

# Public Administration Discipline Syllabus

(III & IV Semester)

**Submitted to**

**Additional Chief Secretary to the Govt.  
Higher Education Department,  
Bengaluru**

**Submitted by**

**Chairman and Members  
Committee on Curriculum Framing**

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**Sd/-**  
**Subject Committee Chairperson**

## **List of Committee Members**

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### **Member Convener**

**Dr. K. Prasanna Kumar**, Special Officer, Karnataka State Higher Education Council.

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12. **Dr. Shivaputra Bedjirge**, Associate Professor, GFGC, Jewargi Colony, Kalaburagi.
13. **Shri. S R Mulla**, Associate Professor, GFGC, Nesargi, Bailhongala Tq.
14. **Shri. H M Krishna**, Associate Professor, Government Arts College, Bengaluru.
15. **Dr. Rabia Begum**, Associate Professor, Govt. Women's First Grade College, Jewargi Colony, Kalaburagi.
16. **Dr. B. Saroja**, Associate Professor, SSA Govt. First Grade College (Autonomous), Ballari,
17. **Dr. S Ananth**, Associate Professor, GFGC, Koppa, Chikamangaluru Dist.
18. **Dr. Basavarajeshwari R Patil**, Assistant Professor, Govt. First Grade College, Kalagahtagi.

### Structure for Public Administration Discipline

<b>Semester III</b>				
<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/ Assessment</b>
<b>DSC-5</b>	<b>Public Personnel Administration</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>DSC-6</b>	<b>Financial Administration</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>OE-3</b>	<b>3.1 Monitoring and Evaluation of Development Programme</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
	<b>3.2 Programmes of Social Welfare and its Implementation</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
	<b>3.3 Budget and Expenditure</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>Semester IV</b>				
<b>DSC-7</b>	<b>Rural Local Governments</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>DSC-8</b>	<b>Urban Local Governments</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>OE-4</b>	<b>4.1 Disaster Management</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
	<b>4.2 Rehabilitation and its Challenges</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
	<b>4.3 Rural Development Programmes</b>	<b>3</b>	<b>3</b>	<b>100 (60+40)</b>
<b>Ability Enhancement Compulsory Courses (AECC)</b>	<b>Constitution of India</b>	<b>2</b>	<b>2</b>	<b>50(30+20)</b>

**Public Administration Model Curriculum (III & IV Semester)**

**Name of the Degree Program: BA/BSc/BCom/BBA/BCA... Without Practical Course**

**Discipline Core: Public Administration**

**Total Credits for the Program:**

**Starting year of implementation: 2021-22**

**Program Outcomes:**

**By the end of the program the students will be able to:**

- appreciate the nuances of administration and understand that Public Administration is a systematic study of and a scientific way of decision making process.
- unfurl the concepts of hierarchy, file, authority - its exercise with limitations, issues of legitimacy and the stages of decision making in any given administration.
- differentiate between governance and administration and the major developments that are taking place in the world of administration due to the influence of globalisation and the growth of new public administration.
- enrich the students, the stakeholders perspective of administration too as the papers are encompassing the whole gamut of administration in its different dimensions such as Personnel Administration, Financial Administration to empirically studying and understanding various programmes of government. This way this program will insightfully support the students whose interests are in competitive examinations to takeup their career as administrators.

**Assessment:**

**Weightage for assessments (in percentage)**

<b>Type of Course</b>	<b>Formative Assessment / IA</b>	<b>Summative Assessment</b>
<b>Theory</b>	<b>40</b>	<b>(60+40) =100</b>
<b>Practical</b>	-	-
<b>Projects</b>	-	-
<b>Experiential Learning (Internships etc.)</b>	-	-
<b>AECC</b>	<b>20</b>	<b>(30+20)=50</b>



## Semester III

# PUBLIC PERSONNEL ADMINISTRATION

## DSC-5

Course Title: PUBLIC PERSONNEL ADMINISTRATION	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objective:

To understand the concepts, functioning, importance and issues in Public Administration, further to study the career system in Civil Services, its advantages, limitations and methods of negotiation. This paper also aims at understanding the need for discipline and ethics in career administrators. The objective of the paper thus, is to measure the difference in public services and private services there by measuring the benefits of spending one's life in public services.

### Learning Outcome:

At the end of the course the students shall -

- Understand the usefulness of the nature and scope of Public Personnel Administration.
- Analyse various aspects of Personnel Administration and examine their importance in a career administrator.
- Examine and evaluate various issues in Personnel Administration including the need for moral and ethical issues attached to administration and career administrators.

Unit	Contents of Course-5	45 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Public Personnel Administration- Meaning, Nature, Scope, growth and Significance. <b>Chapter-2:</b> Composition and Functions of Union Public Service Commission-State Public Service Commission-Staff Selection Commission. <b>Chapter-3:</b> Position Classification, Recruitment, Training Promotion, Pay Scale, Superannuation and its benefits.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Generalists and Specialists debate, Civil Servants and their role in Administration.	<b>15 Hours</b>



	<p><b>Chapter-5:</b>Issues in Public Personnel Administration: Neutrality, Ethics and Accountability.</p> <p><b>Chapter-6:</b> Discipline and Punishment: Code of conduct, Department Enquiry, Suspension and Termination.</p>	
<b>Unit- III</b>	<p><b>Chapter-7:</b> Administrative ethics, Morale, Grievance Redressal Mechanisms, Employer-Employee Relationship, Rewards and Incentives.</p> <p><b>Chapter-8:</b>Need for Pay Commission, Pay Revision, Financial Code and Pay Parity.</p> <p><b>Chapter-9:</b> Administrative Reforms Commission and Central Administrative Tribunal.</p>	<b>15 Hours</b>

### Exercise:

- List out the various Central Services and State Services
- Prepare a list regarding the Classification of the Services in India
- List out various Staff Selection Commission examinations

### Suggested Readings

1. O.G. Stahl, Public Personnel Administration, Oxford University Press, New Delhi, 1971.
2. L.D. White, Introduction To The Study of Public Administration, Eurasia Publishing House, New Delhi, 1982.
3. S.N. Sadasivan, Productivity And Efficiency In Administration, Phoenix Publishing House, New Delhi, 2002.
4. C. David, Politics in Indian Administration From ICS to IAS, Oxford University Press, 1996.
5. Hoshir Singh and D.P. Singh Ed, Indian Administration, Alekh Publishers, Jaipur, 1990.
6. Maheshwari ,S.R., Indian Administration. New Delhi, Orient Longman, 2001.
7. Sharma , M.P., &Sadana, B.L., Public Administration in Theory and Practice. New Delhi, KitabMahal, 2001.
8. Gadkari, S.S, &. Kolhatkared, M.R., Innovations in Public Administration. New Delhi, Allied, 2000.

9. Saxena, A P, Training and Development in Government. Indian Institute of Public Administration: New Delhi, 2010.

10. Second Administrative Reforms Commission, Refurbishing of Personnel Administration - Scaling New Heights - 10th Report. Government of India: New Delhi, 2010.

