

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 17-12-2022 has approved the recommendations of the Academic Council made at its meeting dated 24-11-2022 regarding approval of revised Curriculum/Scheme of Studies of Master of Public Administration (MPA) Regular and Self Supporting program with effect from the Academic Session Fall, 2022.

The revised Curriculum/Scheme of Studies of Master of Public Administration (MPA) is enclosed herewith as Annexure-'A'.

Admin. Block,
Quaid-i-Azam Campus,
Lahore.

Sd/-
REGISTRAR

No. D/ 717 /Acad.,

Dated: 26-1-2023.

Copy of the above is forwarded to the following for information and necessary action:-

1. Dean, Faculty of Business, Economics and Administrative Sciences
2. Director, Institute of Administrative Sciences
3. Controller of Examinations
4. Director, IT for placement at website
5. Admin. Officer (Statutes)
6. Secretary to the Vice-Chancellor
7. Private Secretary to the Registrar
8. Assistant Syllabus


Assistant Registrar (Academic)
for Registrar



MASTER OF PUBLIC ADMINISTRATION (MPA)

Scheme of Studies

Institute of Administrative Sciences (IAS)

University of the Punjab, Lahore

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PROGRAM TITLE: Master of Public Administration (MPA)

DEPARTMENT: Institute of Administrative Sciences

FACULTY: Business, Economics & Administrative Sciences

1. Department Mission

Keeping in view the vision of IAS our aspiration is to prepare students with a complete arena of knowledge, skills, attitude, and experiences that will equip them for leadership and management roles required by society at large.

2. Introduction

In an environment increasingly characterized by complexity, digital transformation, politicization and the “hollowing-out” of analytical capacity, the world needs inspired leaders in governance and management more than ever. Master of Public Administration program prepares leaders and managers who are well-prepared for the challenges and opportunities of a career in public administration and management, or in a related public, private or non-profit organization.

3. Program Introduction

Master of Public Administration (MPA) is the flagship degree program of the Institute of Administrative Sciences (IAS). University of the Punjab was the first to launch MPA degree in Pakistan in the year 1962. IAS has revamped and upgraded this program. The upgraded program is specifically designed as a blend of the theoretical, practical and research knowledge which equips students with the nuanced skills and perspectives to pursue the public interest. The upgraded MPA program counts as 18 years of education and hence is equivalent to MS/MPhil degree. The comprehensive collection of core and elective courses are offered in MPA degree with a focus on key disciplinary and interdisciplinary perspectives on public administration, management and governance. Core courses are designed for participants to gain solid understanding of the core functional areas of public administration such as organizational structuring, management of human resources, finance, public policy analysis and evaluation, as well as research methods and analysis. Active class participation informed by the knowledge of readings and other materials is encouraged and considered to be an integral component of learning experience that helps to enhance students’ skills in critical reading and interpretation, oral presentation, active listening, and synthesis and evaluation of arguments and ideas. Students are trained to select a research problem to suit their interests and professional development needs and undertake

research and analysis. Six credit hour thesis allows students to identify gaps in the existing literature and carry out research to contribute to the literature, practice and policy.

4. Program Objectives

1. To provide students with solid knowledge of contemporary and historical experiences of public administration, public policy, principles of organizational design, financial management, as well as research methods and evaluation.
2. To engage in contemporary debates about public value, public administration, public sector management and governance in Pakistan and globally.
3. To understand policy tools and capabilities and how they can be applied in an increasingly complex professional environment.
4. To examine public organizations, their management and accountability, as well as the way they contribute to problem solving within the broader political and social context – both nationally and globally.
5. To equip students with necessary skills to make them capable of holding managerial roles within public and not-for-profit entities and also to lead and coordinate projects and programs executed to address economic, social, political and cultural issues.
6. To develop and apply rigorous analytical skills for organizational learning, evidence-based decision-making in response to the complexities and challenges of public administration, management and governance.

5. Rationale for the Program

a. Potential Students for the program (career needs, subject interest etc.)

Candidates with BS/Masters (16 years) in relevant areas can apply for IAS MPA program (see point 6 for details). Though a number of MPA graduates work in private sector, MPA program is well-suited and particularly designed for those interested in pursuing a career in public and or not-for-profit sectors. The ideal candidates should have predisposition to perform meaningful service for the country and the public, in pursuit of public values and the public interest rather than self-interest.

b. Potential Employers (Public, private, NGOs, required skill set, industry projections, employment opportunities/estimated market demand/Number of job openings, current and future prospects)

Earning an MPA degree opens a wide array of opportunities. MPA graduates work in a variety of careers in public, private and not-for-profit sectors. Mostly they work as managers and policy

specialists. As **managers** they are responsible for implementing policies, allocating resources to achieve the objectives of the program and organization. The MPA program provides them with the skills and knowledge that helps them establish objectives, stimulate productivity, motivate workers, report and evaluate work progress, structure work, allocate resources, cope with internal and external political pressures and ensure that the public interest is reflected in the work of the agency. As **policy specialists** our graduates work in various government departments, consulting firms, research institutes and non-profit organizations. They also look at new ways to meet the public's requests for service. The MPA curriculum familiarize them with research on social, economic and environmental problems to propose potential courses of action to decision makers.

c. Academic Projections (The national/ international universities that have launched the similar program)

A recognized leader in the field for more than 50 years, the MPA program of IAS is an intensive professional graduate degree program that provides students with the skills, knowledge, and network they will need to be successful professionals and engaged citizens serving the public good across national and international government, not-for-profit and private sectors. This program is offered by several other universities of Pakistan such as Quaid-e-Azam University, University of Karachi, Bahauddin Zakariya University, Allama Iqbal Open University, Virtual University of Pakistan, Institute of Management Sciences etc.

d. Faculty (Faculty credentials, capacity, resources sufficiency etc.)

