

**GOVERNMENT AUTONOMOUS COLLEGE, ROURKELA
ROURKELA, SUNDARGARH, ODISHA - 769004**



**COURSE OF STUDIES OF
MASTER OF ARTS IN PUBLIC ADMINISTRATION
CBCS
ADMISSION BATCH -2023 ONWARDS**



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Total Credits: 90

SEMESTER1(22Credits)

| Course | Credit |
|---|--------|
| MPA-101:AdministrativeTheory | 4 |
| MPA-102: Administrative Thinkers | 4 |
| MPA-103: State ,Society and Public Administration | 4 |
| MPA-104: India: Democracy and Development | 4 |
| MPA-105: Urban Local-Governance | 4 |
| AECC- Entrepreneurship Development | 2 |

SEMESTER2 (22Credits)

| | |
|---|---|
| MPA-201: Organizational Behavior & Management Process | 4 |
| MPA-202: Public Policy and Analysis | 4 |
| MPA-203: Development Administration | 4 |
| MPA-204:Comparative Public Administration | 4 |
| MPA-205: Social Welfare Administration | 4 |
| IDC: Inter Dept. course (IDC) or Open Elective (3rd semester) | 3 |

SEMESTER3(24Credits)

| | |
|--|----|
| MPA-301: Decentralization and Local Governance | 4 |
| MPA-302: Electronic Governance and citizen administration on interface | 4 |
| MPA-303: Human Resource Management | 4 |
| MPA-304: Public Systems Management / | 4 |
| MPA-304: Tribal Administration | 4 |
| MPA-305: Financial Administration | 4 |
| ACC 2: Env. Studies & Disaster Management (2nd semester) | 02 |

SEMESTER4(20Credits)

| | |
|--|---|
| MPA-401: Indian Administration | 4 |
| MPA-402:Disaster Management and Environmental Governance | 4 |
| MPA-403: Research Methodology In Political Science | 4 |

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|---|---|
| MPA-404: Project-50 (Project Work-50, Viva Voice-30, Presentation-20) | 4 |
| MPA-405: Public Personal Administration | 4 |
| MOOCs One Paper (In 2 nd & or 3 rd Semester) | 3 |

DISTRIBUTION OF MARK

Mid Semester Examination

Full Marks-20

1. One word/sentence answer question $6 \times 1 = 06$
2. Two Short Answer Question (SAQ) $2 \times 2 = 04$
3. One descriptive question $1 \times 3 = 03$
4. One Long Answer questions (LAQ) marks with two alternative $1 \times 7 = 07$

Total=20marks

End Semester Examination

Full Marks-80

1. One word/ sentence answer question $1 \times 12 = 12$
2. Eight Short Answer Question (SAQ) $2 \times 8 = 16$
3. Eight descriptive questions $3 \times 8 = 24$
4. Four Long Answer questions (LAQ) marks with two Alternative $4 \times 7 = 28$

Total=80marks

ONE Non-credit course will be taken by the students during the 2 year of study. NCC/ NSS/ Sports/ Yoga/ Gardening/ Socially useful productive work (SUPW)

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| Semester | Paper | Paper Name | Credit | Marks In Each Semester | | Total |
|--------------|---------|---|--------|------------------------|---------|-------|
| | | | | Mid Sem | End Sem | |
| 1ST SEMESTER | MPA-101 | Administrative Theory | 04 | 20 | 80 | 100 |
| | MPA-102 | Administrative Thinkers | 04 | 20 | 80 | 100 |
| | MPA-103 | State, Society and Public Administration | 04 | 20 | 80 | 100 |
| | MPA-104 | India: Democracy, and Development | 04 | 20 | 80 | 100 |
| | MPA-105 | Urban Local-Governance | 04 | 20 | 80 | 100 |
| | AECC-1 | Entrepreneurship Development | 02 | 20 | 80 | 100 |
| | | | | | | |
| 2ND SEMESTER | MPA-201 | Organizational Behavior Management Process | 04 | 20 | 80 | 100 |
| | MPA-202 | Public Policy and Analysis | 04 | 20 | 80 | 100 |
| | MPA-203 | Development Administration | 04 | 20 | 80 | 100 |
| | MPA-204 | Comparative Public Administration | 04 | 20 | 80 | 100 |
| | MPA-205 | Social Welfare Administration | 02 | 20 | 80 | 100 |
| | IDC | Inter Dept. Course (IDC) or Open Elective | | | | 500 |
| | | | | | | |
| 3RD SEMESTER | MPA-301 | Decentralization and Local Governance | 04 | 20 | 80 | 100 |
| | MPA-302 | Electronic Governance and citizen administration on interface | 04 | 20 | 80 | 100 |
| | MPA-303 | Human Resource Management | 04 | 20 | 80 | 100 |
| | MPA-304 | Public Systems Management | 04 | | 80 | 100 |
| | MPA-304 | Tribal Administration | 04 | 20 | 80 | 100 |
| | MPA-305 | Financial Administration | 04 | 20 | 80 | 100 |

| | | | | | | |
|--------------|---------|--|----|----|----|-------------|
| | AECC-2 | Env. Studies & Disaster Management | 02 | 20 | 80 | 100 |
| | | | | | | 500 |
| 4TH SEMESTER | MPA-401 | Indian Administration | 04 | 20 | 80 | 100 |
| | MPA-402 | Disaster Management and Environmental Governance | 04 | 20 | 80 | 100 |
| | MPA-403 | Research methodology in Public Administration | 04 | 20 | 80 | 100 |
| | MPA-404 | Project | | | | 100 |
| | MPA-405 | Public Personal Administration | 04 | 20 | 80 | 100 |
| | | | | | | |
| | | | | | | 500 |
| | | Grand Total= | | | | 2300 |

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MASTERS OF ARTS
(PUBLIC ADMINISTRATION- MPA)

Aims and Objectives:

- ❖ To promote understanding of the operations of public organizations in political, social, legal, and economic environments.
- ❖ To understand and analyze policies, programs, problems, and issues and make pertinent recommendations.
- ❖ To promote familiarity with the substantive character of, and problems in the implementation of specific areas of public policy.
- ❖ The main objective of the programme is to impart the students the important skills like conceptual, entrepreneurial, and analytical skills for the acquisition of academic theory and skills to foster an ethical and enduring commitment to the public service values of serving the public interest with accountability and transparency.
- ❖ To encourage students to acquire knowledge, skills and capabilities arising from the need for a more efficient and effective public administration
- ❖ To equip the students for seeking suitable employment ability
- ❖ To impart knowledge and develop understanding of research methodology and its application for research relevant to problems of governance.

