

Proposed Syllabus
PUBLIC POLICY
DISCIPLINE

Submitted by
Department of Political Science
St. Joseph's College (Autonomous), Bangalore-560027

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Dr. Anitha.V, Assistant Professor, Political Science, SJC (Autonomous), Bangalore- 27.

Program Objectives in Public Policy

- To understand the importance of concepts in Public Policy and Public Administration.
- To familiarize the students with the basic ideas, thoughts and theories in Policy making.
- To help them to understand the importance of Public Policy and its impact in the national and global contexts.
- To help them to understand the emergence and growth of Public Policy as an academic discipline and give them an idea of their functioning and relate them to the political realities.
- To equip them to critically relate the theoretical aspects of public policy making processes to the socio economic and political realities of our times.

Program Learning Outcomes in Public Policy:

At the end of the successful completion of the course, the students will be able to-

- Acquire domain knowledge.
- Study and analyze political and administrative contexts from critical and constructive prospective.
- Have a better understanding of the working of various institutions including decentralized institutions state legislatures and parliament and their impact on the policy making processes and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global national and regional development is affected by policies and programmers.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political challenges on the basis of domain knowledge of Public Policy to offer solutions through Policy Research in India.
- Contemplate about various issues in the Society that emerges due the impact of socio, economic and political contexts.
- Pursue higher education such as Post Graduate Studies and Research in Public Policy and in other interdisciplinary areas to provide qualitative insights to create a better world.

Proposed Structure for Public Policy Discipline

Semester I				
Course	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
DSC-1	Elements of Public Policy	3	3	100 (70+30)
DSC-2	Public Policy Process	3	3	100 (70+30)
OE-1	Public Policy in Indian Context	3	3	100 (70+30)
Semester II				
DSC-3	Theories & Approaches to Public Policy	3	3	100 (70+30)
DSC-4	Public Policy Environment	3	3	100 (70+30)
OE-2	Public Policy and Good Governance	3	3	100 (70+30)

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	30	(70+30) =100
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	-	-



Semester I

PUBLIC POLICY

DSC-1

Course Title: ELEMENTS OF PUBLIC POLICY	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Objective:

Develop an understanding about the nature and process of Public Policy and its interface with society. Enable the students to develop qualities of responsible and active citizenry in a democracy.

Learning Outcome:

At the end of the course the students shall understand -

- Public Policy, theoretically and will gain knowledge to explain and analyze Policy at large context.
- The dynamics of public policy process.
- To inculcate critical outlook towards policy making process.

Course

Unit	Contents of Course- 1	45 Hours
Unit-I	<p>Chapter -1 INTRODUCTION Public policy- Meaning, nature and scope Evolution of Public Policy as a discipline</p> <p>Chapter- 2 Types of Public Policy Relationship between Public Policy and Public Administration</p> <p>Chapter-3 Conceptual framework of Public Policy, Basis of Policy making, Significance and reasons for the study of Public Policy</p>	15 Hours
Unit-II	<p>Chapter-4 The context of Public Policy- Political, Economic, Governing, Social and cultural contexts</p> <p>Chapter-5 Development of the Policy approach, public policy as Policy Science</p> <p>Chapter-6 ROLE OF INSTITUTIONS/ OFFICIAL POLICY MAKERS IN POLICY MAKING- ROLE AND REALITY Legislature Executive Bureaucracy Judiciary</p>	15 Hours
Unit III	<p>Chapter-7 POLICY ANALYSIS Meaning and Nature of Policy Analysis Elements of Policy Analysis</p> <p>Chapter-8 Rationalist Model for Policy Analysis, Constraints to rationality, Criticism of Rational Policy Analysis</p> <p>Chapter-9 Forces in Policy making Individual Citizen Electorate Power Interest & Pressure Groups Influence of the Media</p>	15 hours

Exercise:

1. List out the characteristics of Public Policy
2. List out the forces influencing the Public Policy
3. Describe the contextual impact on the public policy process.