IAS faculty members are highly qualified and active in their discipline and have the necessary technical depth and breadth to support the program. Out of the 23 full-time faculty members of IAS, MPA program is allocated 8 full-time faculty members (4 PhDs and 4 MPhil degree holders) to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities. One of the faculty members is appointed by the Institute as MPA Program Coordinator to ensure effective student/ faculty interaction. The program coordinator provides academic leadership and direction to the program and is responsible to ensure the achievement of stated program aims and learning outcomes.

e. Physical Facilities (Lab and library facilities etc.)

Noteworthy physical facilities available for MPA program at the Institute are as follows:

- Classrooms are adequately equipped with comfortable sitting arrangements, whiteboards and multimedia. Periodical upkeep is required to ensure smooth functioning of these amenities and up-gradation where required. Moreover, auditoriums and halls at the institute

have the facilities of multimedia projector, computer, speakers, Wi-Fi and wireless microphones.

- All faculty members are provided with a desktop computer, a laptop and printer in their offices. Faculty offices are also adequately furnished, though IT facilities need further up-gradation for better productivity of the faculty.
- The institute has an up-to-date library to meet the academic and research requirements of the students and faculty members. The library is fully computerized in order to provide online search facilities and access to international databases. Recommendations are taken from the faculty members periodically to ensure availability of latest material. The library management also conducts Information Literacy (IL) sessions on an ongoing basis to maximize the use of library resources and services. IL sessions educate the researchers and students about professional writing standards, usage and accessibility of HEC Digital Library. Tutorials are also carried out on thesis and publication referencing software. Moreover, hands on training, in-class sessions are also organized for searching and browsing scholarly literature, how to avoid plagiarism, and reference/citation management. Moreover, if the students couldn't find anything they would like to access from our online resources, they can use Inter-Library Loan (ILL) to borrow the item from elsewhere.
- A dedicated computer laboratory in the Institute for MPA/MS/PhD programs. Students and faculty have access to the computers and relevant softwares. The information technology components present in most of the courses is supported by the computing infrastructure (including computers and relevant softwares) available in the dedicated computer lab for IAS post-graduate programs. Lecture notes and other resource material is stored on shared network drives and made available to all the students. In addition to this, free internet via WIFI routers is being offered to students and faculty members.
- The Institute has a dedicated operations office for its postgraduate degree programs which is responsible to disseminate the information via various forums (such as notice boards, email, SMS etc.) to the students.
- With respect to the professional counselling, IAS is pioneer in introducing counselling services via its 'Career Advisory and External Linkages' (CAEL) office. Moreover, as mentioned above a Program Coordinator is also appointed who acts as a liaison manager between the students, faculty and the administration to facilitate the effective flow of information.

6. Admission Eligibility Criteria

- BS/Masters (16 years) in following areas from an HEC-recognized institution/university:

Management, Public Administration, Public Policy, Public Management, Governance/ Government, Human Resource Management, Health Administration, Development, Business Administration, Finance, Commerce, Political Science, International Relations, Sociology, Psychology and Economics

- Admission Test and Interview (as per PU and DPCC rules and regulations)

7. Duration of the Program

- Total duration of the program: 2 years
- Number of Semesters: 4
- Total number of credit hours: 30
- Nature of the program: Regular and Self-Supporting Program

8. Categorization of Courses

Semester	Courses	Category (Credit Hours)			Semester Load
		Core Courses	Electives	Any Other	
1	4	4	0		12
2	4	1	3		12
3	1	0	1		3
4	1	0	1		3
PU	10	5	5		30
HEC Guidelines	10-12				30-36
Difference (HEC & PU)	0				0

9. Scheme of studies/Semester-wise workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
Semester I							
1.	PA 501	Governance, Public Administration and Development	Core	None	3		
2.	PA 503	Understanding Public Policy: Theories and Issues	Core	None	3		
3.	PA 504	Economics for Public Policy	Core	None	3		
4.	RES 501	Research Methods and Design	Core	None	3		
Total Credit Hours							12
Semester II							
1.	PA 502	Public Management: Theory and Practice	Core	None	3		
2.	RES 502	Quantitative and Qualitative Data Analysis	Elective	Research Methods and Design	3		
3.		Any one from the list of elective courses	Elective		3		
4.		Any one from the list of elective courses	Elective		3		
Total Credit Hours							12
Semester III							
1.	PA 603-613/ PA 601	Any one from the list of elective courses/ Thesis I			3		
Total Credit Hours							3
Semester IV							
1.	PA 603-613/ PA 602	Any one from the list of elective courses/ Thesis II			3		
Total Credit Hours							3
Program Total Credit Hours							30

Research Thesis

Students obtaining a CGPA of 3.0 in their coursework will be given an option of completing their degree either with coursework or research thesis of 6 credit hours to be completed in third and fourth semesters. Those having CGPA of less than 3.0 at the end of second semester will be offered coursework of 6 credit hours to be completed in third and fourth semesters.

Elective Courses

List of Elective Courses					
#	Code	Course Title	Course Type	Prerequisite	Credit hours
1.	RES 502	Quantitative and Qualitative Data Analysis	Elective	Research Methods and Design	3
2.	PA 603	Designing and Implementing Evidence-Informed Policies and Programs	Elective	Governance, Public Administration and Development	3
3.	PA 604	Governance in Pakistan: Issues and Interventions	Elective	Governance, Public Administration and Development	3
4.	PA 605	Innovation in the Governance of Public Service Delivery	Elective	Governance, Public Administration and Development	3
5.	PA 606	Collaborative Governance	Elective	Governance, Public Administration and Development	3
6.	PA 607	Public Financial Management and Budgeting	Elective	Governance, Public Administration and Development	3
7.	PA 608	Designing and Managing Change in the Public Sector	Elective	Governance, Public Administration and Development	3
8.	PA 609	Social Entrepreneurship	Elective	Governance, Public Administration and Development	3
9.	PA 610	Human Behavior in Public Organizations	Elective	Governance, Public Administration and Development	3
10.	PA 611	Legal Environment of Public Administration	Elective	Governance, Public Administration and Development	3
11.	PA 612	Diversity and Public Management	Elective	Governance, Public Administration and Development	3
12.	PA 613	Public Administration and Governance in Islam	Elective	Governance, Public Administration and Development	3

Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may use any of the above or assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

10. Criteria for award of degree

CGPA

As per PU-DPCC rules and regulations.

