

NEP-2020 and Learning Outcome-based Curriculum Framework (LOCF)

For

Post Graduate Program Public Policy and Administration

(To be effective from the Academic Session 2026-27)



Department of Political Science and Public Policy

Gurugram University, Gurugram

(A State University established by Govt. of Haryana Act No. 17 of 2017)

Sh. Gupta

Programme- M.A Public Policy and Administration

(Scheme PG A2: Postgraduate Programmes (Course work + Research)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS					
			(Hrs)			Credits				TI	TE	PI	PE	Total	
Core Course(s)															
CC-A01	Understanding Public Policy I		3	1	0	3	1	0	4	30	70	0	0	100	
CC-A02	Governance-I		3	1	0	3	1	0	4	30	70	0	0	100	
CC-A03	Perspectives on Public Administration		3	1	0	3	1	0	4	30	70	0	0	100	
CC-A-4	Political Philosophy		3	1	0	3	1	0	4	30	70	0	0	100	
Discipline Specific Elective Courses															
DSE-01	Local Self Governance		3	0	0	3	0	0	3	25	50	0	0	75	
Multidisciplinary Course(s)															
MDC-01	Public Policy in India		3	0	0	3	0	0	3	25	50	0	0	75	
Ability Enhancement Course(s)															
AEC-01	One from Pool		2	0	0	2	0	0	2	15	35	0	0	50	
Value-added Course(s)															
VAC-01	Arts & Aesthetics in India		2	0	0	2	0	0	2	15	35	0	0	50	
Total Credits									26					650	

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Semester 2

Core Course(s)													
Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS			
			(Hrs)			Credits				TI	TE	PI	PE Total
CC-A05	Understanding PublicPolicy-II		3	1	0	3	1	0	4	30	70	0	0 100
CC-A06	Governance-II		3	1	0	3	1	0	4	30	70	0	0 100
CC-A07	PublicInstitutions in India		3	1	0	3	1	0	4	30	70	0	0 100
CC-A08	Public Administration: Recent Developments		3	1	0	3	1	0	4	30	70	0	0 100
Discipline Specific Elective Courses													
DSE-02	HumanResource Management		3	0	0	3	0	0	3	25	50	0	0 75
Multidisciplinary Course(s)													
MDC-02	Citizenshipin Global Perspective		3	0	0	3	0	0	3	25	50	0	0 75
Ability Enhancement Course(s)													
AEC-02	One from Pool		2	0	0	2	0	0	2	15	35	0	0 50
Skill Enhancement Course(s)													
SEC-01	Effective Leadership		2	0	0	2	0	0	2	15	35	0	0 50
Total Credits									26				650

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Semester 3

Course Code	Course Title	Course ID	L		T		P		L		P		Total Credits	MARKS			
			(Hrs)								TI	T		PI	PE	Total	
Core Course(s)																	
CC-A09	Politics of Sustainable Development		3	1	0	3	1	0	3	1	0	4	30	70	0	0	100
CC-A10	Comparative PublicAdministration and Comparative Public Policy with special reference to U.S.A., U.K. and China		3	1	0	3	1	0	3	1	0	4	30	70	0	0	100
CC-A11	ResearchMethodology		3	1	0	3	1	0	3	1	0	4	30	70	0	0	100
Discipline Specific Elective Courses																	
DSE-03	Disaster Governance		3	0	0	3	0	0	3	0	0	3	25	50	0	0	75
Multidisciplinary Course(s)																	
MDC-03	An Introduction to IndianConstitution		3	0	0	3	0	0	3	0	0	3	25	50	0	0	75
Skill Enhancement Course(s)																	
SEC-02	AppliedPolitical Science		2	0	0	2	0	0	2	0	0	2	15	35	0	0	50
Value-added Course(s)																	
VAC-02	Tribal KnowledgeSystem in India		2	0	0	2	0	0	2	0	0	2	15	35	0	0	50
Seminar																	
Seminar	Presentation		0	0	2	0	0	2	0	2	2	0	0	0	50	0	50
Internship/Field Activity#																	
	Internship		0	0	4	0	0	4	0	4	4	0	0	0	100	0	100
											28						700

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#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in 3rd semester of a student who pursue 2 year PG Programme without taking exit option

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Ability Enhancement Course(s)														
AEC-03		One from Pool	2	0	0	2	0	2	2	15	35	0	0	50
	Dissertation/Project Work													
Dissertation		Dissertation	0	0	20	0	0	20	20	20		300	200	500
Total Credits										22				550

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Based on the Scheme for the M.A. Public Policy and Administration

These Program Outcomes and Program Specific Outcomes are designed to equip students with a comprehensive skill set and Knowledge base to excel in the field of public policy and administration, aligning with the objectives of the M.A. Public Policy and Administration program under the New Education Policy (NEP) 2020

Program Outcomes for M.A. in Public Policy and Administration

Research Competency: Students will **demonstrate** the ability to conduct rigorous and ethical research, including designing research projects, applying appropriate methodologies, analyzing data, and drawing actionable conclusions to inform public policy and administrative decisions.

Analytical Skills: Students will **develop** strong analytical skills to critically assess public policies, administrative practices, and governance frameworks, enabling them to identify issues and propose effective solutions.

Strategic Thinking: Students will **apply** strategic thinking to develop and implement innovative policies and administrative strategies that address complex governance challenges and promote sustainable development.

Leadership and Management: Students will **exhibit** leadership and management skills necessary for effective governance, including the ability to lead teams, manage projects, and navigate political and bureaucratic landscapes.

Ethical Decision-Making: Students will **demonstrate** ethical decision-making abilities, ensuring that public policies and administrative actions uphold principles of fairness, transparency, and accountability.



Program Specific Outcomes (PSOs) for M.A. in Public Policy and Administration

1. **Policy Analysis:** Students will **demonstrate** the ability to critically analyze and evaluate public policies using various theoretical and empirical frameworks, enabling them to assess policy effectiveness and propose evidence-based recommendations.
2. **Administrative Effectiveness:** Students will **apply** administrative theories and practices to manage public sector organizations and programs efficiently, addressing challenges in governance and improving public service delivery.
3. **Governance Frameworks:** Students will **understand** and **explain** the structures and functions of different governance frameworks at local, national, and global levels, including the roles of government, civil society, and private sector in policy implementation.
4. **Ethical and Inclusive Governance:** Students will **promote** ethical and inclusive governance practices, ensuring that public policies and administrative actions are equitable, transparent, and accountable to diverse populations.
5. **Leadership in Public Sector:** Students will **demonstrate** leadership capabilities essential for effective public-sector management, including the ability to lead teams, manage projects, and influence policy decisions within complex political and administrative environments.

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CC- A 01: Understanding Public Policy I

Course ID:	Understanding Public Policy I
Semester I	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcome:

Remember and Understand: Students will be able to define and explain key concepts in public policy and policy science.

Apply and Analyze: Students will be able to apply and differentiate among various models of public policy.

Evaluate: Students will be able to critically evaluate the processes of policy formulation and implementation.

Create: Students will be able to design a comprehensive policy monitoring and evaluation plan.

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Introduction to Public Policy and Policy Science

- Public policy: meaning, scope and types
- Policy science: nature, scope, and evolution

Unit II: Models of public policy

- Institutional approach
- Group Theory
- Elite Theory
- Systems Theory
- Rational policy making model: Herbert Simon's Bounded Rationality Model and Yehezkel Dror's Normative Optimum Model

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- Public choice approach
- Charles Lindblom: Incrementalism

Unit III: Public Policy Process I

- Policy formulation
- Policy implementation

Unit IV: Public Policy Process II

- Policy monitoring
- Policy evaluation

Suggested readings:

1. Anderson, James E. (2004). Public Policy making, Houghton, New York.
2. Anderson, James E. (2006). Public Policy-Making: An Introduction, Boston, Houghton.
3. Ansell, Chris, and Torfing, Jacob (eds.) (2016). Handbook on Theories of Governance. Edward Elgar Publishing.
4. Ashford, Doug (ed.), (1992). History and Context in Comparative Public Policy, Ithaca, NY: University of Pittsburgh Press.
5. Bardach, Eugene (1977). The Implementation Game: What Happens After a Bill Becomes a Law, Cambridge, MA: MIT.
6. Barker, Anthony, and B. Guy Peters (eds.), (1993). The Politics of Expert Advice: Creating, Using, and Manipulating Scientific Knowledge for Public Policy, Ithaca, NY: University of Pittsburgh Press.
7. Barzelay, Michael (1992). Breaking Through Bureaucracy: A New Vision for Managing in Government, UCP, Berkeley, CA.
8. Bergerson, Peter J. (ed.), (1991). Teaching Public Policy: Theory, Research and Practice, Westport, RI: Greenwood Press.
9. Birkland, Thomas A. (2005). An Introduction to The Policy Process: Theories, Concepts, And Models of Public Policy Making, Armonk; M.E. Sharpe.
10. Bochel, Hugh and Duncan, Sue (2007). Making Policy in Theory and Practice, The Policy Press, Great Britain.
11. Brewer, Gary D., and de Leon, Peter (1983). The Foundations of Policy Analysis, Homewood, II: The Dorsey Press.
12. Cairney, Paul (2019). Understanding Public Policy: Theories and Issues. Red Globe Press.

13. Dahl, Robert and Charles Lindblom, (1976). Politics, Economics and Welfare, New York, Harper.
14. Dror, Y. (1989). Public Policy Making Re-examined, 2nd ed., San Francisco, Chandler.
15. Dye, Thomas (2008). Understanding Public Policy, Singapore, Pearson Education.
16. Fischer, Frank (1995). Evaluating Public Policy, Chicago: Nelson Hall.
17. Fischer, Frank (2003). Reframing Public Policy: Discursive Politics and Deliberative Practices, Oxford: Oxford University Press.
18. Fischer, Frank, and Muller, Gerald (eds) (2007). Handbook of Public Policy Analysis Theory, Politics and Methods, CRPC Press, New York.
19. Gerston, Larry N. (2004). Public Policy Making: Process and Principles, Armonk, M.E. Sharpe.
20. Hayden, F. Gregory (2006). Policy Making for a Good Society: The Social Fabric Matrix Approach to Policy Analysis and Program Evaluation, Springer, Boston.
21. Hill, Michael (2005). The Public Policy Process, Harlow, UK; Pearson Education, 5th Edition.
22. Hogwood, B.W., and Gunn, L.A. (1984). Policy-analysis for the Real World, Oxford University.
23. Howlett, Michael, and Ramesh, M. (1995). Studying Public Policy: Policy Cycles and Policy Subsystems, OUP, Toronto.
24. John, Peter (2012). Analysing Public Policy, 2nd ed., Routledge, Taylor and Francis Group, London.
25. Jones, C.O. (1970). An Introduction to the Study of Public Policy, Belmont, Prentice-Hall, Kingdon,
26. John W. (2011). Agendas, Alternatives, and Public Policies, Updated 2nd Edition. Longman.
27. Lasswell, Harold (1971). A Preview of Policy Sciences, New York, Elsevier.
28. Lerner, D. and Lasswell, H.D. (eds.), (1951). The Policy Sciences, Stanford, Stanford University Press.
29. Lindblom, C.E., and Woodhouse, E.J. (1993). The Policy Making Process, 3rd ed., New Jersey, Prentice-Hall.
30. McCool, Daniel C. (ed.), (1995). Public Policy Theories, Models, and Concepts: An Anthology, NJ: Prentice-Hall.
31. Moran, Mitchel, and Goodin, Robert (2006). The Oxford Handbook of Public Policy, Oxford University Press, New York.

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32. Nachmias, David (1979). Public Policy Evaluation: Approaches and Methods, New York: St. Martin's Press.
33. Pal, Leslie A. (1992). Public Policy Analysis: An Introduction, 2nd ed., Toronto: Nelson.
34. Sabatier, P.A. (ed.) (1999). Theories of the Policy Process, Boulder, CO: Westview Press.
35. Shafritz, Jay M. (ed) (1998). International Encyclopedia of Public Policy and Administration, West view Press.
36. Shapiro, Ian, and Hacker-Cordon, Sonu Bedi (eds.) (2007). Democracy's Value. Cambridge University Press.
37. Stone, Deborah (2011). Policy Paradox: The Art of Political Decision Making, 3rd Edition. W.W. Norton & Company.
38. Wu, Xun et al. (2013). The Public Policy Primer, Routledge, London.

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CC- A 02: Governance I

Course ID:	Governance I
Semester I	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcome:

Remember and Understand: Students will define and describe the evolution of governance, critical approaches, and the idea of governmentality.

Apply and Analyze: Students will apply theoretical approaches to analyze real-world governance issues.

Evaluate: Students will evaluate the state's role, capacity, and development strategies.

Create: Students will design a reform proposal to enhance transparency and accountability in state governance.

