

PANJAB UNIVERSITY, CHANDIGARH
(Estd. Under the Panjab University Act VII of 1947-enacted by the Govt. of India)

FACULTY OF ARTS

SYLLABI

FOR

**CERTIFICATE COURSES
IN
GOVERNANCE AND LEADERSHIP
EXAMINATIONS, 2019-20**

CERTIFICATE COURSES

In addition to the Masters Course in Governance and leadership, it is proposed to offer various Certificate Courses in Governance and Leadership. The modalities of the Courses would be as follows:

- **Separate Summer and Winter Certificate Courses would be offered.**
- **The candidate would take admission only for that particular certificate course and pay the required fee.**
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Senior Certificate Courses

Leadership Skills

The aim of this course is to acquaint the student with the theoretical underpinning of the concept of leadership, its types as well as the skills and measures required to be an effective leader. At the end of the course, the student would have a basic understanding of the theories of leadership, critical leadership skills as well as a comprehension of the measures required to lead organizations.

Classroom teaching will be supplemented by seminars, class discussion, term papers and other writing assignments, presentations, case studies, field visits set clas

Marshall, Geoffrey(1984), *Constitutional Conventions: The Rules for Political Accounting* –Oxford: Clarendon Press.

Ott, J. Steven and Lisa A. Dicke(2015), *University Governance: A Practical Guide*, Boulder, CO: Westview Press.

Ronald A. Heifitz and Donald L. Laurie (1997), "The Role of the Board of Directors", *Business Review*, January-February, pp. 124-134.

Course Description

This course aims to familiarize students with the basic principles and techniques of human resource management. All persons involved in governance and leadership, at whatever level, play an integral role in carrying out human resource policies and management, which necessitates a basic understanding of human resource management. The course would familiarize the student with the key elements of human resource function and their application.

Classroom teaching will be supplemented by seminars, class discussion, term papers and other writing assignments, presentations, case studies, field visits etc.

ASSESSMENT AND EVALUATION

- (i) There will be 80 marks for the theory paper and 20 marks for internal assessment.
- (ii) For improvement and reappear candidates, who have not been assessed earlier for internal assessment, the marks secured by them in the theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (ii) in the question paper.

There shall be 9 questions in all, out of which the candidate shall attempt 5 questions. First question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions of 2 marks each. It shall carry 20 marks and shall be compulsory. Rest of the paper shall contain 4 units. Each Unit shall have two questions and the candidate shall attempt one question from each Unit- 4 in all.

Unit I: Introduction to Human Resource Management

- Human Resource Management-Functions, Scope and Models.
- Functions and Role of Human Resource Executives
- Factors Impacting Human Resource Management
- Human Resource Planning- Need and Techniques
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Unit V – Human Resource Management

- Training and Development
- Compensation and Benefits
- Performance Management and Appraisal: Types, Methods and Benefits of Appraisal, Gender gap in Appraisal
- Wage and Salary Administration

Unit VI – Human Resource Management – Emerging Issues and Trends

- Employee Turnover, Industrial Accidents and Absenteeism.
- Industrial Relations –Case Studies
- E-H.R.M.
- Ethics in Managing People
- Challenges of Human Resource Management

Essential References

Armstrong, Michael (2013), *Human Resource Management Practice*, Kogan Page, London. (13th ed).

Aswathappa, K., (2013), *Human Resource Management Text Cases* Tata Mc-Graw Hill Company: N. Delhi,

Bratton, John and Gold, Jeff, (2017), *Human Resource Management Theor* Practice Palgrave Macmillan: London.

Dessler, Gary and Varkkey, Biju, (2016) *Human Resource Management*, Pearson-India: Noida.

Taylor, Stephan and Woodhams, Carol (eds) (2016) *Managing Human Resource Management*, Mc-Graw-Hill Education.

Further References

Decenzo, David A. and Robbins, Stephen P. (2007), *Human Resource Management* (9th edition), John Wiley & Sons: Danver.

Farazmand, Ali (1994), *Human Resource Management*, New York: Taylor & Francis.