Thesis

As (9) above.

Any other requirements

No

11. NOC from concerned Professional Council

Not Applicable

12. Faculty

Out of the 21 full-time faculty members of IAS, MPA program is allocated 8 full-time faculty members (4 PhDs and 4 MPhil degree holders) to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities.

Degree	Area/Specialization	Total
PhD	1. Public Administration 2. Public Policy 3. Governance 4. Research	4 Faculty Members
MS/MPhil	1. Public Administration 2. Public Policy 3. Governance 4. Research	4 Faculty Members
Total		8 Faculty Members

13. Student-Teacher Ratio

IAS has 21 full-time faculty members, out of which MPA program is allocated 8 full-time faculty members (4 PhDs and 4 MPhil degree holders). Student-teacher ratio is calculated on the basis of 8 full-time faculty members specifically allocated to MPA program.

Nature of the Program	No. of Seats	Number of Faculty Members
Regular	25	8
Self-Supporting	40	
Total	65	Student-Teacher Ratio 8:1 (approx.)*

The student-teacher ratio for this program is 8:1. However, the number of admitted students will depend upon the current student-teacher ratio of the institute and will be done according to the HEC, PU and DPCC prescribed guidelines.

14. Course outlines

Appended.

COURSE TITLE: Governance, Public Administration and Development

COURSE CODE: PA 501

SEMESTER: 1st

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: None

1. Learning Outcomes

- To develop the foundations of core public administration concepts and theories, and the foster the ability to critically appraise and apply them to our context.
- To develop student's ability to critically engage with intersections between state, governance, and development.
- To develop student's familiarity with problems of governance, development, and his/her ability to exploit this knowledge and analyze our administrative systems.

2. Contents*

Unit-I: Political Administrative and Legal Approaches to Public Administration

- Definitions
- Emphasizing the 'Public' in Public Administration
- Regulation and Service
- Managerial, Political and Policy, and Legal Approaches
- Traditional Managerial Legacies in Contemporary Public Administration
- The contributions of NPM to the Contemporary Managerial Approach
- From NPM to NPG: Current trends

Unit-II: Organizing for Public Administration & Management

- Organisations and Organisation Theory
- The Public Administrative Organisation
 - Bureaucracy
 - Scientific Management
 - The Human Relations Approach
 - Leadership
 - Motivation
 - Orthodox Public Administration: POSDCORB
 - Pluralism
 - Autonomy
 - Decentralisation
 - Contemporary Approaches to Organisation Theory

Unit – III: Public Management

- Public management

- Historical origins
- Differences between public and private management
- New Public Management
- Criticism of managerial reforms

Unit – IV: Public Policy

- Linking public policy with public management
- Policy analysis
- Policy process models
- Economic public policy
- Political public policy
- Evidence-based policy
- Policy implementation

Unit – V: Governance

- Definitions
- Government and governance
- Governance in public management
- Corporate governance
- Governance and networks

Unit – VI: Accountability

- Accountability in public and private sector
- Political Accountability
- Bureaucratic Accountability
- Managerial Accountability
- Corruption, managerial reform and accountability

Unit – VII: Regulatory Administration

- Regulation
- Contracting
- Public enterprises
- The privatization debate

Unit – VIII: Managing People and Leadership

- Public personnel management – staffing in the traditional model
- Human Resource Management in the public sector
- Leadership
- Managing change in the public sector

Unit – IX: Service Delivery

- Service in government
- Traditional public service delivery
- Service transformation
- Public service logic
- Service management: principles and issues
- Public and private services

Unit – X: Managing with Technology

- E-government to e-governance

- Digital governance
- Problems and challenges

Unit – XI: Financial and Performance Management

- Budgets
- Traditional financial management
- Performance management
- Public financial management reforms

Unit – XII: Public Administration in Developing Countries

- Political, social, administrative and cultural context
- Contemporary reform trends in developing countries
- Decentralisation, devolution, reconfiguration power & responsibilities, participation etc.
- Developmental state as a model of institutional reform
- Paradoxes and contradictions in reform in developing world

Unit – XIII: Public Administration in Pakistan

- Public sector reforms in Pakistan
- Reforming structures and procedures: historical development
- Health sector reforms
- Energy sector reforms
- Institutional reforms
- Collaborative governance in Pakistan
- Local government reforms
- Educational reforms
- Digital governance in Pakistan

Unit – XIV: International Development & Sustainable Development Goals

- International development agenda
- Sustainable Developmental Goals
- SDG indicators for Pakistan
- Sustainable Development Goals as a guiding tool for policy-making

3. Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4. Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5. Assessment and Examinations

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3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

6. Textbooks and Suggested Readings*

- Rosenbloom, D. H., Kravchuck, R., & Clerkin, R. M. (2022). *Public administration: Understanding management, politics, and law in the public sector*. McGraw Hill
- Hughes, O. E. (2018). *Public management and administration: An introduction*. Palgrave Macmillan.
- Bryer T. A. & Edward Elgar Publishing. (2021). *Handbook of theories of public administration and management*. Edward Elgar Publishing.
- Turner, M., Hulme, D., & McCourt, W. (2015). *Governance, management and development: Making the state work*. Palgrave Macmillan.
- George, B. (2021). *Making public organizations work*. Owl Press.
- Desai, V., & Potter, R. B. (2014). *The companion to development studies*. Routledge
- Shafritz, J. M., & Hyde, A. C. (2012). *Classics of public administration*. Australia: Wadsworth/Cengage Learning.
- Denhardt, J. V., & Denhardt, R. B. (2007). *The New Public Service: Serving, Not Steering*. Armonk: Taylor and Francis.

