Online Resources

1. Indian Institute of Public Administration (IIPA) – Leadership Archives. <https://www.iipa.org.in>
2. United Nations Public Administration Network (UNPAN) – Leadership Case Studies. <https://www.unpan.org>
3. BBC History – Profiles of World Leaders. <https://www.bbc.co.uk/history>
4. UPSC Public Administration Previous Year Papers and Resources. <https://www.upsc.gov.in>

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	2	1	1	1	3	1	2

PAG 308	Public Policy: Concepts and Models	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description

This course introduces students to the study of Public Policy with a specific focus on governance processes in India. It examines the conceptual foundations, theoretical approaches, and institutional mechanisms of public policy-making. The course explores the stages of the policy process, the role of state and non-state actors, and the challenges of policy implementation and evaluation. Special emphasis is placed on public policy in the Indian context, including governance reforms, regulatory frameworks, and contemporary policy issues. The course equips students with analytical tools to understand, evaluate, and critically engage with public policies in a democratic governance framework.

Course Objectives

1. To introduce students to the concepts and theories of Public Policy.
2. To examine the policy-making process and governance mechanisms.
3. To analyze the role of institutions and actors in public policy.
4. To assess public policy formulation, implementation, and evaluation in India.

Course Outcomes

By completion of the course the following course outcomes are to be achieved-

CO1: Understand the concept and scope of Public Policy

Learners will be able to explain the meaning, nature, and scope of public policy and its significance in governance.

CO2: Analyze theoretical approaches to Public Policy

Learners will critically assess major approaches to public policy analysis and apply them to policy issues.

CO3: Examine the policy-making process

Learners will identify and explain various stages of the public policy process, from agenda-setting to evaluation.

CO4: Assess institutions and actors in Public Policy

Learners will analyze the role of government, bureaucracy, judiciary, civil society, and interest groups in policy-making.

CO5: Understand Public Policy in the Indian context

Learners will examine key features, challenges, and trends of public policy and governance .

CO6: Evaluate policy implementation and governance challenges

Learners will assess issues related to implementation, accountability, and policy outcomes in India.

Course Content

Module I:

Public Policy – Concepts and Foundations

- Meaning, nature, and scope of Public Policy
- Public Policy vs Politics vs Administration
- Typologies of Public Policy: distributive, redistributive, regulatory, constituent
- Models of policy making and their critique
- Public Policy and Good Governance
- Role of values: constitutionalism, equity, justice, accountability

Module II:

Theoretical Approaches to Public Policy

- Policy Sciences approach – Harold D. Lasswell
- Rational-Comprehensive Model – Herbert Simon
- Incremental Theory – Charles E. Lindblom
- Public Choice Theory – Buchanan and Tullock
- State theories and public policy formulation

Module III:

Public Policy Process

- Policy Agenda Setting: role of problems, interests, and ideology
- Policy Formulation: executive, legislative, expert committees
- Policy Implementation: top-down and bottom-up approaches
- Policy Monitoring and Evaluation: performance indicators, social audits
- Policy Failure and Policy Learning
- Processes of conceptualization, planning, implementation, monitoring, evaluation and review
- Limitations of public policy

Module IV:

Institutions and Actors in Public Policy

- Role of Political Executive and Legislature
- Bureaucracy and Public Policy: discretion, accountability, capacity

- Judiciary and Judicial Activism in policy-making
- Role of Pressure Groups, NGOs, Media, and Think Tanks
- Federalism and Inter-governmental policy coordination

Suggested Readings-

Module I: Public Policy – Concepts and Foundations

- Anderson, James E. *Public Policymaking: An Introduction*. 8th ed. Boston: Cengage Learning, 2015.
- Dye, Thomas R. *Understanding Public Policy*. 15th ed. Boston: Pearson, 2017.
- Peters, B. Guy. *American Public Policy: Promise and Performance*. 10th ed. Washington, DC: CQ Press, 2016.
- Sapru, R. K. *Public Policy: Art and Craft of Policy Analysis*. 3rd ed. New Delhi: PHI Learning, 2017.
- Shafritz, Jay M., E. W. Russell, and Christopher P. Borick. *Introducing Public Administration*. 9th ed. New York: Routledge, 2016.

Module II: Theoretical Approaches to Public Policy

- Lasswell, Harold D. *A Pre-View of Policy Sciences*. New York: Elsevier, 1971.
- Simon, Herbert A. *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization*. 4th ed. New York: Free Press, 1997.
- Lindblom, Charles E. “The Science of ‘Muddling Through.’” *Public Administration Review* 19, no. 2 (1959): 79–88.
- Buchanan, James M., and Gordon Tullock. *The Calculus of Consent: Logical Foundations of Constitutional Democracy*. Ann Arbor: University of Michigan Press, 1962.
- Hill, Michael, and Peter Hupe. *The Public Policy Process*. 7th ed. London: Routledge, 2014.

Module III: Public Policy Process

- Howlett, Michael, M. Ramesh, and Anthony Perl. *Studying Public Policy: Policy Cycles and Policy Subsystems*. 3rd ed. Oxford: Oxford University Press, 2009.
- Sabatier, Paul A., ed. *Theories of the Policy Process*. 2nd ed. Boulder, CO: Westview Press, 2007.
- Pressman, Jeffrey L., and Aaron Wildavsky. *Implementation*. 3rd ed. Berkeley: University of California Press, 1984.
- Parsons, Wayne. *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*. Cheltenham: Edward Elgar, 1995.
- Weiss, Carol H. *Evaluation: Methods for Studying Programs and Policies*. 2nd ed. Upper Saddle River, NJ: Prentice Hall, 1998.