Suggested Readings:

1. Rumki Basu- Public Administration
2. Prabhiv Kumar De (2012)- Public Policy and Systems
3. R.K. Sapru (2010)- Public Policy- Formulation, Implementation and Evaluation.
4. Michael Moran et.al (2006)- The Oxford Handbook of Public Policy
5. Anderson J.E. (2006)- Public Policy Making: An Introduction
6. Thomas Dye- (1994), Understanding Public Policy Prentice Hall
7. Peter John- Analyzing Public Policy
8. Michael Howlett and M. Ramesh (2003), Studying Public policy, Ontario Oxford University press.
9. Gerston Larry N (2004), Public Policy making: Process and Principles, Armonk M.E. sharpe.
10. Dror.Y (1989), Public policy making reexamined, 2nd Edition, San Francisco.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

DSC-2

Course Title: PUBLIC POLICY PROCESS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Outcome:

This course aims to introduce certain key aspects of conceptual analysis of policy making processes and the skills required to engage in debates surrounding the application of the concepts.

Learning Outcomes:

At the end of the course the students shall understand -

- The nature of public policy processes.
- The different concepts like policy formulation, implementation, monitoring and evaluation.
- To reflect upon some of important forces that influences the policy making processes in reality.

Unit	Contents of Course- 2	45 Hours
Unit I	<p>Chapter-1 Introduction Public Policy Cycle Framework</p> <p>Chapter-2 Critical Rational Approach to Policy making - Yehezkel Dror's Optimal Policy Making Eight Steps in Policy Making- Eugene Bardach</p> <p>Chapter 3 DESIGNING PUBLIC POLICY AT THE GRASSROOTS Local Governance- Philosophy and Significance Innovations, Strengths and weaknesses of Local Governments</p>	15 Hours
Unit-II	<p>Chapter 4 POLICY FORMULATION Concept of Policy Formulation Role of different actors in Policy Formulation- legislature, Executive, judiciary, Bureaucrats Challenges in Policy Formulation</p> <p>Chapter 5 POLICY IMPLEMENTATION Concept of Policy Implementation, Approaches to Policy Implementation- Top-down approach, Bottom-up approach, Policy Action approach</p> <p>Chapter 6 -Modes of Policy delivery agencies and Implementors Hurdles in Policy Implementation</p>	15 Hours
Unit- III	<p>Chapter 7- POLICY MONITORING Concept of Policy Monitoring Approaches and Techniques to Policy monitoring Measures for effective Policy monitoring Constraints in Policy Monitoring</p> <p>Chapter 8 POLICY EVALUATION Concept of Policy Evaluation Types of Policy Evaluation</p> <p>Chapter -9 Evaluating Agencies-State & Non-State actors Problems in Policy Evaluation</p>	

	15 Hours
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Exercise:

- Write about the Role and Reality of Policy Formulation
- Compare the Process of Policy monitoring and Policy Evaluation.
- Write your understanding of Rational approach to Policy making.

Suggested Readings:

1. R.L. Sapru- Public Policy: Formulation, Implementation and Evaluation
2. Xn Wu, M. Ramesh et.al- The Public Policy Primer: Managing the Policy Process.
3. Michael Hill and Peter Hupe- Implementing Public Policy
4. Gerston Larry. N (2004), Public Policy Making: Process and Principles, Armonk, M.E. Sharpe.
5. Bardach Eugene (1977), The Implementation Game: What happens after a Bill becomes a Law, Cambridge.
6. Nachmias David (1979), Public Policy Evaluation: Approaches and Methods, New York, St. Martin Press.
7. Howlett, Michael and M. Ramesh (1995), Studying Public Policy: Policy cycles and Policy subsystems, OUP, Toronto.
8. Jay M. Shafritz ed., (1998), International Encyclopedia of Public Policy and Administration, Westview Press.
9. Abdul Aziz ed., (1996) Decentralized Governance in Asian Countries, Sage Publications, New Delhi.
10. Danny Burns et.al (1994), The Politics of Decentralization: Revitalizing Local Democracy, Macmillan, London.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5

Assessment Test-2	10
Assignment	5
Total	30

Open Elective OE-1

Course Title: PUBLIC POLICY IN INDIAN CONTEXT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

This course aims to introduce the students to basic concepts and practices associated with the policy making in Indian domain. This course also exposes them to certain recent issues confronting the Policy making processes.

Learning Outcomes:

After completing this course students will be able to-

- Explain the basics of Policy making in India.
- Have necessary knowledge and skills for analyzing and interpreting the existing public policies.
- Develop ability to critically analyses the expected and performed role of statutory and non-statutory authorities in policy making process.