11. Stahl, O Glenn, Public Personnel Administration (6th Edition). Oxford and IBH Publishing, New Delhi, 1971.

12. P. Ghosh, Personnel Administration in India, Sudha Publications, New Delhi, 1973.

13. Report of the Fifth Central Pay Commission, Government of India, Publications Division, 1996.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

**Sd/-**

**Subject Committee Chairperson**

## FINANCIAL ADMINISTRATION

### DSC-6

Course Title: FINANCIAL ADMINISTRATION	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

To gain an understanding of the modes of budget preparation, its implementation and its impact on the society. It also helps us to understand the functions of financial institutions and strategies of resource mobilisation in the India. This will further help to develop an understanding of the role of Comptroller and Auditor General in the management and expenditure of finances. Thus, the objective of the course is to give an over all picture of Financial Administration and its nittygritties.

#### Learning Outcome:

At the end of the course the students shall -

- Be in a position to understand and critically review the financial administration in India.
- Be able conceptualise the budgetary process (Preparation, Implementation and Evaluation) in India.
- Also be aware of Indian tax structure along with the knowledge of Goods and Services Tax (GST) and its impact on India's economy.

Unit	Contents of Course-6	45 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Meaning, Scope and Significance of Financial Administration.  <b>Chapter-2:</b> Structure, Functions and Powers of Finance Ministry and Finance Commissions.  <b>Chapter-3:</b> Composition, Powers and Functions of NITI Ayog, Concept of Fiscal and Monetary Policy.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Budget: Meaning, Significance, Functions and Types: Performance and Zero Based Budgeting.	<b>15 Hours</b>

	<p><b>Chapter-5:</b> Stages of Budget Preparation: Canons of Public Expenditure and Classification, Reasons for Growth of Public Expenditure and Issue of Budgetary Subsidies.</p> <p><b>Chapter-6:</b> Process of Execution of Budget, Impact and its Evaluation.</p>	
<b>Unit- III</b>	<p><b>Chapter-7:</b> Comptroller and Auditor General of India: Structure and Powers.</p> <p><b>Chapter-8:</b> Legislative control over Finance: Parliamentary Committees, Estimate Committee and Public Accounts Committee.</p> <p><b>Chapter-9:</b> Taxation: Principles of Taxation, Deficit Finance and Public Debt.</p>	<b>15 Hours</b>

**Exercise:**

- Students can witness live session of the zillapanchayat during Budget session and submit an assignment on the same.
- Students can visit State or District Tax office to understand various types of revenue sources collected by the governments.
- Students can visit shops in their area and prepare a survey report on advantages and disadvantages of Goods and Service Tax system.

## **Suggested Readings**

1. Sarapa. A., Public Finance in India, Kanishka Publishers Distributors, New Delhi, 2004.
2. Andley, Sundharam, Public Finance, Rattan Prakash and Mandir, Agra, 1979.
3. B.P.Tyagi, Public Finance, Jai PrakashNath, Meerut, 1997.
4. G.S.Lal, Financial Administration in India, , HPJ Kapoor, New Delhi, 1987.
5. M.Y.Khan and P.K.Jain, Finance Management, Tata McGraw Hill, New Delhi, 1982.
6. MJK Thavaraj, Financial Administration in India, Delhi, Sultan Chand & Sons, 1996.
7. R.N.Srivastave, Management of Financial Institutions, Bombay, Himalaya Publishing House, 1988.
8. RuddarDutt&K.P.Sundharam: Indian Economy, New Delhi, S.Chand& Co. Pvt. Ltd., 1997.
9. Khan, Aman and Hildreth, W Bartley Case Studies in Public Budgeting and Financial Management, Revised and Expanded (2nd Edition), Rutledge, New York, 2003.
10. Lall, G S Public Finance and Financial Administration in India, HPJ Kapoor, New Delhi, 1979.
11. Mahajan, Sanjeev Kumar and Mahajan, AnupamaPuri Financial Administration in India, PHI Learning, New Delhi, 2014.
12. Rabin, Jack and Stevens, Glenn L Handbook of Fiscal Policy (1st Edition), Rutledge, London, 2001.
13. RuddarDutt&K.P.Sundharam: Indian Economy, S.Chand& Co. Pvt. Ltd., New Delhi, 1997.
14. Sury, M. M Government Budgeting in India, Commonwealth Publishers, New Delhi. 1990.
15. Thavaraj, M. J. K. Financial Administration in India (6 th Edition). Sultan Chand, Delhi, 2001.
16. Thompson, Fred and Green, Mark T (Eds.) Handbook of Public Finance (1<sup>st</sup>Edition). Marcel Dekker, New York, 1998.
17. Burkhead, J, Government Budgeting, Wiley Sons, New York, 1956. Chand, P Control of Public Expenditure in India (2nd Edition), Allied Publishers, New Delhi, 2010.
18. Chand, P, Performance Budgeting (2nd Edition), Allied Publishers, New Delhi, 2010.

19. Indian Administrative Reforms Commission Report on Finance, Accounts and Audit, Manager of Publications, Government of India, New Delhi, 1969.
20. Indian Administrative Reforms Commission Report on Financial Administration, Manager of Publications, Government of India, New Delhi, 1969.
21. Gupta, B N, Indian Federal Finance and Budgetary Policy. Chaitanya Publishing House, Allahabad, 2006.
22. Frank, Howard, A Public Financial Management (1st Edition), CRC Press, Taylor & Francis Group, New York, 2006.
23. Indian Administrative Reforms Commission, Report on Centre-State Relations, Manager of Publications, Government of India, New Delhi, 1969.
24. Indian Institute of Public Administration Indian Journal of Public Administration, Special Number on Administrative Accountability, Vol. XXIX, No. 3, 1983.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

**Sd/-**

**Subject Committee Chairperson**

# MONITORING AND EVALUATION OF DEVELOPMENT PROGRAMME

## Open Elective OE - 3.1

<b>Course Title: MONITORING AND EVALUATION OF DEVELOPMENT PROGRAMME</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Objective:

Monitoring and Evaluation are a study of the ongoing/completed policy/programme process studied by the stakeholders/officials/or a third party organisation to give or take an objective stand on the implantation part of a given policy/programme designed by the government. This will further help them to understand how such programmes achieve their targets and reach their desired goals and objectives. The course will enable students to understand the rigour of this exercise to achieve the stated objectives thus contributing to decision making. Further, through this course, students will learn about the ways the development actors assess their interventions to achieve the results that they seek to produce.