Module IV: Institutions and Actors in Public Policy

- Peters, B. Guy. *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*. 6th ed. London: Routledge, 2018.
- Finer, S. E. *Comparative Government*. London: Penguin Books, 1970.
- Lowi, Theodore J. "American Business, Public Policy, Case-Studies, and Political Theory." *World Politics* 16, no. 4 (1964): 677–715.
- Rhodes, R. A. W. *Understanding Governance: Policy Networks, Governance, Reflexivity and Accountability*. Buckingham: Open University Press, 1997.
- Mukherjee, Reed, and Sabyasachi Tripathi, eds. *State, Policy and Development in India*. New Delhi: Oxford University Press, 2019.

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

Examination Scheme:

Components	Internal	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

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

1 = weakly mapped

2 = moderately mapped

3 = strongly mapped

SEMESTER 7

PAG402	Social System and Welfare Administration	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Indian Society and Public Administration				
Co-requisites	None				

COURSE DESCRIPTION

This course establishes a vital bridge between sociological theory and the practice of public administration. It introduces students to core sociological concepts—social structure, stratification, and social change—and critically examines their profound implications for policy formulation, administrative design, and social welfare delivery in India. The curriculum investigates persistent social challenges such as communalism and regionalism, while providing an in-depth analysis of key social legislation and welfare policies, including reservations and protections for vulnerable groups. By evaluating the roles and effectiveness of institutions like the Ministry of Social Justice and Empowerment and Central/State Welfare Boards, the course equips future administrators with the analytical tools and contextual understanding necessary to design, implement, and manage equitable and responsive social welfare programs within a democratic and diverse framework.

COURSE OBJECTIVES:

1. To examine the relevance of core sociological concepts to the theory and practice of public administration.
2. To analyse the dynamics of social change, social tensions, and their administrative implications in contemporary India.
3. To evaluate major social policies and legislations in India, with a focus on equity, rights, and the Sustainable Development Goals (SDGs).
4. To assess the structure, functions, and effectiveness of key institutions responsible for social welfare administration at the central and state levels.
5. To synthesize sociological insights and administrative knowledge to propose context-sensitive and effective interventions for social welfare.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1 (Remember & Understand): Recall and explain fundamental sociological concepts and their relevance to the framework of a welfare state and public administration. (PO1, PO3)

CO2 (Analyse): Analyse the sources, manifestations, and administrative challenges posed by key social tensions such as communalism, regionalism, and class conflict in India. (PO2, PO4, PO10)

CO3 (Evaluate): Critically evaluate specific social policies and legislations (e.g., Reservation, PWDVA,

JJ Act) in terms of their objectives, implementation gaps, and socio-administrative impact. (PO2, PO7, PO8)

CO4 (Apply): Apply knowledge of institutional structures to map the roles and responsibilities of key agencies like the Ministry of Social Justice and state welfare boards in policy implementation. (PO5, PO9, PO10)

CO5 (Create): Design a framework for a community-based intervention or a policy brief addressing a specific social welfare issue, integrating sociological and administrative principles. (PO6, PO7, PO9)

CO6 (Synthesize): Integrate learning from all modules to formulate a coherent argument on the role of responsive and equitable administration in achieving inclusive social development and the SDGs. (PO3, PO6, PO8, PO10)

COURSE CONTENT

Module	Content	Lecture Hours
I. Sociological Foundations for Administration	• Relevance of Sociology to Public Administration • Concept and Elements of Social Structure: Groups; Status and Role; Norms and Values • Social Stratification: Caste; Class - Difference and Convergence • Welfare State: Concept & Philosophy	12 Hours
II. Dynamics of Social Change and Conflict	• Social Change: Concept; Sources; Resistance • Social Change in Contemporary Indian Society • Social Tensions and Resolutions – Communalism; Regionalism; Violent Class Struggle	12 Hours
III. Social Policy and Legislative Framework	• Social Policy and Legislation in India: An Overview with special focus on SDGs • Reservation for SC, ST and OBC: Critical Analysis of Policy and Administration • Protection of Women from Domestic Violence Act, 2005 • The Juvenile Justice (Care and Protection of Children) Act, 2013	12 Hours

IV. Institutions of Welfare Administration	• Union Ministry of Social Justice and Empowerment: An Analysis of Provisions and Implementation Structures • Major Social Welfare Programmes: Implementation and Analysis • State Social Welfare Department: Structure and Functions • Central Social Welfare Board & State Social Welfare Boards: Roles and Coordination	12 Hours
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REFERENCES/ STUDY MATERIAL

Module I: Sociological Foundations for Administration

1. Haralambos, M., & Holborn, M. (2013). *Sociology: Themes and Perspectives* (8th ed.). Collins. (Chapters on Social Structure & Stratification).
2. Desai, A.R. (2005). *Social Background of Indian Nationalism* (6th ed.). Popular Prakashan.
3. Marshall, T.H. (1950). 'Citizenship and Social Class', in *Citizenship and Social Class and Other Essays*. Cambridge University Press, pp. 1-85.
4. Beteille, A. (2012). *The Idea of Natural Inequality and Other Essays*. Oxford University Press.

Module II: Dynamics of Social Change and Conflict

5. Srinivas, M.N. (1966). *Social Change in Modern India*. University of California Press.
6. Kothari, R. (1970). *Caste in Indian Politics*. Orient Longman.
7. Brass, P.R. (1997). *Theft of an Idol: Text and Context in the Representation of Collective Violence*. Princeton University Press.
8. *Economic and Political Weekly*. (2021). 'Special Issue: Understanding Regionalism in India', 56(15).