Flippo, Edwin B., (1976), *Human Resource Management*, New Delhi: McGraw-Hill

Glenn, Stahl O. (1983), *Human Resource Management*, Harper & Row.

Jain, R.B.(1994), *Aspects of Human Resource Management*, New Delhi: IIPA,

Maheswari, Sri Ram (2005), *Public Administration in India: The Higher Civil Service*, Oxford University Press, New Delhi.

Mamoria, C.B.(2008), *Personnel Management* (23rd ed.) New Delhi: Himalaya Publishing House Pvt Ltd.: Mumbai.

Naff, Katherine C., Norma M. Riccucci, (2014), *Personnel Management in Government: A Practical Approach* (Seventh Edition), CRC, New York: Taylor & Francis.

Pigors, P & Myers, C. (2008), *Personnel Administration: A Practical Approach* (6th ed.). Tata McGraw Hill: London.

Rao, V.S.P. (2008), *Human Resource Management*. Excel Books: New Delhi.

Raymond, A. Noe, (2008), *Employee Turnover and Development*, Tata Mcgraw-Hill: New Delhi.

Riccucci, Norma(2007), *Public Personnel Administration: Perspectives* M.E. Sharpe: New York.

Robin, Jack et al (eds) (1994), *Handbook of Public Personnel Administration*, Taylor & Francis: New York.

Shafritz, Jay M et.al. (2001), *Personnel Management in Government*, Marcel Dekker: New York.

Tead, Ordway (1920), *Personnel Administration*, University of California Libraries.

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3 Ethics in Governance

1 : There can be no good or effective governance without following ethical practices. This course aims to inculcate a sense of ethical values necessary for governance and leadership in the student.



Unit V Ethics and Corruption

- Corruption and unethical behavior
- Integrating Ethics and anticorruption
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Final assignment

Objectives: The objective of this course is to provide a basic understanding of three aspects of financial management; covering the sourcing of finances; their utilization in short term and long term and distribution of profits. The focus is to enhance the ability and confidence to tackle common financial problems in practice–

Classroom teaching will be supplemented by seminars, class discussion,



Leverage Analysis and Decision

- Leverage analysis: financial, operating and combined leverage along with implications, EBIT-EPS analysis & indifference points
- Investment decision: appraisal of project; concept, process & techniques of capital budgeting and its applications, risk and uncertainty in capital budgeting.



Dividend and Working Capital

- Dividend decision: concept of retained earnings and ploughing back of profits, relevance and irrelevance theories of dividend decision: Walter's model, Gordon's model and Modigliani miller model, factors affecting dividend decision.
- Overview of working capital decision: concept, components, factors affecting working capital requirement, working capital management: management of cash, inventory and receivables, introduction to working capital financing.

Essential Readings

Damodaran, A., (2001) *Investment Valuation*, John Wiley and Sons, Inc.

Gitman, L.J., *Principles of Financial Accounting*, Pearson Education.

Horne, V., (1998) *Financial Accounting*, Pearson Education

Khan, M.Y. and Jain, P.K., (2006) *Financial Accounting*, Tata McGraw Hill.

Knott, G., (2004) *Financial Accounting*, Macmillan.

Pandey, I.M., (2015) *Financial Accounting*, Vikas Publications.

Prasanna, C., (2008) *Financial Accounting*, Tata McGraw Hill.

Campaigning

: This course aims to familiarize the student with the process and style of campaigning, enabling her/him to learn the intricacies of agendas, tactics, fundraising, media relations and so on. It aims to enable the student to master the elements of a campaign.

The paper would be taught primarily in Workshop Mode. Classroom teaching will be supplemented by seminars, class discussion, term papers and other writing assignments, presentations, case studies, field visits etc.

Assessment

- (i) There will be 80 marks for the theory paper and 20 marks for internal assessment.
- (ii) For improvement and reappear candidates, who have not been assessed earlier for internal assessment, the marks secured by them in the theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (ii) in the question paper.