Prospective Target group of learners:

- ❖ Learners with graduate degree in the discipline of Public Administration or graduates in any other discipline who have a keen interest and are ready for exploring career opportunities in Public Administration.
- ❖ Working personnel's working in public sector or non-governmental sector to impart skills needed for a public sector environment.

Learning Outcomes:

- ❖ After completing the course, a learner can opt for opportunities provided by Government of India on operational areas like Business Management/Finance/Economics/Accounting; Engineering; Foreign Affairs and International Policy and Operations; Human Resources/Information Technology/Legal; International and Domestic Security; Office Support Professionals; and Senior

Executive Service.

- ❖ After completing the course learner will have a fair understanding of theories, concept practices relevant to public administration and its sub-fields.
- ❖ They canals prepare themselves for a career in teaching and research.
- ❖ After completing the course, learners will assess their knowledge and experience of ethics and integrity in public service and reflect on ways to incorporate public service values in administer agencies, policies, and programs.
- ❖ Learners with strong knowledge in public administration can deal with critical issues such as helping organizations meet the ever-changing needs of the general population while at the same time attempting to avoid tax increases, implementing information technologies that better connect citizens and their governmental representatives, and improving responses to natural disasters.

Curriculum design:

Rationale and Architecture:

- ❖ The Master scours, spread over four semesters besides providing the skill component attempts to provide the students a deep and broader understanding of the subject
- ❖ It attempts to enhance their research ability to add new thinking and concept into its body of knowledge.

M.A. Public Administration
Semester-I



MPA-101

ADMINISTRATIVE THEORY

Course Objective:

This paper aims to make student aware about different theoretical perspectives on public administration. It essentially begins with the core question on whether public administration as a discipline would have an independent theoretical enquiry or supported through the theoretical base of their disciplines.

Learning Outcome:

This paper enables students to use appropriate theoretical lens to analyses different administrative issues. Along with the historical evolution of the discipline, they would have an understanding on application of universal principle strum the public administration.

Unit-I:

Public Administration: Meaning, Nature, Scope and Importance, Evolution and Developments in Public Administration, Public and Private Administration, Role of Public Administration in Developing and Developed countries

Unit-II:

Principles of Public Administration: Hierarchy, Span of Control, Unity of Command, Delegation, Co-ordination, Delegated Legislation, Administrative Adjudication

Unit-III:

Development and Growth of Administrative Theories, Scientific Management Approach, Administrative Management Approach

Unit-IV:

Organizational Theory of Bureaucracy, Critique of Weber's bureaucracy and Human Relations Theory

Essential Readings:

1. Avasthi and Maheswari, "Public Administration", Agra, Laxmi Narayan Agarwal, 1988.
2. Mohit Bhattacharya "Public Administration", World Press (Second Edition, 1991)
3. B.L. Fadia and Kuldeep Fadia, "Public Administration: Administrative Theories and Concepts", Agra, Sahitya Bhawan, 2014.

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4. Rumki Basu, "Public Administration: Concepts and Theories" New Delhi, Sterling Publishers, 2011.

MPA- 102

ADMINISTRATIVE THINKERS

Course Objective:

There has been a consensus among scholars that the modern theoretical foundation of administrative knowledge got its genesis from Weberian conception of Bureaucracy. However, in subsequent years concern arises that mere focus on Law as the sole basis of Public Administration fails to address the efficiency of bureaucracy. In order to make bureaucracy efficient in ensuring service to the society begets its scientific enquiry through Wilsonian Paradigm. In further years it has opened new philosophical debate on where the actual domain of public administration to be located? In this regard the paper introduces different classical and contemporary thinkers and their ideas to students.

Learning Outcome:

Understanding the ideas of Classical Administrative Thinkers provides space to the students distinguishing between legal norms adopted over efficiency attributes of bureaucracy. It also adapts them rationalizing scientific enquiry in the broader sphere of philosophical debate seen capsulation Public Administration as a separate discipline.

Unit-I:

Kautilya, Woodrow Wilson, F.W Taylor

Unit-II:

Henri Fayol, Gullick and Urwick,

Unit-III:

Karl Marx, Max Weber

Unit-IV:

Elton Mayo, Mary Parker Follet

Essential Readings:

1. D. Ravindra Prasad, V.S. Prasad, P.Satyanarayan, Y.P arddhasarathi, "Administrative Thinkers", New Delhi, Sterling Publishers, 2014.

2. ShriramMaheswari, "Administrative Thinkers", Delhi, Macmillan, 2003.
3. R.K. Sapru, "Administrative Theories and Management Thought", New Delhi, P
HI Learning Private Limited, 2013.
4. Bidyut Chakravorty, "Public Administration in a Globalized World", New
Delhi, Sage Pub.

MPA-103

STATE, SOCIETY AND PUBLIC ADMINISTRATION

Course Objective:

This course takes a holistic view of public administration and its juxta position with state on the one hand and society on the other. It introduces the students the pertinent points of convergence between society, politics and administration.

Learning Outcome:

The points of convergence between politics, society and administration adapt students dealing with trends of administrative theory and enhanced understanding of multi-disciplinarity.

Unit-I:

Nature of State, Relationship between state, society and public Administration

Unit-II:

Diverse Perspectives of State: Liberal, Marxist, Neo-liberal and Gandhian

Unit-III:

Challenge to Traditional Bureaucratic Paradigm, Contemporary context of Indian bureaucracy, Changing nature of Indian state

Unit-IV:

Civil Society Organizations: Gramscian Ideas, Growing role of civil society organizations, Civil Society partnerships in Governance

Essential Readings:

1. Bidyut Chakrabarty & Mohit Bhattacharya (Eds), 2003, Public Administration: A
Reader, Oxford University Press, New Delhi
2. Alaka Dhameja (Ed), "Contemporary Debates in Public Administration", New
Delhi, 2003.