### Learning Outcome:

At the end of the course the students shall -

- Learn about the distinction between Monitoring and Evaluation
- Understand that planning is a process of change and there are models to understand them
- Learn how this process of M & E helps in balancing inequalities using data and enabling policy decisions

Unit	Contents of Course-OE 3.1	45 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Introduction to Monitoring & Evaluation, Nature, Significance and Need of Monitoring & Evaluation.  <b>Chapter-2:</b> Distinction between Monitoring & Evaluation.  <b>Chapter-3:</b> Evidence chain and logic models of Monitoring & Evaluation.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Planning as a process of change, theories of change: Concerns based adoption model, Kotter's model of change and	<b>15 Hours</b>

	<p>Lewin's three stage change model.</p> <p><b>Chapter-5:</b> Stakeholders' analysis of Monitoring &amp; Evaluation - Inclusion, Inequalities and Power Dynamics.</p> <p><b>Chapter-6:</b> Monitoring and Evaluation: Necessity and Outcome, Ethics in Monitoring &amp; Evaluation.</p>	
<b>Unit- III</b>	<p><b>Chapter-7:</b> Understanding Monitoring &amp; Evaluation - Mid-term appraisals, its effects on the change desired.</p> <p><b>Chapter-8:</b> Strengths and Weaknesses of Monitoring &amp; Evaluation: Types of Indicators and SWOC Analysis.</p> <p><b>Chapter-9:</b> Monitoring &amp; Evaluation Data Analysis, Inferences and Formulating Recommendations for decision making.</p>	<b>15 Hours</b>

**Exercise:**

- Students shall take up some government sponsored programme and evaluate its impact in the given region
- Department shall invite the officers incharge or research group undertaking these tasks and interact with them
- The college can apply for a project identifying a programme and undertake its research to measure the effectiveness of M&E



## **Suggested Readings**

1. Bamberger, M., Rao, V., and Woolcock, M. 'Using Mixed Methods in Monitoring and Evaluation: Experiences from International Development'. Policy Research Working Paper 5245. Washington: The World Bank, 2010.
2. Chambers, R. Can we know better? Reflections for development. Rugby: Practical Action Publishing, 2017.  
(Open Access <https://www.developmentbookshelf.com/doi/book/10.3362/9781780449449>)
3. Davies, R. and Dart, J. The 'Most Significant Change' (MSC) Technique: A Guide to Its Use, 2005.
4. Donaldson' S. I., Azzam, T. and Conner, R. F. (eds), Emerging Practices in International Development Evaluation, Information Age Publishing, Inc, Charlotte, 2013.  
(McGill Ebook <https://mcgill.on.worldcat.org/oclc/847527333>)
5. Earl, S., Carden, F. and Stymulo, T, Outcome Mapping: Building Learning and Reflection into Development Programs, IDRC, Ottawa, 2001.
6. Estrella, M., Blauert, J., Gaventa, J., Gonsalves, J., Gijt, I., Johnson, D. and Ricafort, R. (eds) Learning from change: Issues and experiences in participatory monitoring and evaluation. London: IT, 2000. ( McGillEbook <https://mcgill.on.worldcat.org/oclc/228169246>).
7. Global Affairs Canada Results-Based Management for International Assistance Programming at Global Affairs Canada: A How-to Guide, Ottawa: GAC, 2016.  
(Available from [https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results\\_based\\_management-gestion\\_axee\\_resultats-guide-en.pdf](https://www.international.gc.ca/world-monde/assets/pdfs/funding-financement/results_based_management-gestion_axee_resultats-guide-en.pdf) )
8. Humentum, A Guide to the MEAL DPro: Monitoring, Evaluation, Accountability and Learning for Development Professionals, Humentum, Washington, 2019.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

Sd/-

**Subject Committee Chairperson**

## PROGRAMMES OF SOCIAL WELFARE AND ITS IMPLEMENTATION

### Open Elective OE - 3.2

<b>Course Title: PROGRAMMES OF SOCIAL WELFARE AND ITS IMPLEMENTATION</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

The course is designed to understand the dynamics of social policy in India. It will provide the conceptual understanding and its various facets. It is also aimed at imparting of the knowledge of institutional structures that supports these programmes and understand how the designing of social policies at different levels takes shape. This course also gives a glimpse of the types of social welfare programmes that are available to various communities to achieve much desired social justice in the country.

#### Learning Outcome:

At the end of the course the students shall -

- Understand the concept and the need of social policies and welfare programmes in India
- Recognise the significance of its cultural and Constitutional importance
- Develop the knowledge and skills to be a part and work for the uplift of the needy within the society

Unit	Contents of Course-OE 3.2	45 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Social Policy: Concept, Meaning, Definition and need. Social Welfare Programmes :its Formulation and Evolution in its historical perspective.  <b>Chapter-2:</b> Approaches to Social Policy: Unified, Integrated and Sectorial,  <b>Chapter-3:</b> Constitutional, Cultural basis for Social Welfare Legislation and Concept of Social Justice.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Social Welfare Administration (SWA) : Structure	<b>15 Hours</b>

	<p>and Functions. Programmes for Women and Child development, Programmes for : Scheduled Castes (SCs) and Schedule Tribes (STs), other Backward Classes (OBC).</p> <p><b>Chapter-5:</b> Welfare Programmes related to: Religious and Linguistic Minorities and Persons with Disabilities (PWDs), Transgender, Project Affected Persons (PAPs).</p> <p><b>Chapter-6:</b> Sectorial Policies and Implementation: Policies on Education, Health, Children, Youth, Urban and Rural Development, Tribal Development and Poverty Alleviation.</p>	
<b>Unit- III</b>	<p><b>Chapter-7:</b> Policy and Planning: Concept of Social and Development Planning, Linkage between Social Policy and Planning.</p> <p><b>Chapter-8:</b> Political System and Planning Process, Role of NITI Ayog. Coordination between Centre and State, Decentralisation, Panchayati Raj and People's Participation.</p> <p><b>Chapter-9:</b> The machinery and process of Social Planning in India - Institutional Mechanism and problems in implementation at various levels.</p>	<b>15 Hours</b>

### Exercise:

- Teachers should take the students to nearby slums and other developing areas to give them hands on experience regarding the need for social policies and welfare programmes to uplift these needy.
- Students should visit the office of the social welfare officer to understand the intuitional mechanisms and its working in implementation of the social welfare programmes.
- The department can organise a group discussion on the topics related to various social welfare programmes and their utility.

### **Suggested Readings**

1. Chandra, Shradha., Social Welfare Administration In India. US, Lulu Press, 2017.
2. Sachdeva, D.R., Social Welfare Administration, Allahabad, KitabMahal, 2004.
3. Kataria,Surendra., Social Administration. Jhaipur, RBSA Publishers, 2002.
4. Patti, R.J., (Ed), The Handbook of Social Welfare Management. New Delhi, Sage Publications, 2000.
5. Singh, Mohinder., Social Policy and Administration in India. New Delhi, M.D. Publication Pvt. Ltd, 1996.

### **Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

**Sd/-**

**Subject Committee Chairperson**

## BUDGET AND EXPENDITURE

### OPEN ELECTIVE OE - 3.3

Course Title: BUDGET AND EXPENDITURE	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

The course is designed to give the students an idea of what budget means and contains. It will help them understand its significance in a nation's development. It enriches them about the macro economic policy and its operation in nation building. Finally, it helps them to understand the trajectory of the nation and what it stands for.