There shall be 9 questions in all, out of which the candidate shall attempt 5 questions. First question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions of 2 marks each. It shall carry 20 marks and shall be compulsory. Rest of the paper shall contain 4 units. Each Unit shall have two questions and the candidate shall attempt one question from each Unit- 4 in all.

Unit I Introduction

- Importance of campaigns,
- Framing agendas and selecting alternatives,
- Stakeholder analysis and mobilization,
- Campaigns and elections

Unit II Tactics

- Paid advertising,
- Media and Paid news
- Speeches/debates,
- Field activities
- Use of Social Media: types, and Importance, Best Pract

Unit 1: Basic Definitions

- Writing effective press releases and statements,
- When and how to conduct press conferences and media availabilities,
- Social media,
- How to handle a media interview

Essential Readings

Arthur Lupia and Tasha S. Philpot. 2005. "The Journal of Politics" 67:1122-1142.

Burton et al. (2015), *Campaign Crises: Theories, Cases, and Remedies*. California: Praeger.

Craig, Stephen C, and Hill, David B (eds), (2011), *The Electoral Challenge: Theories and Practices*, 2nd ed, Washington: CQ Press

Frank Luntz. 2007. "The Power of Words" in Frank Luntz *Words: The Power of Words*. New York: Hyperion.

George McKenna and Stanley Feingold. 2009. *Things We Can't See: A New Perspective on Politics*. Dushkin Publishing.

Green, Donald P & Gerber, Alan S. (2015) *Education and the Vote: How Schools Influence Voting Behavior*, 3rd ed. Washington: Brookings.

Henry E. Brady, Richard Johnston, and John Sides. (2006), "The Power of Words" in Henry Brady and Richard, Johnston (eds.), *Putting Campaign Events in Context*. Ann Arbor: University of Michigan Press.

Issenberg, Sasha, (2013), *The Victory of the Secret: How the Hidden Game of Campaigns is Changing the Way We Elect Leaders*, New York: Broadway.

Johnson, Jason, (2012), *Political Consultants and Campaigns: The Dirty Game*, Colorado: Westview.

Nelson W. Polsby and Aaron Wildavsky, (2008) *Representative Elections*, 12th edition (Landham, MD: Rowan & Littlefield.

Polsby, Nelson W. et al, (2012), *Representative Elections: Structures and Processes*. Maryland: Rowman and Littlefield.

Popkin, Samuel (1994) *The Son of Man*, Chicago: University of Chicago Press.

Winter Certificate Courses

Public Policy

This course aims to provide the student with knowledge about the basics of public policy and its framing. It would also acquaint the student with various aspects of policy analysis, implementation and evaluation.

Classroom teaching will be supplemented by seminars, class discussion, term papers and other writing assignments, presentations, case studies, field visits etc.

MARKS FOR ASSESSMENT AND DATE

- (i) There will be 80 marks for the theory paper and 20 marks for internal assessment.
- (ii) For improvement and reappear candidates, who have not been assessed earlier for internal assessment, the marks secured by them in the theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (ii) in the question paper.

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Introduction to Public Policy

- Concept of Public Policy and its importance
- Competing concepts of the Public, rationales for public action
- The "Paranoid Style" and its Implications for governance
- Distinction between policy making and decision-making

Unit V - Policy Analysis and Implementation

- Policy Analysis- Conceptual foundations, ethical principles, policy options, tools for public action
- Policy Implementation: Causes of Policy failure and addressing implementation problems
- Evaluation of Policies

Essential Readings

Anderson, J.E., (2003), *Public Policy Making An Introduction*, Boston: Houghton Mifflin Company

Bergerson, Peter J. (ed.), (1991), *The Making of Public Policy Theoretical Research and Practice*, Westport, RI: Greenwood Press

Birkland, Thomas A., (2005), *An Introduction to the Policy Process Theories Concepts and Cases of Public Policy Making*, Armonk.

Chandler, Dye Thomas (2008), *Understanding Public Policy*, Singapore: Pearson Education.