Unit		45 Hours
	Contents of Course- OE 1 Chapter-6 State directed model of policy making and its failures State- Guided model of Liberalization, Issues and Challenges	
Unit- III	Chapter -7 CASE STUDY 1- EDUCATION POLICY IN INDIA Evolutionary Perspective- Education in India	15 Hours
Unit I	National Educational Commission Chapter-1 Public Policy Processes in India National Education Policy 1986 and 1992 Structural Characteristics- Preamble, -Federalism and Parliamentary Yash Pal Committee Report NEP 2021- Issues and Challenges Chapter-2 Actors in Policy Processes- Government & Non- government Institutions, International Donor Agencies, Health Care development since India's independence Chapter-3 Ideological Preferences and Gradual changes (Pre 1991 and Post 1991) National Health Policy 1983 National Health Policy 2017	15 Hours
Unit II	Chapter-4 STATUTORY AND NON-STATUTORY AUTHORITIES Challenges to Policy Making in India in the light of Case Studies NITI Aayog National Development Council State Planning Boards Think Tanks Pressure Groups and Interest Groups Chapter- 5 TRENDS OF PUBLIC POLICY IN INDIA Political Economy of development in India.	15 Hours

Exercise:

- Group Discussion on Case Studies of Public Policies.
- Find out the Institutions involved in the policy making in India.
- In order to make learning more participatory and to make students to acquire research skills, the students are required to prepare a research report on the case studies discussed in the class room.

Suggested Readings:

1. D.D. Basu Introduction to Constitution of India (2011)
2. M.V. Pyle- India's Constitution (2016).
3. Uma Kapila- Indian Economy since independence: A comprehensive and critical analysis of India's economy since 1947-2014.
4. Lindblom. C. E and EJ. Woodhouse (1993), The Policy making process 3rd ed., Prentice Hall.
5. Francine. R. Frankel, Zoya Hasan, Rajeev Bhargava- Transforming India: Social and Political Dynamics of Democracy.
6. Agarwal. J.C (2009), Education Policy in India, Neha publishers and distributors
7. Dev Mahendra (2008), Inclusive growth in India, Oxford college essays.
8. Dube, Akhilesh (1997), Commercialization of Education in India: Policy, Law and Justice, A.P.H public Corp.
9. Amit Sen Gupta, (2002), National Health Policy 2002: A brief critique, The National Medical Journal of India, Vol.15, No.4.
10. Government of India, National Health Policy 2017.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30



Semester II

THEORIES & APPROACHES TO PUBLIC POLICY

DSC-3

Course Title: THEORIES & APPROACHES TO PUBLIC POLICY	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective: The Syllabus is designed to understand public policy approaches, models and theories to understand the framework of the public policy. It also helps to understand the role of local governance and civil society in the sphere of policy making.

Learning Outcomes:

At the end of the course the students shall understand -

- And get an introduction to the approaches of logical positivism, phenomenology etc. and their application to the Public Policy
- And get introduced to the richness and variations in the models and theories that deeply influences the policy making.
- And familiarize themselves to the local governance and role of civil society.

Unit	Contents of Course-3	45 Hours
Unit-I	<p>Chapter -1 APPROACHES TO PUBLIC POLICY Process Approach Logical Positivist Approach Phenomenological approach</p> <p>Chapter -2 MODELS OF PUBLIC POLICY Wilfred Pareto- Optimality and Improvement Almond Gabriel: Interest Aggregation & Interest Articulation Amartya Sen: Concept of Development as Freedom</p> <p>Chapter -3 Policy Sciences: A Review Harold Laswell's idea of Policy Sciences, Progression of policy sciences, Nature and utility of policy sciences.</p>	15 Hours
Unit-II	<p>Chapter -4 THEORIES OF POLICY ANALYSIS Systems theory for policy making Elitist Theory</p> <p>Chapter 5- Rationalist theory for policy making- Public Choice theory and its Criticism</p> <p>Chapter 6 – Critical Policy Rationalists- Introduction, Simon's Rationality theory, Concept of Bounded Rationality and constraints to rationality</p>	15 Hours
Unit- III	<p>Chapter -7 DECENTRALISATION AND PUBLIC POLICY Concepts of Decentralization and Devolution, Delegation and Deconcentration</p> <p>Chapter -8 Growth of Decentralization- Elements of Decentralization, Trends in Decentralization and Hurdles for Decentralization</p> <p>Chapter -9 Civil Society and Public Policy Significance of Civil Society Role of Civil Society in Environmental Policies</p>	15 Hours

Exercise:

Compare different approaches of public policy and identify the similarities and dissimilarities. Analyze the present role of local governments and write a summary on their influence on policy making.