#### Learning Outcome:

At the end of the course the students shall -

- Understand how budgeting has evolved etymologically and how it has grown over the years.
- Help the students to critically analyse Administrative and Financial Relationship between federal institutions through the process of budgeting
- Be enabled to differential test between receipts and expenditure and the rationale involved in these

Unit	Contents of Course- OE 3.3	45 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Budget: Meaning, Definition and types. <b>Chapter-2:</b> Budget: Principles, Methods and Steps. <b>Chapter-3:</b> Budgetary Theories: Classical and Modern.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Determinants of Expenditure : Marginal Utility, Public Good and Public Choice. <b>Chapter-5:</b> Wagner's Law of Expenditure. <b>Chapter-6:</b> Impact of Expenditure on : National Goal, Inequalities and Production.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Public Expenditure: its Classification, Equity and Efficiency.	<b>15 Hours</b>

	<p><b>Chapter-8:</b> Determining Public Expenditure: Dalton's Maximum Social Advantage Theory.</p> <p><b>Chapter-9:</b> Revenue Maximisation and Deficit: James Buchanan, Revenue and Fiscal Deficits.</p>	
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### Exercise:

- Students can take the college budget copy and make an assessment of its usefulness
- May go to the nearest departments of accounts in any government or private office and interact with them regarding the impact of budget on their functioning
- Students can invite experts from the community of chartered accounts and ask them analyse the budget of a state or a central government

### Suggested Readings

1. A. Sarapa: Public Finance in India, Kanishka Publishers Distributors, New Delhi, 2004.
2. Manjusha Shanna & O.P. Bohra: Bhartiya Lok Vitta Prashasan, Ravi Books, Delhi, 2005.
3. B.P. Tyagi: Public Finance, Meerut, Jai Prakash Nath, 1997.
4. G.S. Lal: Financial Administration in India, New Delhi, HPJ Kapoor, 1987.
5. MJK Thavaraj: Financial Administration in India, Delhi, Sultan Chand & Sons, 1996.
6. Andley, Sundharam: Public Finance, Agra, Rattan Prakash and Mandir, 1979.
7. Ruddar Dutt & K.P. Sundharam: Indian Economy, New Delhi, S.Chand & Co. Pvt. Ltd., 1997.
8. M.Y. Khan and P.K. Jain: Finance Management, New Delhi, Tata McGraw Hill, 1982.
9. Goel, S.L., Public Financial Administration. (Second Edition), Deep & Deep Publications Pvt. Ltd., New Delhi, 2008.
10. Mahaja, S. K., & Puri, Anupama, Financial Administration in India. PHL Learning Private Ltd., New Delhi, 2014.
11. B.L. Fadia and Kuldeep Fadia, Public Administration, Sahitya Bhawan, Agra, 2011.
12. M.P. Sharma and B.L. Sadana, Public Administration in Theory and Practice, Kitab Mahal, Mumbai, 2014.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

Sd/-

**Subject Committee Chairperson**





## Semester IV

## RURAL LOCAL GOVERNMENTS

### DSC-7

Course Title: RURAL LOCAL GOVERNMENTS	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

The course is aimed at providing an insight into the emergence and evolution of rural local governance in India. It also gives the knowledge of its composition, role and functions of local level PRIs, connecting the role and relationships of rural local democratic decentralised institutions (PRIs) with State institutions and issues and challenges faced by PRIs.

#### Learning Outcome:

At the end of the course the students shall –

- Understand how PRIs have evolved in India.
- Critically analyse the administrative and financial relationship between state and local bodies
- Clearly visualise the working of the Panchayat Raj bureaucracy and its role in Rural Development and the major problems faced by them

Unit	Contents of Course-7	45 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Evolution of Rural Governments in India- A historical perspective, (Vedic, Post Vedic and Colonial) concept of Governance and Administration. <b>Chapter-2:</b> Constitutional position of Rural Governments: Article 40, 73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendment Act, 1992, 11 <sup>th</sup> Schedule. <b>Chapter-3:</b> Structure and Composition of: Ward Sabha, Grama Sabha, Grama Panchayat, Taluka Panchayat and Zilla Panchayat.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Administrative and Financial Relations between State and Rural Governments.	<b>15 Hours</b>

	<p><b>Chapter-5:</b> Tax Structure at Rural Governments, Expenditure pattern.</p> <p><b>Chapter-6:</b> State Election Commission: Composition, Powers and Functions.</p>	
<b>Unit- III</b>	<p><b>Chapter-7:</b> Planning from below: Role of Ward Sabhas, GramaSabhas, Gram Panchayat, TalukPanchayat, ZillaPanchayat and District Planning Committee.</p> <p><b>Chapter-8:</b> Concept of Decentralisation, Deconcentration, Delegation and Devolution: Activity Mapping, Powers and Functions of Gram Panchayat, TalukPanchayat and ZillaPanchayat.</p> <p><b>Chapter-9:</b> Bureaucracy and Panchayat Raj: its interrelationship, role of Chief Executive Officer (CEO), role of Panchayati Raj Rural Development.</p>	<b>15 Hours</b>

**Exercise:**

- Students should visit any of the three PRI institutions at the local level and write an assignment regarding their administrative and financial problems (which they are studying).
- Students can organise a mock panchayat and debate about the necessity for devolving more administrative and financial powers to the local bodies.
- Students can prepare seminar papers by attending the meetings of Gramasabha and present their observations regarding their functioning.

## Suggested Readings

1. Baluchamy S, Panchayati Raj Institutions, Mittal Publications, New Delhi, 2004. Dharmaraj, Sengmalam Panchayati Raj System in India, Abhijeet Publications, New Delhi, 2008.
2. Biju M. R, Panchayati Raj System in India: A Symbol of Participatory, Democracy and Decentralized Development, Kaniska Publication, New Delhi, 2008.
3. Dube S. C, India's Changing Villages, Routledge and Kegan Paul, London, 1958.
4. Hochgesang, Thomas W Rural Local Self-Government in India, NIRD, Hyderabad, 1994.
5. Maheshwari, S. R, Local Government in India, Lakshmi Narain Agarwal, Agra, 2003.
6. Mathew, George Panchayati Raj in India: From Legislation to Movement. ISS: New Delhi, 1994.
7. Mathur, Kuldeep Oxford India Short Introductions: Panchayati Raj, Oxford, New Delhi, 2013.
8. Narwani, G S and Joshi, R. P, Panchayat Raj in India: Emerging Trends Across the States, Rawat Publications, Jaipur, 2002.
9. Oakley. P, Projects with People: The Practice of Participation in Rural Development. ILO, Geneva, 1991.
10. Oakley, Peter and Marsden, David Approaches to Participation in Rural Development. ILO: Geneva, 1984.
11. Agarwal, Amba Fiscal Decentralization: Financing of Panchayati Raj Institutions in India. Serial Publications, New Delhi, 2005.
12. Maheswari, Shriram, Local Government in India, Lakshmi Narain Agarwal, Agra, 2008.
13. Oommen, M A, Devolution of Resources from the State to the Panchayati Raj Institutions, Institute of Social Sciences, New Delhi, 1995.
14. Oommen, M A and Datta, A Panchayats and their Finance, Institute of Social Sciences, New Delhi, 1995.
15. Prakash, Gian, Developments in Local Government; in Indian Journal of Public Administration, Vol.IX, No.3, July-September, 1963.
16. Ram, D Sundar Panchayati Raj Reforms in India: Power to the People at the Grassroots, Kanishka Publishers, New Delhi, 2007.