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

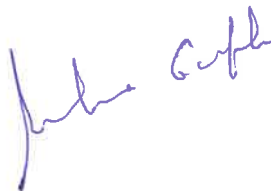
Unit I: The Concept of Governance

- a. The evolution of the concept of governance
- b. Critical approaches to governance
- c. The idea of governmentality

Unit II: Theoretical approaches to the study of governance

- a. Rational choice and collective choice
- b. New Institutionalism
- c. Governance networks

Unit III: The State



- a. State and society: Autonomy, Strength and Weakness
- b. Determinants of State Capacity
- c. State and Development: The developmental state, embedded autonomy, regime types and development, the state and inclusive development

Unit IV: Reforming the State

- a. New Public Management and its critique
- b. Transparency and accountability

Suggested readings

I. The Concept of Governance

1. Abrahamsen, R. (2000) *Disciplining Democracy: Development Discourse and Good Governance in Africa*. London: Zed Books (Chapters 1–3).
2. Chhotray, V. and Stoker, G. (2009) *Governance Theory and Practice: A Cross-Disciplinary Approach*. London: Palgrave Macmillan (Chapters 1–2).
3. Dean, M. (1999) *Governmentality: Power and Rule in Modern Society*. London: Sage Publications (Chapter 1).
4. Foucault, M. (1991) “Governmentality”. In Burchell, G., Gordon C. and Miller, P. (eds.) *The Foucault Effect: Studies in Governmentality*. London: Harvester Wheatsheaf.
5. Guhan, S. (1998) “World Bank on Governance: A Critique.” *Economic and Political Weekly*, 33(4), pp. 185–190.
6. Jayal, N.G. (1997) “The Governance Agenda: Making Democratic Development Dispensable.” *Economic and Political Weekly*, 32 (8), pp. 407–412.
7. Leftwich, A. (1994) “Governance, State and Politics of Development,” *Development and Change*, 25(2), pp. 363–86.
8. Williams, D. and Young, T. (1994) “Governance, the World Bank and Liberal Theory.” *Political Studies*, 42(1), pp. 84–100.

II. Theoretical Approaches to the Study of Governance

9. Doornbos, M. (2001) “Good Governance: The Rise and Decline of a Policy Metaphor?” *Journal of Development Studies*, 37(6), pp. 93–108.
10. Fischer, F. & Forrester, J. (eds.) (1993) *The Argumentative Turn in Policy Analysis and Planning*. Durham and London: Duke University Press.

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11. Hajer, M. & Wagenaar, H. (2002) *Deliberative Policy Analysis: Understanding Governance in the Network Society*. Cambridge: Cambridge University Press.
12. Special Issue on 'Governance' (1998). *International Social Science Journal*, 155, (March).
13. North, D.C. (1990) *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press.
14. Olson, M. (1965) *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge: Harvard University Press.
15. Pierre, J. and Peters, B.G. (2000) *Governance, Politics and the State*. London: Macmillan
16. Pierre, J. (ed.) (2000) *Debating Governance: Authority, Steering and Democracy*. Oxford: Oxford University Press.
17. Singh, A. (2005) "Indian Administrative Theory: Context and Epistemology." *Administrative Theory & Praxis*, 27(1), pp. 51–80.

III. The State Essential Readings

18. Corbridge, S. et al. (2005) *Seeing the State: Governance and Governmentality in India*. Cambridge: Cambridge University Press.
19. Evans, P. (1995) *Embedded Autonomy: States and Industrial Transformation*. Princeton: Princeton University Press. (Chapters 1 & 10).
20. Kohli, A. (2004) *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge: Cambridge University Press. (Introduction and Conclusion).
21. Leftwich, A. (1995) "Bringing politics back in: towards a model of the developmental state." *Journal of Development Studies*, 31(3), pp. 400–427.
22. Migdal, J. (1994) "Introduction." In Migdal, J., Kohli A. & Shue, V. (eds.) *State Power and Social Forces: Domination and Transformation in the Third World*. Cambridge: Cambridge University Press.
23. Przeworski, A. and Limongi, F. (1993) "Political Regimes and Economic Growth." *The Journal of Economic Perspectives*, 7(3), pp. 51–69.
24. Scott, J. (1998) *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press. (Introduction and Conclusion).
25. Skocpol, T. (1985) "Introduction." In Evans, P., Rueschemeyer, D. and Skocpol, T. (eds.) *Bringing the State Back In*. Cambridge: Cambridge University Press.

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IV. Additional Readings

26. Nordlinger, E. (1980) *On the Autonomy of the Democratic State*. Harvard: Harvard University Press.
27. Almond, G.A. (1988) "The Return to the State." *American Political Science Review*, 82(3), pp. 853–874.
28. Nordlinger, E., Lowi, T. and Fabbrini, S. (1988) "The return to the State: Critiques." *American Political Science Review*, 82(3), pp. 875–901.
29. Mitchell, T. (1991) "The Limits of the State: Beyond Statist Approaches and their Critics." *American Political Science Review*, 85(1), pp. 77–96.
30. Bendix, J. et al. (1992) "Going Beyond the State? Responses to Mitchell and Response to Critics by Mitchell." *American Political Science Review*, 86(4), pp. 1007–1021.

V. Reforming the State

31. Christensen, T. and Laegreid, P. (2001) *New Public Management: The Transformation of Ideas and Practice*. Aldershot: Ashgate.
32. Grindle, M. (ed.) (1997) *Getting Good Government: Capacity Building in the Public Sector in Developing Countries*. Cambridge: Harvard Institute for International Development/Harvard University Press.
33. Jenkins, R. & Goetz, A.M. (1999) "Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India." *Third World Quarterly*, 20(3), pp. 603–622.
34. Lane, J.E. (2000) *New Public Management: An Introduction*. London: Routledge.
35. B.G. (1996) *The Politics of Bureaucracy*. London: Routledge.
36. Singh, A. (2005) *Administrative Reforms: Towards Sustainable Practices*. New Delhi: Sage.
37. Stone D. (2002) *The Policy Paradox: The Art of Political Decision Making*. New York WW Norton & Co.
38. Turner, M. & Hulme, D. (1997) *Governance, Administration and Development: Making the State Work*. Basingstoke Macmillan

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CC- A 03: Perspectives on Public Administration

Course ID:	Perspectives on Public Administration
Semester I	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcome:

Remember and Understand: Students will define and explain key concepts and developments in Public Administration, including its principles and the New Public Administration movement.

Apply and Analyze: Students will apply various administrative theories to analyze organizational scenarios and assess their practical implications.

Evaluate: Students will evaluate leadership, motivation, and conflict-resolution theories to determine their impact on organizational management.

Create: Students will develop a comprehensive administrative management strategy incorporating principles from notable Indian administrative thinkers to address contemporary public administration issues.

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Understanding Public Administration as a Discipline

- a. Public Administration: Meaning , Scope, Significance and Evolution
- b. New Public Administration: Minnowbrook I, II, III
- c. Principles of Public Administration
- d. Theorizing Public Administration

Unit II: Administrative Theory

- a. Scientific Management: F.W. Taylor



- b. Bureaucracy: Max Weber
- c. Decision-making: Herbert Simon
- d. Humanist School: Elton Mayo
- e. Ecological Approach: F.W. Riggs

Unit III: Managing Organizations

- a. Leadership: Rensis Likert, Peter Druker
- b. Motivation: Abraham Maslow, Mc Gregor
- c. Conflict-Resolution: M P Follett
- d. Administrative Management : Luther Gullick, Henry Fayol

Unit IV: Indian Administrative Thinkers

- a. Kautilya: Saptang Sidhant
- b. M.K. Gandhi: Swaraj
- c. Dr. B.R. Ambedkar : Social Justice
- d. Devki Jain: Feminism

Suggested Readings

1. Avasthi, A., & Maheshwari, S. R. (1988). Public administration. Agra: Laxmi Narain Aggarwal.
2. Singh, H., & Sachdeva, P. (2005). Administrative theory. New Delhi: Kitab Mahal.
3. Sharma, M. P. & Sadana, B. L. (1988). Public administration in theory and practice. Allahabad: Kitab Mahal.
4. Straussman, J. D. (1985). Public administration. New York: Holt, Rinehart and Winston.
5. Bhattacharya, M. (1991). Public administration (2nd ed.). Calcutta: World Press.
6. Tyagi, A. R. (1992). Public administration – principles and practices (6th ed.). Delhi: Atma Ram & Sons.
7. Goel, S. L. (2003). Public administration: Theory and practice. New Delhi: Deep & Deep Publications.
8. Bhambhari, C. P. (1992-1993). Public administration – theory and practice. Meerut: Jaiparkash Nath Publishers.

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9. Sapru, R. K. (2006). *Administrative theories and management thought*. New Delhi: Prentice Hall of India.
10. Prasad, D. R., Prasad, V. S., & Satyanarayana, P. (Eds.). (1998). *Administrative thinkers*. New Delhi: Sterling Publishers.
11. Maheswari, S. R. (2000). *Administrative thinkers*. New Delhi: Macmillan.
12. Ali, S. (1998). *Eminent administrative thinkers*. New Delhi: Associated Publishing House.
13. Basu, R. (n.d.). *Public administration: Concepts and theories* (3rd rev. and enl. ed.). New Delhi: Sterling Publishers Private Ltd.
14. Henry, N. (2007). *Public administration and public affairs*. New Delhi: Prentice-Hall of India.
15. Goel, S. L. (2003). *Public administration: Theory and practice*. New Delhi: Deep and Deep.
16. Rosenbloom, D. H., Kravchuk, R. S., & Clerkin, R. M. (2019). *Public Administration: Understanding Management, Politics, and Law in the Public Sector* (9th ed.). McGraw-Hill Education.
17. Denhardt, J. V., & Denhardt, R. B. (2014). *The New Public Service: Serving, Not Steering* (4th ed.). Routledge.
18. Stillman II, R. J. (2016). *Public Administration: Concepts and Cases*. Cengage Learning.
19. Arora, Ramesh, K. (2011). *Recent Perspectives in Public Administration*. Aalekh Publishers.
20. Taylor, F. W. (1911). *The Principles of Scientific Management*. Harper & Brothers.
21. Weber, M. (1978). *Economy and Society: An Outline of Interpretive Sociology* (G. Roth & C. Wittich, Eds.). University of California Press.
22. Simon, H. A. (1997). *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization* (4th ed.). Free Press.
23. Mayo, E. (1949). *The Human Problems of an Industrial Civilization*. Routledge.
24. Riggs, F. W. (1997). *Administration in Developing Countries: The Theory of Prismatic Society*. Routledge.
25. Likert, R. (1961). *New Patterns of Management*. McGraw-Hill Education.
26. Drucker, P. F. (2006). *The Effective Executive*. HarperCollins.
27. Maslow, A. H. (1998). *Maslow on Management*. John Wiley & Sons.
28. McGregor, D. (1960). *The Human Side of Enterprise*. McGraw-Hill Education.

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29. Follett, M. P. (1998). *Dynamic Administration: The Collected Papers of Mary Parker Follett* (H. C. Metcalf & L. Urwick, Eds.). Routledge.
30. Kautilya. (2014). *Arthashastra* (L. N. Rangarajan, Trans.). Penguin Books.
31. Gandhi, M. (1958). *The Collected Works of Mahatma Gandhi* (Vol. 1-98). The Publications Division, Ministry of Information and Broadcasting, Government of India.
32. Ambedkar, B. R. (2002). *The Essential Writings of B. R. Ambedkar* (V. Rodrigues, Ed.). Oxford University Press.
33. Jain, D. (1988). *The Other Half of the Sky: Women's Struggles in India*. Penguin Books.

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CC-A04: Political philosophy

Course ID:	Political Philosophy
Semester I	Maximum Marks: 100
Credits: 4 (Hrs./week4)	Theory Examination: 70
Time: 3 hours	Internal Assessment: 30

Course Outcome:

Understanding: Explain key concepts in political philosophy and theories of power from Lukes, Althusser, and Foucault.

Comparing: Compare and contrast different conceptions of freedom in political theory.

Evaluating: Evaluate theories of equality and critically assess debates on equality, priority, and sufficiency.