Can Public Policy without participation of civil society? Comment

Suggested Readings:

1. McCool, Daniel ed., (1995), Public policy theories and concepts: An anthology, NJ Prentice Hall.
2. Lerner D and H.D. Laswell ed., (1951), The Policy Sciences, Stanford, Stanford University Press.
3. John Peter (2012), Analyzing Public Policy, 2nd Ed., Routledge Taylor and Francis group London.
4. Dror.Y., (1989), Public Policy Re-Examined, 2nd ed., San Francisco Chandler.
5. Birkland Thomas. A. (2005), An Introduction to the policy process: Theories, Concepts and Models of Public policy making, Armonk, M.E. Sharpe.
6. Bergson Peter. J ed., (1991), Teaching Public Policy: Theory, Research and Practice, Westport, RI: Green wood Press.
7. Bardach Eugene (1977), The Implementation Game: What happens after a bill becomes a Law, Cambridge, MA: MIIT.
8. Barber, Benjamin, 1984, Strong Democracy: Participatory politics for a New Age, Berkley, University California Press.
9. Alexander Jeffrey. C (2006), The Civil Sphere, New York, Oxford University Press.
10. Balochi. G. P. Heller et.al (2011), Bootstrapping Democracy: Transforming Local governance and Civil Society, Stanford University Press.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

PUBLIC POLICY ENVIORNMENT

DSC-4

Course Title: PUBLIC POLICY ENVIORNMENT	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3 Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective:

- To familiarize the students with the ideas of society, polity, economy and administration.
- To acquaint the students with the problems associated in the larger environment that induces the emergence of Policies.
- To enable the students to understand the role of political, economic and administrative and development processes that drives the policy making.

Learning Outcome:

At the end of the course the students shall -

- Understand indispensable influence of the environment of Policy making.
- Examine the role of the environmental forces on Public Policy
- Critically examine various development theories and their perspective of measuring development.

Unit	Contents of Course-4	45 Hours
Unit-I	<p>Chapter-1 SOCIETY AND PUBLIC POLICY Society- Meaning and Types- Pre-Industrial, Industrial and Post Industrial Institutions of Society- Caste, Class, Religion, Tribe and Kinship</p> <p>Chapter-2 A case study of Affirmative Policy</p> <p>Chapter-3 POLITY & PUBLIC POLICY Politics- Meaning and Interpretation</p>	15 Hours
Unit-II	<p>Chapter-4 Comparison of Political Systems: Democratic and Non-Democratic political systems</p> <p>Chapter-5 Concept of Government & Governance Differentiate Government and Governance</p> <p>Chapter-6 A Case study of Constitutional Amendments and its relevance</p>	15 Hours
Unit- III	<p>Chapter-7 ECONOMY & PUBLIC POLICY Economy- Meaning and Types Liberalism and Neo-Liberalism A case study of Economic Policy.</p> <p>Chapter-8 ADMINISTRATION & PUBLIC POLICY Accountability Delegated Legislation A case study of Citizen charters</p> <p>Chapter-9 DEVELOPMENT & PUBLIC POLICY Meaning of Development, Relationship between Development and Public policy</p> <p>Case studies of measuring development- Measuring GDP, HDI and GROSS NATIONAL HAPPINESS INDEX</p>	15 Hours

Exercise:

- Identify the societal forces that impacts the welfarist policies of the State.
- List out in characteristics of democratic and non-democratic political systems in a table and explore how policies differ in democratic and non-democratic regimes.
- Write a note on measuring indices of Development.

