



SAVITRIBAI PHULE PUNE UNIVERSITY **(Formerly University of Pune)**

T.Y.B.A. Public Administration Syllabus
(Credit and Semester System under NEP-2020)

Revised syllabus will be implemented
with effect from the Academic Year 2026-2027

Introduction

Public Administration is a dynamic discipline that focuses on the study of organization, management, and functioning of public governance institutions. It examines how governmental policies are formulated and implemented, how administrative structures operate, and how public services are delivered to citizens. As a discipline, Public Administration seeks to promote efficiency, accountability, transparency, and responsiveness in governance while contributing to the welfare and development of society.

The programme provides students with advanced knowledge of ideas, concepts, approaches, theoretical frameworks, institutions, public policy, governance mechanisms, and financial administration, enabling them to understand the changing nature of public administration in India and across the world. It emphasizes the significance of ethical governance, citizen participation, social justice, and evidence-based decision-making in addressing public issues. It also aims to develop analytical abilities, administrative competencies, leadership qualities, and a commitment to democratic values among students.

The curriculum of the Third Year Bachelor of Arts (T.Y.B.A.) in Public Administration is developed by taking into consideration the National Education Policy (2020), the guidelines issued by the Department of Higher Education, Government of Maharashtra, and the academic framework prescribed by Savitribai Phule Pune University.

The broad structure of the Bachelor of Arts in Public Administration programme is as below:

First Year UG	(Level 4.5)	2024-2025	44 Credits	Certificate
Second Year UG	(Level 5.0)	2025-2026	88 Credits	Diploma
Third Year UG	(Level 5.5)	2026-2027	132 Credits	Bachelor Degree
Fourth Year UG	(Level 6.0)	2027-2028	176 Credits	Bachelor degree with
				Honors or Research

The curriculum for Semesters V and VI includes core courses such as *Comparative Public Administration*, *Public Administration in India*, *Public Financial Administration*, and *Administrative Thinkers*. It also offers practical components that encourage the application of

theoretical concepts to administrative realities. Elective courses such as *Civil Services in India* and *Introduction to Public Policy: Concepts and Policy Actors* provide students with opportunities to explore specialized areas of public administration. The inclusion of *Data-Based Governance*, *Social Welfare Administration*, and On-the-Job Training further strengthens students' understanding of contemporary governance practices and public service delivery.

The pedagogy of the programme includes lectures, tutorials, practical exercises, projects, field visits, case studies, assignments, seminars, community engagement activities, and experiential learning opportunities. This multidisciplinary and skill-oriented approach seeks to prepare students for higher studies, competitive examinations, research, public service, and careers in governmental and non-governmental organizations, and to inculcate values like informed and responsible citizenship.

PROGRAMME OUTCOMES (POs)

PO1: Develop a clear understanding of the fundamental ideas, concepts, principles, and theories of Public Administration, including organization, management, governance, accountability, efficiency, and public service.

PO2: Gain comprehensive knowledge of the structure and functioning of public administrative institutions at the local, state, national, and international levels.

PO3: Acquire an in-depth understanding of the Indian administrative system, including central, state, district, and local administration, and their roles in governance and development.

PO4: Develop the ability to compare administrative structures, processes, and reforms across different countries and understand the impact of social, political, and economic contexts on administration.

PO5: Understand the processes of public policy formulation, implementation, monitoring, and evaluation, and examine the roles of various policy actors in governance.

PO6: Gain knowledge of public financial administration, budgeting, fiscal management, and the role of administrative institutions in promoting socio-economic development.

PO7: Impart analytical and critical thinking skills to examine administrative issues, evaluate public programmes, and propose solutions to governance challenges.

PO8: Provide orientation in ethical values and public service like integrity, transparency, accountability, commitment to public welfare and public service.

PO9: Impart research and applied aptitude such as the ability to collect, analyze, and interpret administrative data, conduct basic research; and apply theoretical and experiential knowledge to real-life administrative situations.

PO10: Enhance leadership, communication, interpersonal, and organizational skills necessary for effective administrators, teamwork, and public engagement.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1: Students will gain a comprehensive understanding of the core concepts, principles, approaches, and theories of Public Administration, including organization, management, bureaucracy, governance, and public service.

PSO2: Students will understand the structure, functioning, and evolution of the Indian administrative system, including Union, State, District, and Local Administration, and their roles in governance and development.

PSO3: Students will examine and compare administrative systems across different countries and analyse the influence of political, social, economic, and cultural factors on administrative practices.

PSO4: Students will acquire knowledge of public budgeting, financial management, fiscal accountability, auditing, and the efficient utilization of public resources in governance.

PSO5: Students will critically study the contributions of prominent administrative thinkers, their administrative thinking and assess their relevance to contemporary administration.

PSO6: Students will understand the process of public policy formulation, implementation, monitoring, and evaluation, and analyse the role of government institutions, civil society, and other policy actors in governance.

PSO7: Students will develop the ability to collect, interpret, and utilize administrative data for evidence-based decision-making, policy analysis, and effective public service delivery.

T.Y.B.A. Public Administration Semester V & VI

Course Structure as Per 2020 Academic Year 2026-2027

SEM	Credit Related Major				Minor	Total Credits
	Major Core	Major Elective	VSC	FP/OJT/CEP		
V	8T+4P PUB 301 MJ : Comparative Public Administration (4T) PUB 302 MJ : Public Administration in India (4T) PUB 303 MJP : Comparative Public Administration & Public Administration in India – Practical (4P)	2T+2P PUB MJE 310 : Civil Services in India (2T) PUB MJEP 311 : Civil Services in India – Practical (2P)	2T PUB 321 VSC : Data Based Governance (2T)	2FP PUB 331 FP : Public Administration - Field Project (2FP)	2T PUB 341 MN: Social Welfare Administration (2T)	22
VI	8T+4P PUB 351 MJ : Public Financial Administration (4T) PUB 352 MJ : Administrative Thinkers (4T) PUB 353 MJP : Public Financial Administration & Administrative Thinkers (4P)	2T+2P PUB 360 MEJ : Introduction to Public Policy: (2T) PUB 361 MJEP: Public Policy – Practical (2P)	2P PUB 371 VSC: Data Based Governance – Practical (2P)	4OJT PUB 381 OJT : Public Administration - On Job Training (4OJT)	---	22
Total	16 T+8P	4T+4P	2T+ 2P	2FP+ 4OJT	2T	44

TYBA Public Administration Semester V & VI
Course Structure as NEP 2020 Academic year 2026-2027

Semester V (Total 22 Credits)		Semester VI (Total 22 Credits)	
Credit Related to Major (20 Credits)		Credit Related to Major (22 Credits)	
1.	PUB 301 MJ : Comparative Public Administration (4T)	1.	PUB 351 MJ : Public Financial Administration (4T)
2.	PUB 302 MJ : Public Administration in India (4T)	2.	PUB 352 MJ : Administrative Thinkers (4T)
3.	PUB 303 MJP : Comparative Public Administration & Public Administration in India - Practical (4P)	3.	PUB 353 MJP : Public Financial Administration & Administrative Thinkers (4P)
4.	PUB 310 MJE: Civil Services in India (2T)	4.	PUB 360 MJE : Introduction to Public Policy (2T)
5.	PUB 311 MJEP: Civil Services in India - Practical (2P)	5.	PUB 361 MJEP : Public Policy - Practical (2P)
6.	PUB 321 VSC : Data Based Governance (2T)	6.	PUB 371 VSC : Data Based Governance – Practical (2P)
7.	PUB 331 FP : Public Administration - Field Project (2FP)	7.	PUB 381 OJT : Public Administration - On Job Training (4OJT)
Credit Related to Minor (02 Credits)			-----
8.	PUB 341 MN: Social Welfare Administration (2T)		

Important Instruction:

1. It is mandatory to have a Practical journal or book for the practical examination of Practical Course / Field Project / On Job Training.
2. **For the practical courses / Field Project / On Job Training batch size : 15 students per batch.**
3. For Practical Course / Field Project / On Job Training, External Examiner will be appointed by BOS under the guidance of SPPU.