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3. Ramesh K.Arora (Eds.),2004, Public Administration:Fresh Perspectives,Aalekh Publishers,Jaipur
4. Bidyut Chakravorty,“Public Administrationina Globalized World”,New Delhi,Sage Publication.

MPA-104

INDIA: DEMOCRACY AND DEVELOPMENT

Course Objective:

To identify key phases and concepts in India's development trajectory. To understand how the changing nature of the Indian state over the years has impacted its development ideology and policy practice. Demonstrate awareness of challenges posed to mainstream development ideas. Interaction of Democracy and Development in India: Indian democracy has challenged almost all theories formulated regarding conditions for sustaining democracy. This module looks at the legacy of centralized state control under colonial India and its transformation in post-colonial India, attempting to understand the impact of politics on development.

Learning Outcome:

The module discusses the evolution and trajectory of PRIs in India and looks at the question of whether democratic deepening is a matter of political democracy or is it also about deepening of development. Development Debates in India: This module looks at the debates around development in India through a discussion on the approach to development, Economic Liberalization Model and Neoliberal Reforms. This module looks at the evolution of the definition of governance and its relationship with democracy and development.

Unit-I:

Legacy of National Movements, Rights and Participation, Constitution and Social Transformation, Inequality Caste and Class, Federalism

Unit-II:

Identity Politics in India (Caste, Religion, Language and Ethnicity), Political Economy of Development, Legislature Bureaucracy, Police and Army, Legal System and Judiciary

Unit-III:

Devolution of Powers and Local Self-Government, Political Parties and Political Participation, Workers and Peasant Movements in India, Media and Public Policy, Interest Groups and Policy Making, Civil Societies Social Movements, NGO's and Voluntary Action

Unit-IV:

Human Development Health, Education and Social Security, Gender and Development, Religious Politics, Ethnicity and Nation-State, Democracy and Development in India an Assessment

Essential Readings:

1. Atul Kohli (2010), "Democracy and Development in India", Rawat Publication, NewDelhi: India
2. Sailendra D Sharma (1999), "Development and Democracy in India", Lynne Reiner Publication, NewDelhi: India
3. Michael E.Alvarez (2012), "Democracy and Development", Cambridge University Press: USA
4. Niraja Gopal Jayal at all (2007), "Oxford Companion Politics in India", Oxford University Press, New Delhi: India

MPA-105

URBAN LOCAL- GOVERNANCE

Course Objectives:

This paper deals with the wider debate on urban development. It intends to initiate discussion among students about the mechanisms and methods on how the benefit of development to be shared by the local structure of our society.

Learning Outcome:

Students would get a detail understanding on structure and process of local governance in the urban sphere. Further, it would be beneficial to develop their skill in addressing complexities with different issues of urban governance.

Unit-I:

Growth of Urbanization and its consequences, Rural-Urban Fringe, Rural-urban migration Features of Urban India: Evolution of Urban Local Self Government, 74th Constitutional Amendment Act

Unit II:

Structure and Process of Urban Local Bodies, Sources of Finance of ULBs State Election Commission, State Finance Commission

Unit-III:

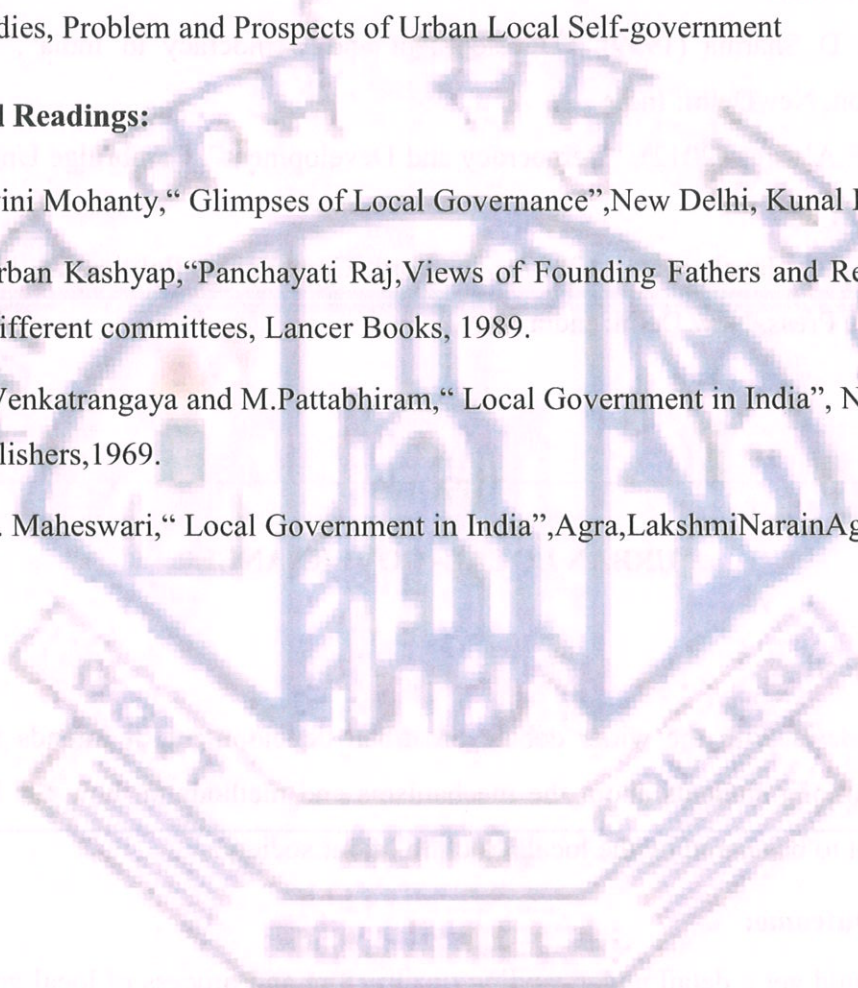
Urban Planning and Policies, Urban Transport, JNURUM, Urban Land Use & Housing, Development of sub-urban areas Slum Management, Urban Sanitation, Specialized Development Agencies