Applying: Apply theories of justice to analyze contemporary issues and compare different perspectives on justice. Political Philosophy

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Introduction to Political Philosophy and Understanding Power

- a. What is Political Philosophy?
- b. Classical and Modern Political Philosophy
- c. Concept of Power (Steven Lukes)
- d. Class, Ideology and Power (Althusser)
- e. Power and the Subject: Foucault

Unit II: Debates on Freedom and Equality

- a. Liberal conception of Freedom
- b. Marxist conception of Freedom
- c. Liberal conception of Equality
- d. Egalitarianism

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Unit III: Debates on Rights

- a. Rights: Natural, Moral and Legal
- b. Rights and Obligations

Unit IV: Debates on Justice

- a. Evolution of the concept of Justice
- b. Rawls and Justice
- c. Communitarian vs Feminist Conceptions (Walzer, Sandel and Okin)

Suggested Readings

1. Althusser, L. (1977). Ideology and Ideological State Apparatuses (Notes Towards an Investigation). In L. Althusser, *Lenin and Philosophy and Other Essays* (pp. xx-xx). London: New Left Books.
2. Arneson, R. (1989). Equality and Equal Opportunity for Welfare. *Philosophical Studies*, 56(1), 77-93.
3. Berlin, I. (1969). Two Concepts of Liberty. In I. Berlin, *Four Essays on Liberty* (pp. 118-172). London: Oxford University Press.
4. Bhikhu Parekh. (1989). *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*. New Delhi: Sage.
5. Bhikhu Parekh. (1989). *Gandhi's Political Philosophy*. London: Macmillan Press.
6. Callann, E. (2004). Citizenship and Education. *Annual Review of Political Science*, 7, 71-90.
7. Cohen, G. A. (1989). On the Currency of Egalitarian Justice. *Ethics*, 99(4), 906-944.
8. Constant, B. (1988). The Liberty of the Ancients Compared with that of the Moderns. In B. Constant, *Political Writings* (pp. 308-328). Cambridge University Press.
9. Dworkin, R. (1977). *Taking Rights Seriously*. Harvard University Press.
10. Dworkin, R. (1981). What is Equality? Part I: Equality of Welfare; Part II: Equality of Resources. *Philosophy and Public Affairs*, 10.
11. Evans, P. (1996). Government Action, Social Capital and Development: Reviewing the Evidence on Synergy. *World Development*, 24(6), 1119-1132.
12. Frankfurt, H. (1987). Equality as a Moral Ideal. *Ethics*, 98(1), 21-43.
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16. Howell, J., & Pearce, J. (2001). *Civil Society and Development: A Critical Exploration*. Boulder: Lynne Rienner Publishers.
17. Hulme, D., & Edwards, M. (1996). Too Close for Comfort? The Impact of Official Aid on Nongovernmental Organizations. *World Development*, 24(6), 961-973.
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19. Jenkins, R. (2010). Non-governmental Organizations. In N. G. Jayal & P. B. Mehta (Eds.), *The Oxford Companion to Politics in India* (pp. xx-xx). Delhi: Oxford University Press.
20. Lukes, S. (1974). *Power: A Radical View*. London: Macmillan Press.
21. MacCallum, G. C. Jr. (1967). Negative and Positive Freedom. *Philosophical Review*, 76, 312-334.
22. Mckinnon, C. (2008). Introduction. In C. Mckinnon (Ed.), *Issues in Political Theory* (pp. xx-xx). New York: Oxford University Press.
23. Nelson, E. (2005). Liberty: One Concept Too Many? *Political Theory*, 33, 58-78.
24. Pantham, T. (1987). Habermas's Practical Discourse and Gandhi's Satyagraha. In B. Parekh & T. Pantham (Eds.), *Political Discourse: Explorations in Indian and Western Political Thought* (pp. 292-310). New Delhi: Sage.
25. Parfit, D. (2000). Equality or Priority? In M. Clayton & A. Williams (Eds.), *The Ideal of Equality* (pp. 81-126). London: Macmillan.
26. Parel, A. J. (Ed.). (2002). *Gandhi, Freedom and Self-Rule*. New Delhi: Vistaar Publications.
27. Pettit, P. (2007). Republican Freedom: Three Axioms, Four Theorems. In C. Laborde & J. Maynor (Eds.), *Republicanism and Political Theory* (pp. xx-xx). Oxford: Blackwell.
28. Raz, J. (1986). *The Morality of Freedom*. Oxford: Clarendon Press.
29. Rawls, J. (1971). *A Theory of Justice*. Harvard: Bellknap.

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30. Sandel, M. (1982). *Liberalism and the Limits of Justice*. Cambridge: Cambridge University Press.
31. Sen, A. (2000). *Development as Freedom*. Delhi: Oxford University Press.
32. Skinner, Q. (2002). A Third Concept of Liberty. *Proceedings of the British Academy*, 117, 237-268.
33. Steiner, H. (1994). *An Essay on Rights*. Oxford: Blackwell.
34. Taylor, C. (1979). What's Wrong with Negative Liberty. In A. Ryan (Ed.), *The Idea of Freedom* (pp. xx-xx). Oxford: Oxford University Press.
35. Taylor, C., et al. (1994). *Multiculturalism: Examining The Politics of Recognition*. Princeton: Princeton University Press.
36. Walzer, M. (1983). *Spheres of Justice*. New York: Basic Books

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DSE-01: Local Self Governance

Course ID:	Local Self Governance
Semester I	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination: 50
Time:2 hrs	Internal Assessment: 25

Course Outcome:

Understand: Students will understand Local Self Governance and the reasons for decentralization.

Analyze: Students will analyze the evolution and provisions of Panchayati Raj.

Evaluate: Students will evaluate the 74th Amendment and civil society's role in urban governance.

Critical Examine: Students will critically examine challenges in rural and urban governance.

Note:

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).‘
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit 1: Introduction

- a. What is Local Self Governance
- b. Nature and significance
- c. Why decentralization
- d. Political and economic argument

Unit 2: Rural Governance

- a. The evolution of Panchayati Raj institutions in India
- b. 73rd Amendment and provisions for Panchayati Raj
- c. Critical evaluation

Unit 3: Urban Governance

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- a. 74th Amendment and provisions for urban governance
- b. Urban governance: participation of civil society organisations
- c. Challenges and critical evaluation

Suggested Readings:

Books:

1. **Ghosh, S. (2020).** *Decentralization and Local Governance in India*. Oxford University Press.
2. **Rao, P. (2019).** *Understanding Local Self Governance*. Sage Publications.
3. **Kumar, B. (2022).** *Panchayati Raj Institutions and Rural Development*. Routledge.
4. **Singh, A. (2021).** *The 73rd Amendment: Impact and Implications*. Cambridge University Press.
5. **Desai, N. (2023).** *Urban Governance in India: Challenges and Opportunities*. Springer.
6. **Joshi, M. (2021).** *The 74th Amendment and Urban Governance*. Routledge.

Articles:

1. **Sharma, R., & Sinha, M. (2021).** The role of decentralization in enhancing democratic governance. *Journal of Political Science*, 12(3), 45-60. <https://doi.org/10.1080/12345678>
2. **Patel, V., & Mehta, R. (2020).** The effectiveness of Panchayati Raj Institutions post-73rd Amendment. *Indian Journal of Public Administration*, 66(2), 233-249. <https://doi.org/10.1177/0019556120908292>
3. **Roy, A., & Sharma, S. (2022).** Civil society participation in urban governance: A critical review. *Urban Studies*, 59(4), 678-694. <https://doi.org/10.1177/00420980221076452>

John Guphi

Semester II

CC-A 05: Understanding to Public Policy II

Course ID:	Understanding to Public Policy II
Semester II	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcome:

Identify the evolution of India's public policy from 1947 to the present.

Describe the federal structure of India and the dynamics of Centre-State relations.

Explain the roles of governmental and non-governmental institutions in the policy process.

Discuss the impact of international organisations on India's public policy.

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Evolution of public policy in India

- Challenges of state and nation building after independence
- Model of development from 1947 to 1990
- Model of development post 1990
- Decentralisation- 73rd and 74th Amendment Acts
- Recent development models- Inclusive Development, Sustainable Development and Information and Communication Technology (ICT) led development

Unit II: Public policy and the federal structure in India

- Examining the federal structure of India
- Changing dynamics of Centre -States relations
- Intergovernmental agencies- Inter- state council, National Integration Council and GST Council

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Unit II: Public policy processes in India

- Governmental institutions involved in policy process in India
- Non-governmental institutions involved in policy process in India

Unit IV:

- Impact of International Organisations on Public Policy Process In India
- Evolution of Policy Studies in India

Suggested Readings

1. Abonyi, G., & Van Slyke, D. M. (2010). Governing on the edges: Globalization of production and the challenge to public administration in the 21st century. *Public Administration Review*, 70(S1), 33-45.
2. Anderson, J. E. (2006). *Public policy-making: An introduction*. Boston: Houghton.
3. Krueger, A. O. (Ed.). (2002). *Economic policy reforms and the Indian economy*. Chicago: University of Chicago Press.
4. Ashford, D. (Ed.). (1992). *History and context in comparative public policy*. Ithaca, NY: University of Pittsburgh Press.
5. Bardhan, P. (2008). *The political economy of development in India*. New Delhi: Oxford University Press.
6. Barker, A., & Peters, B. G. (Eds.). (1993). *The politics of expert advice: Creating, using, and manipulating scientific knowledge for public policy*. Ithaca, NY: University of Pittsburgh Press.
7. Barzelay, M. (1992). *Breaking through bureaucracy: A new vision for managing in government*. Berkeley, CA: University of California Press.
8. Bergerson, P. J. (Ed.). (1991). *Teaching public policy: Theory, research, and practice*. Westport, RI: Greenwood Press.
9. Mohapatra, B. C. (2013). *Reservation policy in India*. New Delhi: Neha Publishers & Distributors.
10. Birkland, T. A. (2005). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Armonk, NY: M.E. Sharpe.
11. Boulding, C., & Wampler, B. (2010). Voice, votes, and resources: Evaluating the effect of participatory democracy on well-being. *World Development*, 38(1), 125-135.

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12. Bowler, S., & Donovan, T. (2002). Democracy, institutions and attitudes about citizen influence on government. *British Journal of Political Science*, 32(2), 371-390.
13. Dev, M. (2008). *Inclusive growth in India*. Oxford Collected Essays.
14. Diamond, L. J. (1999). *Developing democracy: Toward consolidation*. Baltimore, MD: Johns Hopkins University Press.
15. Dye, T. (2008). *Understanding public policy*. Singapore: Pearson Education.
16. Farazmand, A. (2009). Building administrative capacity for the age of rapid globalization: A modest prescription for the twenty-first century. *Public Administration Review*, 69(6), 1007-1020.
17. Ferguson, Y. H., & Mansbach, R. W. (2012). *Globalisation: The return of borders to a borderless world?* London and New York: Routledge.
18. Fischer, F. (1995). *Evaluating public policy*. Chicago: Nelson Hall.
19. Frankel, F. R. (2005). *India's political economy, 1947-2004*. New Delhi: Oxford University Press.
20. Fung, A., & Wright, E. O. (Eds.). (2003). *Deepening democracy: Institutional innovations in empowered participatory governance*. London: Verso Books.
21. Ganapathy, R. S., Ganesh, S. R., Maru, R. M., Paul, S., & Rao, R. M. (Eds.). (1985). *Public policy and policy analysis in India*. New Delhi: McGraw Hill.
22. Grindle, M. (2007). *Going local: Decentralization, participation, and the promise of good governance*. Princeton, NJ: Princeton University Press.
23. Heller, P. (2000). Degrees of democracy: Some comparative lessons from India. *World Politics*, 52(4), 484-519.
24. Isaac, T. M. T., & Heller, P. (2003). Democracy and development: Decentralized planning in Kerala. In A. Fung & E. O. Wright (Eds.), *Deepening democracy*. London: Verso Books.
25. John, P. (2012). *Analysing public policy* (2nd ed.). London: Routledge.
26. Andreasson, K. J. (2011). *Cybersecurity: Public sector threats and responses*. Boca Raton, FL: CRC Press, Taylor and Francis Group.
27. Koppell, J. (2010). Administration without borders. *Public Administration Review*, 70(s10), 46-55.
28. Lerner, D., & Lasswell, H. D. (Eds.). (1951). *The policy sciences*. Stanford, CA: Stanford University Press.

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29. Letnes, B. (2007). Transnational corporations, development, and underdevelopment. In A. Farazmand & J. Pinkowski (Eds.), *The handbook of globalization, governance, and public administration* (pp. 747-756). Boca Raton, FL: CRC Press.
30. Lindblom, C. E., & Woodhouse, E. J. (1993). *The policy making process* (3rd ed.). New Jersey: Prentice Hall.
31. McCool, D. C. (Ed.). (1995). *Public policy theories, models, and concepts: An anthology*. NJ: Prentice Hall.
32. Mansuri, G., & Rao, V. (2013). *Localizing development: Does participation work?* Washington, DC: The World Bank.
33. Mathur, K., & Bjorkman, J. W. (2009). *Policy making in India: Who speaks? Who listens?* New Delhi: Har-Anand Publications.
34. Howlett, M., & Ramesh, M. (2003). *Studying public policy*. Ontario: Oxford University Press.
35. Moran, M., & Goodin, R. (2006). *The Oxford handbook of public policy*. New York: Oxford University Press.
36. Nachmias, D. (1979). *Public policy evaluation: Approaches and methods*. New York: St. Martin's Press.
37. Pateman, C. (1970). *Participation and democratic theory*. Cambridge: Cambridge University Press.
38. Sabatier, P. A. (1999). *Theories of policy process*. Boulder, CO: Westview Press.
39. Sen, S. (2007). *Popular sovereignty and democratic transformations: The constitution of India*. New Delhi: Oxford University Press.
40. Sinha, A. (2004). The changing political economy of federalism in India: A historical institutional approach. *India Review*, 3(1), 25-63.
41. Stone, D. (2008). Global public policy, transnational policy communities, and their networks. *Policy Studies Journal*, 36(1), 19-35.
42. Travers, M. (2007). *The new bureaucracy, quality assurance and its critics*. Bristol: University of Bristol.
43. Welch, E., & Wong, W. (1998). Public administration in a global context: Bridging the gaps of theory and practice between Western and non-Western nations. *Public Administration Review*, 58(1), 40-49.
44. Wu, X., et al. (2013). *The public policy primer*. London: Routledge.