**TYBA Public Administration Semester V & VI
Course Structure as per NEP 2020**

EVALUATION PATTERN (30:70) For Academic Year 2026-27

Theory Paper: 2 Credits - 50 Marks

A. Internal Assessment -

Mid-Semester Examination - 15 Marks, for passing - 06 Marks.

Assessment pattern

1. Class Test/ Examination - 10 Marks
2. Home Assignment/ Oral Exam. / Students Seminar/ field visit - 5 marks

B. External Assessment: 2 Hours

Semester-End Examination - 35 Marks, for passing - 14 Marks

Assessment Pattern

Q. 1 : Write answer any five (in 20 words) (5 out of 7)	10
Q. 2 : Write short notes any two (in 100 words) (2 out of 3)	08
Q. 3 : Write answer any one (in 150 words) (1 out of 2)	07
Q. 4 : Write answer any one (in 200 words) (1 out of 2)	10

Theory Paper: 4 Credits-100 Marks

A. Internal Assessment -

Mid-Semester Examination - 30 Marks, for passing - 12 Marks.

Assessment pattern

1. Class Test/ Examination - 20 Marks
2. Home Assignment/ Oral Exam./ Students Seminar - 10 marks

B. External Assessment : 3 Hours

Semester-End Examination - 70 Marks, for passing - 28 Marks

Assessment Pattern

Q. 1 : Write answer any Ten (in 20 words) (10 out of 12)	20
Q. 2 : Write short notes any Four (in 100 words) (4 out of 6)	16
Q. 3 : Write answer any Two (in 150 words) (2 out of 3)	14
Q. 4 : Write answer any Two (in 200 words) (2 out of 3)	20

Practical/Field Project: 2 Credits - 50 Marks

A. Internal Assessment -

Mid-Semester Examination - 15 Marks, for passing - 06 Marks

Assessment pattern

1. Practical/Project proposal - 10 Marks
2. Practical/Project- presentation - 5 Marks

B. External Assessment

Semester-End Examination - 35 Marks, for passing - 14 Marks

Assessment Pattern

1. Practical/Project file/book - 20 Marks
2. Practical/Project presentation - 15 Marks

Practical - 4 Credits - 100 Marks

A. Internal Assessment -

Mid-Semester Examination - 30 Marks, for passing - 12 Marks

Assessment pattern

1. Practical proposal (Synopsis) - 20 Marks
2. Practical proposal presentation - 10 Marks

B. External Assessment

Semester-End Examination - 70 Marks, for passing - 28 Marks

Assessment Pattern

1. Practical file/book - 40 Marks
2. Practical presentation - 30 Marks

On Job Training: 4 Credits - 100 Marks

A. Internal Assessment -

Mid-Semester Examination - 30 Marks, for passing - 12 Marks

Assessment pattern

1. On Job Training proposal (Synopsis) - 20 Marks
2. On Job Training proposal presentation - 10 Marks

B. External Assessment

Semester-End Examination - 70 Marks, for passing - 28 Marks

Assessment Pattern

1. On Job Training Completion Certificate and related documents - 40 Marks
2. On Job Training Report and presentation on OJT experience - 30 Marks

TYBA Public Administration Semester V & VI
Course Structure as per NEP 2020

EVALUATION PATTERN (40:60) From Academic Year 2027-28

Theory Paper: 2 Credits

- 50 Marks

A. Internal Assessment -

Mid-Semester Examination - 20 Marks, for passing -08 Marks.

Assessment pattern

1. Class Test/ Examination - 10 Marks
2. Home Assignment/ Oral Exam./ Students Seminar/ field visit - 10 marks

B. External Assessment : 2 Hours

Semester-End Examination - 30 Marks, for passing – 12 Marks

Assessment Pattern

- | | |
|--|----|
| Q. 1 : Write answer any five (in 20 words) (5 out of 7) | 05 |
| Q. 2 : Write short notes any two (in 100 words) (2 out of 3) | 08 |
| Q. 3 : Write answer any one (in 150 words) (1 out of 2) | 07 |
| Q. 4 : Write answer any one (in 200 words) (1 out of 2) | 10 |

Theory Paper: 4 Credits

- 100 Marks

A. Internal Assessment -

Mid-Semester Examination - 40 Marks, for passing - 16 Marks.

Assessment pattern

1. Class Test/ Examination - 30 Marks
2. Home Assignment/ Oral Exam. / Students Seminar - 10 marks

B. External Assessment : 3 Hours

Semester-End Examination - 60 Marks, for passing - 24 Marks

Assessment Pattern

- | | |
|---|----|
| Q. 1 : Write answer any Ten (in 20 words) (10 out of 12) | 10 |
| Q. 2 : Write short notes any Four (in 100 words) (4 out of 6) | 16 |
| Q. 3 : Write answer any Two (in 150 words) (2 out of 3) | 14 |
| Q. 4 : Write answer any Two (in 200 words) (2 out of 3) | 20 |

Practical / Field Project: 2 Credits- 50 Marks

A. Internal Assessment -

Mid-Semester Examination - 20 Marks, for passing - 08 Marks

Assessment pattern

1. Practical/Project proposal - 10 Marks
2. Practical/Project- presentation - 10 Marks

B. External Assessment

Semester-End Examination - 30 Marks, for passing - 12 Marks

Assessment Pattern

1. Practical/Project file/book - 20 Marks
2. Practical/Project presentation - 10 Marks

Practical: 4 Credits - 100 Marks

A. Internal Assessment -

Mid-Semester Examination - 40 Marks, for passing - 16 Marks

Assessment pattern

1. Practical Proposal / Synopsis - 20 Marks
2. Practical proposal presentation - 20 Marks

B. External Assessment

Semester-End Examination - 60 Marks, for passing - 28 Marks

Assessment Pattern

1. Practical file/book - 40 Marks
2. Practical presentation - 20 Marks

On Job Training: 4 Credits – 100 Marks

A. Internal Assessment -

Mid-Semester Examination - 40 Marks, for passing - 16 Marks

Assessment pattern

1. On Job Training proposal / Synopsis - 20 Marks
2. On Job Training proposal presentation - 20 Marks

B. External Assessment

Semester-End Examination - 60 Marks, for passing - 24 Marks

Assessment Pattern

1. On Job Training – completed certificate and related documents - 40 Marks
2. On Job Training – report & presentation - 20 Marks

PUB 301 MJ: Comparative Public Administration

Credits: 4T

Hours: 60

Course Description

This theory course focuses on studying and comparing the administrative systems of different countries. The course is designed to help students gain a deeper understanding of administrative institutions that exist within diverse socio-economic and political contexts. It aims to provide conceptual understanding of comparative administration, its select approaches, select administrative systems and contemporary issues and challenges faced by Comparative Public Administration (CPA).