17. Ram, D Sundar Role of Panchayati Raj Institutions in 60 Years of Independent India: Vision of the Future. Academy of Grassroot Studies and Research, Tirupati, 2008.
18. Ramulu, Ch. Bala, Administration on Anti-Poverty Programme (A study of SFDA). Kakatiya School of Public Administration, Warangal, 1984.
19. Report of the Study Team on Panchayati Raj Finances, Part I, Ministry of Community Development and Cooperation, Delhi, 1963.
20. United Nations: Decentralization for National and Local Development, New York, 1962.
21. Bhadouria, B D S and Dubey, V P Panchayati Raj and Rural Development, Commonwealth Publishers, New Delhi, 1989.
22. Dube, M P and Padalia, Munni (Eds.), Democratic Decentralization and Panchayati Raj in India, Anamika Publishers, New Delhi, 2002.
23. Jayal, Niraja Gopal, Prakash, Amit and Sharma, Pradeep Kumar Local Governance in India – Decentralisation and Beyond, Oxford University Press, New Delhi, 2007.
24. Khanna, B. S, Rural Development in South Asia, Deep and Deep, New Delhi, 1992. Malik, A. S Rural Leadership: Emerging Trends, Deep & Deep Publications, New Delhi, 2012.
25. Maheswari, Shriram Local Government in India, Lakshmi Narain Agarwal, Agra, 2008.
26. Mathew, George (Ed.) Status of Panchayati Raj in States and Union Territories of India, Institute of Social Sciences, New Delhi, 2000.
27. Mathew, George and Jain L C (Eds.), Decentralisation and Local Governance. Orient Blackswan, New Delhi, 2005.
28. Mathur, S N Panchayati Raj Bureaucracy and Rural Development, IIPA, New Delhi, 1986.
29. Mathur, S N New Panchayati Raj in Action, Mittal Publications, New Delhi, 1996.
30. Mathur, S N Nyaya Panchayats as Instruments of Justice, ISS, New Delhi, 1997.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

**Sd/-**

**Subject Committee Chairperson**

## URBAN LOCAL GOVERNMENTS

### DSC-8

Course Title: URBAN LOCAL GOVERNMENTS	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

The course is directed to equip students with the basic understanding of the laws and policies related to governance of cities and the process of urbanisation that is taking place in India. It familiarises them with the functioning of urban governments and helps them to identify the elements of Urban Governance which differentiates their politics from that of the state. It also helps them to understand the effects urbanisation on the day today life of City. The course gives an overview of urban governance in India, and the Constitutional foundations of urban localbodies in India.

#### Learning Outcome:

At the end of the course the students shall -

- Understand the various aspects of urban governance and the role of these governments in urban development.
- Appreciate the role played by these democratically elected bodies in shaping the future of urban dwellers and the dependent working class.
- Evaluate the functioning of laws, policies and institutions of urban governance from the perspective of democratic governance and other constitutional values.

Unit	Contents of Course: DSC- 8	45 Hours
<b>Unit-I</b>	<b>Chapter- 1:</b> History of Urban Governance, Meaning, Nature and Scope of Urban Governance in India.  <b>Chapter-2:</b> Introduction to Urban Governance in India; 74 <sup>th</sup> Constitutional Amendment.  <b>Chapter-3:</b> Legislation on Urban Local Bodies-Institutions and	<b>15 Hours</b>

	processes; Types of Urban Local Bodies, Article 243-Q.	
<b>Unit-II</b>	<p><b>Chapter-4:</b> Composition of Urban Local Bodies -Elections and Reservation, Wards as Constituencies, role of Councilors and Mayor in Council, Metropolitan Cities.</p> <p><b>Chapter-5:</b> Committee System: Composition and its functions-office of Municipal Commissioner.</p> <p><b>Chapter-6:</b> Functions of Urban Local Bodies (12th Schedule of the Indian Constitution) - City/Urban Planning- Smart City.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Overview of Municipal Finances - Municipal Budgeting, Taxation, Mobilization of Funds in Municipal Corporation.</p> <p><b>Chapter-8:</b> Issues in Urban Governance and Urban Government Programs (Urban Government Schemes in India): Poverty, Slums, Street vendors and the homeless, Destitute and Begging.</p> <p><b>Chapter-9:</b> Sustainable Development: Infrastructure, Sanitization, Water Management, Pollution and Waste Management.</p>	<b>15 Hours</b>

### Exercise:

- Students and the department can visit nearby Municipalities to understand the functioning of urban governance.
- Through activities of the department they can visit wards of nearby cities and prepare papers regarding the planning and implementation of urban development programmes in these regions.
- The department may invite officers and Representatives of Municipalities and have interaction with them.



## **Suggested Readings**

- 1 K.C. Sivaramakrishnan, *Governing Megacities: Fractured Thinking, Fragmented Setup*, Introduction Oxford University Press: 2014.
2. Anuj Bhuwania, *Courting the People: Public Interest Litigation in Post-Emergency India* Cambridge University Press: 2017.
3. Praveen Donthi, *The Road to Gurgaon*, Caravan Magazine, January 2014.
4. Reserve Bank of India, *Municipal Finance in India: An Assessment*, Chapter 3, December 2007.
5. Partha Mukhopadhyay, *Unsmart Cities*, Livemint, June 2016.
6. Centre for Policy Research, *Categorisation of Settlement in Delhi*, May 2015.
7. Shahana Sheikh and Ben Mandelkern, *The Delhi Development Authority: Accumulation without Development*, Centre for Policy Research December, 2014.
8. Diya Mehra, *Protesting Publics in Indian Cities: the 2006 sealing drive and Delhi's traders*, Economic and Political Weekly July, 2012.
9. Partha Mukhopadhyay and Patrick Heller, *State-produced inequality in an Indian city*, Seminar August, 2015.
10. Amit Chandra and Rajul Jain, *Property Rights of Street Vendors*, Centre for Civil Society June, 2015.
11. Gautam Bhan, "This is no longer the city I once knew": Evictions, the urban poor and the right to the city in millennial Delhi, *Environment & Urbanisation* 2009.
12. Ministry of Housing and Urban Poverty Alleviation, *Mission Document: National Urban Livelihoods Mission*, Government of India, 2013.
13. Aditya Nigam, *Theatre of the Urban: The Strange Case of the Monkey-man*, Sarai Reader 2002.
14. M.P. Ram Mohan and Anvita Dulluri, *Constitutional mandate and judicial initiatives influencing Water, Sanitation and Hygiene (WASH) programmes in India*, *Journal of Water Sanitation and Hygiene for Development* April, 2017.
15. Parth J. Shah and Makarand Bokore, *Ward Power- Decentralised Urban Governance*, Centre for Civil Society, 2006.
16. Praja, *Report on Working of Ward Committees in the City of Mumbai and Civic Problems Registered by Citizens*, Praja.org April 2016.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

**Sd/-**

**Subject Committee Chairperson**

# DISASTER MANAGEMENT

## Open Elective OE - 4.1

Course Title: DISASTER MANAGEMENT	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40= 100</b>

### Course Objective:

The course is designed to provide comprehensive knowledge to the learners on what is meant by disaster, its seriousness and causes, disaster preparedness, its mitigation, rehabilitation and Management. It will equip them with disaster response techniques, risk assessment and vulnerability analysis, communication skills, and skills pertaining to emergency medical requirement and the needed actions that are called for at the time of disasters including saving life as a priority.