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45. Karake-Shalhoub, Z., & Al Qasimi, L. (2010). *Cyber law and cyber security in developing and emerging economies*. Cheltenham, UK: Edward Elgar Publishing House.

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CC-A06: Governance II

Course ID:	Governance II
Semester II	Maximum Marks: 100
Credits: 4 (Hrs./week4)	Theory Examination: 70
Time: 3 hours	Internal Assessment: 30

Course Outcome:

Understand Students will demonstrate understanding by explaining key concepts such as civil society's historical evolution and the roles of NGOs and social movements.

Evaluate This level involves assessing the impact of civil society organizations on development and society, allowing students to critically analyze their effectiveness and shortcomings.

Analyze Here, students will delve deeper into neoliberal policies, examining their implications on state power and market dynamics, thereby fostering critical thinking and analytical skills.

Create This level challenges students to propose novel strategies for market regulation, integrating their understanding of global economic trends and the role of states in governance.

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: State and Civil Society

- Civil Society- conceptual history and issues
- Civil Society Organizations- Non-governmental Organizations, Social movements
- Civil Society and Development- State-Society Synergy, social capital

Unit II: State and Markets

- The 'Retreat of the State' and emergence of neoliberal markets
- Limits of state power and politics of production and trade
- Internationalisation of production and spatial mobility of capital
- Regulating markets



Unit III: Multi-level Governance

- Multilevel Governance: Context, institutional set up in India
- Local governance and decentralisation in India

Unit IV: Multi-level Governance II

- Globalisation and global governance
- Global civil society and global social movements

Suggested Readings

Unit I: State and Civil Society

1. Jenkins, R. (2001). Mistaking 'governance' for 'politics': Foreign aid, democracy, and the construction of civil society. In S. Khilnani & S. Kaviraj (Eds.), *Civil society: History and possibilities* (pp. 250-268). Cambridge: Cambridge University Press.
2. Jenkins, R. (2010). Non-governmental organizations. In N. G. Jayal & P. B. Mehta (Eds.), *The Oxford companion to politics in India* (pp. 401-418). Delhi: Oxford University Press.
3. Howell, J., & Pearce, J. (2001). *Civil society and development: A critical exploration*. Boulder, CO: Lynne Rienner Publishers.
4. Hulme, D., & Edwards, M. (1996). Too close for comfort? The impact of official aid on nongovernmental organizations. *World Development*, 24(6), 961-973.
5. Ostrom, E. (1996). Crossing the great divide: Coproduction, synergy, and development. *World Development*, 24(6), 1073-1087.
6. Evans, P. (1996). Government action, social capital and development: Reviewing the evidence on synergy. *World Development*, 24(6), 1119-1132.

Unit II: States and Markets

7. Evans, P. (1998). Transferable lessons? Re-examining the institutional prerequisites of East Asian economic policies. *Journal of Development Studies*, 34(6), 66-86.
8. Strange, S. (1988). *States and markets*. London: Blackwell.
9. Strange, S. (1996). *The retreat of the state: The diffusion of power in the world economy* (pp. 3-90). Cambridge: Cambridge University Press.
10. Strange, S. (1998). *Mad money: When markets outgrow governments*. Ann Arbor, MI: University of Michigan Press.
11. Watson, M. (1999). Rethinking capital mobility, re-regulating financial markets. *New Political Economy*, 4(1), 55-75.

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12. Helleiner, E. (2010). A Bretton Woods moment? The 2007–2008 crisis and the future of global finance. *International Affairs*, 86(3), 619–636.

13. Kohli, A., Moon, C., & Sorensen, G. (Eds.). (2004). *States, markets and just growth: Development in the twenty-first century*. Tokyo/New Delhi: United Nations University Press/Rawat.

Unit III: Multi-level Governance

14. Bache, I., & Flinders, M. (2004). *Multilevel governance*. Oxford: Oxford University Press.

15. Hooghe, L., & Marks, G. (2003). Unravelling the central state, but how? Types of multi-level governance. *American Political Science Review*, 97(2), 233–243.

16. Hooghe, L., & Marks, G. (2001). Types of multi-level governance. *European Integration Online Papers (EIoP)*, 5(11), October. Available from: <http://ssrn.com/abstract=302786> or <http://dx.doi.org/10.2139/ssrn.302786>.

17. Papadopoulos, Y. (2007). Problems of democratic accountability in network and multilevel governance. *European Law Journal*, 13(4), 469–486.

18. Whitman, J. (2005). *The limits of global governance*. Abingdon, Oxon: Routledge.

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CC-A07: Public Institutions in India

Course ID:	Public Institutions in India
Semester II	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcome:

Remember and Understand: Students will define and describe public institutions, their functions, and the federal structure in India, including central, state, and district institutions.

Apply and Analyze: Students will apply knowledge of constitutional authorities to analyze their roles and impacts on governance.

Evaluate: Students will evaluate the effectiveness of non-constitutional and regulatory authorities in fulfilling their mandates.

Create: Students will design proposals to improve the functionality and effectiveness of a selected public institution or authority.

Note:

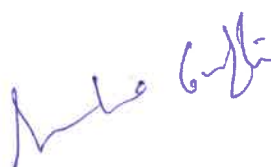
1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Public Institutions in India

- Public Institution: Meaning and Importance, Functions and Types of Public Institutions.
- Federalism in India.
- Central Public Institutions: Parliament, Executive, Judiciary – structures, functions, and work processes.
- State and District Institutions: State Legislature, Secretariat and Directorate,

Unit II: Constitutional Authorities

- Union Public Service Commission,



- Election Commission of India,
- Finance Commission,
- National Commission for Schedule Caste, Schedule Tribes & Backward Classes,
- Comptroller and Auditor General of India,
- Attorney General of India,
- Railways
- University Grants Commission.

Unit III: Non-Constitutional Authorities

- NITI Aayog
- National Human Rights Commission
- Central Information Commission
- Central Vigilance Commission
- Central Bureau of Investigation
- National Investigation Agency
- Lok Pal and Lok Ayuktas

Unit IV: Regulatory Authorities

- TRAI
- Reserve Bank of India
- NABARD
- National Green Tribunal
- BIS (Bureau of Indian Standard)

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Suggested Readings:

1. Kapur, D., Mehta, P. B., & Vaishnav, M. (2017). Rethinking public institutions in India. Oxford University Press.
2. Kapur, D., & Mehta, P. B. (2007). Public institutions in India: Performance and design. Oxford University Press.
3. Basu, D. D. (2022). Introduction to the constitution of India (26th ed.). Educational Publishers.

4. Rai, V. (2019). Rethinking good governance: Holding to account India's public institutions. Rupa Publications.
5. Arora, R. K., & Goyal, R. (2002). Indian public administration. Vishwa Prakashan.
6. Avasthi, A., & Avasthi, S. (2020). Indian administration. Lakshmi Narain Aggarwal.
7. Maheshwari, S. R. (2004). Indian administration. Orient Longman.
8. Kataria, S. (2009). Indian public administration. National Publishing House.
9. Bajoria, R. (2018). The story of the Reserve Bank of India. Rupa Publications.
10. Arora, R. K., & Goyal, R. (1997). Indian public administration. Vishwa Parkashan.
11. Austin, G. (2009). Indian constitution. Oxford University Press.
12. Sharma, M. P., & Sadana, B. L. (2010). Public administration in theory and practice. Kitab Mahal.
13. Arora, B., Kailash, K. K., Saxena, R., & Suan, H. K. K. (2013). Indian federalism. In K. C. Suri & A. Vanaik (Eds.), Indian democracy: ICSSR research surveys and explorations in political science (Vol. 2). Oxford University Press.
14. Saez, L. (2002). Federalism without a centre: The impact of political and economic reforms on India's federal system. Sage Publications.
15. Singh, M. P., & Saxena, R. (2015). Federalizing India in the age of globalization. Primus Books.
16. Mukherji, N., & Arora, B. (Eds.). (1992). Federalism in India: Origins and development. Vikas Publishing House.
17. Swenden, W., & Saxena, R. (2017). Rethinking central planning: A federal critique of the Planning Commission. India Review, 16(1), 42-65.
18. Dhavan, R., & Saxena, R. (2006). Republic of India. In K. Le Roy & C. Saunders (Eds.), A global dialogue on federalism: Legislative, executive, and judicial governance in federal countries (Vol. 3). McGill-Queen's University Press.
19. Dua, B. D., & Singh, M. P. (Eds.). (2003). Federalism in the new millennium. Manohar.
20. Arora, B., & Verney, D. (Eds.). (1995). Multiple identities in a single state: Indian federalism in a comparative perspective. Konark Publishers.
21. Mahajan, G. (2005). Indian exceptionalism or Indian model: Negotiating cultural diversity and minority rights in a democratic nation-state. In W. Kymlicka & B. He (Eds.), Multiculturalism in Asia (pp. 288-313). Oxford University Press.
22. Saxena, R. (2013). Intergovernmental relations in India. In M. Sabharwal & E.

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- M. Berman (Eds.), *Public administration in South Asia: India, Bangladesh, and Pakistan*. CRC Press.
23. Tillin, L. (n.d.). Asymmetrical federalism. In S. Choudhary (Ed.), *Federalism and comparative politics*.
24. Khosla, M., & Mehta, P. B. (Eds.). (2016). *The Oxford handbook of the Indian constitution*. Oxford University Press.
25. Saxena, R. (2018). Asymmetrical federalism in India: Promoting secession or accommodating diversity? In A. Gagnon & M. Burgess (Eds.), *Revisiting unity and diversity in federal countries: Changing concepts, reform proposals and new institutional realities*. Brill Nijhoff.
26. Dua, B. D., Singh, M. P., & Saxena, R. (Eds.). (2006). *Indian judiciary and politics: The changing landscape*. Manohar.
27. Srikrishna, B. N. (2016). Judicial independence. In S. Choudhary, M. Khosla, & P. B. Mehta (Eds.), *The Oxford handbook of the Indian constitution*. Oxford University Press.
28. Dhavan, R. (2006). Governance by judiciary: Into the next millennium. In B. D. Dua, M. P. Singh, & R. Saxena (Eds.), *Indian judiciary and politics: The changing landscape*. Manohar.
29. Shankar, S. (2010). India's judiciary: Imperium in imperio? In P. Brass (Ed.), *Routledge handbook of South Asian politics*. Routledge.
30. Baxi, U. (1980). *The Supreme Court in Indian politics*. Eastern Book Company.
31. Dua, B. D. (2006). India: A study in executive-judicial relations revisited. In B. D. Dua, M. P. Singh, & R. Saxena (Eds.), *Indian judiciary and politics: The changing landscape*. Manohar.
32. Manor, J. (Ed.). (1994). *Nehru to the nineties: The changing office of prime minister in India*. Viking.
33. Singh, M. P., & Saxena, R. (2011). Union executive: A cabinet or a cabal? In *Indian politics: Constitutional foundations and institutional functioning*. PHI.
34. Panandiker, V. A. P., & Mehra, A. K. (1996). *The Indian cabinet: A study in governance*. Konark Publishers.
35. Shankar, B. L., & Rodrigues, V. (2014). *The Indian Parliament: A democracy at work*. Oxford University Press.
36. Jayal, N. G. (2006). *Representing India: Ethnic diversity and governance of public institutions*. Palgrave Macmillan.

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37. Pai, S., & Kumar, A. (2014). The Indian Parliament: A critical appraisal. Orient Blackswan.
38. Morris-Jones, W. H. (1957). Parliament in India. University of Pennsylvania Press.
39. Austin, G. (2000). The Supreme Court and the struggle for custody of the constitution. In B. N. Kirpal et al. (Eds.), Supreme but not infallible: Essays in honour of the Supreme Court of India. Oxford University Press.
40. Mehta, P. B. (2007). India's unlikely democracy: The rise of judicial sovereignty. The Journal of Democracy, 18(2), 56-70.
41. Ramachandran, R. (2000). The Supreme Court and the basic structure doctrine. In B. N. Kirpal et al. (Eds.), Supreme but not infallible: Essays in honour of the Supreme Court of India (pp. 105-133). Oxford University Press.
42. Krishnaswamy, S. (2008). Democracy and constitutionalism in India: A study of the basic structure doctrine. Oxford University Press.
43. Thiruvengadam, A. K. (2018). The constitution of India: A contextual analysis. Bloomsbury.
44. Hasan, Z. (Ed.). (2004). Parties and party politics in India (2nd ed.). Oxford University Press.
45. Dua, B. D., Singh, M. P., & Saxena, R. (Eds.). (2014). Indian Parliament: The changing landscape. Manohar.
46. Debroy, B., & Hazra, A. K. (2007). Judicial reforms in India: Issues and aspects. Academic Foundation.
47. Wadhwa, D. C. (2008). Endangered constitutionalism: Documents of a Supreme Court case. Gokhale Institute of Politics and Economics.