Course Objectives

1. To introduce students to basic concepts and scope of CPA
2. To develop understanding of major approaches to the study of comparative administration
3. To introduce students to comparative analysis of administrative systems in different socio-economic and political context.
4. To analyses contemporary issues and challenges of comparative public administration

Learning Outcomes

Students completing the course should be able to:

1. Define comparative public administration, differentiate it from comparative politics and explain its evolution
2. Explain major approaches to the study of comparative public administration
3. Analyses administrative systems from comparative perspectives
4. Examine selected contemporary issues and challenges of comparative public administration

Unit 1: Introduction to Comparative Public Administration **15**

- a. Meaning, nature, scope, and features
- b. Evolution of the discipline
- c. Relationship with Comparative Politics
- d. Significance of comparative analysis

Unit 2: Approaches to the Study of Comparative Public Administration **15**

- a. Ecological approach
- b. Institutional approach
- c. Governance approach
- d. Decision Making Approach

Unit 3: Comparative Administrative systems of UK, USA and India **15**

(Themes for comparison)

- a. Constitutional Framework
- b. Political Culture
- c. Civil service reforms
- d. Accountability, transparency, and ethics

Unit 4: Contemporary Issues and Challenges **15**

- a. Globalization of public administration
- b. Digital divide
- c. Bureaucratic politicization
- d. Corruption and Transparency

References :

1. Arora R. K. and S. Sharma (eds.), 1992, Comparative and Development Administration: Ideas and Actions, Jaipur, Arihant Centre for Administrative Change
2. Arora R. K., 2021, Comparative Public Administration, New Age International Private Limited
3. Dahiya Sewa Singh and Ravindra Singh, 2014, Comparative Public Administration, Sterling Publications Private Ltd.
4. Heady Ferrel, 2001, Public Administration: A Comparative Perspective, Routledge
5. Jreisat Jamil, 2011, Globalism and Comparative Public Administration, CRC Press
6. Mahajan Anupama Puri, 2025, Public Governance Dynamics: Comparative Administrative Systems, Routledge
7. Ray S. N., 2004, Modern Comparative Politics: Approaches, Methods and Issues, New Delhi, Prentice Hall of India
8. Riggs F. W. 1964, Administration in Developing Countries: The Theory of Prismatic Society, Boston, Houghton Mifflin Co.
9. Riggs F. W., 1961, The Ecology of Public Administration, Bombay (Mumbai), Asia Publishing House
10. Verma S. P. and S. K. Sharma (eds.), 1985, Comparative Public Administration, Indian Institute of Public Administration
11. कटारिया सुरेंद्र, 2016, सामाजिक प्रशासन, जयपुर, आर.बी.एस.ए. पब्लिशर्स.
12. पाटील वा. भा., 1999, प्रशासकीय व्यवस्था, नागपूर, मंगेश प्रकाशन.

PUB 302 MJ: Public Administration in India

Credits: 4T

Hours: 60

Course Objectives

1. To understand the historical and philosophical development of Public Administration in India.
2. To analyze the institutional structure of Indian administration at the central and state levels.
3. To study the role of civil services, financial administration, and auditing in governance.
4. To apply concepts of Good Governance, RTI, and E-Governance to contemporary administrative challenges.
5. To develop critical and analytical skills for evaluating accountability mechanisms and citizen-centric governance.

Learning Outcomes

1. Students will understand the historical evolution of Indian administration from ancient to modern times.
2. Students will understand the structure and functioning of central and state administrative institutions.
3. Students will analyze the recruitment process of civil services and evaluate the financial management and auditing system in India.
4. Students will apply the principles of Good Governance, RTI, and E-Governance to practical administrative contexts.
5. Students will critically examine accountability mechanisms such as Citizen Charters, Lokpal and Information Commissions.
6. Students will demonstrate civic responsibility and readiness for careers in civil services, law, public policy, and social work.

Unit I : Basic Foundations of Indian Administration **15**

- a. Constitutional Basis
- b. Good Governance - concept, features and challenges
- c. E-Governance – concepts and models
- d. Importance of Good Governance and E-Governance

Unit 2 : Administrative Framework **15**

- a. Central Administration - President, Prime Minister, Council of Ministers;
- b. State Administration - Governor, Chief Minister, Council of Ministers
- c. Central Secretariat, State Secretariat, PMO, CMOs, Cabinet Secretary, Chief Secretary
- d. Administrative Relations

Unit 3 : Administration of Personnel Functions and Practices **15**

- a. Selection and Recruitment to Civil Services (UPSC, MPSC, All India Services)
- b. Training and Capacity Building
- c. Promotion, Career Development, and Service Conditions
- d. Performance Appraisal

Unit 4 : Accountability and Control **15**

- a. Administrative Accountability
- b. Legislative Control
- c. Judicial Control
- d. Citizen-Centric Accountability – RTI, Citizens Charter, Lokpal & Lokayukta

Referances

1. Avasthi, A. & Maheshwari, S.R., Public Administration, Lakshmi Narain Agarwal, Agra.
2. Maheshwari, S.R., Indian Administration, 8th Ed., Orient BlackSwan, New Delhi.
3. Fadia, B.L. & Fadia, K., Public Administration: Administrative - Theories and Concepts, Sahitya Bhawan, Agra.
4. Laxmikanth, M., Governance in India, 4th Ed., McGraw Hill, New Delhi.
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6. Kashyap, S. C., Public Administration in India, National Book Trust, New Delhi.
7. Sapru, R. K., Administrative Theories and Management Thought, PHI Learning.
8. Kautilya, Arthashastra, Penguin Classics / R. Shamasastri translation.
9. Vithal, B. P. R. & Sastry, M. L., Fiscal Federalism in India, Oxford University Press.
10. Second ARC Reports - 4th, Ethics in Governance, 11th (e-Governance), 12th (Citizen-Centric Administration)
11. Constitution of India, relevant articles, Government of India Press
12. भोसले एस. बी., भारत सरकार आणि राजकीय व्यवस्था, लोकसत्ता प्रकाशन.
13. भोगले शांताराम, लोकप्रशासनाचे सिद्धांत आणि कार्यपद्धती, कैलास प्रकाशन, औरंगाबाद.
14. गायकवाड र. ब., सुशासन संकल्पना आणि भारतीय अनुभव, अभिनव प्रकाशन, औरंगाबाद
15. देशपांडे पी. व्ही., लोकप्रशासन : सिद्धांत आणि व्यवहार,
16. लक्ष्मीकांत एम., भारतीय राज्यव्यवस्था, मागोहिल, नवी दिल्ली.
17. लक्ष्मीकांत एम., अनुवाद - श्रीकांत गोखले, 2017, गव्हर्नर इन इंडिया, के सागर, पुणे.
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19. नाईक नंदकुमार आणि रामप्रसाद पोले, सिद्धांतिक लोकप्रशासन.
20. पाटील व्ही. बी., लोकप्रशासन, के सागर पब्लिकेशन, पुणे.
21. पाटील महेंद्र आणि आबासाहेब देशमुख, लोकप्रशासन आणि वित्तीय प्रशासन.
22. पोहेकर प्रीती, लोकप्रशासनाची तत्वे, निराली प्रकाशन, पुणे.
23. शिंदे प्र. ना., नागरिकांची सनद लोकपाल आणि लोकायुक्त, मनोविकास प्रकाशन, पुणे.
24. उलघडे लक्ष्मण, फडके य. दि., समग्र लोकप्रशासन, के सागर पब्लिकेशन, पुणे.
25. महाराष्ट्र राज्य लोकसेवा आयोग, वार्षिक अहवाल - 2024.

PUB 303 MJP: Comparative Public Administration & Public Administration in India - Practical

Credits: 4P

Hours: 120

Course Objectives

1. To develop comparative analytical skills among students and enable them to understand similarities and differences between administrative systems.
2. To apply theoretical concepts to real administrative situations.
3. To provide practical understanding of the structure and functioning of Central and State administrative institutions through field-based study.
4. To develop skills in analyzing recruitment processes, public service delivery mechanisms, and financial administration through hands-on research.
5. To introduce students to RTI application procedures and Right to Information as a tool for administrative accountability.
6. To enhance knowledge of Good Governance principles, Citizen Charters, Lokpal, and media perception in shaping administrative effectiveness.