Module III: Social Policy and Legislative Framework

9. Government of India. (2021). *India Voluntary National Review Report on Implementation of Sustainable Development Goals*.
10. Galanter, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. Oxford University Press.
11. *The Protection of Women from Domestic Violence Act, 2005* (Act No. 43 of 2005). Ministry of

Law and Justice.

12. *The Juvenile Justice (Care and Protection of Children) Act, 2015* (Act No. 2 of 2016). Ministry of Women and Child Development.
13. Kundu, A. (2016). 'Social Policy and Legislation in India: A Critical Review', *Social Change*, 46(3), 345-365.

Module IV: Institutions of Welfare Administration

14. *Annual Report, Ministry of Social Justice and Empowerment*. Government of India. (Latest Edition).
15. Kulshreshtha, J.C. (2018). *Public Administration in India*. Sultan Chand & Sons. (Chapter on Social Welfare Administration).
16. *The Central Social Welfare Board Act, 1953* and relevant State Amendments.
17. Dutta, S. (2019). 'Implementation Gap in Welfare Schemes: A Study of Central Social Welfare Board', *Indian Journal of Public Administration*, 65(4), 812-830.

Suggestive readings

1. Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.
2. Dreze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. Princeton University Press.
3. *Journal of Social and Economic Development*. (Various Issues).
4. Planning Commission/ NITI Aayog. (Various). *Five-Year Plan Documents* (Chapters on Social Welfare).

Online Resources

1. Ministry of Social Justice and Empowerment, Official Website: <https://socialjustice.gov.in>
2. National Commission for Scheduled Castes (NCSC): <https://ncsc.nic.in>
3. UN Sustainable Development Goals Knowledge Platform: <https://sustainabledevelopment.un.org>
4. Indian Journal of Social Work (TISS): <https://journals.sagepub.com/home/isw>

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

1. **Field Visit & Report:** Visit a local social welfare office (e.g., District Social Welfare Office, Child Protection Unit) and submit a report on its functions, challenges, and interface with the public.

2. **Policy Analysis Paper:** Conduct a critical analysis of the implementation of a specific social welfare scheme (e.g., Old Age Pension, Scholarship for SC/ST) at the local level.
3. **Case Study & Presentation:** Develop a detailed case study on the resolution of a local social tension (e.g., communal incident, resource conflict) and the role of administration in it.

ASSESSMENT SCHEME:

Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	5	25	50

CO-PO CORRELATION MATRIX

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

PAG403	Corporate Governance and Corporate Social Responsibility (CSR)	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Ethics, Public Policy, and Organizational Behaviour				
Co-requisites	None				

COURSE DESCRIPTION

This course provides a comprehensive understanding of the principles, frameworks, and practices of Corporate Governance and Corporate Social Responsibility (CSR) within the context of modern public and private sector organizations. Students will explore the ethical, legal, and strategic dimensions of governance, including board structures, shareholder rights, and regulatory compliance. The course critically examines CSR as a strategic business function, focusing on its integration into corporate policy, stakeholder engagement, and sustainable development. Emphasis is placed on the role of CSR in addressing social, environmental, and economic challenges, aligned with national frameworks such as the Companies Act, 2013, and global standards like the UN Sustainable Development Goals (SDGs). Through case studies, project simulations, and industry interactions, students will develop the skills required to design, implement, and evaluate CSR initiatives, preparing them for roles in CSR management, sustainability consulting, and ethical governance.

COURSE OBJECTIVES:

1. To examine the theoretical foundations, evolution, and key components of corporate governance and CSR.
2. To analyse the legal, regulatory, and ethical frameworks governing corporate Behaviour and CSR in India and globally.
3. To evaluate the role of stakeholders, including boards, shareholders, communities, and government, in shaping governance and CSR outcomes.
4. To apply tools and methodologies for designing, implementing, and monitoring effective CSR projects.
5. To synthesise governance and CSR principles to develop sustainable business strategies that align with social and environmental goals.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1 (Remember & Understand): Recall and explain core concepts, theories, and frameworks of corporate governance and CSR, including relevant legal provisions. (PO1, PO3)

CO2 (Analyse): Analyse corporate governance structures, stakeholder dynamics, and CSR strategies using case studies and real-world examples. (PO2, PO4, PO7)

CO3 (Evaluate): Evaluate the effectiveness and ethical implications of CSR policies and governance mechanisms in diverse organizational contexts. (PO6, PO8, PO10)

CO4 (Apply): Apply project management and impact assessment tools to design and implement a CSR initiative aligned with the Companies Act, 2013, and SDGs. (PO5, PO9, PO10)

CO5 (Create): Develop a comprehensive CSR proposal or governance audit report addressing a specific social or environmental challenge. (PO6, PO7, PO9)

CO6 (Synthesize): Integrate governance, ethics, and sustainability principles to formulate strategies for responsible business practices and public value creation. (PO3, PO8, PO10)

COURSE CONTENT

Module Name	Content	Lecture Hours
I. Foundations of Corporate Governance	• Evolution and Importance of Corporate Governance • Theories: Agency, Stakeholder, Stewardship • Board Structures: Composition, Roles, and Committees • Shareholders vs. Stakeholders: Rights and Responsibilities • Regulatory Frameworks: SEBI Guidelines, Companies Act, 2013	12 Hours
II. CSR: Concepts, Frameworks, and Legislation	• Evolution of CSR: Philanthropy to Strategic Integration • CSR under Companies Act, 2013: Schedule VII, Spending, and Reporting • Global Standards: UN SDGs, ISO 26000, GRI • CSR and Sustainable Development: Environmental, Social, and Governance (ESG) Criteria • Ethical Foundations and Business Case for CSR	12 Hours
III. CSR Implementation and Management	• CSR Policy Formulation and Board-level Integration • Stakeholder Identification, Mapping, and Engagement • Project Cycle Management: Need Assessment, Design, Implementation • Monitoring & Evaluation: Output, Outcome, and Impact Assessment • Reporting and Communication: CSR Reports, Sustainability Disclosures	12 Hours
IV. Contemporary Issues and Career Pathways	• CSR in Public Sector Undertakings (PSUs) and SMEs • Social Entrepreneurship and Corporate Foundations • Digital Tools for CSR Management and Transparency	12 Hours