### Learning Outcome:

At the end of the course the students shall -

- Be equipped with the knowledge of what is a Disaster, its causes, its management, its first action principle to be able to be employable at Public and Private Sectors involved as first responders.
- Understand the difference between the Natural and Human Induced disasters, their various types and effects.
- Acquire the knowledge of institutional setup and learn the skills in preparedness of disaster management.

Unit	Contents of Course-OE 4.1	45 Hours
Unit-I	<b>Chapter-1:</b> Introduction to Disaster Management, Meaning, Nature, Importance, Dimensions & Scope of Disaster Management. <b>Chapter-2:</b> Natural Disasters-Types and their effects, Displacement and its effect. <b>Chapter-3:</b> Human Induced Disasters - Biological and Chemical Wars, Industrial and Nuclear Waste and their effects.	15 Hours

<b>Unit-II</b>	<p><b>Chapter-4:</b> Disaster Preparedness and Response: Concept and significance.</p> <p><b>Chapter-5:</b> Disaster Preparedness Plan: Essentials, Prediction, Early Warnings and Safety Measures against Disaster.</p> <p><b>Chapter-6:</b> Institutional Mechanism for Disaster Preparedness: Role and Responsibilities of Central, State, District, and Local Administration.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Disaster Management in India: National Disaster Management Plan, Organizational Framework for Disaster Administration in India: At the Union and State level.</p> <p><b>Chapter-8:</b> National Disaster Management Authority, National Disaster Response Force (NDRF), State Disaster Management Authorities.</p> <p><b>Chapter-9:</b> PM's Ten-Point Agenda on Disaster Risk Reduction, Effects of Climate Change.</p>	<b>15 Hours</b>

**Exercise:**

- Students shall visit nearby places of displacement and rehabilitation to understand the mechanisms of Disaster Management.
- Students shall visit nearby Industrial areas to observe the possibilities of a disaster and learn through mock exercises the modalities of preparedness to deal with such Disaster.
- Assignment can be given to the students to study different types of disaster and the State of Art of their management.

### Suggested Readings

1. Singhal J.P, Disaster Management Laxmi Publications, ISBN 10:9380386427, 2010.
2. Tushar Bhattacharya, Disaster Science and Management, McGraw Hill India Education Pvt Ltd, 2012.
3. Gupta, M.C., Vinod K. Sharma, L.C. Gupta, B.K. Tamani (Eds), Manual on Natural Disaster Management in India, National Centre for Disaster Management, IIPA. 2001.
4. "HPC on disaster management plans" at GISdevelopment.net.
5. Parasuraman, S. & P.V. Unnikrishnan, "Disaster Response in India: An Overview," India Disasters Report, Punjablok, 2005.
6. Report of High Powered Committee (HPC) for Preparation of Disaster Management Plans, Government of India, New Delhi, Smith, K., 1996, Environmental Hazards, Routledge, London, 2001.
7. Monappa, K. C, Disaster Preparedness, Akshay Public Agencies, New Delhi, 2004.
8. Narayan, B, Disaster Management, A.P.H. Publishing Corporation, New Delhi, 2009.
9. IGNOU Study Material on Disaster Management through e Gyankosh.

### Pedagogy:

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

Sd/-

**Subject Committee Chairperson**

## REHABILITATION AND ITS CHALLENGES

### Open Elective OE - 4.2

Course Title: REHABILITATION AND ITS CHALLENGES	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

The course is designed to equip the students to deal with the crisis of rehabilitation and displacement. It teaches them to understand the need for rehabilitation keeping in view the need for a socio-economic and humanistic perspective. It enables the students to have hands on experience by field visits and understand the challenges that are faced by both the administration and the people in rehabilitating the displaced ones.

#### Learning Outcome:

At the end of the course the students shall -

- Understand Rehabilitation and issues related to it.
- Understand ill effects of Displacements.
- Understand the Laws related to Resettlement and Rehabilitation.

Unit	Contents of Course-OE 4.2	45 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Introduction: Meaning of Rehabilitation, issues of Development : Dams, Industries, military installations and Ports. <b>Chapter-2:</b> Understanding displacement in the context of development: loss of land, Forest and Wildlife Sanctuaries, insecurity and identity. <b>Chapter-3:</b> Effects of Displacement - Loss of livelihood, unemployment, Ripple effects- Education, Security, Housing.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Theoretical Perspectives of Displacement: Functionalist, Dependency and World System.	<b>15 Hours</b>

	<p><b>Chapter-5:</b> Laws related to Resettlement and Rehabilitation - Land Acquisition Act of 1894 (Amendment Act of 1984) Wild Life (Protection) Act, 1972, the Indian Forest Act, 1927 and the Indian Forest (Conservation) Act, 1980.</p> <p><b>Chapter-6:</b> Resettlement and Rehabilitation Policies - Rehabilitation Policies of the 1990s, Role of Sustainable Development, Participation of Marginal and Vulnerable Groups.</p>	
<b>Unit- III</b>	<p><b>Chapter-7:</b> Role of Baseline Survey and Data Analysis, Monitoring Tasks and Institutional Arrangements in Resettlement and Rehabilitation.</p> <p><b>Chapter-8:</b> Role of Institutional Mechanism and Challenges- Economic stability, Acceleration of Recovery and Role of State.</p> <p><b>Chapter-9:</b> Towards a Just Displacement and Rehabilitation Policy: Issue of ‘Eminent Domain’ and ‘Public purpose’, Cernea’s Impoverishment Risks and Reconstruction (IRR) model.</p>	<b>15 Hours</b>

### Exercise:

- Identify local NGO’s working on various projects related to Resettlement and Rehabilitation
- List out various Government projects which have led to displacement
- Prepare a case study on any of the above mentioned Act’s (Chapter 5)

### Suggested Readings

1. The Statesman. Seaside villagers stir for rehabilitation. The Statesman, January 28th, 2014.
2. The Indian Express. Satabhaya families await rehabilitation, The Indian Express, June 28th, 2015.
3. The Pioneer, Rehabilitate Satabhaya Residents: (Bhubaneswar) NHRC TO CS, Wednesday, 05 February, 2014.
4. Tibet Justice Centre, Tibet’s stateless nationals II: Tibetan refugees in India. Tibet Justice Centre, California, USA, 2011.
5. UNHCR, Evaluation of UNHCR’s policy on refugees in urban areas: A case study review of New Delhi, United Nations High Commissioner for Refugees Evaluation and Policy Analysis Unit, Geneva Switzerland, 2000.
6. UNHCR, Brookings- LSE Project & Georgetown University, Planned Relocations, Disasters and Climate Change: Consolidating Good Practices and Preparing for the Future (Report), Sanremo Consultation, 12-14th March, 2014.
7. WCD, Displacement, Resettlement, Rehabilitation, Reparation, and Development. Thematic Review, Social Issues I.3, World Commission on Dams, South Africa, 2000.