Learning Outcomes

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

1. Develop comparative understanding of historical, political, and cultural factors influence administration.
2. Understand changing trends in public administration and gain skills to connect theory with practice
3. Conduct and interpret field observations of government offices and administrative institutions at Central, State, and district levels.
4. Analyze administrative data using Excel or Google Sheets to evaluate public service delivery and governance indicators.
5. Design and document study reports on e-governance schemes, Digital India initiatives, and RTI applications.
6. Formulate critical assessments of governance mechanisms such as Citizen Charters, Lokpal, and State Information Commissions.

Students are required to complete any two Activities of the following.

Activity 1: Comparative Case Studies

Students should be encouraged to undertake comparative case studies of administrative systems or institutions of two or more countries at different levels. For example, students can be given prompt to conduct practical activities like comparative analysis of civil services in India and the USA or of local governance in India and France.

Activity 2: Field Visits

Students should be urged to embark on field visits to administrative institutions and organizations to observe administrative functioning and governance practices from comparative perspective and engage in comparative analysis of administrative functioning or governance practices of two or more municipalities, or NGOs and public agencies, rural governance bodies, etc.

Group 3: Comparative Project Work

Students should be asked to conduct comparative project work focusing on policy or administrative reforms or governance initiatives in different countries or states within India or districts.

Group 4: Documentary / Movie Review

Students should be asked to watch documentaries or movies related to various aspects of governance and administration such as corruption, bureaucratic reforms, policy implementation, extra-ordinary administrative /public leadership, etc., and develop critical reviews by comparing these (documentaries or movies) with the textbook concepts.

Students are required to complete any two Activities of the following.

Activity 1: Institutional Visit & Administrative Structure Survey:

Select any one government office at the district level (e.g., Collector's Office, Tehsil Office, Municipal Council, Block Development Office) and conduct a structured field visit to understand it. Administrative structure, hierarchy, and functions. Design a structured questionnaire of a minimum of 10 questions to gather information on staffing, service delivery, public interface mechanisms, and departmental coordination. Collect responses from 5–10 officers or staff members. Analyze the collected data using Excel or Google Sheets and prepare a report of approximately 1500–2000 words.

Activity 2: Civil Services & Recruitment Process Study:

Prepare a detailed written study on the recruitment process of civil services at any one level — Union (UPSC), State (MPSC), or All India Services. The study should cover the stages of the recruitment process, eligibility criteria, examination pattern, training programs, and career progression. Students may supplement the study by interviewing a serving or retired civil servant, or by attending a UPSC/MPSC guidance session. The report should be a minimum of 2000 words and include charts, tables, or info graphics depicting the selection funnel, vacancy trends, or service-cadre allocation.

Activity 3: E-Governance & Digital India Field Report:

Identify and visit a government service center (e.g., Common Service Centre / Aaple Sarkar / DigiLocker service point / Jan Seva Kendra) in your locality to examine how e-governance is being implemented at the grassroots level. Observe the services being delivered, the technology infrastructure, and citizen interaction. Prepare a report of approximately 2000 words documenting the types of services offered, ease of access, common grievances, and challenges. Include photographs, user feedback, and suggestions for improvement.

Activity 4: RTI Application & Accountability Case Study:

Conduct a study of the Right to Information (RTI) Act, 2005 as a tool of administrative accountability. Either (a) draft and file an actual RTI application with a government department on a matter of public interest and document the process and response received, or (b) analyse a documented case study of a significant RTI application that led to administrative transparency or reform. Prepare a case study report of approximately 1500 words covering the background, RTI filing process, response received, and lessons for administrative accountability.

Modalities of Administering and Assessing Practical

The public administration institutes or departments should adopt the following modalities to administer activity -based practical, mentor, and evaluate them.

1. The institute or department of Public Administration or such institutional heads or directors should designate faculty members as Guides or Mentors, to supervise and guide students in activity-based practical, in the beginning of the semester. In case of absence or shortage of desired faculty members, the institute or department of Public Administration or such institutional heads or directors should designate other faculty members as Guides or Mentors.
2. Guides or Mentors should guide and help students in identifying topics or themes for activity-based practical from the indicative list of groups of activities.
3. Each student, under the supervision of Mentor, should complete mandatory two activity-based practical by selecting any two themes or topics from the given indicative groups of activities. Mentor must ensure that students should select only one topic from a given indicative groups of activities.
4. The assessment and evaluation of students for activity-based practical should be carried out by adopting any one of the modes listed below or a combination of thereof. Mentor or Guide should notify in advance the nature of assessment and evaluation mode (s).

Submission of report: Students should submit a separate report on each activity-based practical completed to the Mentor. The report should be about 1500 words.

Photographs, newspaper clippings, charts, and tables should be appropriately included. The students should submit the reports to the Department after they have duly assessed and approved by the Mentor or Guide.

Student presentations: In this mode of assessment and evaluation, Mentor or guide should ask the students to make presentations on the activity-based practical that they have conducted. Students should be encouraged to make presentations by using digital modes: PPT, Pre-recorded videos, etc.

Making posters: Mentor or guide should ask the students to make posters on the activity-based practical that they have conducted. These should be reviewed and evaluated by the Mentor or Guide.

- Mentor or Guide should prepare final result on the basis of the assessment and evaluation of all assigned students and submit to the examination section.

PUB 310 MJE: Civil Services in India

Credits: 2T

Hours: 30

Course Objectives:

1. To understand administration and Policy of Indian Civil Services.
2. To study the structure and functions of Indian Civil Services.
3. To establish the Ethics, Responsibility and importance of Indian Civil Services.

Course Outcomes:

1. Students will gain knowledge about Indian Civil Services.
2. Students will understand the structure and functions of Indian Civil Services.
3. Students will develop confidence and leadership skills.

Unit-1: Introduction to Civil Services in India

15

- a. Meaning and Nature
- b. Evolution of Civil Services in India : Pre and Post-independence Period
- c. Features of Civil Services in India
- d. Significance of Civil Services in India

Unit-2: Constitutional Provisions and Classification of Civil Services in India

15

- a. Constitutional Provisions for Civil Services in India
- b. Classification of Civil Services in India
 - i) All India Services, ii) Central Services - Group A & B, iii) State Services
- c. Recruitment of Civil Services : UPSC & MPSC
- d. Functions of Civil Services

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2. Das S., 2010, *Building a world-class civil service for twenty-first century India*, Oxford University Press.
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PUB 311 MJEP: Civil Services in India- Practical

Credits: 2P

Hours: 60

Objectives

1. To understand the administration and policies of the Indian Civil Services.
2. To understand the structure and functions of the Indian Civil Services.
3. To understand the ethics, accountability, and importance of the Indian Civil Services.

Learning Outcomes

1. Students will understand the concepts and mechanisms of the Indian Civil Service.
2. Students will understand the structure and functions of the Indian Civil Service.
3. Students will develop an ideal personality, self-confidence, and leadership skills.

Practical Components:

60

Select any two activities of the following and prepare a project report

Activity 1: Select any one Indian Administrator (IAS/IPS) inspiring personality as your role model, and write a detailed report on their life journey and biography.

Activity 2: Read an original book/autobiography written by any Indian Administrative Officer, or read any book based on the Indian Civil Services, and write a detailed report on it.

Activity 3: Watch any movie or documentary based on the Indian Civil Services (IAS/IPS) and bureaucracy. Observe, analyze, and write a detailed report on it.