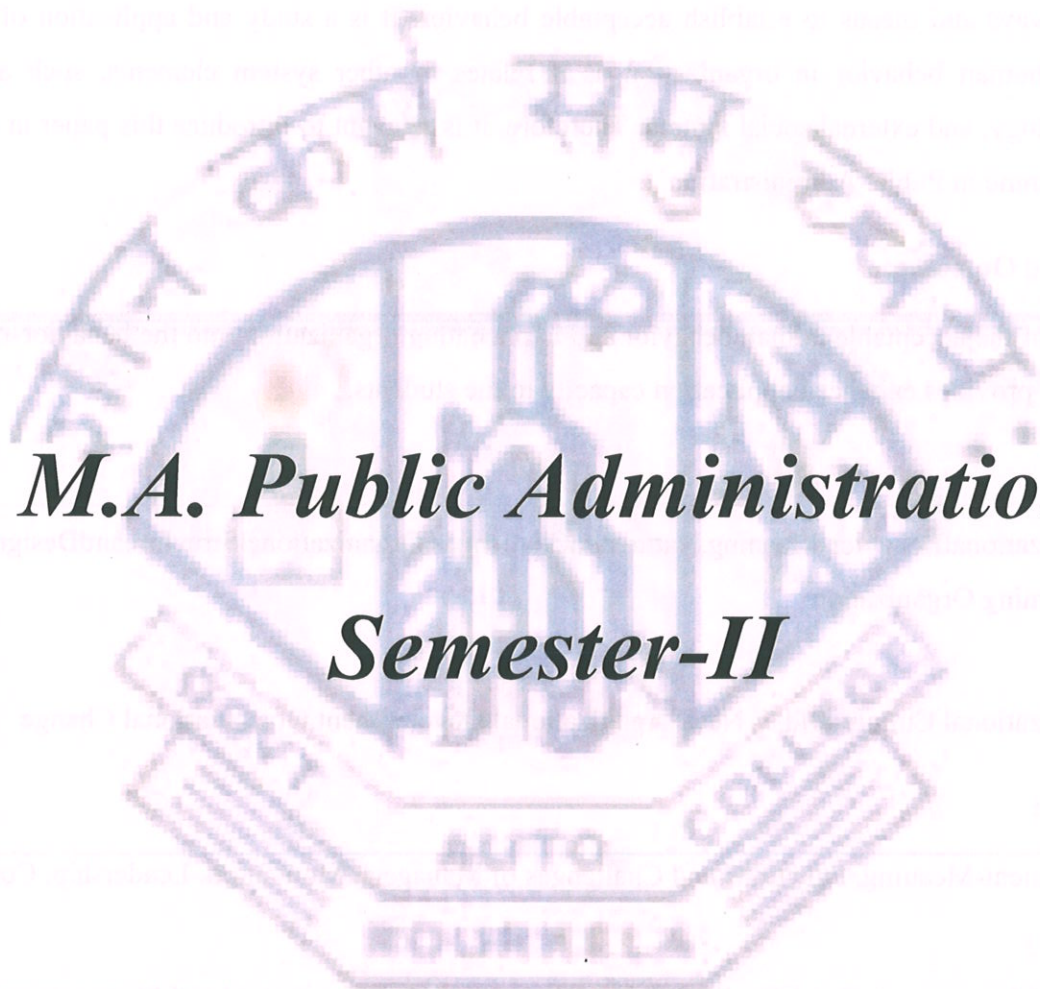
Unit-IV:

Urban Poverty Alleviation Programmes, Urban Public Health State Control over Urban Local Bodies, Problem and Prospects of Urban Local Self-government

Essential Readings:

1. Bijoyini Mohanty, "Glimpses of Local Governance", New Delhi, Kunal Books, 2012.
2. Anirban Kashyap, "Panchayati Raj, Views of Founding Fathers and Recommendations of different committees, Lancer Books, 1989.
3. M.Venkatrangaya and M.Pattabhiram, "Local Government in India", New Delhi, Allied Publishers, 1969.
4. S.R. Maheswari, "Local Government in India", Agra, Lakshmi Narain Agarwal, 1984.





M.A. Public Administration
Semester-II

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MPA- 201

ORGANIZATIONAL BEHAVIOR & MANAGEMENT PROCESS

Course Objective:

Organizational behavior is a discipline, which provided the organizational behavior list to find out some ways and means to establish acceptable behavior. It is a study and application of knowledge about human behavior in organization as it relates to other system elements, such as structure, technology, and external social system. Therefore, it is relevant to introduce this paper in the Masters programme in Public Administration.

Learning Outcome:

Study of the acceptable human behavior and hyphenating organization into the behavior-management specter provides enhanced application capacity to the students.

Unit-I:

Organizational Behavior-Meaning, Nature and Challenges, Organizational Structure and Design, Concept of Learning Organization

Unit-II:

Organizational Culture-Old & New, Organizational Development, Organizational Change

Unit-III:

Management-Meaning, Functions and Challenges of Managers, Motivation, Leadership, Communication.

Unit- IV:

Conflict Management, Total Quality Management, Strategic Management and Management of Change.

Essential Readings:

1. Niranjana Pani, " Management Concepts: Organizational Behaviour, Human Resource Management" New Delhi, Kunal Books, 2009.
2. S.S.Khanka "Organization Behaviour", New Delhi, S.Chand and Company Ltd., 2011.

4. Aaron Wildavsky, "The Art and craft of Policy Analysis", London, Macmillan, 1980.

MPA-203

DEVELOPMENT ADMINISTRATION

Course Objective:

This course gives an idea about the diverse perspectives on Development Administration. It examines various development strategies and how Indian bureaucracy is facilitator towards it.

Learning Outcome:

Students would be able to identify the context of Development in Indian society as a developing state. In this process, they will also get an understanding on how Indian bureaucracy has acted both as a facilitator and collaborator with other agencies in shaping the development goals of India.

Unit-I:

Development Administration: Conceptual Analysis, Development Administration and Administrative Development, Features of Developed and Developing Countries, Structural Adjustment Programme, Changing profile of Development Administration.

Unit-II:

Various Development Strategies, Mixed Economy Model, Goals of Development

Unit-III:

Decentralization and Development, Planning: National and State and District, Mechanisms of Development Administration in India: Self-Help Group (SHG), Displacement for Development and Rehabilitation Policy.

Unit-IV:

Bureaucracy and Development, Role of NGOs, Cooperatives and Specialized Development Agencies.