Suggested Readings

1. Stella Theodoulou and Mathew Cahn – Public Policy The essential readings.
2. Ram Ahuja- Society in India: concepts: Theories and Recent Trends.
3. Dahl Robert and Charles Lindblom- Politics, Economics and Welfare.
4. Moran Mitchel and Robert Godin- The Oxford Handbook of Public Policy.
5. Michel Kraft- Public Policy: Politics, analysis and alternatives.
6. Pateman Carole, 1970, Participation and Democratic Theory, Cambridge University Press.
7. Sen Amartya 1999, Development as Freedom Oxford university press, Oxford.
8. Boulding.C and B. Wampler 2010, Voice, Votes and Resources: Evaluating the effect of Participatory democracy on wellbeing, World Development, 38 (1).
9. Diamond.L Developing Democracy Toward consolidation, Baltimore MD Johns Hopkins university press.
10. Howlett Michael and M. Ramesh studying Public Policy: Policy cycles and Policy sub-systems.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30

PUBLIC POLICY AND GOOD GOVERNANCE

Open Elective OE-2

Course Title: PUBLIC POLICY AND GOOD GOVERNANCE	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 3Hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70+30=100

Course Objective: To make the students aware on different issues that exists in the sphere of governance. Through this paper students need to understand the emerging issues and their causes to the emergence of public policies.

Learning Outcome:

At the end of the course the students shall -

- Understand the concept of governance and good governance and also their differences.
- Familiarize with the ethical foundations of governance and changes witnessed in the initiatives of governance that has bearing on effectiveness of policies.
- Be able to understand the measures taken to reform the governance and will be able to appreciate the measures taken to control issues of governance.

Unit	Contents of Course-OE-2	45 Hours
Unit-I	<p>Chapter-1 INTRODUCTION Historical Roots of Governance Concept of Governance and its features</p> <p>Chapter-2 Concept of Good Governance, World Bank Prescription and Indicators</p> <p>Chapter 3- Conceptual Framework of Governance- Rule of Law, Openness & Transparency, Accountability, Social Audit. Differentiating Governance and Good Governance</p>	15 Hours
Unit-II	<p>Chapter-4 Models of Measuring Governance- Procedural Measure, Capacity Measure and Output Measure</p> <p>Chapter-5 Corruptions- Causes and Measures to combat corruption- Right to Information, Redressal of Citizens' Grievances Protection of Whistle blowers, Local Bodies Ombudsmen.</p> <p>Chapter-6 Measuring Governance Agencies- UNDP Human Development Report: HDI Transparency International- Corruption Perceptions Index</p>	15 Hours
Unit- III	<p>Chapter-7 ETHICS, GOVERNANCE AND PUBLIC POLICY Ethical Foundations of Governance Morale, Ethics and Professions standard in public services Constitutional values and its relationship with ethics</p> <p>Chapter-8 CITIZEN- Heart of Governance and Public Policy Citizens: A perspective from New Public Administration, New Public Management and New Public Service.</p> <p>Chapter-9 E- GOVERNANCE Evolution of E- Governance E- Governance Issues and Challenges E governance Initiatives: A case study of SAKALA</p>	15 Hours

Exercise:

- Classify the major factors that are hindering effectiveness in governance and give your suggestions
- Identify the local ombudsman and whistleblowers in India and write a brief note
- Make a comparison of developed and developing countries on various indicators of Human Development.

Suggested Readings:

1. Bellamy Christine and John Taylor (1998), *Governing in the Information Age*, Buckingham Open University Press.
2. Bhatnagar S.C (2004) *E- Government From vision to Implementation: A practical guide with case studies*, Sage publications New Delhi.
3. Michael.E. Milkovich (2012), *Digital Governance- New Technologies for improving public service a participation* Routledge, Taylor and Francis group New York.
4. Bowler and T. Donovan (2002), *Democracy, Institutions and Attitudes about Citizen influence on government*, *British Journal of Political Science*, Vol. 32.
5. Ali Farazamand (2004) *Sound Governance: Policy and Administrative Innovations* Praeger publishers, West Port.
6. Bevier Mark (2013), *The Sage Handbook of Governance* Sage publications London.
7. Katherine Berscha and Sandra Botero (2014), *Measuring Governance: Implications of conceptual choices*, *European journal of Development and Research*, Vol. 26.
8. Shantanu Devarajan (2008), *Two comments on Governance Indicators: Where are we, where we should we be going?* *The world Bank research Observer*, Vol. 23.
9. Francis Fukuyama (2013) *What is Governance*, Working Paper Centre for Global development, New York Washington.
10. Kathie Callahan (2007), *Elements of Effective Governance: Measurement, Accountability and Participation* CRC, press, Taylor and Francis group Boca Raton.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	5
Assessment Test-2	10
Assignment	5
Total	30