Activity 4: Conduct an interview and observation of one Union-level (Central) and one State-level administrative officer based on a questionnaire. Analyze the findings and write a detailed report on their working methods.

Activity 5: Visit any administrative office, collect information about their administrative operations and various government schemes, and write a detailed report on it

Process of Activity:

1. Students should complete each activity.
2. Each student has to complete these activities under the guidance of a Guide/Mentor. The Department of Public Administration will allot the students respective Guides/Mentor. The Department of Public Administration may also appoint guides/mentors from other faculties or subject related industry areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit two separate reports. The report write-up must include photographs, newspaper clippings, images for the support of study. Students can give graphs, tables for statistics.
5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the department.
7. After submission of the report, the department will conduct an interview of students or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and interviews/presentation.

PUB 321 VSC: Data Based Governance

Credits: 2 T

Hours: 30

Course Objectives

1. To introduce students to the concept of data-driven governance in public policy.
2. To develop analytical skills for evaluating policies using data and evidence.
3. To train students in identifying social problems using datasets and indicators.
4. To equip students with tools for data collection, analysis, and visualization.

Course Outcomes

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

1. Explain the concept and importance of data-based governance.
2. Analyze government policies using evidence and indicators.
3. Use basic tools for data analysis and visualization.
4. Demonstrate analytical and decision-making skills in governance contexts.

Unit 1: Basics of Data Governance

15

1. Meaning and Type of Data
2. Legal framework of Data Governance
3. Sources of data in Governance
4. Significance of data in Governance

Unit 2: Data Analysis and Interpretation

15

1. Governance analysis using data
2. Ethics and legal use of data
3. Understanding data patterns
4. Analytical tools

References:

1. Kitchin, R., 2014, The data revolution: Big data, open data, data infrastructures and their consequences. Sage Publications.
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3. OECD. (2019). the path to becoming a data-driven public sector. OECD Publishing.
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4. World development report 2021: Data for better lives. World Bank Publications.
<https://doi.org/10.1596/978-1-4648-1600-0>
5. United Nations, 2020, Data strategy of the Secretary-General for action by everyone, everywhere. United Nations.
6. Floridi, L., & Taddeo, M., 2016, What is data ethics? Philosophical Transactions of the Royal Society A, 374(2083), 20160360.
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<https://opendatacharter.net>
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PUB 331 FP: Public Administration - Field Project

Credits: 2 FP

Hours: 60

Objectives:

1. To provide practical exposure to students regarding the functioning of public administration institutions and governance processes.
2. To bridge the gap between theoretical knowledge and practical application in Public Administration.
3. To develop field research skills such as survey, observation, interview, and report writing.
4. To create awareness about community issues, public services, and government welfare programmes.
5. To promote community participation, civic responsibility, and problem-solving skills among students.

Learning Outcomes:

1. Explain the practical functioning of public administration institutions at the local level.
2. Apply theoretical concepts of Public Administration in real-life administrative situations.
3. Conduct field-based research using survey, observation, interview, and data collection techniques.
4. Analyze community issues, public service delivery systems, and government programmes.
5. Prepare and present project reports with practical findings and recommendations.

Select any two activities of the following and prepare a project report

Activity 1: Study of Gram Panchayat Office

Students will visit the Gram Panchayat office to understand its organizational structure, functions, service delivery mechanisms, and role in rural governance.

Activity 2: Municipal Council / Municipal Corporation Visit

Students will observe the functioning of urban local bodies and study services such as sanitation, water supply, taxation, and public administration.

Activity 3: Government Office Study

Students will visit government offices such as Tahsil Office, Panchayat Samiti, Collector Office, etc. to understand administrative procedures and public service delivery.

Activity 4: Common Service Centre (CSC) Study

Students will examine the role of CSCs in providing digital governance services such as certificates, registrations, and citizen support services.

Activity 5: Social Welfare Scheme Study

Students will analyze the implementation, awareness, and impact of various government welfare schemes among beneficiaries.

Activity 6: Anganwadi Administration Study

Students will study the functioning of Anganwadi centres, their administrative structure, and delivery of child and women welfare services.

Activity 7: Public Distribution System (Ration Shop) Study

Students will examine the functioning of ration distribution systems and assess service delivery to beneficiaries.

Activity 8: Waste Management in Village/Town

Students will study local waste collection, disposal practices, sanitation systems, and challenges in waste management.

Modalities of Administering and Assessing Practical

1. Students shall undertake any two field-based activities related to Public Administration, governance, public service delivery, or community issues.
2. The activities shall be completed through field visits to local government offices, public institutions, community organizations, service centers or selected study areas.
3. Each student shall complete the activity under the guidance of an assigned teacher/mentor. The Department of Public Administration shall allot guides/mentors to students. The department may also appoint external experts or officials, if required.
4. Students shall select the topic of the activity in consultation with the concerned teacher/guide/mentor.
5. During the field study, students shall collect relevant information through observation, interviews, surveys, and interaction with concerned officials or beneficiaries.
6. Students shall prepare and submit a project report based on the field activity.

The report may include photographs, charts, tables, documents, newspaper clippings, and other supporting materials.

7. The project report shall include objectives, methodology, observations/findings, analysis, and conclusion/suggestions.
8. After approval from the guide/mentor, students shall submit the final report to the Department of Public Administration.
9. The department shall conduct viva-voce/interview or classroom presentations based on the submitted report.
10. Assessment shall be based on project proposal, report submission, and presentation/viva-voce.

PUB 341 MN: Social Welfare Administration

Credits: 2 T

Hours: 60

Course Description

This course introduces students to the basics of social welfare administration in the Indian context. The course is designed to provide conceptual understanding of social administration, its nature and scope. It examines the organization and administration of welfare agencies, government welfare programmes, voluntary organizations, social policies, and contemporary challenges in welfare administration.

Course Objectives

1. To understand the concept and scope of social welfare administration.
2. To explain the evolution of welfare administration in India and constitutional basis.
3. To analyse administrative structures and welfare delivery systems.
4. To develop understanding of the role of government, NGOs, and civil society in welfare administration.

Learning Outcomes

Students completing the course should be able to:

1. Define the meaning, nature and scope of social welfare administration.
2. Evaluate welfare policies, welfare programmes and institutional functioning and administrative mechanisms in India.
3. Examine the role of government, NGOs, and civil society in welfare administration
4. Apply administrative skills in welfare organizations.
5. Understand ethical and professional issues in administration.

Unit I: Understanding Social Welfare Administration

15

1. Meaning, concept, nature, and scope
2. Objectives and functions of social welfare administration
3. Historical development of welfare administration
4. Constitutional basis of social welfare in India

1. Social welfare policy and programmes for children, women and old aged persons
2. Administration at national, state and local levels
3. Voluntary organizations, NGOs
4. Issues and challenges of welfare administration

Readings

1. Goel S.L., 2010, Social Welfare Administration (2 Vols.), Deep & Deep Publications
2. Sachdeva D.R., 2018, Social Welfare Administration in India, Kitab Mahal
3. Sarangi Prakash, 2025, New Welfare Policy and Democratic Politics in India, Routledge India
4. Madan, G.R., 2006, Indian Social Problems (Vol. II), Allied Publishers Ltd.
5. Roy Kalpana, 2000, Women and Child Development, New Delhi: Commonwealth Publishers
6. Majeed Md. Iqbal, 2022, Social Policy and Welfare Administration, Global Vision Publishing House
7. Paranjpe Nalini, 1990, Social Welfare in India: a policy perspective, New Delhi, Associated Pub. House
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9. कोत्तापल्ले लक्ष्मण, भारतातील सामाजिक कल्याण प्रशासन आणि समाजकार्य, औरंगाबाद, विद्या बुक्स
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11. पोहेकर प्रीती, 2017, भारताचे सार्वजनिक धोरण, औरंगाबाद, विद्या बुक्स.
12. सचदेव डी. आर., अनुवाद - वासंती फडके, भारतातील समाज कल्याण आणि समाज कल्याण प्रशासन, के सागर पब्लिकेशन.
13. शेंडे कृष्णा, सामाजिक कल्याण आणि सामाजिक अधिनियम, क्रिएटिव्ह पब्लिकेशन

PUB 351 MJ: Public Financial Administration

Credits: 4 T

Hours: 60

Course Objectives:

1. To understand about the meaning and nature of Financial Administration
2. To comprehend the scope of Financial Administration
3. To discuss about various principles of Financial Administration
4. To know about various agencies, institutes and budgetary process.