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Essential Readings:

1. R.K. Saprú, "Development Administration", New Delhi, Sterling Publishers, 2014.
2. Mohit Bhattacharya, "Development Administration", Kolkata, World Press, 1979.
3. V.A. Pai Panandikar (ed) "Development Administration in India", New Delhi, Macmillan, 1974.
4. S.A. Palekar, "Development Administration

MPA-204

COMPARATIVE PUBLIC ADMINISTRATION**Course Objectives:**

This paper intends to develop a comparative assessment on bureaucracy and its relationship with other organs under a constitutional government. The content has been formed to aware students about the critical perspectives on how conceptualization of modern administration and its applicability in different states and societies meted with variations.

Learning Outcome:

Students would be able to get a comprehensive understanding on comparative context on functioning of executive in different societies. This paper would equip students with critical observation of concept and practice from divergent frames of reference.

Unit-I:

Concept, Nature, Scope and Approaches to the Study of Comparative Public Administration, Emerging Trends in Comparative Public Administration, Theories and Models of Comparative Public Administration: Fred Riggs and Ferrel Heady.

Unit-II:

Comparative Study on Executive, Legislative and Judiciary (U.K. & U.S.A)

Unit-III:

Citizen and Administration: A comparative study of various mechanisms for Redressed of citizens grievances in U.K.&U.S.A.

Unit-IV:

Control Mechanisms over Administration in U.K. & U.S.A.

Essential Readings:

1. Rameshk. Arora," Comparative PublicAdministration",1996.
2. J.A.Chandler (ed),"Comparative Public Administration",Routledge Publications,2010
3. Sabine Kuhalmann," Introduction to Comparative Public Administration",Edward Elgar Publishing,2014.
4. K.K.Ghai, "Major Governments, Political System of U.K.,USA,S witzerland, France and China", New Delhi,Kalyani Publishers,2013
5. J.A.Chandler (ed),"Comparative Public Administration", Routledge Publications,2010
6. Sabir Kuhlmann, Introduction to Comparative Public Administration, EdwardElgarPublishing, 2014.
7. Nirmood Raphel i(ed), Readingin Comparative PublicAdministration,1970

MPA-205

SOCIAL WELFARE ADMINISTRATION**Course Objective:**

Understand the administration of welfare organizations and civil society organization Non-Government organization. Understand the scope for social work in welfare organizations and NGO's. Apply contemporary management theory applicable to social work practice. Develop knowledge about registration procedure of organization. Remember the management of Human Resource Organization.

Learning Outcome:

To create awareness of the diverse organisations providing social welfare services among the prospective beneficiaries. To identify the weaknesses or problems in rendering services and find out their causes to

avoid future repetitions. To acquaint the service providers with the intended beneficiaries' needs, requirements, and expectations. To keep a close watch on the methods and procedures with the help of which social welfare service providers are providing the services. To create cooperation and coordination among the social welfare service providers to prevent repetitions resulting in the unnecessary misuse of valuable resources.

Unit-I:

Concept of Social Welfare, Major traits of Social Welfare, Social Welfare and Related Concepts- Social Work and Social Welfare, Basic Principles of Social Welfare Administration

Unit-II:

Approaches to Social Welfare-The debate on social equity and social welfare-the International Perspective, Social Exclusion and Inclusive Development, Social Security and Social Protection, Composition and Functions of Human Rights Commission

Unit-III:

History of Social Welfare Administration in India, Welfare to Empowerment to Entitlement, Constitutional Provisions for Social Welfare in India, Institutional Mechanisms in India-Social Welfare Ministry, Central Social Welfare Board, State Social Welfare Board

Unit-IV:

Role of Civil Society in Social Welfare, Role of Non-Governmental Organizations in Social Welfare, Right to Food Security, Provisions of Right to Food Security Act,2013, Right to Education Act,2009, Disabled and aged in India

Essential Readings:

1. M.K.Singh (2021), "Social Welfare Administration and Social Policy", Vayu education of India
2. D.R.Sachdeva (2018), "Social Welfare Administration in India", Kitab Mahal, Odisha: India
3. Keshao Patil (2008), "Social Welfare Administration and Development", Current Publication, New Delhi: India
4. Vidyapati Gautam (2014), "Social Welfare Policy and Administration ",K.K. Publications, New Delhi:India

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M.A. Public Administration
Semester-III



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MPA-301

DECENTRALIZATION AND LOCAL GOVERNANCE

Course Objective:

Decentralisation is a worldwide reality, as most countries are already engaged in an advanced form of it. Moving beyond the fiscal arena, major public services such as education or health have also been transferred to local governments and political and electoral reforms have taken place. News headlines testify to the importance of local governance and local governments' issues around the world. The first implication for us, and for policy-makers and donors, is that the debate on whether decentralisation is good or bad has lost its relevance. Although in different forms and to varying degrees decentralisation is there, it is part of the reality in which governments, other actors and citizens need to operate.

Learning Outcome:

To understand decentralisation as a complex political process and "system" with several dimensions, levels, and actors, and define and distinguish it from other related concepts. critically discuss various approaches and trends in the academic world in relation to decentralisation. Evaluate the success of various decentralisation approaches worldwide and explain why countries exhibit such widely different outcomes, in terms of economic performance, political reforms and effects on society. Explain the concept of political decentralisation, its components, and implications. Discuss about the links between political decentralisation, wider state-society relations, and domestic accountability mechanisms in multilevel governance systems. assess challenges to setting up domestic monitoring and evaluation systems, as well as to assessing the outcomes of decentralisation.

Unit-I:

Decentralization and Development, Concept, Evolution and Significance of Democratic Decentralization, Contextual Dimensions of Democratic Decentralization-I, Political Constitutional and Administration Local Self-Governance

Unit-II:

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Women Empowerment and Participatory Governance, Local Government and Local Governance, Evolution of Local Self-Governance in India, Growth and Evolution of Panchayat Raj Institutions in India, Main Provisions of 73rd Constitutional Amendment Act, 1992

Unit-III:

Organization & Working of Panchayati Raj Institutions in Odisha, Legislations for Panchayat System in Odisha, State Election Commission, Panchayati Raj Personnel: Administrative Setup, Rural Problems and Challenges, 74th Constitutional Amendment Act. 1992. Odisha Municipality Act, Finances of Urban Local Governments in India

Unit-IV:

Notified Area Committee, Town Area Committee, Cantonment Board and Improvement Trust Structure of Urban Local Bodies in India, Functions of Urban Local Governments in India. State Finance Commission, Local Self Government in the Era of Globalization.