- M. Sabharwal & E. Berman (Eds.), *Public Administration in South Asia: India, Pakistan and Bangladesh*. London: CRC Press: Taylor & Francis Group.
- Hussain, I. (2018). *Governing the Ungovernable: Institutional Reforms for Democratic Governance*. Oxford University Press: Karachi.
- Peters, B. G., & In Pierre, J. (2013). *Handbook of public administration*. Los Angeles: SAGE

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

COURSE TITLE: Public Management: Theory and Practice

COURSE CODE: PA 502

SEMESTER: 2nd

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: None

1. Learning Outcomes

Public-sector organizations are fundamentally different from their private-sector counterparts. They are part of the society's political organizations and are major political actors. They are multifunctional, follow a political leadership and the majority do not operate in an external market. In an era of rapid reform, reorganization and modernization of the public sector, this course offers a timely and illuminating introduction to the public-sector organization that recognizes its unique values, interests, knowledge and power base. It aims to deliver an understanding of key concepts in public organization theories and their application to real world problems. It will offer students the analytical frameworks and practitioners' knowhow for understanding and transforming public organizations and for understanding the challenges of design and implementation of public policies. Public organizations are key determinants of state capacity. The course provides an introduction to contemporary theories, concepts and evidence of public administration and political science. Public managers are acting in an environment full of political, managerial and environmental constraints. The objective of the course is to enable students, who are future decision makers in the public, private, or non-for-profit sector, with knowledge required for taking appropriate decisions when dealing with challenges in public organizations. The learning objectives of this course include the identification of major organizational theories and to acquire a deeper understanding of the historical, political, social, and cultural contexts in which public organizations of today operate.

On completion of the course, students will be able to:

- Describe how public organizations function, and the ways in which they affect societies.
- Systematically analyze major theories of public organizations, and human behavior in organizational context.
- Formulate effective ways in which public organizations can become more efficient and responsive.

- Integrate theory and practice and explain the importance of empirical strengths and weaknesses, of various organization theories.
- Explain the implications of organizational theory for public administrators.

2. Contents*

Unit 1: Organization theory for the public sector

- 1.1 An organizational theory approach to the public sector
- 1.2 Differences between public and private organizations
- 1.3 Characteristics of public organizations
- 1.4 Delimitation of organization theory for the public sector
- 1.5 Bounded rationality, political science and organization theory
- 1.6 Structures, processes and tasks in public organizations

Unit 2: An instrumental perspective

- 2.1 Organizations as instruments
- 2.2 The logic of consequence – instrumentally rational actions
- 2.3 Formal organizational structure
- 2.4 Structural features and concrete actions
- 2.5 Coalitions and interest articulation
- 2.6 Organizational structure, environment and uncertainty

Unit 3 A cultural perspective

- 3.1 The meaning of organizational culture
- 3.2 The explanatory power of cultural variables
- 3.3 The logic of cultural appropriateness
- 3.4 Establishing and changing organizational culture
- 3.5 The significance of historical roots for cultural paths of development
- 3.6 Organizational culture and leadership
- 3.7 Demography and culture
- 3.8 Characteristics of a political-administrative culture
- 3.9 Institution and environment – culture in the context of a wider political system

Unit 4: A myth perspective

- 4.1 Meaning of myths
- 4.2 Contents of myths

- 4.3 Relationship between different myths
- 4.4 Development and translation of myths
- 4.5 Myths and reputation management in public-sector organizations

Unit 5: Goals, values and motivation

- 5.1 Meaning of goals and values
- 5.2 Definition of goals
- 5.3 Formulation and development of goals
- 5.4 Typical features of goals in public organizations
- 5.5 Management by objectives and results (MBOR)
- 5.6 Values in public organizations
- 5.7 Effects of goals and values in public administration

Unit 6: Leadership and steering

- 6.1 Meaning of leadership and steering
- 6.2 More steering than leadership – an instrumental perspective
- 6.3 More leadership than steering – a cultural perspective
- 6.4 Symbolic aspects of leadership and steering
- 6.5 Types of political and administrative leadership
- 6.6 Leadership functions and roles
- 6.7 Leadership and context
- 6.8 Leadership and steering in public organizations

Unit 7 Reform and change

- 7.1 Reform and change in public organizations
- 7.2 Organizing the reform process
- 7.3 Reform programmes and reform initiatives
- 7.4 Course and outcome of reform and change processes
- 7.5 Perspectives and connections

Unit 8: Effects, learning and implications

- 8.1 Design of public organizations
- 8.2 Perspectives and effects
- 8.3 Meaning of effects
- 8.4 Difficulty of measuring effects
- 8.5 Challenges in performance measurement and effect studies

- 8.6 Knowledge about effects
- 8.7 There is no best solution – learning and effects

Unit 9: Understanding and design

- 9.1 Perspectives, design and strategies
- 9.2 Complex and dynamic logics of action
- 9.3 Towards a prescriptive organization theory for the public sector
- 9.4 Normative foundation for public organizations
- 9.5 Significance of context
- 9.6 How reforms should be carried out
- 9.7 Prospects for the future

Unit 10: The policy emphasis and the New Public Management

- 10.1 Development of the public policy orientation
- 10.2 Responsiveness and effectiveness in public policy
- 10.3 Methods of policy analysis
- 10.4 New Public Management and public policy

Unit 11: Beyond the rational model: Toward democratic public organization theory

- 11.1 A critique of the rational model
- 11.2 Interpretive/action theory
- 11.3 Critical social theory
- 11.4 Discourse and post traditional public administration
- 11.5 The new public service
- 11.6 Governance, networks and democracy

Unit 12: The practitioner as theorist

- 12.1 Theory, practice and public organizational life
- 12.2 Learning and theory building
- 12.3 Towards theories of public organizations
- 12.4 A new role for theorists

3. Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those

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6. Textbooks and Suggested Readings*

- Christensen, T., Lægreid, P., & Røvik, K. A. (2020). *Organization theory and the public sector: Instrument, culture and myth*. Routledge.
- Denhardt, R. B., & Catlaw, T. J. (2015). *Theories of public organization*. Cengage Learning.