Course Outcomes:

1. Students will gain knowledge about Public Financial Administration
2. Students will understand various aspects of Financial Administration.
3. Students will be able to develop research and presentation skills.
4. Students will be getting idea of Financial Institutions in parliamentary form of government

Unit 1 : Introduction

15

- a. Public Financial Administration. – Meaning, Nature,
- b. Scope of Public Financial Administration
- c. Importance of Public Financial Administration
- d. Principles of financial administration

Unit 2 : Budgetary Process in India

15

- a. Meaning and Importance
- b. Budget: Types of Budgets
- c. Budgetary Process.
- d. Role of Finance Ministry

Unit 3 : Mechanism of Financial Accountability

15

- a. Control over Public Finance

- b. Parliamentary Committees: Public Accounts, Estimates Committees.
- c. Committee on Public Undertakings.
- d. Comptroller and Auditor General of India

Unit 4 : Issues and Reforms in Financial Administration

15

- a. Fiscal Federalism in India
- b. Goods and Services Tax (GST)
- c. Financial Inclusion
- d. Direct Benefit Transfer (DBT)

Referances :

1. Basu Rumki, 2012, Public Administration: Concepts and Theories, New Delhi, Sterling Publishers.
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4. Mahajan, S., & Mahajan, A. (2021). Financial administration in India (2nd ed.), PHI Learning Pvt.
5. Saini, P. K. (2007). Financial administration in India: Changing contours and emerging challenges. Deep and Deep Publications.
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10. बोरा पारस आणि शिरसाठ शाम, 2015, लोकप्रशासन, औरंगाबाद, विद्या बुक्स पब्लिशर्स
11. भट्टाचार्य मोहित , वासंती फडके(अनु), 2013, न्यू होराइज़न्स ऑफ पब्लिक एडमिनिस्ट्रेशन बाय मोहित भट्टाचार्य, नवी दिल्ली जवाहर पब्लिकेशन्स.
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PUB 352 MJ: Administrative Thinkers

Credits: 4 T

Hours: 60

Course Objectives:-

1. To acquaint the students with the main administrative ideas of major administrative thinkers.
2. To make the students aware of the contribution made by these thinkers to the administrative thinking.

Learning Outcomes:-

1. Students were introduced to the main administrative ideas of major administrative thinkers.
2. Students were made aware of the contributions made by these thinkers to administrative thought.

Unit1: Woodrow Wilson

15

- a. Views on Administrative Science
- b. Politics-Administration Dichotomy
- c. Administration and other Disciplines
- d. Principles of Efficient Administration

Unit 2: Chester Barnard

15

- a. Concept of Organization as a cooperative system
- b. Acceptance Theory of Authority
- c. Zone of Indifference
- d. Authority and Responsibility

Unit 3: F.W. Riggs

15

- a. Ideals Models (Fused, Diffracted, Prismatic)
- b. Sale Model: Administrative Sub system of a Prismatic Society
- c. The Concept of Development
- d. Ecological Approach

Unit 4: Dwight Waldo

15

- a. Politics-Administration Dichotomy
- b. Efficiency vs. Democracy Conflict
- c. Relevance of values and Ethics in Public Administration
- d. Public Interest and Administrative Decision-Making

Readings

1. Prasad, Ravindra and P. SatyaNarayana., (1989) Administrative Thinkers, Sterling Publishers, New Delhi.
2. Publishers, New Delhi.
3. Singh, RN. (1977) Management Thought and Thinkers, Sultan Chandel, New Delhi.
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5. Maheshwari S.R., Administrative Thinkers, Macmillan India Ltd, Mumbai – 1998.
6. Prasad Ravindra & Others – Administrative Thinkers, Sterling Publishers, New Delhi, 1980. (Translated in Marathi by V Y Phadake, K'Sagar)
7. Mukhi H.R., Administrative Thinkers, SDB Publishers, New Delhi.
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15. शिरसाट श्याम, 2022, प्रशासकीय व व्यवस्थापन विचारवंत, औरंगाबाद, विद्या बुक्स.

PUB 353 MJP: Public Financial Administration & Administrative Thinkers - Practical

Credits: 4P

Hours: 120

Objectives:-

1. To understand the administration and policies of the Public Financial Administration
2. To understand the structure and functions of the Public Financial Administration
3. To understand the ethics, accountability, and importance of the Public Financial Administration

Learning Outcomes:-

1. Students will understand the concepts and mechanisms of the Public Financial Administration
2. Students will understand the structure and importance of the Public Financial Administration
3. Students will be able to develop analytical skills and soft skills.

Section A : Public Financial Administration

60

Students are required to complete any two Activities of the following.

Activity 1: Select any one Economist /Finance Minister inspiring personality as your role model, and write a detailed report on their life journey with the help of biography, Policies done by him or her, Newsletters, articles, Newspapers, Documentaries etc.

Activity 2: Read a book/autobiography written on or by any Finance Minister /Officer, or read any book based on the Financial Administration, and write a detailed report on it.

Activity 3: Watch any movie or documentary based on the Indian Administration / Bureaucracy, and write a report on it.

Activity 4: Watch any old Budget Sessions at Central and State level and do a report.

Activity 5: Visit any administrative office, collect information about their administrative operations and various government schemes, and write a detailed report on it

Section B : Administrative Thinkers

60

Activity 1: Watch movies or documentaries on any one Administrative Thinker. Observe, analyze and write a report on it.

30

1. F.W. Taylor
2. Max weber
3. Henry Fayola
4. Mary Parker Follett.
5. Hebert Simon

Activity 2: Read a book by any one Administrative thinker and write a report on it.

30

1. Frederickson
2. Frank Marini
3. Edward Weidner
4. Mark Moore
5. B. Guy Peters

Modalities of Administering and Assessing Practical

1. Students must complete the activity by studying the Administrative Thinkers.
2. Each student has to complete these activities under the guidance of a Guide/Mentor. The Department will allot the students respective Guides/Mentor. The Department may also appoint guides/mentors from other faculties or subject related areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit two separate reports. The report write-up must include photographs, newspaper clippings, images for the support of study. Students can give graphs, tables for statistics.
5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the Department.
7. After submission of the report, the department will conduct a viva or oral of students or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and oral or presentation.

PUB 360 MJE: Introduction to Public Policy

Credits: 2T

Hours: 60

Course Description

This course introduces undergraduate students to the basic concepts, processes and policy actors of public policy. It intends to familiarize students with the basics of how governments recognize public problems, formulate policies, implement programmes, and evaluate outcomes, and problems associated with them. The course emphasizes contemporary challenges of policymaking with examples from India and global contexts.

