

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.
- A candidate can enroll for more than one Certificate Course at a time and shall pay the fee for the number of Certificate Courses to which the candidate is enrolled.
- The classes would be conducted simultaneously with the classes of the Masters course.
- The examination for the Certificate Course would also be held along with the examination for the Masters Course. The question paper would be the same as set for the same course in the Masters Course
- Internal Assessment for Certificate Courses would be same as for Masters Course viz. Written Test, Snap Test, Term Paper, Class Participation and Attendance.
- Thus no additional cost would be incurred by the University for conducting the Certificate Course.
- The duration of each Course would be One Semester (4 hours per week)

Summer Certificate Courses (July to December) would be as follows:

- Leadership Skills
- Human Resource Management
- Ethics in Governance
- Financial Management
- Campaign Management

Winter Certificate Courses (January to April) would be as follows:

- Public policy
- Political Parties and Electoral Process
- Practical Skills in Governance and Leadership
- Citizenship
- Gender Equality and Human Rights

The syllabus and Courses of Reading for the Certificate Courses to be offered are as follows:

Summer Certificate Courses:

1. Leadership Skills

O b j e c t i v e 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.

M e t h o d s Classroom teaching will be supplemented by seminars, class discussion, term papers and other writing assignments, presentations, case studies, field visits etc.

INSTRUCTIONS FOR PAPER SETTERS AND THE CANDIDATES

- (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: Conceptualising Leadership

- Definition and components
- Leadership, power, authority and management- relation
- Approaches to Leadership: Trait Approach, Skills Approach, Style Approach, Situational Approach
- Kautilya and Machiavelli's approach to leadership
- Leadership and gender
- Leadership and culture

Unit II: Major schools of leadership:

- Transformational leadership,
- Relp,
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Unit III: Critical Leadership Skills:

- Motivation
- Positive Approach
- Creativity
- Emotional Intelligence
- Effective Communication and Negotiation
- Giving effective feedback
- Team Building
- Ethics
- Strategic Planning

Unit IV: Steps to Leadership:

- Creating a Vision
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Jenkins, M. & Jenkins, D.B. (1998), **The Character of Leadership: Political Realism and Public Virtue in Nonprofit Organizations**, San Francisco: Jossey-Bass.

Marshall, Geoffrey (1984), **Constitutional Conventions: The Rules and Forms of Political Accountability** Oxford: Clarendon Press.

Ott, J. Steven and Lisa A. Dicke (2015), **Understanding Nonprofit Organizations: Governance, Leadership, and Management**, 3rd ed Boulder, CO: Westview Press.

Ronald A. Heifetz and Donald L. Laurie (1997), “*Art of Leadership*,” **Harvard Business Review**, January-February, pp. 124-134.

2. Human Resource Management

Objective : 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.

Reference : L(m)-2(a)46i

Unit II: Key Elements of Human Resource Management:

- Job analysis and Job Designing
- Recruitment and Measuring Recruiters effectiveness
- Employee testing and Interviewing candidates
- Induction and placement
- Job Satisfaction.
- Incentivising
- Team Building

Unit III: Human Resource Planning and 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 IV: Human Resource Management –Emerging Issues and Trends:

- Employee Turnover, Industrial Accidents and Absenteeism.
- Industrial Relations- Case Studies
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- Farazmand , Ali (1994), **Handbook of Bureaucracy**, New York: Taylor & Francis.
- Flippo, Edvin B., (1976), **Principles of Personnel Management**, New Delhi:McGraw-Hill
- Glenn, Stahl O. (1983), **Public Personnel Administration**, Harper & Row.
- Jain, R.B.(1994), **Aspects of Personnel Administration**, 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: Politics and Process**(Seventh Edition), CRC, New York: Taylor & Francis.
- Pigors,P& Myers, C. (2008). **Personnel Administration: A Point and a Method**(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 and Labor Relations**, New York :M.E. Sharpe,.
- Robin,Jack et al (eds) (1994), **Handbook of Public Personnel Administration**, New York: Taylor & Francis,.
- Shafritz, Jay M et.al. (2001), **Personnel Management in Government**, New York: Marcel Dekker,
- Teard , Ordway (1920), **Personnel Administration**, University of California Libraries.
- Yoder, D. (2008). **Personnel Management and Industrial Relations**(7th ed.). Prentice Hall of India: New Delhi.

3. Ethics in Governance

O e c e : There can be no good or effective governance without following ethical practices. This course aims to inculcate a sense of ethical values neces

- Whistleblowers and whistleblower protection – Definition, Whistleblower protection – models

Essential Readings

Appleby, Paul H(1952), **Morality and Administration in Democratic Government**, Baton Rouge, Louisiana: State University Press

BarnwalSP(1993), **Ethics in work in India-Tradition in relation to Man and society**, New Delhi: IIPA

Chapman Richard (Ed)(2000), **Ethics in Public Service for the New Millennium**, Aldershot: Ashgate

Chkrabarty S K (1998), **Values and ethics for organization-Theory and practice** , New Delhi: OUP.

