

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

For

*Post Graduate Program Public Policy, Administration
and Governance
(To be effective from the Academic Session 2024-25)*



Department of Political Science and Public Policy

*Syllabus Verified
Pg No. 1 to 50*

Gurugram University, Gurugram

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

Semester 3

Semester 3															
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-A09	Politics of Sustainable Development		3	1	0	3	1	0	4	30	70	0	0	100	
CC-A10	Comparative Public Administration and Comparative Public Policy with special reference to U.S.A., U.K. and China		3	1	0	3	1	0	4	30	70	0	0	100	
CC-A11	Research Methodology		3	1	0	3	1	0	4	30	70	0	0	100	
Discipline Specific Elective Courses															
DSE-03	Disaster Governance		2	0	0	2	0	0	3	25	50	0	0	75	
Multidisciplinary Course(s)															
MDC-03	An Introduction to Indian Constitution		3	0	0	3	0	0	3	25	50	0	0	75	
Skill Enhancement Course(s)															
SEC-02	Applied Political Science		2	0	0	2	0	0	2	15	35	0	0	50	
Value-added Course(s)															
VAC-02	Tribal Knowledge System in India		2	0	0	2	0	0	2	15	35	0	0	50	
Seminar															
Seminar	Presentation		0	0	2	0	0	2	2	0	0	50	0	50	
Internship/Field Activity#															

	Internship		0	0	4	0	0	4	4	0	0	100	0	100
Total Credits									28					700

#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	0	2	15	35	0	0	50
Dissertation/Project Work														
Dissertation	Dissertation		0	0	20	0	0	20	20			300	200	500
Total Credits									22					550

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

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, administration and governance, aligning with the objectives of the M.A. Public Policy, Administration and Governance program under the New Education Policy (NEP) 2020

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

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, Administration, and Governance

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.

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 for External Examiner:

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 1 out of 2 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 Trans nationalization
- b) International Dams Campaign, with a focus on the *Narmada Bachao Andolan*
- c) Transnational Networks: The Case of the Multilateral Development Bank Campaign
- 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.
5. Goldman, M. (ed.) (1998) *Privatizing Nature: Political Struggles for the Global Commons*. New Brunswick, NJ: Rutgers University Press.
6. 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 Affaris and Earthscan Publications Ltd., pp. 13–34.
7. Guha, R. (2000) *Environmentalism: A Global History*. New York: Longman. [chapter 5 and 6, pp. 69–124]
8. Iyer, R.R. (2003) *Water: Perspectives, Issues, Concerns*. New Delhi: Sage.
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

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: 3hours	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 for External Examiner:

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 1 out of 2 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
- 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. Albrow, M. (1996). *The Global Age: State and Society Beyond Modernity*. Cambridge: Polity Press.
2. Almond, G. A., & Verba, S. (1963). *The Civic Culture: Political Attitudes and Democracy in Five Nations*. London: Sage.
3. Amin, A. (1997). Placing globalization. *Theory, Culture and Society*, 14(2), 123–137.
4. 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.
5. 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.
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.
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.
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., Hecl, H., & Adams, C. (1983). *Comparative Public Policy*. New York: St Martin's Press.
36. Heidenheimer, A. J., Hecl, 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.
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.

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 for External Examiner:

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 1 out of 2 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

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.

1. Babbie, E. (2013). *The Practice of Social Research* (13th ed.). Belmont, CA: Wadsworth Cengage Learning.
2. Bryman, A. (2016). *Social Research Methods* (5th 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.
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., & Haefele, 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.

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 for External Examiner:

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=14 marks).
3. For the remaining six questions, students will attempt 1 out of 2 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

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>

Semester IV

DIE 01: Dissertation

	Dissertation
Semester IV	Maximum Marks: 500
Credits: 20	Dissertation:300
Time: 3 Months	Viva :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.

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.