Course Objectives

1. To introduce students to basic concepts and scope of policy.
2. To understand major policy activities with emphasis on Indian experiences.
3. To identify key institutions and actors involved in policymaking.
4. To analyze basic issues and challenges of policy.
5. To develop introductory policy analytical skills

Learning Outcomes

Students completing the course should be able to:

1. Define public policy and differentiate it from politics and administration.
2. Explain how different policy activities are handled
3. Examine selected policy cases in India

Unit I: Understanding public Policy

15

1. Meaning, Nature and Scope of public policy
2. Policy, politics, administration and governance
3. Policy typologies
4. Importance of policy in democratic governance

1. Policy Processes - Agenda setting, formulation, Decision-making, implementation, and monitoring and evaluation
2. Institutions - Legislature, Executive, Judiciary, and public administration / bureaucracy
3. Actors - Political parties and interest groups, media, NGOs
4. Policy Cases (India) – Welfare policies, education /health policies

Referances :

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PUB 361 MJEP: Public Policy - Practical

Credits: 2P

Hours: 60

Course Description

This activity-based practical course introduces students to the basics of how governments recognize public problems, formulate policies, implement programmes, and evaluate outcomes, and problems associated with them. It is designed to enable students to link theoretical concepts with real-world public policy challenges. The course aims to equip students with analytical and decision-making skills by engaging them in activity-based practical like case studies, policy analysis, field observations, stakeholder mapping, simulations, and / or review of documentaries or movies.

Course Objectives

1. To apply theoretical concepts to real-world policy situations.
2. To develop analytical thinking among students and enable them to understand how policy influence the society.
3. To create awareness about the role of various actors in policy.
4. To encourage critical evaluation of public policies and policy reforms

Learning Outcomes

Students completing the course should be able to:

1. Develop analytical thinking regarding public issues.
2. Understand the stages of the policy-making process.
3. Encourage critical evaluation of public policies and policy reforms.
4. Understand the role of stakeholders in policy outcomes.

Practical: Students are required to complete any two Activities of the following. 60

Practical in the course on Introduction to Public Policy are activity-based. These include the groups of activities outlined below:

Activity 1: Policy Case Studies

Students should be encouraged to undertake case studies of public policies at various levels of governance. For example, students can be given prompt to conduct practical activities like analyzing policy cases, their success or failures.

Activity 2: Field Observations

Students should be urged to embark on field observations to observe implementation of policies like Swatch Bharat Mission, Digital India, National Education Policy, etc. and note the gap between policy design and actual execution or to undertake evaluation of local public policies through which services are delivered such as Public transport, Waste management, health service by Government hospital, Water supply system, etc.

Activity 3: Stakeholder Mapping

Students should be asked to conduct policy practical by using stakeholder mapping method. Stakeholder mapping is a systematic process used in policy analysis to gain understanding of policy objectives, relationships, interests, power, and roles of various policy actors. This can be undertaken once policy issues like pollution or traffic jams are recognized.

Activity 4: Documentary / Movie Review

Students should be asked to watch documentaries or movies covering various public policy issues such as corruption, policy implementation, etc. and develop critical policy analysis by applying the textbook concepts.

Modalities of Administering and Assessing Practical

The public administration institutes or departments should adopt the following modalities to administer activity -based practical, mentor, and evaluate them.

1. The institute or department of Public Administration or such institutional heads or directors should designate faculty members as Guides or Mentors, to supervise and guide students in activity-based practical, in the beginning of the semester. In case of absence or shortage of desired faculty members, the institute or department of Public Administration or such institutional heads or directors should designate other faculty members as Guides or Mentors.
2. Guides or Mentors should guide and help students in identifying topics or themes for activity-based practical from the indicative list of groups of activities.
3. Each student, under the supervision of Mentor, should complete mandatory two activity-based practical by selecting any two themes or topics from the given indicative groups of activities. Mentor must ensure that students should select only one topic from a given indicative groups of activities.
4. The assessment and evaluation of students for activity-based practical should be carried out by adopting any one of the modes listed below or a combination of thereof. Mentor or Guide should notify in advance the nature of assessment and evaluation mode(s).
5. **Submission of report:** Students should submit a separate report on each activity-based practical completed to the Mentor. The report should be about 1500 words. Photographs, newspaper clippings, charts, and tables should be appropriately included. The students should submit the reports to the Department after they have duly assessed and approved by the Mentor or Guide.
6. **Student presentations:** In this mode of assessment and evaluation, Mentor or guide should ask the students to make presentations on the activity-based practical that they have conducted. Students should be encouraged to make presentations by using digital modes: PPT, Pre-recorded videos, etc.

7. **Making posters:** Mentor or guide should ask the students to make posters on the activity-based practical that they have conducted. These should be reviewed and evaluated by the Mentor or Guide.
8. Mentor or Guide should prepare final result on the basis of the assessment and evaluation of all assigned students and submit to the examination section.

PUB 371 VSC: Data Based Governance - Practical

Credits: 2P

Hours: 60

Course Objectives

1. To provide a practical understanding of data collection and problem identification in governance.
2. To develop skills in policy analysis and evaluation using real-world datasets.
3. To train students in data analysis, extraction, and visualization techniques.
4. To enhance knowledge of data-driven decision making and policy formulation.

Course Outcomes

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

1. Collect and interpret data to identify governance-related problems.
2. Apply data analysis and visualization tools for governance studies.
3. Extract and interpret data using basic database tools.
4. Demonstrate practical understanding of data-based governance processes.

Practical: Students are required to complete any two Activities of the following. 60

Activity 1:

Students are required to study official data sources such as the Census of India and The National Sample Survey Office websites or any other government portal to understand how Data is collected and presented. They should examine the methods of data collection and the Way data is organized through tables, charts, and reports. Based on this they should write a Report of about 1000 words explaining their understanding, analysis, and conclusions.

Activity 2:

Students are required to identify any one problem in their village or ward. They should conduct a survey to collect people's opinions about the problem and possible solutions. Based on

the collected data, students must analyze the findings and draw conclusions. Finally, they should prepare a report with recommendations and submit it to the college.

Activity 3:

Municipal Office, or Talathi Office and observe how data is collected, recorded, and maintained. They should interact with officials (if possible) to understand the use of data in decision-making and service delivery. Students must note the types of data maintained, methods of storage (registers/digital), and challenges faced. Finally, they should prepare a report explaining their observations and learning.

Activity 4:

Students are required to study newspapers for a period of two months and identify at least two to four government decisions taken based on data. They should collect and attach relevant news clippings as evidence. Based on these examples, students must analyze how data has influenced decision-making. Finally, they should prepare and submit a report explaining their understanding and findings.

Modalities of Administering and Assessing Practical

1. Students must complete the activity by studying the Election Management
2. Each student has to complete these activities under the guidance of a Guide/Mentor. The Department Public Administration will allot the students respective Guides/Mentor. The Department of Public Administration may also appoint guides/mentors from other faculties or subject related areas.
3. Students have to choose the topic of activity in consultation with the teacher/guide/mentor.
4. After the study, the student has to submit two separate reports. The report write-up must include photographs, newspaper clippings, and images for the support of study. Students can give graphs, tables for statistics.

5. The report will contain objective, observation and conclusions.
6. After the approval letter from the Guide/Mentor, the students can submit the report to the Public Administration Department.
7. After submission of the report, the department will conduct a viva or oral of students or arrange a presentation in the classroom.
8. Assessment will be done on the basis of a report and oral or presentation.

PUB 381 OJT: Public Administration - On Job Training

Credits: 4 OJT

Hours: 120

Objectives:

1. To provide hands-on exposure to students regarding the functioning of administrative offices and public institutions.
2. To develop practical understanding of administrative procedures, office management, and service delivery mechanisms.
3. To bridge the gap between theoretical knowledge and workplace practices in Public Administration.
4. To enhance professional skills such as communication, documentation, observation, and report writing.