Suggested Websites

<https://www.upsc.gov.in/https://eci.gov.in/>
<https://fincomindia.nic.in/http://ncsc.nic.in/http://ncst.nic.in/>
[,http://www.ncbc.nic.in/Home.aspx?ReturnUrl=%2fhttps://cag.gov.in/en/page-cag-of-india](http://www.ncbc.nic.in/Home.aspx?ReturnUrl=%2fhttps://cag.gov.in/en/page-cag-of-india)
<https://www.niti.gov.in/https://nhrc.nic.in/>
<https://cic.gov.in/>
<https://www.cvc.gov.in/https://cbi.gov.in/https://www.nia.gov.in/https://www.rbi.org.in/>
<https://www.ugc.ac.inhttps://parliamentofindia.nic.in/>
<https://www.india.gov.in/>

Suggested E-Learning: e-PGPathshala, e- gyankosh, Consortium for Educational Communication

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CC- A 08: Public Administration: Recent Developments

Course ID:	Public Administration: Recent Developments
Semester II	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcome:

Understand and Apply: Students will apply their understanding of bureaucratic accountability, market-based approaches, and civic engagement to real-world administrative scenarios.

Analyze: Students will analyze the impact of organizational changes like learning organizations, network organizations, business process re-engineering, and performance management systems.

Evaluate: Students will evaluate the effects of digitization on public administration, including e-government, e-participation, cyber security, and social media.

Create: Students will design a pandemic governance strategy and explore the use of artificial intelligence in managing pandemics, based on comparative case studies.

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Enhancing Public Administration

- Bureaucratic Accountability
- Use of market based approach in administration
- Civic Engagement



Unit II: Changes in Organisations

- Learning organisations
- Network organisations
- Business Process Re-engineering

- Performance Management System
- Data management

Unit III: Digitization and public administration

- E- government
- E- participation
- Cyber Security
- Impact of social media

Unit IV: Pandemic Governance & Artificial Intelligence

- What is Pandemic Governance?
- Comparative analysis of selected states of India,
- Case Study of the United States of America, China,
- What is AI? AI in Government: Application and Challenges.

Suggested Readings

Unit I: Enhancing Public Administration

1. Bureaucratic Accountability

- Sharma, M. P., & Sadana, B. L. (1988). *Public administration in theory and practice*. Allahabad: Kitab Mahal.
- Goel, S. L. (2003). *Public administration: Theory and practice*. New Delhi: Deep and Deep Publications.

Use of Market-Based Approach in Administration

- Bhattacharya, M. (1991). *Public administration: Structure, process, and behavior* (2nd ed.). Calcutta: World Press.
- Basu, R. (2004). *Public administration: Concepts and theories* (4th ed.). New Delhi: Sterling Publishers.

Civic Engagement

- Jain, R. B. (2001). *Public administration in India: 21st century challenges for good governance*. New Delhi: Deep and Deep Publications.

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Unit II: Changes in Organisations

1. Learning Organisations

- Maheshwari, S. R. (2000). *Administrative thinkers*. New Delhi: Macmillan.
- Senge, P. M. (1990). *The fifth discipline: The art & practice of the learning organization*. New York: Currency Doubleday

2. Network Organisations

- Prasad, D. R., Prasad, V. S., & Satyanarayana, P. (Eds.). (1998). *Administrative thinkers*. New Delhi: Sterling Publishers.
- Powell, W. W. (1990). Neither market nor hierarchy: Network forms of organization. *Research in Organizational Behavior*, 12, 295-336.

3. Business Process Re-engineering

- Avasthi, A., & Maheshwari, S. R. (1988). *Public administration*. Agra: Laxmi Narain Aggarwal.
- Hammer, M., & Champy, J. (1993). *Reengineering the corporation: A manifesto for business revolution*. New York: Harper Business.

4. Performance Management System

- Ali, S. (1998). *Eminent administrative thinkers*. New Delhi: Associated Publishing House.
- Armstrong, M., & Baron, A. (2005). *Managing performance: Performance management in action*. London: CIPD Publishing.

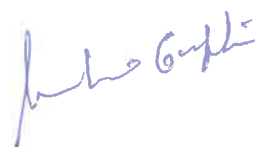
5. Data Management

- Sharma, M. P., & Sadana, B. L. (1988). *Public administration in theory and practice*. Allahabad: Kitab Mahal.
- Laudon, K. C., & Laudon, J. P. (2016). *Management information systems: Managing the digital firm* (14th ed.). Upper Saddle River, NJ: Pearson.

Unit III: Digitization and Public Administration

1. E-Government

- Singh, S. N. (2010). *E-Governance: Issues and challenges*. New Delhi: Concept Publishing Company.
- Heeks, R. (2006). *Implementing and managing eGovernment: An international text*. Thousand Oaks, CA: Sage Publications.



2. E-Participation

- Goel, S. L. (2003). *Public administration: Theory and practice*. New Delhi: Deep and Deep Publications.
- Macintosh, A., & Whyte, A. (Eds.). (2010). *E-participation in Southern Europe and the Balkans: Issues of democracy and participation via electronic media*. Hershey, PA: IGI Global.

3. Cyber Security

- Gupta, P. K., & Sharman, R. (2013). *Information security and cyber laws*. New Delhi: Excel Books.
- NIST Special Publication 800-53. (2020). *Security and privacy controls for information systems and organizations*. Gaithersburg, MD: National Institute of Standards and Technology.

4. Impact of Social Media

- Basu, R. (2004). *Public administration: Concepts and theories* (4th ed.). New Delhi: Sterling Publishers.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59-68.

Unit IV: Pandemic Governance & Artificial Intelligence

1. What is Pandemic Governance?

- Mishra, R. (2020). *Governance in pandemic times: Reflections on the Indian scenario*. New Delhi: Academic Foundation.
- World Health Organization. (2017). *Pandemic influenza risk management: A WHO guide to inform and harmonize national and international pandemic preparedness and response*. Geneva: World Health Organization.
- Thakur, D. (2021). *COVID-19 pandemic and governance in India: Public health, public policy, and pandemic politics*. London: Routledge.

2. Comparative Analysis of Selected States of India

- Basu, R. (2004). *Public administration: Concepts and theories* (4th ed.). New Delhi: Sterling Publishers.
- Kumar, R. (2020). *COVID-19 Pandemic and Governance: A comparative study of India with other countries*. New Delhi: Springer.

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3. Case Study of the United States of America, China

- Bhatnagar, S. C. (2004). *E-government: From vision to implementation – A practical guide with case studies*. New Delhi: Sage Publications.
- Lee, E. (2021). *COVID-19 Pandemic and Government Responses: A comparative study of the US and China*. New York: Routledge.

4. What is AI? AI in Government: Application and Challenges

- Dey, B. (2018). *Artificial intelligence and its impact on public administration*. New Delhi: Prentice-Hall of India
- Chui, M., Manyika, J., & Miremadi, M. (2016). Where machines could replace humans—and where they can't (yet). *McKinsey Quarterly*, 4, 1-13.

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DSE-02: Human Resource Management

Course ID:	Human Resource Management
Semester II	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination: 50
Time: 2 hrs	Internal Assessment: 25

Course Outcome:

Understand: Student will understand HRM's strategic role in organizations.

Apply: Student will apply recruitment, training, and compensation techniques.

Analyze: Student will analyze performance management and labor laws.

Evaluate: Student will evaluate the impact of technology on HRM practices.

Note:

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit 1: Introduction of Human Resource Management

1. Overview of HRM Strategic
2. Human Resource Management
3. Role of HRM in organisations

Unit 2: Understand Process I

1. Recruitment and Selection
2. Training and Development
3. Compensation and benefits

Unit 3: Understand Process II

1. Performance Management

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2. Employee relations and Labour laws
3. Technological advancements in HRM

Suggested Readings:

1. Aguinis, H. (2019). *Performance Management* (4th ed.). Pearson Education.
2. Armstrong, M. (2020). *Armstrong's Handbook of Human Resource Management Practice* (15th ed.). Kogan Page.
3. Armstrong, M., & Baron, A. (2005). *Managing Performance: Performance Management in Action*. CIPD Publishing.
4. Blanchard, P. N., & Thacker, J. W. (2019). *Effective Training: Systems, Strategies, and Practices* (6th ed.). Pearson Education.
5. Boxall, P., & Purcell, J. (2016). *Strategy and Human Resource Management* (4th ed.). Palgrave Macmillan.
6. Breugh, J. A. (2008). Employee recruitment: Current knowledge and important areas for future research. *Human Resource Management Review*, 18(3), 103-118.
7. Budd, J. W. (2017). *Labor Relations: Striking a Balance* (5th ed.). McGraw-Hill Education.
8. Cascio, W. F. (2015). *Managing Human Resources: Productivity, Quality of Work Life, Profits* (10th ed.). McGraw-Hill Education.
9. Dessler, G. (2020). *Human Resource Management* (16th ed.). Pearson Education.
10. Gatewood, R. D., Feild, H. S., & Barrick, M. (2015). *Human Resource Selection* (8th ed.). Cengage Learning.
11. Kaufman, B. E. (2020). *Theoretical Perspectives on Work and the Employment Relationship*. Industrial Relations Research Association.
12. Martocchio, J. J. (2019). *Strategic Compensation: A Human Resource Management Approach* (10th ed.). Pearson Education.
13. Milkovich, G. T., Newman, J. M., & Gerhart, B. (2017). *Compensation* (12th ed.). McGraw-Hill Education.
14. Noe, R. A. (2017). *Employee Training and Development* (7th ed.). McGraw-Hill Education.
15. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2019). *Fundamentals of Human Resource Management* (8th ed.). McGraw-Hill Education.
16. Parry, E., & Tyson, S. (2018). *Technology, Organizations, and Work: Workplace Change and the Digital Frontier*. Routledge.

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17. Schuler, R. S., & Jackson, S. E. (2008). *Strategic Human Resource Management* (2nd ed.). Wiley-Blackwell.

18. Stone, D. L., & Dulebohn, J. H. (2013). Emerging issues in theory and research on electronic human resource management (eHRM). *Human Resource Management Review*, 23(1), 1-5.

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Semester III

CC-A09: Politics of Sustainable Development

Course ID:	Politics of Sustainable Development
Semester III	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcomes

Understand: Students will understand the context and critiques of sustainable development.

Evaluate: Students will evaluate the impact of environmental movements and green business practices..

Apply: Students will apply political ecology concepts to analyze resource control and environmental issues.

Analyze: Students will analyze and propose solutions for global environmental policies and climate change negotiation

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Environmental Critique of Development

- a. Context of Sustainable Development
- b. Critiques of Sustainable Development
- c. Environmental Sustainability: North and South

Unit II: Environmental Movements

- a. Social Movements and their Transnationalization
- b. International Dams Campaign, with a focus on the *Narmada Bachao Andolan*
- c. Transnational Networks: The Case of the Multilateral Development Bank Campaign

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- d. The “Greening of Business”
- e. The Next Bottom Line? Arguments for Green Business
 - Case: The Monsanto Company and GMOs
 - Critics of Green Business

Unit III: Political Ecology

- a. Political Ecology Defined and Debated: Access to and Control over Resources
- b. Case: Water Politics in India

Unit IV: Environmentalism in Global Governance

- a. Formal International Negotiations: Climate Change
- b. International treaties on Environment
- c. The World Summit on Sustainable Development and Beyond

Suggested readings

1. Bryant, R.L. and Bailey, S. (1997) Third World Political Ecology. London: Routledge. Carney, J. (1996) Converting the Wetlands, Engendering the Environment: The Intersection of Gender with Agrarian Change in the Gambia. In: Peet, R. and Watts, M. (eds.) Liberation Ecologies: Environment, Development, Social Movements. London: Routledge.
2. Dobson, A. and Lacardie, P. (eds.) (1993) The Politics of Nature: Explorations in Green Political Theory. London: Routledge.
3. Dubash, N.K. (2001) “Overheard at a bar at the Earth Summit.” In Beedles, B. and Petracca, M. (eds.) Academic Communities/Disciplinary Conventions. New Jersey: Prentice Hall.
4. Goldman, M. (ed.) (1998) Privatizing Nature: Political Struggles for the Global Commons. New Brunswick, NJ: Rutgers University Press.
5. Grubb, M., Koch, M., Munson, A., Sullivan, F. and Thompson, K. (1993) The Earth Summit Agreements: A Guide and Assessment. London: Royal Institute of International Affairs and Earthscan Publications Ltd., pp. 13–34.
6. Guha, R. (2000) Environmentalism: A Global History. New York: Longman. [chapter 5 and 6, pp. 69–124]
7. Iyer, R.R. (2003) Water: Perspectives, Issues, Concerns. New Delhi: Sage.