	• Role of CSR Manager: Skills, Competencies, and Career Opportunities • Case Studies: Leading Indian and Global CSR Practices	
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REFERENCES/ STUDY MATERIAL

Module I: Foundations of Corporate Governance

1. Monks, R.A.G., & Minow, N. (2020). *Corporate Governance* (6th ed.). Wiley.
2. Tricker, B. (2019). *Corporate Governance: Principles, Policies, and Practices* (4th ed.). Oxford University Press.
3. *Companies Act, 2013* (India). (Sections 134, 135, 149, and Schedule IV).
4. Securities and Exchange Board of India (SEBI). (2021). *SEBI (Listing Obligations and Disclosure Requirements) Regulations, 2015*.
5. *Indian Journal of Corporate Governance*. (2022). 'Special Issue: Board Effectiveness in India', 15 (1).

Module II: CSR: Concepts, Frameworks, and Legislation

6. Crane, A., Matten, D., Glozer, S., & Spence, L.J. (2019). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* (5th ed.). Oxford University Press.
7. Ministry of Corporate Affairs, Government of India. (2014). *National Voluntary Guidelines on Social, Environmental & Economic Responsibilities of Business*.
8. United Nations. (2015). *Transforming our World: The 2030 Agenda for Sustainable Development*.
9. Global Reporting Initiative (GRI). (2021). *GRI Standards*.
10. Kapoor, A., & Sandhu, H.S. (2020). *Corporate Social Responsibility in India: A Practitioner's Perspective*. Sage Publications.

Module III: CSR Implementation and Management

11. Bhattacharyya, S. (2019). *Corporate Social Responsibility: Concepts and Cases* (2nd ed.). PHI Learning.
12. Porter, M.E., & Kramer, M.R. (2011). 'Creating Shared Value', *Harvard Business Review*, 89 (1/2), 62-77.
13. Mayne, J. (2015). 'Useful Theory of Change Models', *Canadian Journal of Program Evaluation*, 30 (2), 119-142.
14. *The CSR Journal*. (Various Issues). <https://thecsrjournal.in>
15. *Annual CSR Reports* of leading Indian corporations (e.g., Tata Group, Infosys, ITC).

Module IV: Contemporary Issues and Career Pathways

16. Visser, W. (2020). *The World Guide to CSR: A Country-by-Country Analysis of Corporate Sustainability and Responsibility*. Routledge.
17. NITI Aayog. (2021). *SDG India Index & Dashboard*. <https://sdgindiaindex.niti.gov.in>
18. Singh, P., & Rastogi, S. (2021). 'CSR in Public Sector Enterprises: A Study of Implementation Challenges', *Indian Journal of Public Administration*, 67 (3), 450-468.
19. LinkedIn Learning & Coursera. (Curated Resources on CSR Management and Sustainability).
20. Confederation of Indian Industry (CII). *Handbook on Corporate Social Responsibility*.

Suggestive readings

1. Freeman, R.E. (2010). *Strategic Management: A Stakeholder Approach*. Cambridge University Press.
2. Carroll, A.B., & Buchholtz, A.K. (2021). *Business and Society: Ethics, Sustainability, and Stakeholder Management* (11th ed.). Cengage Learning.
3. *Harvard Business Review*. (2020). 'On Corporate Governance and Sustainability', Special Issue.
4. Elkington, J. (1998). *Cannibals with Forks: The Triple Bottom Line of 21st Century Business*. New Society Publishers.

Online Resources

1. Ministry of Corporate Affairs (MCA) – CSR Portal: <http://www.csr.gov.in>
2. United Nations Global Compact: <https://www.unglobalcompact.org>
3. CSRBOX – India's leading CSR knowledge platform: <https://csrbox.org>
4. Global Reporting Initiative (GRI) Standards Database: <https://www.globalreporting.org>

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

1. **CSR Project Design:** Develop a detailed CSR project proposal for a chosen corporate entity, including need assessment, budget, implementation plan, and impact indicators.
2. **Governance Audit Simulation:** Conduct a simulated governance audit of a listed company based on its annual report and SEBI compliance disclosures.
3. **Stakeholder Engagement Plan:** Create a comprehensive stakeholder engagement and communication strategy for a real or hypothetical CSR initiative.

ASSESSMENT SCHEME:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	5	25	50

CO-PO CORRELATION MATRIX

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

PAG404	Dynamics of 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. Concept of Development; Development Administration and its changing profile.
- b. Features, Types, elements and approaches.
- c. 'Anti-development thesis'.
- d. Development Administration and Sustainable Development, Role of UN in development, Overview of Millenium Development Goals (MDGs) and Sustainable Development Goals (SDGs).

Module II - Development Planning in India

- a. Development Planning in India.
- b. Machinery of planning; Role, composition and functions of the Planning Commission and the National Development Council; 'Indicative' planning;
- c. Process of plan formulation at Union and State levels; Constitutional Amendments (1992) and decentralised planning for economic development and social justice.
- d. Public Sector Undertakings (PSUs) in Modern India: forms of PSUs; problems of autonomy, accountability and control; Impact of liberalisation and privatization.