Learning Outcomes:

1. Students will understand the working of government offices and public institutions.
2. Students will gain practical knowledge about administrative procedures and service delivery systems.
3. Students will develop skills related to communication, documentation, and workplace behavior.
4. Students will understand the challenges faced by public institutions in delivering services.
5. Students will be able to prepare reports and present their practical learning experiences effectively.

Guidelines for Selection of institutions for On Job Training and Internship:

The concerned department of Public Administration should identify local institutions for the OJT / Internship opportunities. Institutions must possess a definitive civic, political, administrative, and legal mandate. Departments should map various institutions and orient students regarding OJT opportunities. The selection of institutions shall be based on feasibility, access, relevance, and acquisition of employability skills. The following institutions matrix can be used as reference.

Suggested Areas for On Job Training

1. On Job Training at Gram Panchayat Office

Students will observe rural administrative functions, maintenance of records, implementation of government schemes, and delivery of basic public services.

2. On Job Training at Municipal Council / Municipal Corporation

Students will study urban governance functions such as sanitation management, taxation, water supply, and civic administration.

3. On Job Training at Tahsil / Revenue Office

Students will understand revenue administration, land record management, certificate issuance, and grievance handling processes.

4. On Job Training at Common Service Centre (CSC) / Maha e-Seva Kendra

Students will examine digital governance services, online applications, and citizen service delivery mechanisms.

5. On Job Training at Social Welfare Office

Students will study the implementation of welfare schemes and administrative support provided to beneficiaries.

6. On Job Training at Anganwadi / ICDS Centre

Students will observe the administration of child welfare, nutrition programmes, and women development services.

7. On Job Training at Public Distribution System (Ration Shop)

Students will study food distribution procedures, stock management, and beneficiary service delivery.

8. On Job Training in Waste Management / Sanitation Department

Students will examine waste collection, disposal systems, and sanitation administration at local level.

9. On Job Training at Cooperative Society / Bank

Students will observe administrative procedures related to financial services, documentation, and customer service.

10. On Job Training at NGO / Community Development Organization

Students will understand project implementation, public outreach activities, and community development programmes.

11. On Job Training at Primary Health Centre / Government Hospital Administration

Students will study health service administration, record maintenance, and public health programme implementation.

12. On Job Training at College Administrative Office

Students will observe institutional administration, admission procedures, documentation, and office management practices.

13. On Job Training at Local Police Station

Students will observe the functioning of police administration, complaint registration procedures, record maintenance, public grievance handling, traffic management, and the role of police in maintaining law and order.

OJT / Internship Mechanism:

1. **Pre-Approval:** Students should seek approval from the college before starting the Internship /OJT in the host institution This ensures that the Internship / OJT aligns with the curriculum and meets the necessary criteria.
2. **Supervisor:** An Internship / OJT supervisor from the college should be appointed to guide and monitor the progress of the student.
3. **Regular Reporting:** Students should maintain regular communication with their supervisor and mentor, by providing periodic updates of progress and seeking feedback.
4. **Professional Conduct:** Students must adhere to a strict ethical code of conduct throughout the Internship /OJT at the host institution. Students should strictly observe institutional rules, confidentiality, punctuality and standard academic practices.
5. **Student Diary:** Students should maintain a diary to document their experiences, challenges faced, and lessons learned during the Internship / OJT.
6. **Final Report:** At the end of the Internship / OJT, students should submit a comprehensive final report, summarizing their accomplishments, contributions, and key takeaways.
7. **Evaluation:** The Internship / OJT is of 4 credits (equivalent to 100 marks), and the evaluation will be divided into two categories: one by the host institution and the other by the Internship / OJT supervisor. The host institution's evaluation (internal examination) will be based on the student's performance during the Internship / OJT. External examination will be conducted by mentor and supervisor which will be based on the student's diary, the final report prepared by the student, and their performance in the final viva voce. The total marks obtained by the students in both evaluations will be added together for the purpose of final evaluation. The evaluation of the students will be conducted by the mentor using the valuation sheet provided by the college.

Internal Evaluation Criteria for Students by the Mentor:

1. **Quality of Work** : How well did the student perform their assigned tasks during the Internship / OJT? Evaluate the accuracy, thoroughness, and attention to detail in their work.
2. **Initiative and Proactiveness** : Did the student show initiative in taking on additional responsibilities or tasks beyond their assigned role? Did they demonstrate a proactive attitude towards problem-solving?
3. **Communication Skills** : Assess the student's ability to communicate effectively with colleagues, superiors, and clients (if applicable). Consider both written and verbal communication.
4. **Problem-Solving Skills and Time Management**: Evaluate the student's ability to analyze problems, propose solutions, and implement effective strategies to overcome challenges. How well did the students manage their time during the Internship / OJT. Were they able to meet project deadlines and handle multiple tasks efficiently?
5. External Evaluation Criteria for Students by the Supervisor and Mentor:
6. **Student Diary** : Review the student's diary to understand their reflections, insights gained, and self-assessment of their performance during the Internship / OJT.
7. **Final Report** : Evaluate the quality and comprehensiveness of the student's final report, including the clarity of their achievements and contributions.
8. **Presentation of Student in Viva Voce** : Evaluate the responses given by the student to the questions asked by the faculty in the Viva Voce.

Format of final OJT Report to be submitted by student

1. Introduction
2. Objectives of OJT
3. Detailed Observation of activity
4. Skills acquired
5. Conclusion
6. Reference

Format of Students Diary/Logbook for OJT/Internship

- Student Full Name: _____
- University PRN (Permanent Registration Number): _____
- Course Details: TYBA POL 381 OJT : Public Administration - On Job Training.
- Host Institution Name & Complete Address: _____
- Name, Designation, and Contact of Supervisor: _____
- Start Date of Training: _____ End Date of Training: _____

Weekly Entry Format
(Examples are for illustration purpose only)

Name of the Student : _____

Class : _____ **Roll No. :** _____

Name of the College : _____

Name of Host Institute : _____

Date / Week	Hours Logged	Department / Section	Detailed Description of Assigned Tasks & Activities Performed	Key Public Administration Theories/Concepts
<i>DD/MM/YYYY</i>	<i>e.g. 6/8 hrs.</i>	<i>e.g., Gram Panchayat</i>	<i>Observed quarterly Gram Sabha meeting; recorded citizen demands for road repair and sanitation funds.</i>	<i>e.g. Democratic decentralization, political participation</i>

Signature of Student

Signature of the OJT Mentor / Supervisor

Date :

Stamp of Host Institute

Signature Head of Host Institute

Format of Letter from Host Institution Regarding Completion of OJT/Internship

(To be printed on the Official Letterhead of the Host Organization)

CERTIFICATE OF COMPLETION: ON-JOB TRAINING

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Mr. / Miss **[Name of the Student]**, of **T.Y.B.A Public Administration** from **[Name of Home College]**, affiliated with Savitribai Phule Pune University, has successfully completed their On-Job Training (OJT) program at **[Name of Host Institution]**, during the period from DD/MM/YYYY to DD/MM/YYYY.

Throughout the duration of the institutional training, the student actively participated in and observed the various co administrative activities: .

We found the student to be highly punctual, professionally engaged, maintaining strict confidentiality protocols, and consistently eager to understand the complex operational dynamics of our institution. Their ethical conduct, teamwork, and character during the training period were good.

This certificate is issued at the request of the student to validate the completion of the practical training component as mandated by their university curriculum.

Authorized Signatory

Date : / /

(Signature) : _____

Official Seal/Stamp of the Host Institution)

Designation: _____