8. WGHR, Human Rights in India: Status Report. Working Group on Human Rights in India and the UN, New Delhi, 2012.
9. Whitehead J., Statistical Concoctions and Everyday Lives: Queries from Gujarat Resettlement Sites. *Economic and Political Weekly*, 34(28): 1940-1947, 1999.
10. Sagar Sandesh, Odisha set to implement rehabilitation of victims of sea-erosion, *Sagar Sandesh*, April 8, 2015.
11. Sangvai Sanjay, No Full Stops for the Narmada: Life after the Verdict. *Economic and Political Weekly*, 36(49): 4524-4526, 2001.
12. Sati Vishwambhar Prasad, Landscape vulnerability and rehabilitation issues: A study of hydropower projects in Garhwal region, Himalaya. *Natural Hazards*, 75: 2265-2278, 2015.
13. Sharma Maina, Refugees in Delhi, Working Paper No 229. Centre for Civil Society, New Delhi, 2009.
14. Shunglu V.K., Chadha G.K., & Narayan Jaiprakash, Report of the Sardar Sarovar Project Relief and Rehabilitation Oversight Group on the status of rehabilitation of project affected families in Madhya Pradesh, New Delhi, 2006.
15. Sikka Gaurav, The case of missing toilets in Sardar Sarovar dam resettlements in Vadodara, Gujarat. Pp. 1-10. *Geo Journal*, DOI: 10.1007/s10708-014-9617-z. Springer, 2014.
16. Tarodi Tunga, Tibetans in Bylakuppe: Political and Legal Status and Settlement Experiences. Working Paper 260, Institute for Social and Economic Change, Bangalore, 2011.
17. Morse Bradford & Berger Thomas R., Sardar Sarovar: Report of the Independent Review. pp. 1-14. International Environmental Law Research Centre, Geneva Switzerland, 1992.
18. Mukherjee Baishali, Coastal Erosion at Ghoramara and its Rehabilitation Programme in Jibantala. *Indian Journal of Landscape Systems and Ecological Studies*, 37(1): 159-172, Kolkata, 2014.
19. Narula Smita, The Story of Narmada Bachao Andolan: Human Rights in the Global Economy and the Struggle against the World Bank. pp. 351-382. New York University Public Law & Legal Theory, Working Papers, Paper 106, 2008.
20. Nayak Arun Kumar, Big dams and protests in India: A study of Hirakud dam, *Economic & Political Weekly*, XLV(2): 69-73, 2010.
21. Negi Nalin Singh & Ganguly Sujata, Development Projects vs. Internally Displaced Populations in India: A Literature Based Appraisal. COMCAD Arbeitspapiere - Working Papers No. 103. Centre on Migration, Citizenship and Development, university of Bielefeld, Germany, 2011.
22. Odisha Channel Bureau, Rehabilitation of sea-erosion-hit villagers begins in Odisha, *Odisha Channel*, 2014.
23. Pati Bikash, Biswal Manas, Hirakud Dam: Fifty mournful years. pp. 7-9. *Dams, Rivers & People*, SANDRP, 2009.
24. Pati Bikash Kumar, Climate Change: Nothing is predictable here, (Ch.4) pp.26-30. In *Water Resources of Odisha: Issues and Challenges*. Regional Centre for Development Cooperation, Bhubaneswar, Odisha, 2010.



25. Peterson, M.J., Narmada Dams Controversy – Case Summary, International Dimensions of Ethics Education in Science and Engineering Case Study Series, 2010.

26. Prithvish, Paul Amrita & Nag Pattern of Post 1947 Refugee Resettlement in India. International Journal of Geology, Agriculture and Environmental Sciences, 3(1): 68-74, 2015.

27. PTI, Sea-side village residents' threat. Business Standard, October 17, 2012, Kendrapara, Odisha, 2012.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

**Sd/-**

**Subject Committee Chairperson**

## RURAL DEVELOPMENT PROGRAMMES

### Open Elective OE - 4.3

<b>Course Title: RURAL DEVELOPMENT PROGRAMMES</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

#### Course Objective:

The course is designed to enable the students to understand the basics of Rural Development as India lives in her villages as Gandhiji said. This course aims at giving the students an understanding of the various programmes designed by government to uplift the rural masses and their impact on the lives of the rural population. This course will strengthen the knowledge base of students with regard to Rural Development Plans and Programmes and encourages them to associate themselves in this onerous task.

#### Learning Outcome:

At the end of the course the students shall –

- Gain knowledge about Rural Development Programmes and can educate rural masses with regard to its utility.
- Able to evaluate the Programmes and can make suggestions for their improvement.
- Be in a position to guide their neighbour in the rural areas the importance of their participation in these programmes.

<b>Unit</b>	<b>Contents of Course-OE-4.3</b>	<b>45 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Rural Development- Meaning, Nature, Scope and Significance.  <b>Chapter-2:</b> Approaches to Rural Development: Early attempts for Rural Development - National Programmes for Rural Development, Community Development Programmes and Employment Guarantee Schemes. <b>Chapter-3:</b> Agencies for Rural Development: Government, Semi-Government Organizations, Co-operative Institutions, Non-Governmental Organizations and Voluntary Agencies for Rural Development.	<b>15 Hours</b>

<b>Unit-II</b>	<p><b>Chapter-4:</b> Target Group Programmes :Swarnajayanti Gram Swarozgar Yojana, Deendayal Antyodaya Yojana (National Rural Livelihoods Mission) Micro Finance and Self-Help Groups for Women Empowerment.</p> <p><b>Chapter-5:</b> Employment and Skill Development Programmes: MGNREGS: Strategy, Implementation mechanism, Prime Minister's Rozgar Yojana, Deen Dayal Upadhyay Grameen Kaushalya Yojana.</p> <p><b>Chapter-6:</b> Social Sector Programmes : National Food Security Mission, Sarva Siksha Abhiyan, National Health Mission, Prime Minister's Awas Yojana-Gramin (PMAY-G).</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Rural Development/Welfare Programmes – Swarnajayanti Gram Swarozgar Yojana (SGSY), Pradhan Mantri Gram Sadk Yojana (PMGSY), Indira Aawas Yojana (IAY), National Social Assistant Programmes (NSAP), PURA-RURBAN Mission.</p> <p><b>Chapter-8:</b> Area Development Programmes: Drought Prone Area Programme (DPAP), Desert Development Programme (DDP), Tribal and Hill Area Development Programme (THADP).</p> <p><b>Chapter-9:</b> Rural Development Administration: Emerging Issues in Rural Development, Evaluation of Rural Development Programmes and emerging challenges.</p>	<b>15 Hours</b>

### Exercise:

- Prepare Posters on Rural Development Programmes and conduct competitions for an innovation in this sector.
- List out the Rural Development Programmes implemented in Karnataka along with their stories of success.
- Prepare case studies on any of the Rural Development Programmes implemented near the students living surroundings.