Suggested Article Readings

- Whitford, A. B., Milward, H. B., Galaskiewicz, J., & Khademian, A. M. (2020). A Place at the Table: Organization Theory and Public Management. *Perspectives on Public Management and Governance*, 3(2), 77-82.

- John, K. (2020). Adlerian theory and practice wisdom promote democratic leadership and organizational health. *The Journal of Individual Psychology*, 76(1), 84-98.
- Bianchi, C., Nasi, G., & Rivenbark, W. C. (2021). Implementing collaborative governance: models, experiences, and challenges. *Public Management Review*, 1-9.
- Besley, T. J., Burgess, R., Khan, A., & Xu, G. (2021). *Bureaucracy and Development*.
- Parkhurst, Justin. 2017. "The politics of evidence: from evidence-based policy to the good governance of evidence". *Routledge Studies in Governance and Public Policy*.

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

COURSE TITLE: Understanding Public Policy: Theories and Issues

COURSE CODE: PA 503

SEMESTER: 1st

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: None

1. Learning Outcomes

‘Public policy’ is important because the scope of the state extends to almost all aspects of our lives. This course introduces the students to various policy theories, frameworks, models and concepts which enables to understand the complex world of policymaking, and also provides additional insights for future practitioners. The field of policy studies has always been interested in analyzing and improving the sets of policy tools adopted by governments to correct policy problems, and better understanding and improving processes of policy analysis and policy formulation in order to do so. Past studies have helped clarify the role of historical processes, policy capacities and design intentions in affecting policy formulation processes, and more recently in understanding how the bundling of multiple policy elements together to meet policy goals can be better understood and done. The course content aims to inform the students that ‘the’ central goal, of policy design is effectiveness. Effectiveness serves as the basic goal of any design, upon which is built other goals such as efficiency or equity. The policy process is complex, messy, and often appears to be unpredictable. The idea of a single process is often a useful simplification. However, when we scratch beneath the surface we find that there are multiple policy processes: the behavior of policymakers, the problems they face, the actors they meet, and the results of their decisions often vary remarkably. They often vary by region, political system, over time, and from policy issue to issue.

Upon completion of the course, the students will be able to,

- Understand how to address policy making and related issues in the real world scenario, by comprehending the application of theories and frameworks of policymaking.
- Produce a thoughtful and practical understanding of good versus bad policymaking, thus becoming effective policymakers.
- Understand the factors that influence the direction of government action.
- Understand the “tools” available to address policy problems.
- Comprehend the effects and consequence of government policy decisions.

- Understand the various constituencies that influence how policy is made, and the theoretical underpinnings of real-life policy choices.

2. Contents*

Unit1. Introduction to Policy and Policymaking

- 1.1 Why do we study public policy?
- 1.2 Models and Theories of public policy: from the old to the new?
- 1.3 The Power of ‘the Centre’ is Limited
- 1.4 Policy Networks and Subsystems
- 1.5 Complex Policymaking environments
- 1.6 Ideas Matter
- 1.7 How to Analyze Policy and Policymaking

Unit 2. What is Public Policy and Policy making?

- 2.1 What is public policy?
- 2.2 Measuring public policy
- 2.3 Narratives of public policy
- 2.4 Frameworks, Theories, models and heuristics
- 2.5 What is the policy cycle?
- 2.6 Implementation
- 2.7 Evaluation
- 2.8 Policy maintenance, succession and termination
- 2.9 Beyond the policy cycle

Unit 3. Power and Public Policy

- 3.1 Definitions of power
- 3.2 Dimensions of Power
- 3.3 From Empirical to Normative: The Right to Exercise Power
- 3.4 Contemporary Approaches to Power and Policymaking

Unit 4. Bounded Rationality and the Psychology of Policymaking

- 4.1 Comprehensive and Bounded Rationality
- 4.2 Incrementalism
- 4.3 The Narrative Policy Framework
- 4.4 Social Construction and Policy Design

Unit 5. Institutions and ‘New Institutionalism’

- 5.1 Identifying Formal and Informal Institutions
- 5.2 What is an Institution? What Is Institutionalism?
- 5.3 Key Variants of New Institutionalism

Unit 6. Structures, Environments, and Complex Systems

- 6.1 Structure and Agency in the Policy Process
- 6.2 Do Structural Factors Determine Policy and Policymaking?
- 6.3 The Economic Context: Marxism and Globalization
- 6.4 Inheritance before Choice, And Policy Succession
- 6.5 The Evolutionary Metaphor: Context as a Policymaking Environment
- 6.6 The Policy Process as a Complex System

Unit 7. Collective Action Problems in Public Policy

- 7.1 Collective Action Problems in Rational Choice and Game Theory
- 7.2 Government as One Institutional Solution to Collective Action Problems
- 7.3 Institutional Analysis and Development (IAD) Framework
- 7.4 Key Approaches in The IAD’s Extended Family

Unit 8. Multi-level Governance and Multi-centric Policymaking

- 8.1 From One to Many ‘centers’ of Policymaking
- 8.2 What Is Governance
- 8.3 Governance as a Problem: The Westminster Model
- 8.4 Multi-Level Governance (MLG) and the European Union (EU)
- 8.5 Empirical and Normative Visions: What MLG Is and Should Be
- 8.6 MLG and International Comparison
- 8.7 Comparing MLG and Policy Theories