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9. Lele, S.M. (1991) Sustainable Development: A Critical Review. *World Development*, 19(6), pp. 607–621.
10. Lohmann, L. (1998) “Whose Common Future?” In Conca, K. and Dabelko, G. D. (eds.) *Green Planet Blues*. Boulder, CO: Westview Press, pp. 240–245
11. O’Connor, M. (ed.) (1994) *Is Capitalism Sustainable: Political Economy and the Politics of Ecology*. New York: Guilford Press.
12. Peet, R. and Watts, M. (2004) *Liberation Ecologies: Environment, Development, Social Movements*. London: Routledge.
13. Torgerson, D. (1995) “The Uncertain Quest for Sustainability: Public Discourse and the Politics of Environmentalism.” In Fischer, F. and Black, M. (eds.) *Greening Environmental Policy: The Politics of a Sustainable Future*. New York: St. Martin’s Press.
14. Turner, M. (1993) “Overstocking the Range: A Critical Analysis of the Environmental Science of Sahelian Pastoralism.” *Economic Geography*, 69 (4), pp. 402–421.
15. World Commission on Environment and Development (1998) “Towards Sustainable Development’.” In Conca, K. and Dabelko, G.D. (eds.) *Green Planet Blues*. Boulder: CO: Westview Press, pp. 229–239

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CC-A10: Comparative Public Policy and Comparative Public Administration with special reference to UK, USA and China

Course ID:	Comparative Public Policy and Comparative Public Administration with special reference to UK, USA and China
Semester III	Maximum Marks: 100
Credits: 4 (Hrs./week:4)	Theory Examination: 70
Time: 3 hrs	Internal Assessment: 30

Course Outcome:

· **Understanding:** Explain the concepts and relevance of Comparative Public Administration and Comparative Public Policy.

Analyzing: Analyze and compare the governmental institutions involved in public policy making in the UK, USA, and China.

Evaluating: Evaluate the influence of media and civil society on public policy making in these countries.

Comparing: Compare social security policies across the UK, USA, and China, assessing their effectiveness and differences.

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I Concept of CPA & CPP

- a. The concept of Comparative Public Administration and relevance of its study
- b. The concept of Comparative Public Policy and relevance of its study

Unit II Governmental institutions involved in public policy making in-

- a. UK
- b. USA

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- c. China

Unit III Influence of media and civil society groups on public policy making in-

- a. UK
- b. USA
- c. China

Unit IV Study of Social Security policies in-

- a. UK
- b. USA
- c. China

Suggested Readings

1. Alcock, P., & Craig, G. (2009). The international context. In P. Alcock & G. Craig (Eds.), *International Social Policy: Welfare Regimes in the Developed World* (2nd ed., pp. 1–24). Basingstoke: Palgrave Macmillan.
2. Albrow, M. (1996). *The Global Age: State and Society Beyond Modernity*. Cambridge: Polity Press.
3. Almond, G. A., & Verba, S. (1963). *The Civic Culture: Political Attitudes and Democracy in Five Nations*. London: Sage.
4. Amin, A. (1997). Placing globalization. *Theory, Culture and Society*, 14(2), 123–137.
5. Atkinson, M. M., & Coleman, W. D. (1989). Strong states and weak states: Sectoral policy networks in advanced capitalist economies. *British Journal of Political Science*, 19, 47–67.
6. Balassa, B. (1962). *The Theory of Economic Integration*. London: Allen & Unwin.
7. Banting, K., & Kymlicka, W. (2007). *Multiculturalism and the Welfare State*. Oxford: Oxford University Press.
8. Bourdieu, P. (1996). *The State Nobility: Elite Schools in the Field of Power*. Cambridge: Polity.
9. Bovens, M., 't Hart, P., Peters, B. G., Alboek, E., Busch, A., Dudley, G., Moran, M., & Richardson, J. (2001a). Patterns of governance: Sectoral and national comparisons. In M. Bovens, P. 't Hart, & B. G. Peters (Eds.), *Success and Failure in Public Governance: A Comparative Analysis* (pp. 593–640). Cheltenham: Edward Elgar.
10. Bovens, M., 't Hart, P., & Peters, B. G. (2001b). The state of governance in six European states. In M. Bovens, P. 't Hart, & B. G. Peters (Eds.), *Success and Failure in Public Governance: A Comparative Analysis* (pp. 641–662). Cheltenham: Edward Elgar.

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11. Browsers, M. (2003). The reconciliation of political theory and comparative politics. In J. S. Holmes (Ed.), *New Approaches to Comparative Politics: Insights from Political Theory* (pp. 7–22). Oxford: Lexington Books.
12. Castles, F. G. (Ed.). (1993). *Families of Nations: Patterns of Public Policy in Western Democracies*. Aldershot: Dartmouth.
13. Castles, F. G. (1998). *Comparative Public Policy: Patterns of Post-War Transformation*. Cheltenham: Edward Elgar.
14. Castles, F., & Mitchell, D. (1992). Identifying welfare state regimes: The links between politics, instruments and outcomes. *Governance*, 5(1), 1–26.
15. Cerny, P. G. (2007). Paradoxes of the competition state: The dynamics of political globalization. *Government and Opposition*, 32(2), 251–274.
16. Claessens, S., Dell’Ariccia, G., Igan, D., & Laeven, L. (2010). Global linkages and global policies: Cross-country experiences and policy implications from the global financial crisis. *Economic Policy*, 269–293.
17. Clasen, J. (Ed.). (1999). *Comparative Social Policy: Concepts, Theories and Methods*. Oxford: Blackwell.
18. De Meur, G., & Berg-Schlosser, D. (1994). Comparing political systems: Establishing similarities and dissimilarities. *European Journal of Political Research*, 26, 193–219.
19. Dierkes, M., Weiler, H. N., & Berthoin Antal, A. (Eds.). (1987). *Comparative Policy Research: Learning from Experience*. Aldershot: Gower/New York: St. Martin’s Press.
20. Dogan, M., & Pelassy, D. (1990). *How to Compare Nations: Strategies in Comparative Politics*. New York: Chatham.
21. Drezner, D. W. (2001). Globalization and policy convergence. *International Studies Review*, 3(1), 53–78.
22. Esman, M. J. (1970). CAG and the study of public administration. In F. W. Riggs (Ed.), *The Frontiers of Development Administration* (pp. 41–71). Durham, North Carolina: Duke University Press.
23. Farazmand, A. (Ed.). (2001). *Handbook of Comparative and Development Public Administration*. New York: Marcel Dekker Inc.

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24. Finer, S. (1958). Interest groups and the political process in Great Britain. In H. Ehrman (Ed.), *Interest Groups in Four Continents* (pp. 117–144). Pittsburgh, PA: University of Pittsburgh Press.
25. Flora, P., & Heidenheimer, A. (Eds.). (1981). *The Development of Welfare States in Europe and America*. London: Transaction Books.
26. Foster, S. (1999). The struggle for American identity: Treatment of ethnic groups in United States history textbooks. *History of Education*, 28(3), 251–278.
27. Freeman, G. P. (1985). National styles and policy sectors: Explaining structured variation. *Journal of Public Policy*, 5(4), 467–496.
28. Grant, W. (1989). *Pressure Groups, Politics and Democracy in Britain*. Hemel Hempstead: Philip Allen.
29. Gray, J. (1998). *False Dawn: The Delusions of Global Capitalism*. New York: New Press.
30. Haas, E. B. (1961). International integration: The European and the universal process. *International Organization*, 15(3), 366–392.
31. Hantrais, L., & Mangen, S. (1996). Preface. In L. Hantrais & S. Mangen (Eds.), *Cross-National Research Methods in the Social Sciences*. London and New York: Pinter.
32. Hay, C., & Smith, N. J. (2010). How policy-makers (really) understand globalization: The internal architecture of Anglophone globalization discourse. *Public Administration*, 88(4), 903–927.
33. Heady, F. (2001). Public administration: A comparative perspective. In *Handbook of Comparative and Development Public Administration* (Chap. 2, pp. 71–112). New York, NY: Marcel Dekker.
34. Heaphey, J. (1968). Comparative public administration: Comments on current characteristics. *Public Administration Review*, 28(3), 242–249.
35. Heidenheimer, A. J., Heclo, H., & Adams, C. (1983). *Comparative Public Policy*. New York: St Martin's Press.
36. Heidenheimer, A. J., Heclo, H., & Adams, T. C. (1990). *Comparative Public Policy: The Politics of Social Choice in America, Europe and Japan* (3rd ed.). New York: St Martin's Press.
37. Jensen, C. (2009). Policy punctuations in mature welfare states. *Journal of Public Policy*, 29(3), 287–303.
38. Jowell, R. (1998). How comparative is comparative research? *American Behavioural Scientist*, 42(2), 168–177.

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39. Kelly, D., Rajan, R. S., & Goh, G. (Eds.). (2006). *Managing Globalization: Lessons from China and India*. Singapore: World Scientific Publishing.
40. Lijphart, A. (1971). Comparative politics and the comparative method. *American Political Science Review*, 65, 682–693.

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CC-A11: Research Methodology

Course ID:	Research Methodology
Semester III	Maximum Marks: 100
Credits: 4 (Hrs./week4)	Theory Examination: 70
Time: 3 hours	Internal Assessment: 30

Course Outcome:

Understanding: Understand fundamental concepts and steps in scientific research and Explain different research approaches and ethical considerations.

Analyzing: Analyze and formulate research problems, hypotheses, and research designs.

Applying: Apply sampling methods to select appropriate techniques for research.

Evaluating: Evaluate data collection methods and write a comprehensive research report.

Note:

1. Nine Questions will be set in all and students will be required to attempt 5 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14 marks).
3. For the remaining eight questions, students will attempt one out of two questions from each of the four units (14 marks each).

Unit I: Introduction

Research: Meaning, Characteristics and Functions, Goals of Research, Need and Importance of Social Science Research, Steps in scientific investigation

Approaches of Research: Pure, Applied v/s Action, Inductive and Deductive, Quantitative and Qualitative, Ethical considerations in Social Science Research

Unit II: Research Problem, Design and Hypothesis

Research problem: Identification & Formulation of research problem. Hypothesis: Definition, Characteristics of a Good Hypothesis, role of Hypothesis in research

Research Design: Meaning, Types of Research Design: Exploratory, Descriptive, Diagnostic, Explanatory and Experimental

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Unit III: Sampling

Universe of Study, Need for Sampling in Research, Census v/s Sample Surveys, Sampling Methods: Probability and Non-Probability, Probability Sampling Methods: Simple Random, Systematic, Stratified Random, Cluster, Area, Non-Probability Sampling Methods: Purposive, Snowball, Accidental, Quota,

Unit IV: Data Collection, Processing and Reporting

Data: Definition & Types: Primary vs Secondary Data

Methods of Data Collection: Quantitative & Qualitative, Quantitative Methods: Questionnaire, Survey Method, Experimental. Qualitative Methods: Interview: Focus Group Interviews, Oral History, Content Analysis, Case Study

Writing up a Research Report: Structure and format of a Research Report, Reference materials, Citations, Bibliography, Appendix.

Suggested Readings

1. Babbie, E. (2013). *The Practice of Social Research* (13th ed.). Belmont, CA: Wadsworth Cengage Learning.
2. Bryman, A. (2016). *Social Research Methods* (5th gg ed.). Oxford: Oxford University Press.
3. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
4. De Vaus, D. A. (2001). *Research Design in Social Research*. London: SAGE Publications.
5. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The SAGE Handbook of Qualitative Research* (4th ed.). Thousand Oaks, CA: SAGE Publications.
6. Flick, U. (2014). *An Introduction to Qualitative Research* (5th ed.). London: SAGE Publications.
7. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International Publishers.
8. Kumar, R. (2014). *Research Methodology: A Step-by-Step Guide for Beginners* (4th ed.). London: SAGE Publications.
9. Neuman, W. L. (2013). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Boston: Pearson.
10. Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). Thousand Oaks, CA: SAGE Publications.

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11. Punch, K. F. (2014). *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd ed.). London: SAGE Publications.
12. Rubin, A., & Babbie, E. (2016). *Essentials of Research Methods for Social Work* (4th ed.). Belmont, CA: Brooks/Cole Cengage Learning.
13. Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students* (7th ed.). Harlow: Pearson Education.
14. Silverman, D. (2013). *Doing Qualitative Research* (4th ed.). London: SAGE Publications.
15. Trochim, W. M. K., & Donnelly, J. P. (2008). *The Research Methods Knowledge Base* (3rd ed.). Mason, OH: Cengage Learning.
16. Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to Use What Research Design*. New York: Guilford Press.
17. Walliman, N. (2017). *Research Methods: The Basics* (2nd ed.). London: Routledge.
18. Yin, R. K. (2017). *Case Study Research and Applications: Design and Methods* (6th ed.). Thousand Oaks, CA: SAGE Publications.
19. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). *Business Research Methods* (9th ed.). Mason, OH: South-Western Cengage Learning.

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DSE-03: Disaster Governance

Course ID:	Disaster Governance
Semester III	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination:50
Time: 2 hours	Internal Assessment: 25

Course Outcome

Understand: Students will define disaster governance, its features, and its significance.