Essential Readings:

1. T.R. Raghunandan (2012), "Decentralization and Local Governments", Orient Black swan, New Delhi :India
2. Tanuja Trivedi (2012), "Decentralization and Local Governance", Jnanada Prakash an, New Delhi: India
3. Prabhat Dutta (2010), "Decentralization Participation Governance", Kalpaz Publication, New Delhi: India
4. M. Laxmikant, "Indian Polity" McGraw Hill, New Delhi: India
5. Pranab Kumar Das (2017), "Decentralization, Governance and Development", Orient Black swan Pvt.Ltd.. New Delhi: India

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MPA-302

ELECTRONIC GOVERNANCE AND CITIZEN ADMINISTRATION ON INTERFACE

Course Objective:

One of the most modern initiatives to establish good governance is electronic governance. At present, the features of electronic governance are observed in almost all developed or underdeveloped developing countries for fostering their developmental process. So, its importance in today's world is immense. Electronic governance raises the transparency, accountability, efficiency, effectiveness, and inclusiveness in the governing process in terms of reliable access to the information within government, between government, national, state, municipal, and local level governments, citizens, and businesses and empowers business through access and use of information.

Learning Outcome:

The focus of Electronic Governance or electronic governance is to provide transparent, equitable, and accountable service delivery to the citizens. The aim of e-governance facilitates and improves the quality of governance and ensures people's participation in the governing process through electronic means like e-mail, websites, SMS connectivity, and others. Electronic governance is about the use of ICT for steering the citizens and promoting public service. It includes a pragmatic application and usage of ICT for delivering efficient and cost-effective services and information and knowledge to the citizens being governed, thereby realizing the vast potential of the government to serve the citizens

Unit-I:

E-Governance Concept and Significance, Information and Communication Technology Concept and Components, ICTs Roles and Applications, Role of ICT in Administration

Unit-II:

Administrative Organization Culture towards ICT Based Reforms, Role of ICT in Rural Development, Panchayati Raj Institutions Improving Self- Governance through ICT

Unit-III:

E-Learning Role of ICT in Education and Training, E-Commerce, Delivery of Citizen Services Role

of ICT, Information Policy Right to Information Act2005

Unit-IV:

ICT Implementation in Governance Issues and Challenges

Essential Readings:

1. Aroon Manoharan & Marc Holzer (2012), “Active Citizen participation in E-Government”, Library of Congress, New York: USA
2. S.Pankaj (2004), “Electronic Governance”, APH Publishing ,New Delhi: India
3. R.Kumar&M.Deshpandey (2012), “Electronic Governance”, Specific Books International, New Delhi:India
4. Sangita Dhal (2021), “E-Governance and Citizen Engagement: New Directions in Public Administration, Sage Publication, New Delhi: India
5. J.Satyanarayan (2004), “E-Government: The Science of the Possible”, PHI Publishing House,New Delhi:India
6. Krishna Prasad Rao &D.Chandramauli Reddy (2022) , “E-Governance a new age tool for 21st Century Challenges”, Raj Publication,Chennai:Tamil Nadu

MPA- 303

HUMANRESOURCE MANAGEMENT

Course Objective:

Any Organisation has three important resources- men, material, and money. Out of these the human resource occupies a pivotal position as it is the human resource which makes an efficient use of money and material. Therefore, it was thought important to introduce this paper in the Masters Programme in Public Administration.

Learning Outcome:

Study of the acceptable human behavior and hyphenating organization into the behavior-management specter provides enhanced application capacity to the students.

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Unit-I:

Human Resource Management–Meaning, Nature and Evolution, Functions of HR Man and New Trends in HRM.

Unit-II:

Human Resource Planning, Job Analysis, Work Design, Recruitment, Promotion and Transfer

Unit-III:

Concept of HRD, Training and Development, Career Planning and Career Development, Performance Appraisal, Compensation, Employment Relations

Unit-IV:

Collective Bargaining, Human Resource Information System (HRIS), Human Resource Audit (HRA), Future of HRM, Issue of HRM-Stress Management

Essential Readings:

1. Niranjani Pani, "Management Concepts, Organisational Behaviour, Human Resource Management", New Delhi, Kunal Books, 2009.
2. T.N. Chhabra, "Human Resource Management; Concepts and Issues", Delhi, Dhanpati Rao and Co. 2012.
3. P. Subba Rao, "Essentials of Human Resource Management and Industrial Relations", Himalaya Publishers, Mumbai, 2010.
4. K.B. Aswathappa, "Personnel and Human Resource Management," Tata Mc.Graw Publishing House, 2003

MPA-304

PUBLIC SYSTEM MANAGEMENT**Course Objective:**

This course introduces the student to the new paradigm of Public System Management with its design and operation of public services. This will enable the students the traditional practice of public administration and the changing discourse on development.

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Learning Outcome:

Student would get an idea on operational aspect of public service system and generate an understanding on the relevance of transparency in this process.

Unit-I:

Public Systems Management: Concept, Nature, Scope and characteristics, Distinctiveness of Public system Management

Unit-II:

Social & Political Context of Public system Management Concept of Governance, Inter-governmental Relations in governance

Unit-III:

Strategic Management Information System, Responsiveness in Public system Management- Accountability

Unit-IV:

Transparency & Right to Information Empowerment, Networking, and inter-institutional Coordination

Essential Readings:

1. Bidyut Chakrabarty & Mohit Bhattacharya (Eds), 2003, Public Administration: A Reader, Oxford University Press, New Delhi
2. Alaka Dhameja (Ed), "Contemporary Debates in Public Administration", New Delhi, 2003.
3. Ramesh K. Arora (Eds.), 2004, Public Administration: Fresh Perspectives, Aalekh Publishers, Jaipur.
4. Bidyut Chakravorty, "Public Administration in a Globalized World", New Delhi, Sag

MPA-304

TRIBAL ADMINISTRATION

Course Objective:

This paper has the core objective to discuss different administrative strategies undertaken by the government towards tribal development in India.