Unit 9. Punctuated Equilibrium Theory

- 9.1 Why ‘Punctuated Equilibrium’ Theory (Pet)?
- 9.2 Pet’s Original Focus: Agendas and Instability
- 9.3 Policy Subsystems, Monopolies, and Subsystems
- 9.4 Issue Networks and Subsystems
- 9.5 Agenda Setting and Attention
- 9.6 Problem Definition

9.7 Problem Definition, Policy Monopolies, and Venue Shopping

9.8 Government Budgets: Hyper-incremental and Dramatic Policy Change

Unit 10. The Advocacy Coalition Framework

10.1 Coalitions, Policy-Oriented Learning, and Policy Change

10.2 The Role of Beliefs to Address Bounded Rationality

10.3 The Role of Beliefs to Boost Cooperation and Help Actors Exercise Power

10.4 The Dynamics of 'Policy-Oriented Learning'

10.5 Policymaking Stability and Instability, Policy Continuity and Change

3. Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4. Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5. Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.

2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may use any of the above or assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

6. Textbooks and Suggested Readings*

The first book is prescribed to be followed. However, to supplement the books unit wise content, selected topics will also be discussed from the other three listed below.

- Cairney, P. (2019). *Understanding public policy: theories and issues*: Red Globe Press.
- Cairney, P., Heikkila, T., & Wood, M. (2019). *Making policy in a complex world*. Cambridge University Press.
- Peters, B., Capano, G., Howlett, M., Mukherjee, I., Chou, M., & Ravinet, P. (2018). *Designing for Policy Effectiveness: Defining and Understanding a Concept (Elements in Public Policy)*. Cambridge: Cambridge University Press. doi:10.1017/9781108555081
- Heikkila, T., & Cairney, P. (2018). Comparison of theories of the policy process. In *Theories of the policy process* (pp. 301-327). Routledge.

Suggested Article Readings

- Cairney, P. (2013). Standing on the shoulders of giants: how do we combine the insights of multiple theories in public policy studies?. *Policy Studies Journal*, 41(1), 1-21.
- Weible, C. M., & Cairney, P. (2018). Practical lessons from policy theories. *Policy & Politics*, 46(2), 183-197.
- Bali, A. S., Capano, G., & Ramesh, M. (2019). Anticipating and designing for policy effectiveness.
- Koski, C., & Workman, S. (2018). Drawing practical lessons from punctuated equilibrium theory. *Policy & Politics*, 46(2), 293-308.
- Cairney, P. (2020). The myth of ‘evidence-based policymaking’ in a decentred state. *Public Policy and Administration*, 0952076720905016.

- Howlett, M., & Mukherjee, I. (2018). The contribution of comparative policy analysis to policy design: articulating principles of effectiveness and clarifying design spaces. *Journal of Comparative Policy Analysis: Research and Practice*, 20(1), 72-87.
- Howlett, M. (2018). The criteria for effective policy design: Character and context in policy instrument choice. *Journal of Asian Public Policy*, 11(3), 245-266.
- Siddiki, S. (2020). *Understanding and Analyzing Public Policy Design (Elements in Public Policy)*. Cambridge: Cambridge University Press. doi:10.1017/9781108666985

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

COURSE TITLE: Economics for Public Policy

COURSE CODE: PA 504

SEMESTER: 1st

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: None

1. Learning Outcomes

Participants are introduced to the economic way of thinking through the introduction to a series of key ideas and concepts of economics. Their application is then illustrated by reference to current public policy issues. The course adopts an international and local perspective and discusses the ways in which the world economy both constrains and provides opportunities for national policy makers. Also discussed is the economics view of the policymaking process, the role and influence of interest groups and the manner in which conflicts are resolved by governments.

This course aims to develop students' understanding of the keys principles of macroeconomics and microeconomics in order to make effective business decisions. The course provides a theoretical framework to analyze the markets, government policies, firm's behavior and macroeconomic policies. On the successful completion of the course students will be able to:

- Explain how scarce resources are allocated in a market system
- Recognize various forms of market failure and explain how governments might need to intervene
- Recognize the constraints on government intervention and explain why government policy might fail.
- Relate basic economic theory and principles to current economic issues and evaluate related public policy.
- Use economic models to analyze a situation in terms of economics.
- Interpret charts, graphs, and tables and use the information to make informed judgments.
- Evaluate outcomes based on the costs and benefits involved.
- Understand the broader social consequences of economic decisions making.

2. Contents*

Unit- 1: Introduction to Economics and public policy

Unit-2: Microeconomics: Supply, demand, prices, and deadweight loss.

Unit- 3: Market Failures: Externalities, public goods, monopolies, and information asymmetry.

Unit -4: Short- and Long-Run Macroeconomics.

4.1 Measuring National income in the short-run and long-run

4.2 Understanding market failures.

Unit -5: Stimulating the Economy

5.1 Fiscal stimulus, monetary stimulus

Unit -6: Deficits and Debt.

6.1 Dangers of debt and ways forward.

Unit-7: Social Security. Population aging, programmatic insolvency and options for reform

Unit-8: Health policy

Unit-9: Fiscal, Monetary and Tax policy

3. Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4. Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5. Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may use any of the above or assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

6. Textbooks and Suggested Readings*

Textbook:

- Gruber J. (2022). *Public finance and public policy*. Seventh ed. New York: Worth.
- Mankiw N. Gregory. (2021). *Principles of Microeconomics*. Ninth ed. Boston MA: Cengage.
- Garnett, A.M., Lewis, P., Hubbard, R.G. and O'Brien, A.P. (2012). *Essentials of Economics*, 2nd Edition, Pearson, Sydney.
- McTaggart, D., Findlay, C. and Parkin, M. (2010). *Economics*, 6th edition, Pearson, Sydney.
- McGraw-Hill, Sydney. Sloman, J. and Norris, K. (2008) *Principles of Economics*, 2nd edition, Pearson, Sydney.