Dunn, William (2011), *Public Policy Analysis*, New York: Routledge.

Dye, T.R. (1984), *Understanding Public Policy*, 5th Edition. U.S.A:Prentice Hall. Fischer.

Hill, Michael, (2005), *The Public Policy Process*, Harlow, UK; Pearson Education, 5th Edition.

Sapru, R.K.(1996), *Public Policy Formation and Implementation*, New Delhi: Sterling Publishers, pp. 1-16.

Further Readings

Ashford, Doug (ed.), (1992), *Historical Context in Comparative Public Policy*, Ithaca, NY: University of Pittsburgh Press.

Bardach, Eugene (1977), *The Policy Implementation Process What Happens After Bill Becomes*

Lasswell, Harold, (1971), *A History of Political Science*, New York: Elsevier.

Lerner, D. and H.D.Lasswell (eds.), (1951), *The Political Science*, Stanford: Stanford University Press.

Lindblom, C.E., and E.J., Woodhouse, (1993), *The Political Decision-Making Process*, 3rd ed., New Jersey: Prentice-Hall.

McCool, Daniel C. (ed.), (1995), *Public Policy Theories and Concepts: An Anthology*, NJ: Prentice-Hall.

Rawls, John (1971), *A Theory of Justice*, Harvard University Press.

Riker, William H. (1986), *The Art of Political Manipulation*, New Haven, CT: Yale University Press.

Shafritz, Jay M. (ed) (1998), *International Encyclopedia of Public Policy and Administration*, Westview Press.

Sharpe, M.E., Dror.Y, (1989), *Public Policy Making: The Experience*, 2nd ed., San Francisco,

Shipan, Charles R., and Craig Volden, (2012) "The Political Science of Policy Making" *Journal of Public Administration* 72, no. 6: 788-796.

Van Wart, M. (2011),

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Essential texts

Arora, B. and Verney, D.V. (eds.) (1995), *Multiple Venues in Single Elections*, New Delhi: Konark.

De Souza, P.R. and Sridharan, E.(eds.) (2006) *Indian Politics*, New Delhi: Sage.

Evans, Jocelyn A.J. (2009) '...', in Bara, J. and Pennington, M. (eds.) *Comparative Politics*, New Delhi: Sage, pp. 93-119.

Gallagher, M. and Mitchell, P. (eds.) (2005), *The Politics of Electoral Systems*, Oxford: Oxford University Press

Hasan, Z. (ed.) (2002), *Politics and Democracy in India*, New Delhi: Oxford University Press.

Further texts

Arora, B. (2000) '...', in Frankel, F. Hasan, Z. Bhargava, R. and Arora, B. (eds.) *Translating Indian Democracy*, New Delhi: Oxford University Press, pp. 176-206.

Axtmann, R. (ed.) (2003), *Understanding Democratic Politics: An Introduction*, London: Sage.

Cole, A. (2011) '...', in Ishiyama, John T. and Breuning, M. (eds.) *Century of Democracy: A Reference Book*, Los Angeles: Sage, pp. 150-158.

Frankel, F.R. Hasan Z., Bhargava,R. and Arora, B. (eds.) (2000), *Translating Indian Democracy*. New Delhi: Oxford University Press.

Heywood, A. (2002) '...', in *Politics*, New York: Palgrave, pp. 223-245.

Jaffrelot, C. (2001) '...', in Hansen, T.B. and Jaffrelot, C. (eds.) *The Birth of the BJP: A Study of the Party's Rise to Power*. New Delhi: Oxford University Press, pp. 22-71.

Katju, M. (2006) '...', *Economic and Political Weekly*, Vo.41, No. 17, 29 April, pp.1635-1639

McMillan, A. (2010) '...', In Jayal, N.G. and Mehta, N. (eds.) *India's Political System*. New Delhi: Mepr98(1)38(161 12 T99878(-)1097d (-)4(r)-7(e)4(s)9(s)9(-)30()M2(y)20(a)32 12 Tfrd

3. Practical Skill Training on Governance and Leadership

Objective : This course aims to provide practical skill training in writing, public speaking, campaigning and conflict management- skills which are critical for effective governance and leadership. The Course methodology would be workshop mode.