Learning Outcome:

Student would get an idea who could be identifies as tribe in India. They will also get an understanding on how various development initiatives has been taken by the government for tribal welfares.

Unit-I:

Tribal Development Strategies: Phases of Isolation, Assimilation and Integration, Tribal Development through Five Year Plans: -ITDP, MADA

Unit-II:

Constitutional Provisions for Schedule Tribes, Tribal Development Programmes: Its Implementation, Problem and Challenges

Unit-III:

Tribal Development Institutions: Tribal Development Commissioner, TDCCOL, LAMP, THRTI.

Unit- IV:

Role of NGOs in Tribal Development, Need for Tribal Participation in Development and Inclusive Growth, Role of Tribal in Forest Development and Afforestation

Essential Readings:

1. Singh A.K 1999. Tribal Development in India. 2nd Edition. New Delhi: Classical Publishing Co
2. Singh Sakendra Prasad 1983. Development programmes for the tribals: Need for new approach. The Indian Journal of Public Administration, 29(4):898-906
3. Sreekumar SS2001. Tribal development administration in the islands. The Indian Journal of

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Public Administration, 47(4):715-726.

MPA-305
FINANCIAL ADMINISTRATION

Course Objective:

This paper aims to discuss various concepts, policies and institutional framework associated with financial administration in India.

Learning Outcome:

With the completion of this paper, students would have a substantive understanding on how finances as a resource supports critical to the efficacy of different policies.

Unit-I:

Concept of Budget, Types and Forms, Performance Budgeting, Zero Budgeting, Gender Budgeting, Budgetary Process in India, Budget as a political instrument.

Unit-II:

Monetary and Fiscal Policies; Role of Finance Ministry; RBI, Parliamentary control over public expenditure, Resource Mobilization and Division of Resources, Tax Reforms

Unit-III:

Finance Commission, Fiscal Federalism

Unit-IV:

Financial Accountability; Audits and Accounts; Social Audit, Gender Auditing.

Essential Readings:

1. Kausik Basu, Oxford Companion to Economics Pranab Bardhan, Development and Democracy in India
2. Dutta and Sundaram, Indian Economy
3. Rumki Basu, An Introduction to Public Administration

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M.A. Public Administration
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MPA-401

INDIAN ADMINISTRATION

Course Objective:

Modern Indian administration initiates its journey through legacy of British colonialism. Infact there has been a wider acknowledgement that the practices of Indian administration date back to Kautilya's era. Hence the paper seeks to introduce to students the historical roots of Indian administration and its relationship with accountability, welfare and well being of the society. Secondly it deals with how the commencement of modern bureaucracy and its intersection with political structure has to be analyzed.

Learning Outcome :

The study of Indian Administration would enable students to identify the historical roots of modern Indian bureaucracy and the complexities associated with its functioning as an independent organ of the government.

Unit- I :

Evolution of Indian Administration : Ancient period, Medieval period, Modern Period up to 1947, Salient Features of Indian Constitution, Preamble, Federalism, Centre-State Relations (Administrative, Legislative and Financial).

Unit- II :

Union Administration: President, Prime Minister, Parliament, Cabinet Secretariat, Prime Minister's Office, Judiciary.

Unit-III:

State Administration: Governor, Chief Minister, State Legislature, Chief Secretary, District Collector.

Unit-IV:

Institutional Arrangement : Niti Aayog, NDC, Election Commission, Administrative Reform Commission.

Essential Readings:

1. Hoshiar Singh and Pankaj Singh, "Indian Administration", Delhi, Pearson, 2011

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2. B.L.Fadia and Kuldeep Fadia, "Indian Administration" Agra, Sahitya Bhawan, 2014
3. D.D.Basu, "Introduction to the constitution of India" New Delhi, Prentice Hall of India, 2014
4. S.R. Maheswari, "Indian Administration", New Delhi, Orient Longman, 2011.
5. S.Choudhury, M.Khosla & P.B.Mehta, 2016, (Eds.), Oxford Hand book of Indian Constitution, Oxford University Press
6. P.Mahapatra, 2015, An Introduction to Indian Administration: Central, State & Local, Gyanjug Publications
7. Bidyut Chakrabarty & R.K.Pandey, 2015, Indian Government & Politics, Sage

MPA-402

DISASTER MANAGEMENT AND ENVIRONMENTAL GOVERNANCE

Course Objective:

India is amongst the nations most vulnerable to natural hazards. The basic responsibility for undertaking rescue, relief, and rehabilitation measures in the event of natural disasters is that of the state government concerned. Therefore, this course has been designed to educate the student's in disaster management administration.

Learning Outcome:

Students would get a basic understanding on how knowledge on disaster management is critical towards the possibility of a sustainable society.

Unit-I:

Disaster and its type, Flood Draught, Cyclone, Geographical Disaster, Earthquake, Landslide, Avalanches, Volcanic Eruptions, Climatic Disaster-Heat and Cold Wave, Climate Change, Global Warming, Sealevel Rise, Ozone Depletion

Unit-II:

Disaster Management Cycle, Disaster Management-Recent trends, Vulnerability analysis and

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Risk assessment

Unit-III:

Disaster Preparedness-The Indian Context, Disaster Prevention, Disaster Mitigation-Institutional Arrangements at National level and State levels.

Unit-IV:

Disaster Management Strategies, Disaster Response: Rehabilitation, Reconstruction and Recovery

Essential Readings:

1. Albala-Bertrand, J.M. 1993. The Political Economy of Large Natural Disasters. Oxford: Clarendon Press.
2. Alexander, D.A. 1993. Natural Disasters. New York: Chapman and Hall.
3. Alexander, D.A. 2000. Confronting Catastrophe. New York: Oxford University Press.
4. Anderson, J.E. 1994. Public Policymaking: An Introduction. Boston, MA : Houghton Mifflin Company.
5. Anderson, W. 1998. A history of social science earthquake research: From Alaska to Kobe. In The EERI Golden Anniversary Volume 1948-1998. Oakland, CA, Earthquake Engineering Research Institute. Pp. 29-33.

MPA-403

RESEARCH METHODOLOGY IN PUBLIC ADMINISTRATION

Course Objective:

This Course offers familiarity with research tools and techniques in Social Sciences Research.