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

COURSE TITLE: Research Methods and Design

COURSE CODE: RES 501

SEMESTER: 1st

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: None

1. Learning Outcomes

Successful participants at the conclusion of this course should be able to:

- demonstrate knowledge and understanding of the principal methods of data collection used by social scientists;
- plan and use one or more of these methods in developing an empirical research project;
- critically reflect on the appropriateness and effectiveness of different methods in different circumstances;
- discuss the essential challenges associated with different methods of data collection with peers and others, both orally and in writing; and
- display appropriate levels of responsibility in working alone and in collaboration with others, notably in the application of ethical and other professional guidelines

2. Contents*

Unit-1: The nature and process of social research

1.1 Introduction

1.2 What is meant by 'social research'?

1.3 Why do social research?

1.4 The context of social research methods Elements of the process of social research

1.5 The messiness of social research

Unit-2: Social research strategies

2.1 Introduction

2.2 Theory and research

2.3 What type of theory?

- 2.4 Epistemological considerations
- 2.5 Ontological considerations
- 2.6 Research strategy: quantitative and qualitative research
- 2.7 Influences on the conduct of social research

Unit-3 Research designs

- 3.1 Criteria in social research
- 3.2 Relationship with research strategy
- 3.3 Research designs
 - Experimental design
 - Cross-sectional design
 - Longitudinal design(s)
 - Case study design
 - Comparative design
- 3.4 Bringing research strategy and research design together

Unit-4: Planning a research project and formulating research questions

- 4.1 Getting to know what is expected of you by your institution
- 4.2 Thinking about your research area
- 4.3 Managing time and resources
- 4.4 Formulating suitable research questions
- 4.5 Preparing for your research

Unit-5: Reviewing the literature

- 5.1 Reviewing the existing literature
- 5.2 Searching the existing literature
- 5.3 Referencing your work
- 5.4 Avoiding plagiarism

Unit-6: Ethics in social research

- 6.1 Ethical principles
- 6.2 Ethics and the issue of quality
- 6.3 The difficulties of ethical decision-making
- 6.4 Politics in social research

Unit-7: The nature of quantitative research

- 7.1 The main steps in quantitative research
- 7.2 Concepts and their measurement
- 7.3 Reliability and validity
- 7.4 The main preoccupations of quantitative researchers
- 7.5 The critique of quantitative research

Unit-8 Sampling in quantitative research

- 8.1 Introduction to sampling
- 8.2 Sampling error
- 8.3 Types of probability sample
 - Simple random sample
 - Systematic sample
 - Stratified random sampling
 - Multi-stage cluster sampling
- 8.4 The qualities of a probability sample
- 8.5 Sample size
- 8.6 Types of non-probability sampling
 - Convenience sampling
 - Snowball sampling
 - Quota sampling
- 8.7 Limits to generalization

Unit-9: Quantitative Research Methods

- 9.1 Self-administered questionnaires
- 9.2 Structured interviewing
- 9.3 Structured observation

Unit-10: The nature of qualitative research

- 10.1 The main steps in qualitative research
- 10.2 Theory and research
- 10.3 Concepts in qualitative research
- 10.4 Reliability and validity in qualitative research
- 10.5 The main preoccupations of qualitative researchers
- 10.6 The critique of qualitative research

10.7 Comparing quantitative and qualitative research

Unit-11: Sampling in qualitative research

11.1 Levels of sampling

Purposive sampling

Theoretical sampling

Snowball sampling

11.2 Sample size

Unit-12: Qualitative Research Methods

12.1 Ethnography and participant observation

12.2 Interviewing in qualitative research

12.3 Focus groups

12.4 Documents as sources of data

Unit-13: Mixed methods research

13.1 Research methods and epistemological and ontological considerations

13.2 Problems with the quantitative/qualitative contrast

13.3 The argument against mixed methods research

13.4 Approaches to combining quantitative and qualitative research in mixed methods research

13.5 Mixed methods research designs

3. Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4. Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward

the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5. Assessment and Examinations

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6. Textbooks and Suggested Readings*

- Clark, T., Foster, L., Sloan, L., Bryman, A., & Vacchelli, E. (2021). *Bryman's social research methods*. Oxford: Oxford University Press.
- Creswell, J. W., & Creswell, J. D. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Bordens, K. S., & Abbott, B. B. (2022). *Research design and methods: A process approach*. McGraw Hill LLC.
- Burkholder, G. J. (2020). *Research design and methods: An applied guide for the scholar-practitioner*. SAGE.
- Maxwell, J. (2020). *Qualitative research design: An interactive approach*. Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
- Harris, D. J. (2020). *Literature Review and Research Design: A guide to effective research practice*. Routledge.

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.
- Research Journals

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

COURSE TITLE: Quantitative and Qualitative Data Analysis

COURSE CODE: RES 502

SEMESTER: 2nd

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Research Methods and Design

1. Learning Outcomes

This course is a follow up course to Research Methods and Design. In this course the students are expected to learn how to deal with data that comprises of multiple variables that they have gathered in the course of data collection in light of understanding a phenomenon. Different techniques of multivariate analysis will be learnt on the basis of their dependence or interdependent relationship. The course comprises of both Quantitative and Qualitative data analysis techniques.

On completion of this course, students should be able to:

- Understand various quantitative and qualitative techniques for analyzing data.
- Develop appreciation for the diversity of methodological approaches.
- Demonstrate knowledge and recognition of the uniqueness and distinctiveness of quantitative & qualitative data analysis.
- Conduct their research projects and theses with greater independence and confidence.
- Understand how to perform the analysis using appropriate software.
- Be able to interpret the results in a research context.
- Summarize, interpret and explain a multivariate data set using key statistics and graphical displays.
- Understand that qualitative research often involves an iterative process.
- Induce from qualitative data explanations of a social science phenomenon and articulate them clearly.