Analyze: Students will analyze the roles and responsibilities of governmental bodies, the market, and civil society in disaster governance in India.

Evaluate: Students will evaluate the challenges faced by international organizations in global disaster governance.

Critique: Students will critique and propose improvements to existing disaster governance frameworks based on global perspectives

Note:

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).‘
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit 1: Introduction

- a. What is Disaster Governance
- b. Definition, features and significance
- c. Types of disasters

Unit 2: Governance, Institutional mechanisms in India

- a. Governmental bodies
- b. Role of Market
- c. Role of Civil Society

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Unit 3: Global perspectives

- a. International organisations
- b. Challenges
- c. Critical evaluation

Suggested Readings:

1. Alexander, D. (2002). *Principles of Emergency Planning and Management*. Terra Publishing.
2. Aldrich, D. P. (2012). *Building Resilience: Social Capital in Post-Disaster Recovery*. University of Chicago Press.
3. Biermann, F., & Boas, I. (2010). *Planetary Politics: A Global Theory of the Earth System*. Cambridge University Press.
4. Government of India. (2015). *National Disaster Management Plan*. Ministry of Home Affairs. https://ndma.gov.in/images/ndmp/NDMP_2016.pdf
5. Jordaan, E. (2016). *The Global Governance of Disaster Risk Reduction*. *Global Policy*, 7(1), 56-66.
6. Kreimer, A., & Arnold, M. (2000). *Managing Disaster Risk in Emerging Economies*. World Bank Publications.
7. Patel, S., & Dey, S. M. (2014). *The Role of Civil Society in Disaster Management in India*. *Journal of Disaster Research*, 9(2), 235-248.
8. Rohilla, N., & Kumari, A. (2017). *Disaster Management: Institutional Mechanisms in India*. *Journal of Disaster Research*, 12(3), 453-464.
9. UNDRR. (2015). *Sendai Framework for Disaster Risk Reduction 2015–2030*. United Nations Office for Disaster Risk Reduction. <https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>

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Semester IV

DIE 01: Dissertation

Course ID:	Dissertation
Semester IV	Maximum Marks: 500
Credits: 20 (Hrs./week 20)	Practical Internal Marks: 300
Time: 3 Months	Practical External Marks:200

Course Outcome:

Understanding: Demonstrate an understanding of relevant theories and frameworks in public policy, administration, and governance.

Applying: Apply research methodologies to investigate and address specific issues in the field.

Analyzing: Analyze data and literature to draw conclusions about public policy and governance.

Evaluating: Critically evaluate policies or practices and propose recommendations based on research findings.

Some Suggested Topics for Dissertation:

Impact of Digital Transformation on Public Service Delivery: A comparative study of digital governance initiatives in developed and developing countries.

Policy Responses to Climate Change: Analyzing the effectiveness of national and international climate policies and their implementation challenges.

Governance Innovations in Health Care: Case studies on the adoption and impact of health care reforms and innovations in different countries.

Public-Private Partnerships (PPPs) in Infrastructure Development: Evaluating the role of PPPs in infrastructure projects and their implications for governance and public policy.

E-Government Adoption and Citizen Engagement: Assessing the impact of e-government initiatives on citizen participation and public service responsiveness.

Social Equity and Inclusive Development: Analyzing policies and strategies aimed at reducing social disparities and promoting inclusive growth.

Governance Challenges in Urbanization: Examining governance frameworks and policy responses to urbanization pressures and sustainable urban development.

Ethics and Accountability in Public Administration: Investigating ethical dilemmas and accountability mechanisms in public sector decision-making.

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Policy Responses to Global Health Crises: Case studies on international cooperation and policy responses to global health emergencies.

Digital Privacy and Data Protection Laws: Evaluating the role of legislation and regulatory frameworks in safeguarding digital privacy rights in the era of big data.

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Multidisciplinary Course from the department for pool of the Courses in the University(These courses are to be offered to students of different discipline/Subject)

Semester 1

Course Code	Course Title	Course ID	L T P			L T P			Credits	Credits	MARKS				
			L	T	P	L	T	P			TI	TE	PI	PE	Total
MDC-1	Public Policy in India		3	0	0	3	0	0	3		25	50	0	0	75

Semester 2

Course Code	Course Title	Course ID	L T P			L T P			Credits	MARKS				
			(Hrs)			Credits				T I	T E	P I	P E	Total
MDC-2	Citizenship in Global Perspective		3	0	0	3	0	0	3	25	50	0	0	75

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Semester 3

Course Code	Course Title	Course ID	Credits						MARKS					
			L		T		P		T I	T E	P I	P E	Total	
			(Hrs)	Credits										
MDC-3	An Introduction to Indian Constitution		3	0	0	3	0	0	3	25	50	0	0	75

Semester 4

Course Code	Course Title	Course ID	MARKS											
			L	T	P	L	T	P	Credits					
			(Hrs)	Credits	TI	TE	PI	PE		Total				
MDC-4	Governance: Emerging Issues and Challenges		3	0	0	3	0	0	3	25	50	0	0	75

MDC

Semester I

MDC-1: Public Policy of India

Course ID:	Public Policy in India
Semester I	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination: 50
Time: 2 hours	Internal Assessment: 25

Course Outcome:

Remembering: Recall definitions and concepts related to public policy and the policy process.

Understanding: Explain the nature and scope of policy science and the significance of various policy process stages.

Analyzing: Analyze the evolution of development models and the roles of institutions in Indian public policy making.

Evaluating: Evaluate the effects of globalization on Indian public policy and assess its impact on key sectors.

Note:

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).'
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit I: Introduction to Public Policy

1. Public Policy: meaning, scope and types
2. Policy Science: nature, scope and evaluation
3. Policy Process: policy formulation, policy implementation, policy monitoring and policy evaluation

Unit II: Public policy making in India

1. Models of development in India from independence till date
2. Governmental and non-governmental institutions involved in public policy making in India

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3. Impact of globalization on public policy making in India

Unit III: Selected Public Policies in India

National policies made from independence to date in the following sectors-

1. Health
2. Education
3. Agriculture

Suggested Readings:

1. Anderson, J. E. (2003). *Public policymaking: An introduction* (6th ed.). Boston: Houghton Mifflin.
2. Bānerji, D. (1982). *Poverty, class and health culture in India*. Prachi Prakashan.
3. Birkland, T. A. (2010). *An introduction to the policy process: Theories, concepts, and models of public policy making* (3rd ed.). M.E. Sharpe.
4. Chakravarty, S. (1987). *Development planning: The Indian experience*. Oxford University Press.
5. Drèze, J., & Sen, A. (1995). *India: Economic development and social opportunity*. Oxford University Press.
6. Dunn, W. N. (2004). *Public policy analysis: An introduction* (3rd ed.). Pearson Prentice Hall.
7. Dye, T. R. (2013). *Understanding public policy* (14th ed.). Boston: Pearson.
8. Gangolli, L. V., Duggal, R., & Shukla, A. (Eds.). (2005). *Review of healthcare in India*. Centre for Enquiry into Health and Allied Themes (CEHAT).
9. Ghosh, J. (2004). *Globalization and the Indian economy: Roadmap to a convertible rupee*. Routledge.
10. Gulati, A., & Fan, S. (2008). *The dragon and the elephant: Agricultural and rural reforms in China and India*. Oxford University Press.
11. Gupta, D., & Singh, A. (2002). *Higher education in India: Issues in access, equity, and quality*. SAGE Publications.
12. Hill, M., & Hupe, P. (2009). *Implementing public policy: An introduction to the study of operational governance* (2nd ed.). SAGE Publications.
13. Howlett, M., & Ramesh, M. (2003). *Studying public policy: Policy cycles and policy subsystems* (2nd ed.). Oxford University Press.
14. Jenkins, R. (2004). *Regional reflections: Comparing politics across India's states*. Oxford University Press.

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15. Kapur, D., & Mehta, P. B. (2007). *Public institutions in India: Performance and design*. Oxford University Press.
16. Kumar, K. (2005). *Political agenda of education: A study of colonialist and nationalist ideas*. SAGE Publications.
17. Lasswell, H. D. (1951). *The policy orientation*. Stanford University Press.
18. Mahajan, G. (1998). *Democracy, difference and social justice*. Oxford University Press.
19. Nayyar, D. (2006). *Globalization, history and development: A tale of two centuries*. Cambridge University Press.
20. Panagariya, A. (2008). *India: The emerging giant*. Oxford University Press.
21. Reddy, V. R., & Mishra, S. (2009). *Agrarian crisis in India*. Oxford University Press.
22. Sabatier, P. A. (Ed.). (2007). *Theories of the policy process* (2nd ed.). Westview Press.
23. Singh, M. P., & Saxena, R. (2012). *Indian politics: Contemporary issues and concerns*. PHI Learning.
24. Singh, V. (1976). *Land reform in India: Trends and perspectives*. People's Publishing House.
25. Tilak, J. B. G. (1990). *Education for development in Asia*. SAGE Publications.

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Semester II

MDC- 2: Citizenship in Global Perspective

Course ID:	Citizenship in Global Perspective
Semester II	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination: 50
Time: 2 hours	Internal Assessment: 25

Course Outcome:

Understand: Students will define disaster governance, including its features and significance.

Analyze: Students will analyze the roles and responsibilities of governmental bodies, the market, and civil society in disaster governance in India.

Evaluate: Students will evaluate the challenges faced by international organizations in global disaster governance.

Creative: Students will critique and propose improvements to existing disaster governance frameworks based on global perspectives.

Note:

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).‘
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit 1: Conceptual framework

- a. Citizenship and social class
- b. Group differentiated citizenship
- c. Multicultural citizenship

Unit 2: Citizenship beyond Nation-State

- a. Flexible citizenship
- b. Dual citizenship
- c. Idea of cosmopolitan citizenship

Unit 3- India and Citizenship

- a. Theory and practice

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b. Indian Constitution and Citizenship laws

Suggested Readings:

1. Benhabib, S. (2004). *The Rights of Others: Aliens, Residents, and Citizens*. Cambridge University Press.
2. Hammar, T. (1990). *Democracy and the Nation-State: A Comparative Perspective*. Sage Publications.
3. Hollifield, J. F. (2004). *The Politics of Migration and Immigration in Europe*. Blackwell Publishing.
4. Jha, S. (2016). *Citizenship in India: Theory and Practice*. *Indian Journal of Political Science*, 77(2), 201-214.
5. Kumar, R. (2014). *The Indian Constitution and Citizenship Laws*. *Journal of Indian Law and Society*, 5(1), 25-41.
6. Kymlicka, W. (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford University Press.
7. Marshall, T. H. (1964). *Citizenship and Social Class*. Pluto Press.
8. Mishra, K. C. (2008). *Citizenship in India: Historical and Contemporary Perspectives*. *Indian Review of Books*, 9(3), 45-60.
9. Shapiro, I., & Hacker-Cordon, C. (1999). *Democracy's Edges*. Cambridge University Press.

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Semester III

MDC- 3: An Introduction to Indian Constitution

Course ID:	An Introduction to Indian Constitution
Semester III	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination: 50
Time: 2 hours	Internal Assessment: 25

Course Outcome:

Understand: Students will explain the philosophy of the Preamble and the Basic Structure Theory of the Indian Constitution.

Analyze: Students will analyze the powers and functions of the Parliament, President, Prime Minister, and the judiciary.

Evaluate: Students will evaluate Centre-State relations and the roles of Panchayats and Municipalities in federalism.

Assess: Students will assess and propose improvements to federal and decentralization mechanisms in India.

Note:

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).'
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit 1: Philosophy of Indian Constitution

- a. Preamble of the Constitution
- b. Basic structure theory

Unit 2: Organs of the Government

- a. The Legislature: Power and functions of Parliament, Debates on representation in Parliament

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- b. The Executive: Power and functions of President and Prime Minister
- c. The Judiciary: Appointment of judges in High Courts and the Supreme Court of India, Powers and functions of the Supreme Court

Unit 3: Federalism and Decentralisation

- a. Centre-State relations, asymmetrical features of federalism
- b. The Panchayats and Municipalities

Suggested Readings:

1. Agarwal, R. K. (2015). *Indian Constitutional Law* (6th ed.). Eastern Book Company.
2. Austin, G. (2017). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
3. Chandhoke, N. (2001). *State and Civil Society: Explorations in Political Theory*. Sage Publications.
4. Dey, S. (2020). *The Indian Parliament: Powers and Functions*. *Journal of Political Science and Public Affairs*, 8(4), 223-234.
5. Jain, M. P. (2017). *Indian Constitutional Law* (7th ed.). LexisNexis.
6. Kumar, R. (2018). *Centre-State Relations in India: An Analysis*. *Indian Journal of Federal Studies*, 7(2), 145-160.
7. Mishra, A. (2015). *Decentralization and Local Governance in India: The Role of Panchayats and Municipalities*. *Local Governance Review*, 14(3), 112-128.
8. Rao, B. S. (2019). *The Judiciary in India: Appointments and Functions*. *Indian Law Review*, 11(1), 67-80.
9. Seervai, H. M. (2014). *Constitutional Law of India* (4th ed.). Tripathi Publications.