### Suggested Readings

1. S.R.Maheshwari Rural Development in India : A Public Policy Approach, New Delhi Sage Publication.
2. Indira Gandhi National Open University, Course Material on “Rural Development: Indian Context”, Block 2, School of Continuing Education, IGNOU, New Delhi, 1991.
3. Aslam, M., Integrated Rural Development in Asia, Manohar, New Delhi, 1993.
4. Pai Panadiker, V.A. and Kshirasagar, S.S., Bureaucracy and Development Administration, Centre for Policy Research, New Delhi, 1978.

5. Rajneesh, Shalini, "Rural Development through Democratic Decentralisation", Deep & Deep Publications Pvt. Ltd., New Delhi, 2002.
6. Kuhn, Berthold, Participatory Development in Rural India, Radiant Publishers, New Delhi, 1998.
7. <https://rural.nic.in/en/scheme-websites>.
8. <https://transformingindia.mygov.in/category/rural-development/>.
9. <https://vikaspedia.in/social-welfare/rural-poverty-alleviation-1/schemes>.
10. <https://www.niti.gov.in/verticals/rural-development>.
11. Meenu Jain, Rural Development Programmes in India, Deep and Deep Publications Pvt. Ltd. New Delhi, 2011.
12. Rajakutty, S. Rural Development Programmes and Right to Information under Panchayati Raj, National Institute of Rural Development, Hyderabad, 2009.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

Sd/-

**Subject Committee Chairperson**

## CONSTITUTION OF INDIA (Common Syllabus for all the UG Courses)

Ability Enhancement Compulsory Courses (AECC)	
Course Title: CONSTITUTION OF INDIA	
Total Contact Hours: <b>24</b>	Course Credits: 2
No. of Teaching Hours/Week:2	Duration of ESA/Exam: 1 <b>Hours</b>
Formative Assessment Marks: <b>20</b>	Summative Assessment Marks: <b>30+20=50</b>

### Course Objective:

The purpose of the course is to familiarise the students with the key elements and the philosophy of the Indian constitution. The course has been designed to cover various institutional mechanisms that are operating within the structure of the Government of India. This will enable the students to understand various political Institutions that are operationalised under the Indian Constitution, their composition and functions.

### Learning Outcomes:

After completing this course students will be able to-

- Understand the philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Appreciate the role of Constitution in a Democracy.

Unit	Contents of Course:	24 Hours
Unit-I	<b>Chapter- 1 Making of Indian Constitution</b> : Constituent Assembly- Composition, Objectives, Preamble and Salient features of the Indian Constitution. <b>Chapter-2</b> Fundamental Rights, Fundamental Duties, Directive Principles.	<b>8 Hours</b>
Unit-II	<b>Chapter-3 Union Government</b> -President, Prime Minister and Cabinet. <b>Chapter-4 State Government</b> - Governor, Chief Minister and	<b>8 Hours</b>

	Cabinet.	
<b>Unit- III</b>	<b>Chapter-5 Judiciary-</b> Supreme Court and High Court: Composition, Powers and Functions.  <b>Chapter-6 Electoral Process:</b> Election Commission- Composition, Powers and Functions , Electoral Reforms.	<b>8 Hours</b>

**Exercise:**

- Department can debate on the role of Constitution in the country's development.
- Students can empirically evidence the effectiveness of concepts like –Freedom, Equality, Justice, Rights and Duties by conducting surveys.
- Can hold special lectures on various provisions of Constitution like working of Election Commission, Art 246, 356 etc

### **Suggested Readings:**

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, (23rd edn.) 2018.
2. M.V. Pylee, India's Constitution, New Delhi; S. Chand Pub., (16th edn.) 2017.
3. J.N. Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, (55th edn.) 2018.
4. Constitution of India (Full Text), India.gov.in., National Portal of India, [https://www.india.gov.in/sites/upload\\_files/npi/files/coi\\_part\\_full.pdf](https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)
6. K B Merunandan, BharatadaSamvidhanaOnduParichaya, Bangalore, Meragu Publications, 2015.
7. स. ज. आ. र. ग. व. प. , पाठ्य पुस्तक, 2020.
8. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
9. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
10. D. C. Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
11. S. N. Jha, Indian Political System, : Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
12. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.

**Pedagogy:**

The course shall be taught through the Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	5
Seminar/Presentation/Group Discussion	5
Assessment Test-2	5
Assignment	5
<b>Total</b>	<b>20</b>

Sd/-

**Subject Committee Chairperson**



## **General Pattern of Public Administration Question Paper**

### **I. Term End Examination for Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers**

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers is **2 hours**.

Question paper pattern for **Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) Papers** –

**Section A: Multiple Choice Questions**

**Section B: Short Answer Questions**

**Section C: Long Answer Questions**

#### **Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

#### **Section B: Short Answer Questions (2x10=20)**

**Answer any Two questions. Answer the following questions in not more than 500 words**

- 11.
- 12.
- 13.

#### **Section C: Long Answer Questions (2x15=30)**

**Answer any Two questions. Answer the following questions in not more than 800 words**

14.

15.

16.

## **II. Term End Examination for Open Elective Papers (OE)**

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 marks) in each theory paper.

**Note:** Duration of Examination for **Open Elective Papers(OE)** is **2 hours**.

Question paper pattern for **Open Elective Papers** –

- Section A: Multiple Choice Questions**
- Section B: Short Answer Questions**
- Section C: Long Answer Questions**
- Section D: Essay type Answer Questions**

### **Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### **Section B: Short Answer Questions (3x5=15)**

**Answer any Three questions. Answer the following questions in not more than 3-5 sentences.**

- 11.
- 12.
- 13.
- 14.

**Section C: Long Answer Questions (2x10=20)**

**Answer any Two questions. Answer the following questions in not more than 800 words**

15.

16.

17.

**Section D: Essay type Answer Questions (1x15=15)**

**Answer any One question. Answer the following question in not more than 1000 words**

18.

19.

### **III. Term End Examination for Constitution of Indian (IC)**

Paper will be for maximum of 30 mark. The minimum mark to pass the examination is 40% (12 marks).

**Note:** Duration of Examination for **Indian Constitution (IC)** is **1 hour.**

Question paper pattern for **Indian Constitution** –

**Section A: Multiple Choice Questions**

**Section B: Short Answer Questions**

**Section C: Long Answer Questions**

#### **Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

#### **Section B: Short Answer Questions (2x5=10)**

**Answer any Two questions. Answer the following questions in not more than 3-5 sentences.**

- 11.
- 12.
- 13.

#### **Section C: Long Answer Questions (1x10=10)**

**Answer any One question. Answer the following question in not more than 500 words**

- 14.
- 15.