Module III - Citizen Participation and Social Empowerment

- a. Citizen's participation in Development.
- b. Women and Development; self-help group movement.
- c. Welfare Administration of Scheduled Caste and Scheduled Tribe.

Module IV – Development Dynamics

- a. Strong State vs Market Debate.
- b. Impact of Liberalization on Administration in Developing Countries.
- c. Bureaucracy and Democracy.

d. Bureaucracy and Development.

Essential/Recommended Readings:

Module I

- Riggs, Fred W. (1964). *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin.
- Dwivedi, O.P. (1994). *Development Administration: From Underdevelopment to Sustainable Development*. London: Macmillan.
- Sapru, R.K. (2013). *Development Administration*. New Delhi: Sterling Publishers.
- Arora, R.K. (1972). *Comparative Public Administration: An Ecological Perspective*. New Delhi: Associated Publishing House.
- UNDP (2016). *Human Development Report*. United Nations Development Programme.

Module II

- Mahalanobis, P.C. (1955). *The Approach of Operational Research to Planning in India*. Sankhya.
- Rao, M. Govinda & Singh, Nirvikar (2006). *Political Economy of Federalism in India*. New Delhi: Oxford University Press.
- NITI Aayog (2017). *Three Year Action Agenda*. Government of India.
- Chakraborty, Lekha (2019). *Fiscal Federalism in India*. Singapore: Springer.
- Bagchi, Amaresh (1994). *Public Finance in India*. New Delhi: Oxford University Press.

Module III

- Arnstein, Sherry R. (1969). *A Ladder of Citizen Participation*. Journal of the American Institute of Planners.
- Desai, Meghnad & Potter, Robert (Eds.) (2002). *The Companion to Development Studies*. London: Arnold.
- Sen, Amartya (1999). *Development as Freedom*. New Delhi: Oxford University Press.
- Government of India (2020). *Gender Budgeting Handbook*. Ministry of Women and Child Development.
- Jha, Praveen (2018). *Social Policy and Development in India*. New Delhi: Oxford University Press.

Module IV

- Polanyi, Karl (1944). *The Great Transformation*. Boston: Beacon Press.
- Stiglitz, Joseph (2002). *Globalization and Its Discontents*. New York: W.W. Norton.
- Evans, Peter (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton University Press.

- Pierre, Jon & Peters, B. Guy (2000). Governance, Politics and the State. London: Macmillan.
- Leftwich, Adrian (1995). Bringing Politics Back In: Towards a Model of the Developmental State. Journal of Development Studies.

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written Examination Scheme:

Mid Sem	CCA	Attendance	End-Term
20	25	5	50

CO-PO correlation Matrix:

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

1 - WEAKLY MAPPED

2 - MODERATELY MAPPED

3 - STRONGLY MAPPED

PAG405	Civil Services in India	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

The paper shall discuss regarding the Civil Services or Bureaucracy in India, its structure, role and functions. It also examines the historical background and major acts which have shaped the functioning of the civil services. It shall take into account the All India, Central and State services, constitutional provisions of the Union Public Service Commission, State Public Service Commission and the relationship between the political and permanent executive. It shall also consider the evolution of the bureaucracy, the impending challenges and the reforms needed to bolster the bureaucracy to ensure compliance with regulations and laws in the context of government organisations and serve the public interest both impactfully and effectively in the age of globalisation.

Course Objectives:

- The syllabus of the paper attempts to familiarise the student with the historical background and major acts which have shaped the Indian Civil Services
- The students will learn various aspects of structure, role and functions of the Indian Civil Services
- The students will also get oriented with the evolving nature of the bureaucracy in times of globalisation and its impending reforms
- Student will learn via presentations, interaction with experts, case studies and discussions will be used for delivery of course content
- The students will develop leadership and analytical skills

Course Outcomes:

The course aims to-

CO1: Make the students ready for pursuing professional degree programs or masters in fields such as law, public administration, government, education, politics, policy and business in the same field as well as allied disciplines

CO2: Upon successful completion of this course, students should be able to students have knowledge of basic principles of organisation and management practices of the Indian Civil Services

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

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

CO5: Illustrate the relevance and significance Personnel Administration in contemporary society including use of digital technology and artificial intelligence

CO6: Enable students to critically evaluate and contribute to personnel administration preparing them for industry/ corporate relevant management job roles

Course Content:

Module I

Historical Background of Civil Services

- Civil Services before the advent of the East India Company
- Civil Services under the advent of the East India Company
- Imperial Civil Service
- Civil Services under the Government of India Acts 1919 & 1935

Module II

Organisation, Role and Significance of Civil Services

- Constitutional Position
- Structure & Organisation of the Civil Services: All India Services, Central Services and State Services
- Recruitment, Training and Capacity building
- Role and Importance of the Bureaucracy
- Good Governance Initiatives
- Relationship between the Political Executive & Permanent Executive

Module III

Structures and Processes

- Constitutional Provisions regarding powers, functions and significance of the Union Public Service Commission (UPSC) and the State Public Service Commission (SPSC)
- Code of conduct and discipline
- Staff Associations & Grievance Redressal Mechanism
- Political Rights

Module IV

Issues & Contemporary Developments

- Issues: Civil Service Neutrality, Civil Service Activism
- Bureaucracy during Globalisation: Limitations and Bureaucratic Reforms

References/ Study Material

Module I: Historical Background of Civil Services

1. Chakraborty, R. & Kandpal, P.C. (2024). 'The Evolution of Bureaucracy in India', in *Public Administration in India*. Routledge, pp. 45-80.
2. Maheshwari, S.R. (2005). 'From Mughal Administration to the Imperial Civil Service', in *Public Administration in India: The Higher Civil Service*. Oxford University Press, pp. 15-40.