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Semester IV

MDC- 4: Governance: Emerging Issues and Challenges

Course ID:	Governance: Emerging Issues and Challenges
Semester IV	Maximum Marks: 75
Credits: 3 (Hrs./week:3)	Theory Examination: 50
Time: 2 hours	Internal Assessment: 25

Course Outcome:

Remembering: Define governance and recall its historical evolution.

Applying: Apply AI knowledge to assess its impact on key sectors and identify associated challenges.

Analyzing: Analyze AI challenges and evaluate their implications for governance.

Understanding: Explain the concept and historical context of pandemics, focusing on the impacts of COVID-19.

Note:

1. Seven Questions will be set in all and students will be required to attempt 4 questions.
2. Question No. 1 will be compulsory and will consist of 7 short answer type questions of 2 marks spread over the entire syllabus (2x7=14marks).‘
3. For the remaining six questions, students will attempt one out of two questions from each of the three units (12 marks each).

Unit I: Understanding Governance

- i. What is Governance?
- ii. Evolution of the concept of Governance

Unit II: AI: Transformative power and governance challenges

- i. Introduction to Artificial Intelligence
- ii. Impact of Artificial Intelligence on society with a focus on
 - Healthcare
 - Environment
 - Humanitarian Aid
 - Education

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- Agriculture
- iii. Challenges: Misinformation and Disinformation
 - Bias and Discrimination
 - b. Surveillance and invasion of privacy
 - c. Fraud and violation of human rights

Unit III: Pandemic (COVID-19) and crisis of governance

- i. What is Pandemic?
- ii. History
- iii. Impact of the Pandemic (COVID-19) on society with a focus on
 - Education
 - Healthcare
 - Waste management
- iv. Challenges
 - Effective and inclusive service delivery
 - Equitable access to health and education
 - Issue of integrity and corruption in public sector procurement process
 - Upholding human rights and The Rule of Law

Suggested Readings:

1. Anderson, C. W., & McNeal, R. S. (2019). *AI, robotics, and the future of jobs and work*. Sage Publications.
2. Bostrom, N. (2014). *Superintelligence: Paths, dangers, strategies*. Oxford University Press.
3. Floridi, L. (2019). *Soft ethics, the governance of the digital, and the general data protection regulation*. Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences, 377(2140), 20180081.
4. Kitchin, R. (2017). *Thinking critically about and researching algorithms*. Information, Communication & Society, 20(1), 14-29.
5. Mittelstadt, B. D., Allo, P., Taddeo, M., Wachter, S., & Floridi, L. (2016). *The ethics of algorithms: Mapping the debate*. Big Data & Society, 3(2), 2053951716679679.
6. Moor, J. H. (2006). *The nature, importance, and difficulty of machine ethics*. IEEE Intelligent Systems, 21(4), 18-21.

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7. Russell, S. J., & Norvig, P. (2016). *Artificial intelligence: A modern approach*. Malaysia; Pearson Education Limited.
 8. Tegmark, M. (2017). *Life 3.0: Being human in the age of artificial intelligence*. Vintage.
 9. United Nations Development Programme. (2019). *Artificial Intelligence for Sustainable Development*. Retrieved from <https://www.undp.org/content/undp/en/home/librarypage/democratic-governance/the-case-for-ai-in-sustainable-development.html>
- World Health Organization. (2020). *Artificial intelligence for health*. Retrieved from <https://www.who.int/news-room/feature-stories/detail/artificial-intelligence-for-health>

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Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

Semester 2

Course Code	Course Title	Course ID	L T P			Credits			MARKS			
			(Hrs)			Credits			TI	TE	PI	Total
SEC-1	Effective Leadership		2	-	2	-	-	2	15	35		50

Semester 3

Course Code	Course Title	Course ID	L T P			Credits			MARKS			
			(Hrs)			Credits			TI	TE	PI	Total
SEC-2	Applied Political Science		2	-	2	-	-	2	15	35		50

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Semester II

SEC-1: Effective Leadership

Course ID:	Effective Leadership
Semester II	Maximum Marks: 50
Credits: 2 (Hrs./week:2)	Theory Examination: 35
Time: 2 hours	Internal Assessment: 15

Course Outcome:

Remembering: Define key concepts, ethics, and theories related to leadership.

Understanding: Explain the significance of leadership traits, ethics, and the role of women in leadership.

Applying: Apply leadership skills to practical scenarios, including strategic planning and communication.

Analyzing: Analyze and evaluate the effectiveness of leadership approaches and skills in various contexts.

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.

2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).

3. for the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Unit I: Concept of Leadership

1. Who is a leader?
2. Leadership Ethics and traits
3. Women and Leadership
4. Leadership Theories: Motivational, Behavioral and Contingency

Unit II: Essentials of Effective Leadership Skills

1. Leadership skills
2. Personality
3. Strategic planning
4. Time Management
5. Risk Taking

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6. Communication skills
7. Diversity management

Suggested Readings:

1. Eagly, A. H., & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Harvard Business Review Press.
2. Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (2018). *Leadership: Enhancing the lessons of experience* (8th ed.). McGraw-Hill Education.
3. Northouse, P. G. (2018). *Introduction to leadership: Concepts and practice* (4th ed.). SAGE Publications.
4. Yukl, G. (2012). *Leadership in organizations* (8th ed.). Oxford University Press.
5. Northouse, P. G. (2018). *Leadership: Theory and practice* (8th ed.). Oxford University Press.
6. Antonakis, J., & Day, D. V. (Eds.). (2017). *The nature of leadership* (3rd ed.). Oxford University Press.
7. Day, D. V., & Antonakis, J. (Eds.). (2012). *The nature of leadership* (2nd ed.). SAGE Publications.
8. Avolio, B. J., & Yammarino, F. J. (Eds.). (2013). *Transformational and charismatic leadership: The road ahead*. Oxford University Press.
9. Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. Free Press.
10. Tannenbaum, R., Weschler, I. R., & Massarik, F. (1961). *Leadership and organization: A behavioral science approach*. McGraw-Hill

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Semester 3

SEC-2: Applied Political Science

Course ID:	Applied Political Science
Semester 3	Maximum Marks: 50
Credits: 2 (Hrs./week:2)	Theory Examination: 35
Time: 2 hours	Internal Assessment: 15

Course Outcome:

Creative: Students will develop research questions, hypotheses, and conduct literature reviews for academic papers.

Apply: Students will apply proper referencing and writing techniques for book reviews.

Apply: Students will conduct field research using surveys, sampling, and interviews, while maintaining ethical standards.

Evaluating: Students will ensure research integrity by addressing ethics and plagiarism.

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Unit I:

How to Write a Paper: Central Question, Secondary Questions, Hypothesis, Literature Review, Book

Review and Referencing

Unit II:

Field Research: Survey, Sampling and Interview, Ethics and Plagiarism.

Suggested Readings:

1. George, A. L., & Bennett, A. (2005). *Case Studies and Theory Development in the Social Sciences*. MIT Press.
2. Halperin, S., & Heath, O. (2012). *Political Research: Methods and Practical Skills*. Oxford University Press.
3. King, G., Keohane, R. O., & Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press.



4. Lowndes, V., Marsh, D., & Stoker, G. (Eds.). (2018). *Theory and Methods in Political Science* (4th ed.). Palgrave.
5. Neuman, W. L. (1994). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearsons.
6. Schatz, E. (Ed.). (2009). *Political Ethnography: What Immersion Contributes to the Study of Power*. University of Chicago Press.
7. Srivastava, V. K. (Ed.). (2005). *Methodology and Field Work: Oxford in India Readings*. Oxford University Press.

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Value Added Course from the department for pool of the Courses in the University

(All the departments will offer value added course for the students of same or different departments.

Semester 1

Course Code	Course Title	Course ID	L T P L T P					Credits	MARKS					
			(Hrs)						Credits	TI TE PI PE Total				
VAC-1	Arts and Aesthetics in India		2	0	0	2	0	0	2	15	35			50

Semester 3

Course Code	Course Title	Course ID	Credits						MARKS					
			L T P			L T P			TI TE		PI PE		Total	
			(Hrs)			Credits								
VAC-2	Tribal Knowledge System in India		2	0	0	2	0	0	2	15	35			50

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Semester I

VAC-1: Arts and Aesthetics in India

Course ID:	Arts and Aesthetics in India
Semester-I	Maximum Marks: 50
Credits: 2 (Hrs./week:2)	Theory Examination: 35
Time: 2 hours	Internal Assessment: 15

Course Outcome:

Remembering: Recall significant examples and characteristics of Indian architectural and painting styles.

Understanding: Explain the historical and cultural contexts of various Indian architectural structures and paintings.

Analyzing: Differentiate and analyze various forms of Indian classical and folk dances.

Evaluating: Assess the traditional techniques of Indian textile production and their relevance in contemporary fashion.

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

UNIT- I

- a. Architecture
- b. Painting

UNIT- II

- a. Dance
- b. Textile

Suggested readings

1. Arnason, H. H. A History of Modern Art: Painting, Sculpture, Architecture, Photography.
2. London: Thames and Hudson 1998.
3. Asher, Catherine B. Architecture of Mughal India. Cambridge University Press, 1992.
Huntington, Susan L. and Huntington John C. The Art of Ancient India: Buddhist, Hindu, Jain.

4. New Delhi: Motilal Banarsidass, 2014.
5. Mitter, Partha. Indian Art. Oxford: Oxford University Press, 2001.
6. Chandra, Satish. History of Medieval India 800-1700, New Delhi: Orient Longman, 2007. Deva, Krishna. Temples of North India, New Delhi: National Book Trust, 1969.
7. Singh, Upinder. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Delhi: Pearson Longman, 2009.
8. Srinivasan, K.R., Temples of South India, New Delhi: National Book Trust, 1972.
9. Chakravorty Pallabi and Gupta, Nilanjana (ed). Dance Matters: Performing India on Local and Global Stages, Delhi: Routledge, 2010.
10. Ashok Ranade, Hindustani Music (National Book Trust, 2000)
11. Foster, Hal, Rosalind E. Krauss, Yve-Alain Bois, B. H. D. Buchloh, and David Joselit. Art since 1900: modernism, antimodernism, postmodernism, London and New York: Thames and Hudson, 2004.
12. Graphic Art in India Since 1850, New Delhi: Lalit Kala Akademi, 1985.
13. Jain, Kajri. Gods in the Bazaar: The Economies of Indian Calendar Art. Duke University Press, 2007.
14. Metcalf, Thomas. An Imperial Vision: Indian Architecture and Britain's Raj. University of California Press 1992.
15. Mirzoeff, Nicholas. The Visual Culture Reader. London: Routledge, 2002.
16. Mitter, Partha, Art and Nationalism in Colonial India, 1850–1922, Cambridge University Press, Cambridge, 1994
17. Mitter, Partha, The Triumph of Modernism: India's Artists and the Avant-Garde, 1922–1947, New Delhi: Oxford University Press, 2007.
18. Panikkar, Shivaji, ed., Twentieth-Century Indian Sculpture: The Last Two Decades, Marg, Mumbai, 2000.

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Semester III

VAC-2: Tribal Knowledge System in India

Course ID:	Tribal Knowledge System in India
Semester III	Maximum Marks: 50
Credits: 2 (Hrs./week:2)	Theory Examination: 35
Time: 2 hours	Internal Assessment: 15

Course Outcome:

Remembering: Define and recall key concepts related to tribal knowledge systems and indigenous societies.

Understanding: Explain the unique aspects and differences between tribal and mainstream knowledge systems.

Analyzing: Compare and contrast cultural and social practices of different tribal communities in India.

Evaluating: Assess and evaluate strategies and policies for preserving indigenous and tribal heritage.

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

UNIT- I

- a. Understanding Tribal Knowledge System
- b. Indigenous and Tribal societies

UNIT- II

- a. Cultural and social practices of the Tribals in India
- b. Preserving Indigenous and Tribal Heritage

John Goff

Suggested Readings:

1. Berkes, F. (1999). *Sacred ecology: Traditional ecological knowledge and resource management*. Taylor & Francis.
2. Maffi, L. (Ed.). (2001). *On biocultural diversity: Linking language, knowledge, and the environment*. Smithsonian Institution Press.
3. Beteille, A. (1995). The idea of indigenous people. In M. A. Pareek (Ed.), *Understanding social reality: Socio-cultural perspectives* (pp. 23-41). Rawat Publications.
4. Das, V. (2001). *Everyday life in modern India*. Oxford University Press.
5. UNESCO. (2009). *Indigenous and local knowledge and sustainability*. UNESCO.
6. Mohapatra, R. K. (2015). *Tribal development and welfare: Policies and perspectives*. Springer.
7. Srivastava, R. (Ed.). (2008). *Tribal development in India: The contemporary debate*. Rawat Publications.
8. Agarwal, S. (2017). *Development, displacement and resettlement: Theoretical perspectives and policy implications*. Routledge.

Who Gupta