Evaluation Pedagogy : The teaching pedagogy for this paper would be primarily in Workshop Mode. Evaluation for this course would be based on assignments submitted and seminars presented on each part of the Course. Each student would be required to submit five assignments and present five seminars one on each part of the course. Each assignment and seminar would be of 20 marks. Evaluation would be done by a Board of Examiners consisting of Coordinator of the M.A. in Governance and Leadership Course and two examiners duly approved by the Vice-Chancellor.

1. Writing or Effective Communication

- Understanding Audiences
- Strategies for clarity
- Strategies for coherence
- Strategies for unity
- Strategies for reviewing your work

2. Campaigning

3. Campaigning Scenario for mock campaign and prepare a written mock campaign which would include:

- Strategy management and message
- Tactical plan and timeline
- Budget and finance plan

4. Conflict resolution Given a scenario to resolve conflict between two or more parties- negotiation simulation exercise

5. The Negotiation

Citizenship

The course aims to stimulate a consciousness among the students of responsible and responsive citizenship through an awareness of the challenges, opportunities and limits of citizenship in democratic governance. It will acquaint the student with the various theories of citizenship as well as the roles and responsibilities of citizens in addition to creating awareness about the exclusionary biases of citizenship.

Classroom teaching will be supplemented by seminars, class discussion, term papers and other writing assignments, presentations, case studies, field visits etc.

ASSESSMENT

- (i) There will be 80 marks for the theory paper and 20 marks for internal assessment.
- (ii) For improvement and reappear candidates, who have not been assessed earlier for internal assessment, the marks secured by them in the theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

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There shall be 9 questions in all, out of which the candidate shall attempt 5 questions. First question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions of 2 marks each. It shall carry 20 marks and shall be compulsory. Rest of the paper shall contain 4 units. Each Unit shall have two questions and the candidate shall attempt one question from each Unit- 4 in all.

Unit I: Introduction to Citizenship

- Definition and Concept of Citizenship
- Citizenship in a historical context, (Ancient Greece and Social Contract theory)
- Types of Citizenship or Ways of Acquiring Citizenship: Principles of Birthright, and Naturalisation

Unit II: Theories of Citizenship

- Liberal
- Communitarian
- Republican
- Feminist

Unit III: The Modern Citizen

- Understanding the State, Government, Society and Citizen
- Roles and Responsibilities of the Citizen, Fundamental Rights and Duties
- Citizenship within and outside the nation-state
- Plural and Multi-cultural citizenship

Unit IV: Exclusion from Citizenship

- Concept
- Exclusion on the basis of gender, race, class, caste and ethnicity
- Immigration and citizenship
- Citizenship and Globalisation

Essent

Anderson, Benedict. (1991), *Imagined Communities*—Verso.

Barry, Brian. (2001), *Culture and Equilibrium: An Equilibrium Critique of Multiculturalism* — Harvard.

Brighouse, H. (2008) *Education*, in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

David, Randolph (2004). *Democracy and Citizenship*. Pasig City: Anvil.

Kymlicka, Will, ed. (1995), *The Making of a Nation: Cultures*—Oxford.

Kymlicka, Will. (1995), *Multicultural Citizenship*—Oxford.

Okin, Susan. (1999) *Is Multiculturalism Bad for Women* in Princeton.

Parekh, Bhiku. (2002) *Re-Visioning Multiculturalism: Cultural Diversity and Political Theory*—Harvard.

Roy, A. *Education*, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.

Roy, Anupama, (2005). *Education, Nationalism, and the State: A Critical Perspective* in *International Conceptual Explorations*, Delhi: Orient Longman,.

Taylor, Charles. (1994) *Multiculturalism: Examining the Politics of Recognition*—Princeton.

Villa, Dana (2001) *Democratic Citizenship*. Princeton and Oxford: Princeton University Press.

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