Fredrickson H G and Ghere R K (Ed) (1999), **Ethics in Public Management**, New York: ME Sharp

Mishra, Bhuvneshwar (2015), **Ethics, Governance and Sustainability**,

Piper, Thomas R., M.C. Gentile and S. DalazParks,(1993), **Can Ethics be Taught: Perspectives, Challenges and Approaches at Harvard Business School** Boston: Harvard Business School Press.

Sharp, B. S., Aguirre, G., &Kickham, K. (Eds.) (2011), **Managing in the public sector: A casebook in ethics and leadership**. Boston: Longman.

4. Financial Management

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

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 **Conceptualising Financial Management**

- Finance: concept, scope and objectives, profit maximization vs. wealth maximization, functions of finance manager in modern age, financial decision areas, agency problem, time value of money.
- Risk and return analysis: CAPM, shareholders value creation, traditional and modern measures of financial performance including ROI, earning price ratio, SVA, EVA and MVA.

UNIT II **Financial Decision-making**

- Financing decision: Long-term sources of finance, potentiality of equity shares, preference shares, debentures and bonds as sources of long-term finance.
- Concept and approaches of capital structure decision: NI, NOI, traditional and Modigliani-Miller approach.
- Cost of capital: cost of equity, preference shares, debentures and retained earnings, weighted average cost of capital and implications.

UNIT III **Leverage Analysis and Investment 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.

UNIT IV **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 .12 -13,oT 321.12 0e-260(c)4.us5()-(2mj /R20 12 Tf((2mj5-2(i)-2(c)-6c)4.us5)3(s)(r)3(viC

5. Campaign Management

Objective : 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.

Content 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.

INSTRUCTIONS FOR PAPER SETTERS AND THE CANDIDATES

- (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
- P

Unit IV: Basics of Media Relations:

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

Essential Readings:

Arthur Lupia and Tasha S. Philpot. 2005. "The Role of Emotions in Political Decision Making" *The Journal of Politics* 67:1122-1142.

Burton et al.(2015), **Campaign Craft: The Strategies, Tactics, and Art of Political Campaign Management**, 5thed.California: Praeger.

Craig, Stephen C, and Hill, David B (eds), (2011),**The Electoral Challenge: Theory Meets Practice**, 2nded, Washington: CQ Press

Frank Luntz. 2007. "The Psychology of Persuasion" in Frank Luntz, **Words That Work: Its Not What You Say Its What People Hear**. New York: Hyperion.

George McKenna and Stanley Feingold. 2009. **Taking Sides: Clashing Views on Political Issues, 16th Edition**. Dushkin Publishing.

Green, Donald P & Gerber, Alan S. (2015) **Get Out the Vote: How to Increase Voter Turnout**, 3rd ed. Washington:Brookings.

Henry E. Brady, Richard Johnston, and John Sides.(2006), "The Study of Campaign Effects".In Henry Brady and Richard, Johnston (eds.), **Capturing Campaign Effects**. Ann Arbor: University of Michigan Press.

Issenberg, Sasha, (2013), **The Victory Lab: The Secret Science of Winning Campaigns**, New York: Broadway.

Johnson, Jason, (2012), **Political Consultants and Campaigns: One Day to Sell**, Colorado: Westview.

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

Polsby, Nelson W. et al, (2012), **Presidential Elections: Strategies and Structures of American Politics**, 13thed, Maryland: Rowman and Littlefield.

Popkin, Samuel (1994)**The Reasoning Voter** , (Chicago: University of Chicago Press,.

Winter Certificate Courses:

1. Public Policy

Objective : 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.

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

UNIT III

Policy Design and Implementation

- **Policy Implementation:** Concept, Agencies involved in Policy Implementation, Reasons of Policy Failure and Measures to Address Implementation Problems
- **Policy Monitoring:** Difference between Policy Monitoring and Evaluation, Tools and Techniques of Policy Monitoring, Challenges and Measures

UNIT IV

2. Political Parties and Electoral Process

Paper III: Political Parties and Electoral Process

Objective : This course aims to create awareness about the political and electoral procedure with special reference to India.