3. Avasthi and Maheshwari. (1978). 'The East India Company Era and the Government of India Acts', in *Bureaucracy and Development-Indian Perspectives*. Associated Publishing House, pp. 28-65.
4. Basu, D.D. (2012). 'Historical Constitutional Provisions for Administration', in *Commentary on the Constitution of India* (8th ed.). S.C. Sarkar & Sons, pp. 520-560.
5. *Imperial Gazetteer of India: The Indian Empire*. (1908). Oxford: Clarendon Press. (Volume IV: Administrative).

Module II: Organisation, Role and Significance of Civil Services

1. Arora, R.K., and Goyal, R. (1996). 'Structure and Classification of Civil Services', in *Indian Public Administration*. Wishwa Prakashan, pp. 102-135.
2. Ghosh, P. (1993). 'Recruitment, Training and Career Development', in *Personnel Administration in India*. Sudha Publications, pp. 60-95.
3. Nigro, F.A. & Nigro, L.G. (1989). 'The Role of Bureaucracy in Modern Governance', in *Modern Public Administration*. Harper and Row, pp. 150-180.
4. Government of India, 2nd Administrative Reforms Commission. (2009). *10th Report: Refurbishing of Personnel Administration – Scaling New Heights*. https://darpg.gov.in/sites/default/files/personnel_administration10.pdf
5. *Ministry of Personnel, Public Grievances and Pensions, Annual Report*. Government of India. (Latest Edition).

Module III: Structures and Processes

1. Basu, D.D. (2012). 'Union and State Public Service Commissions: Powers and Functions', in *Commentary on the Constitution of India* (8th ed.). S.C. Sarkar & Sons, pp. 1210-1245.
2. Arora, R.K. (1979). 'Discipline, Conduct and Grievance Redressal', in *Administrative Theory*. IIPA, pp. 200-230.
3. *The All India Services (Conduct) Rules, 1968 & The Central Civil Services (Conduct) Rules, 1964*. Government of India Publications.
4. Report of the Commission on Centre-State Relations (Sarkaria Commission). (1988). Nasik: General Manager. (Chapter on All India Services).
5. *Indian Journal of Public Administration*. (2018). Special Issue on 'Civil Service Ethics and Political Rights', 64(4).

Module IV: Issues & Contemporary Developments

1. Laxmikanth, M. (2025). 'Challenges to Civil Service Neutrality and Activism', in *Public Administration*. McGraw Hill, pp. 305-340.
2. Rao, N. Venkateshwara. (1996). 'Bureaucracy and Globalisation: Reform Imperatives', in *Public Administration and Development Dynamics*. Kanishka Publishers, pp. 175-210.
3. Government of India, 2nd Administrative Reforms Commission. (2008). *4th Report: Ethics in Governance*. <https://darpg.gov.in/sites/default/files/ethics4.pdf>
4. Stahl, O. Glenn. (1971). *Public Personnel Administration* (7th ed.). Harper & Row. (Chapter 23: 'The Future of Public Personnel Administration').
5. *Economic and Political Weekly*. (2022). 'Symposium: Administrative Reforms in the 21st Century', 57 (25).

Suggestive readings

1. Potter, D.C. (1996). *India's Political Administrators: From ICS to IAS*. Oxford University Press.
2. *The Civil Service Year Book*. (Latest Edition). Government of India.
3. Subramaniam, V. (1971). *Social Background of India's Administrators*. Publications Division, Government of India.
4. Heady, F. (2001). *Public Administration: A Comparative Perspective* (6th ed.). Marcel Dekker.
5. Osborne, D., & Gaebler, T. (1992). *Reinventing Government*. Addison-Wesley.

Online Resources

1. Department of Personnel and Training (DoPT), Government of India: <https://dopt.gov.in>
2. Union Public Service Commission (UPSC): <https://upsc.gov.in>
3. The National Portal of India – Governance
Section: <https://www.india.gov.in/topics/governance-administration>
4. Administrative Reforms & Public Grievances (DARPG): <https://darpg.gov.in>
5. The World Bank – Governance and Public Sector
Management: <https://www.worldbank.org/en/topic/governance>

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

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	25	5	20	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 8

PAG406	Personnel Administration	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

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

Course Objectives:

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

Course Outcomes:

The course aims to-

- CO1. Make the students ready for pursuing 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 personnel administration and management practices
- 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 national and state levels.
- CO5. Illustrate the relevance and significance Personnel Administration in contemporary society including use of digital technology and artificial intelligence
- CO6: Enable students to critically evaluate and contribute to personnel administration preparing them for industry/ corporate relevant management job roles

Course Content:

Module I

Personnel Administration – An Introduction

Meaning, Nature and Significance of Personnel Administration

Role of the Public Services

Rank and Position Classification – Concept and Relevance

Module II

Important Concepts and Processes in Personnel Administration

Importance of Human Resource Development and Manpower Planning: Concept, Models and Significance

Processes in Personnel Administration: Recruitment, Training, Performance Appraisal, Promotion and Career Advancement, Pay and Service conditions, Work Study and Work Management

Module III

Employer – Employee Relations

Employer-Employee Relations: Discipline, Code of Conduct, Disciplinary Action and Arbitration, Grievance Redressal Mechanism, Staff Associations, Administrative Ethics

Module IV

Recent Developments

Emergence of the Joint Consultative and Negotiation Machinery: Case Study Analysis