Learning Outcome:

Students would be able to identify relevant research problems along with hypotheses formation. They will be also getting an understanding on how to apply different research tools to collect and analyses data.

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Unit-I:

Meaning of Research, Objectives, Features, Scientific Method and Non-Scientific Methods, Importance of Research in Social Science

Unit-II:

Research Problem, Hypotheses, Research Design

Unit-III:

Sampling: Process and Types, Scaling, Data Collection, Questionnaire, Observation Survey and Schedule Methods

Unit-IV:

Data Analysis Techniques, Report writing. Different styles of writing

Essential Readings:

1. Coughlan M., Cronin P. and Ryan F.(2007). Step-by-step guide to critique in research. Part 1: quantitative research. British journal of Nursing 16 (11).
2. Creswell, JW. (1998).Qualitative Inquiry and Research Design Choosing Among Five Traditions. Thousand Oaks, CA: Sage Publications.
3. Crotty, M.(1998).The Foundations of social research: Meaning and perspective in the research process.London:Sage.
4. Kothari C.,R. (2004). Research Methodology: Methods and Techniques. New Delhi. New Age International (P) Limited, Publishers.
5. Denzin,NK.(1978).Sociological Methods. NewYork: Mc Graw-Hill

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MPA-404

Project-50 (Project Work-50, Viva Voice-30, Presentation-20)

MPA-405

PUBLIC PERSONNEL ADMINISTRATION IN INDIA

Course Objective:

This has been a universal fact that human resource is the foundation to institute any kind of organization. In fact, in cases of public personnel though legality became the base to hold authority but their role assumed to serve the moral concern of society. In this context the knowledge on Public Personnel Administration in India requires to be relevant. Here the students need to be aware on the concept and its philosophical ground to study civil service system in India.

Learning Outcome:

Useful outcomes of learning Public personnel Administration capacitates students framing philosophical grounds and rationale for civil services system and their personal attributes holding any capacity to deliver better results with a motive of welfare.

Unit-I:

Public Personnel Administration: Concept, Scope, Significance and Objective Problems of Public Personnel Administration

Unit-II:

Civil Services in India: Recruitment, Training, Promotion, Classification, Union Public Service Commission, State Public Service Commission

Unit-III:

Civil Services in India: Code of Conduct, Discipline, Performance Appraisal, Pay and Service

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Conditions, Morale, Ethics; Good Governance Initiatives

Unit-IV:

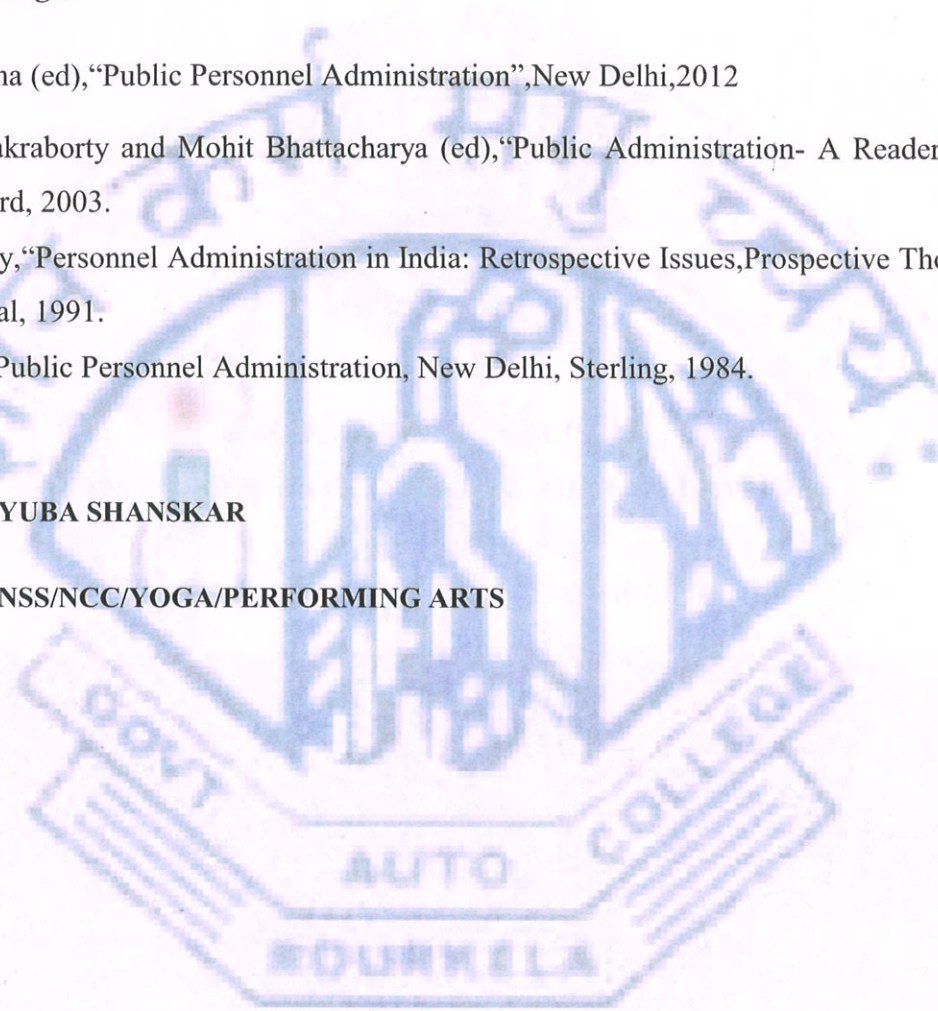
All India Services, Central Services, Employer-Employee Relationship, Joint Consultative Machinery in India, Civil Service neutrally

Essential Readings:

1. Rajesh K.Jha (ed), "Public Personnel Administration", New Delhi, 2012
2. Bidyut Chakraborty and Mohit Bhattacharya (ed), "Public Administration- A Reader", New Delhi, Oxford, 2003.
3. K. Bata Dey, "Personnel Administration in India: Retrospective Issues, Prospective Thought", New Delhi, Uppal, 1991.
4. S.L. Goel, Public Personnel Administration, New Delhi, Sterling, 1984.

PSN-406 YUBA SHANSKAR

PSN-407 NSS/NCC/YOGA/PERFORMING ARTS



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