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

INSTRUCTIONS FOR PAPER SETTERS AND THE CANDIDATES

- (i) There will be 80 marks for the theory paper and 20 marks f

- The nature of and challenges to the electoral system
- Determinants of voting behaviour.
- Electoral Reforms

Unit IV: Election Commission of India and State Election Commissions

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Jaffrelot, C. (2001) ' *Be een n z on nd oc n nee n* , in Hansen, T.B. and Jaffrelot, C. (eds.) **The BJP and the Compulsions of Politics in India**. New Delhi: Oxford University Press, pp. 22-71.

Katju, M. (2006) ' *ec on Co on nd nc on n qj De oc cy* , **Economic and Political Weekly**, Vo.41, No. 17, 29 April , pp.1635-1639

McMillan, A. (2010) ' *e ec on Co on* . In Jayal, N.G. and Mehta. P.B. (eds.), **The Oxford Companion to Politics in India**, Delhi: OUP. pp.98-116

Moser, R. G. and Ethan, S. (2004) ' *M ed ec o y e nd ec o y e jec Con o ed Co p on nd Co -n on An y* , **Electoral Studies**. 23, pp. 575–599.

Singh, U.K. (2004), *n on nd De oc c o e n nce A dy qj e ec on Co on nd ec o o e n nce n nd* , **NMML Monograph no. 9**, NMML, New Delhi. pp.1-53

3. Practical Skills in Governance and Leadership

O ec e : 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 and 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 four seminars 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.

Part I: Writing for effective Communication

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

Part II: Public Speaking

Part III: 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

Part IV: Conflict Resolution: Given a scenario to resolve conflict between two or more parties- negotiation simulation exercise

Part V: Time Management

4. Citizenship

Objective : 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

Unit III: State and 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: Exclusionary citizenship:

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

Essential Reading:

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

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

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

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

Kymlicka, Will, ed. (1995), *The Rights of Minority Cultures* Oxford,.

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

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

Parekh, Bhiku. (2002) *Rethinking Multiculturalism: Cultural Diversity and Political Theory* Harvard,.

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

Roy, Anupama, (2005). "The Evolution and Concept of Citizenship" in **Gendered Citizenship: Historical and Conceptual Explorations**, Delhi: Orient Longman,.

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

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

Gender Equality and Human Rights (w.e.f. the academic session 2023-24)

Credits: 04

Tutorials: 01

Objectives: The aim of this paper is to create awareness about gender equality and human rights, two critical aspects of good governance and leadership. These are also crucial components of sustainable development and the course would acquaint the student with knowledge about gender, gender construction as well as the various national and international instruments for human rights and women's human rights.

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

INSTRUCTIONS FOR PAPER SETTERS AND THE CANDIDATES

- (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: Conceptualising Sex and Gender:

- Distinction between sex and gender
- Theories of Gender Construction: Biological, Sociological, Psychological, Anthropological
- Gender Terminology- cisgender, gender identity, gender expression, , transgender, nonbinary, gender dysphoria, sexual orientation, intersex
- Basic Concepts: Patriarchy, Equality, Empowerment, Masculinity, Femininity.

Unit II: Human rights:

- Concept and Origin,
- Three generations of rights,
- Feminist critique of human rights

Unit III: Major Human Rights Instruments:

- Universal Declaration of Human Rights,
- International Convention of Civil and Political Rights,
- International Convention on Economic, Social and Cultural Rights,
- Convention on the Elimination of All forms of Discrimination against Women
- Vienna Conference on Human Rights

Unit IV: Indian Constitution and Human Rights:

- Fundamental Rights and Directive Principles of State Policy; Fundamental Duties
- Status of Women's Human Rights in India

Essential Readings:

Anderson, Margaret, (1993), **Thinking About Women**, New York: Macmillan.

Bakshi, P.M., (2006), **Constitution of India**, New Delhi: Universal Law Pub.

Basu, D.D., (Latest edition) **Introduction to the Constitution of India**, Agra: Wadhwa and Co..

Bhasin, Kamla, (2000), **Understanding Gender**, New Delhi: Kali for Women.

Connel, R.W., (2002), **Gender**, Cambridge: Polity.

Cook, Rebecca J., (1994), **Human Rights of Women: National and International Perspectives**, Philadelphia: University of Pennsylvania, Press.

Kapoor, S.K., (2009), **International Law and Human Rights**, Allahabad: Central Law Pub.

Khan, Sabira, (2004), **Human Rights in India: Protection and Violation**, Delhi: Devika Pub.

Lorber, Judith and Farrell, Susan A. (ed), (1991)**The Social Construction of Gender**, New Delhi:Sage,

Sinha,M.K., (2013), **Implementations of Basic Human Rights**, Gurgaon: Lexis Nexis.

Tiwari, R.K., (2011), **Introduction to Human Rights**, Delhi :Neeraj Publishing House.

Woodward, Kath, (2012), **The Short Guide of Gender**, Jaipur: Rawat Publications.