Gender Equality Policies in Personnel Administration : How Government strives to have a workforce which reflects gender balance and encourage women candidates to apply

Role of Digital technology and Artificial Intelligence in revolutionising Personnel Administration

References/ Study Material

Module I: Personnel Administration – An Introduction

1. Goel, S. L. and Rajneesh, S. (2002). 'The Nature and Significance of Public Personnel Administration', in *Public Personnel Administration*. Sterling, pp. 1-35.
2. Puri Mahajan, A. (2024). 'Foundations of Public Personnel Systems: Rank and Position Classification', in *Public Personnel Administration - Functionalities and Challenges*. Routledge, pp. 15-50.
3. Laxmikanth, M. (2025). 'The Role of Public Services in Governance', in *Public Administration*. McGraw Hill, pp. 225-250.
4. Nigro, F.A., & Nigro, L.G. (1989). 'Introduction to Public Personnel Administration', in *Modern Public Administration* (6th ed.). Harper & Row, pp. 120-145.
5. United Nations. (2008). 'New Perspectives on Personnel for Development', in *New Approaches to Personnel Policy for Development*. New York, pp. 1-20.

Module II: Important Concepts and Processes in Personnel Administration

1. Dessler, G. (2013). 'Human Resource Planning and Job Analysis', in *Human Resource Management* (13th ed.). Prentice Hall, pp. 80-115.
2. Flippo, E.B. (1976). 'Recruitment, Selection, and Promotion', in *Principles of Personnel Management*. McGraw Hill, pp. 120-165.
3. Davar, Rustom S. (2008). 'Training, Pay, and Performance Appraisal', in *Personnel Management and Industrial Relations in India* (2nd ed.). Vikas Publishing House, pp. 200-250.
4. Chadha, N. K. (2000). 'Work Study and Performance Management', in *Human Resource Management Issues, Case Studies and Exercise*. Shri Sai Printographers, pp. 45-80.
5. Government of India, 2nd Administrative Reforms Commission. (2010). *10th Report: Refurbishing of Personnel Administration – Scaling New Heights*. https://darpg.gov.in/sites/default/files/personnel_administration10.pdf (Chapters II & III).

Module III: Employer – Employee Relations

1. Donald Klingner, John Nalbandian, Jared Llorens. (2010). 'Discipline, Ethics, and Labor Relations', in *Public Personnel Management: Contexts and Strategies* (6th ed.). Longman, pp. 180-220.
2. Norma Riccucci. (2011). 'Conduct, Grievance, and Arbitration', in *Public Personnel Management, Current Concerns, Future Challenges* (5th ed.). Pearson, pp. 95-130.

3. Desiber, G. (2013). 'Staff Associations and Collective Bargaining', in *Human Resource Management* (13th ed.). Prentice Hall, pp. 450-485.
4. Wendell, F. (1997). 'Administrative Ethics and Professional Standards', in *Human Resource Management* (3rd ed.). Houghton Mifflin Company, pp. 310-340.
5. *The Central Civil Services (Conduct) Rules, 1964 & All India Services (Conduct) Rules, 1968*. Government of India Publications.

Module IV: Recent Developments

1. Bhayana, S. S. and Singh S. (2016). 'Joint Consultative Machinery and Negotiation Systems', in *Public Personnel and Financial Administration* (4th ed.). New Academics, pp. 175-210.
2. Rao, N. Venkateshwara. (1996). 'Gender Equality Policies in Public Administration', in *Public Administration and Development Dynamics*. Kanishka Publishers, pp. 155-190.
3. David, A.D. & Robbins, S.P. (1989). 'Technological Innovation in HRM', in *Personnel/ Human Resource Management*. PHI, pp. 520-550.
4. *Indian Journal of Public Administration*. (2023). Special Issue: 'AI and Digital Transformation in Public Personnel Management', 69 (1).
5. Ministry of Personnel, Public Grievances and Pensions. (2022). *Annual Report on Digital Governance Initiatives in Personnel Administration*. Government of India.

Suggestive readings

1. Stahl, O. Glenn. (1962). *Public Personnel Administration* (6th ed.). Oxford & IBH Publishing.
2. Sayles, L.R., & Strauss, G. (1960). *Personnel: The Human Problems of Management*. Prentice-Hall.
3. *Harvard Business Review*. (2021). 'The Future of Work: AI in HR', 99 (4), 60-69.
4. Mosher, F.C. (1982). *Democracy and the Public Service* (2nd ed.). Oxford University Press.
5. Rainey, H.G. (2014). *Understanding and Managing Public Organizations* (5th ed.). Jossey-Bass.

Online Resources

1. Department of Personnel and Training (DoPT), Government of India: <https://dopt.gov.in>
2. Central Administrative Tribunal (CAT): <https://cgat.gov.in>

3. International Public Management Association for Human Resources (IPMA-HR): <https://www.ipma-hr.org>
4. United Nations Public Administration Network (UNPAN) – HRM Section: <https://www.unpan.org>
5. Society for Human Resource Management (SHRM): <https://www.shrm.org>

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

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	25	5	20	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

PAG 408	Ethics, Integrity and Aptitude	L	T	P	C
Version 1.0		3	0	1	4
Pre-requisites/Exposure	Basic understanding of Political Philosophy and Indian Society				
Co-requisites	NA				

COURSE DESCRIPTION

This course provides a comprehensive foundation in the philosophical, psychological, and practical dimensions of ethics, integrity, and aptitude essential for public service. It explores the essence and determinants of ethics in human actions, the formation of attitudes and values, and the foundational virtues required for civil servants, such as integrity, impartiality, empathy, and dedication. The curriculum examines emotional intelligence and its application in governance, alongside the contributions of moral thinkers from India and the world. It critically analyses ethical concerns, dilemmas, and probity in public administration, covering mechanisms like transparency, accountability and codes of conduct. Through rigorous case studies, the course aims to equip students with the moral reasoning and ethical decision-making skills necessary to navigate the complex challenges of contemporary governance with integrity.

COURSE OBJECTIVES:

1. To examine the fundamental concepts, dimensions, and determinants of ethics and their application in private and public relationships.
2. To analyse the structure, function, and influence of attitudes, values, and emotional intelligence on thought, behaviour, and administrative practice.
3. To evaluate the foundational values for civil service and the contributions of key moral thinkers and philosophers.
4. To critique ethical concerns, dilemmas, and frameworks for probity and accountability in public administration and corporate governance.
5. To apply ethical principles and reasoning to real-world scenarios through case studies to develop sound moral judgment.

COURSE OUTCOMES:

Upon successful completion of this course, students will be able to:

CO1: Explain the essence, dimensions, and determinants of ethics and the role of human values as derived from teachings of leaders and societal institutions.

CO2: Analyse the content and structure of attitudes, their relation to behaviour, and the processes of social influence and persuasion in public life.

CO3: Evaluate the core foundational values for civil service (integrity, empathy, objectivity) and assess the relevance of emotional intelligence in administration.

CO4: Synthesize the ethical teachings of moral thinkers from India and the world to form a coherent personal and professional ethical framework.

CO5: Apply ethical guidelines, laws, and codes of conduct to diagnose and propose resolutions for ethical dilemmas in governance and private institutions.

CO6: Design a framework for ethical governance or a citizen-centric service charter that incorporates principles of transparency, accountability, and probity to address challenges like corruption.

COURSE CONTENT:

Module I: Ethics and Human Interface

- Essence, determinants and consequences of ethics in human actions
- Dimensions of ethics: ethics - in private and public relationships.
- Human Values - lessons from the lives and teachings of great leaders, reformers and administrators; role of family society and educational institutions in inculcating values.
- Contributions of moral thinkers and philosophers from India and world (Abraham Lincoln, Mahatma Gandhi and Tirukkural).

Module II: Attitude and Social Influence

- content, structure and function
- its influence and relation with thought and behaviour
- social influence and persuasion.

Module III: Aptitude, Values & Emotional Intelligence for Civil Service

- Aptitude and foundational values for Civil Service
- integrity, impartiality and non-partisanship
- empathy, tolerance and compassion towards the weaker-sections
- concepts, and their utilities and application in administration and governance.

Module IV: Ethical Governance, Probity and Case Studies

- Ethics in Public administration: ethical concerns and dilemmas in government and private institutions.
- Probity in Governance, Concept of public service, Codes of Conduct, Codes of Ethics, Work Culture
- Accountability, Information sharing and transparency in government, Right to Information.
- Quality of service delivery, Utilization of public funds, challenges of corruption.

PRACTICAL COMPONENT (P: 1 Credit)

Students will undertake **one** of the following:

Case Studies

- Ethical concerns and dilemmas in government
- Decision -making
- Stakeholders

REFERENCES:

- Lexicon for Ethics, Integrity & Aptitude (2024) by Niraj Kumar (Chronicle)
- Ethics, Integrity & Aptitude by G. Subba Rao & P.N. Roy Chowdhury
- Ethics in Public Administration by Patrick J. Sheeran
- Ethics in Governance: Diverse Aspects by Renu Kapila.

Suggestive Readings:

Module I: Ethics and Human Interface

1. Gaur, R.R., Sangal, R., & Bagaria, G.P. (2019). *A Foundation Course in Human Values and Professional Ethics*. Excel Books.
2. *The Bhagavad Gita* (Eknath Easwaran, Trans.). (2007). Nilgiri Press.
3. Plato. (2003). *The Republic* (Desmond Lee, Trans.). Penguin Classics.
4. Gandhi, M.K. (1993). *The Story of My Experiments with Truth*. Beacon Press.

Module II: Attitude and Social Influence

5. Ajmera, S., & Reddy, N. K. (2015). *Ethics, integrity and aptitude*. Tata McGraw Hill.
6. Karthikeyan, M. (2017). *Ethics, integrity and aptitude*. Pearson Education India.

Module III: Aptitude, Values & Emotional Intelligence for Civil Service

7. Subramanian, M. (2023). *Ethics, Integrity and Aptitude* (3rd ed.). McGraw Hill Education.
8. Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.
9. Sharma, P. (2021). *Lexicon for Ethics, Integrity & Aptitude*. Chronicle Publications.

Module IV: Ethical Governance, Probity and Case Studies

10. 2nd Administrative Reforms Commission (ARC). (2007). *4th Report: Ethics in Governance*. <https://darpg.gov.in/sites/default/files/ethics4.pdf>
11. *The Right to Information Act, 2005*. Government of India.
12. *Public Services (Codes of Ethics and Conduct) Guidelines*, Government of India.
13. *Compendium of Case Studies for Ethics, Integrity and Aptitude* (as per UPSC). (2024). Tata McGraw Hill.

Online Resources

1. United Nations Office on Drugs and Crime (UNODC) – Education for Justice: <https://www.unodc.org/e4j>
2. Central Information Commission (CIC): <https://cic.gov.in>
3. Ethics & Compliance Initiative (ECI): <https://www.ethics.org>¹

ASSESSMENT SCHEME:

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

Components	Class Assessment	Mid Term	End Term
Weightage (%)	30	20	50

CO-PO CORRELATION MATRIX

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