2. Contents*

Unit-I: Introduction to Data Analysis: Planning, link to research question and instrument development.

Unit-II: Quantitative Data Analysis: Introduction

Unit-III: Introduction to SPSS: Data collection and entry into SPSS, Examining and screening your Data

Unit-IV: Univariate and Bivariate techniques

Unit-V: Validity and Reliability Analysis: Factor Analysis: EFA and CFA

Unit-VI: Difference of Means: t-test and ANOVA

Unit-VII: Regression Analysis: Moderation and Mediation Analysis

Unit-VIII: SEM using AMOS

Unit-IX: Qualitative Analysis: Introduction

Unit-X: Qualitative Data Analysis using NVivo

Unit-XI: Coding and Memos

Unit-XII: Ethical issues in analysis

Unit-XIII: Thematic Analysis

3. Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4. Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5. Assessment and Examinations

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3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

6. Textbooks and Suggested Readings*

- Hair Joseph F. William C. Black Barry J. Babin and Rolph E. Anderson. (2019). *Multivariate Data Analysis*. 8th Edition. Australia: Cengage.
- Fields, A. (2013). *Discovering Statistics Using IBM SPSS Statistics*. 4th Edition. Sage Publishers.
- Bernard and Ryan (2010). *Analyzing Qualitative Data: Systematic Approaches*. Sage Publishers.
- Creswell, John W., and Cheryl N. Poth. (2018). *Qualitative inquiry & research design: choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Flick, Uwe. (2014). *The SAGE handbook of qualitative data analysis*. Los Angeles, Sage Publications, Inc.
- Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña. (2020). *Qualitative data analysis: a methods sourcebook*. London: Sage Publications, Inc.
- Saldaña, Johnny. (2016). *The coding manual for qualitative researchers*. London: Sage Publications, Inc.
- Research journals

* The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.

COURSE TITLE: Designing and Implementing Evidence-Informed Policies and Programs

COURSE CODE: PA 603

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration & Development

1. Learning Outcomes

Governments need data and evidence to make decisions and implement programs that effectively, equitably, and justly allocate scarce resources and meet people's social and economic needs. The course covers evidence generation and use during three main stages of the policy cycle: policy design, implementation, and monitoring and evaluation. It introduces theory-based approaches and examines the use of social, gender, governance and political-economy analysis to inform policy design and implementation. It discusses the role of monitoring and evaluation in producing nuanced policy-relevant evidence.

The course draws on policies and programs in the field of social policy and social development in a global context. In seminars, students will review and critically assess policy reports and research studies of actual policies and programs. They will scrutinize different assessment tools developed and used by government agencies and international organizations (e.g. DFID, World Bank) for gathering policy relevant evidence.

On completion of the course:

- Students will be able to develop knowledge, critical analysis and skills necessary for evidence-informed policy making.
- It will enable students to assess, analyze, interpret and use evidence to design relevant and effective interventions.
- Students will understand the need to recognize the complexity of economic, social, institutional and political context and incorporate contextual analysis of social relations, gender inequalities, interests and incentives of societal actors in policy design and implementation arrangements.
- The course will equip students with the knowledge and skills to critically appraise how government agencies, international organizations and other actors generate and utilize evidence to design and implement policies and programs.

2. Contents*

Unit-I: What does it mean to 'use' research evidence?

Unit-II: Using evidence – introducing the issues

Unit-III: What shapes the use of research?

Unit-IV: The politics of evidence

Unit-V: Towards the good governance of evidence

Unit-VI: Descriptive models of the research impact process

Unit-VII: Evidence-based policymaking – opportunities and challenges

Unit-VIII: Evidence and service delivery

Unit-IX: Connecting evidence to policy and practice

Unit-X: Assessing research use and wider research impact

3. Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4. Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5. Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

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2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may use any of the above or assign some additional tasks as per the nature and requirement of the course.
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6. Textbooks and Suggested Readings*

- Boaz, A., Davies, H. T. O., Fraser, A., & Nutley, S. M. (2019). *What works now?: Evidence informed policy and practice*. Bristol, UK: Policy Press.
- Parkhurst, J. (2017). *The Politics of Evidence, From Evidence-based Policy to the Good Governance of Evidence*. Routledge: London and New York.
- Nutley, S., Davies, H. T. O., & Walter, I. (2014). *Using evidence: How research can inform public services*. Bristol, UK: Policy Press.
- Funnell, S. and P. Rogers (2011). *Purposeful Program Theory: effective Use of Theories of Change and Logic Models*. Wiley & Sons: San Francisco.
- Bacchi, C. (2009). *Analyzing Policy: What's the Problem Represented to Be?* Pearson Australia: Frenchs Forest, N. S. W.
- Cartwright, N and J. Hardie (2012). *Evidence-Based Policy: A Practical Guide to Doing It Better*. Oxford University Press.
- Ravallion, M. (2009). *Should the Randomistas Rule? Economists' Voice*. The Berkeley Electronic Press.
- Holmes, R. and N. Jones (2013). *Gender and Social Protection in the Developing World: Beyond Mothers and Safety Nets*. Zed Books: London and New York.
- Fritz, V., Levy, B. and R. Ort (2014). *Problem-driven Political Economy Analysis: The World Bank's Experience, Directions in Development - Public Sector Governance*. World Bank: Washington, DC.

* *The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

COURSE TITLE: Governance in Pakistan: Issues and Interventions

COURSE CODE: PA 604

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

This comprehensive course is aimed to equip students with the governance in Pakistan. Governance as a catch all term focuses on societal, financial, political and institutional dimensions so this is a very broad course and therefore will require broad understanding of students. It will constitute two parts, one focusing on generic concepts and theories related to governance and related concepts whereas second part will put emphasis on the specific governance issues and intervention in Pakistan. The learning will not stop here rather its a continuous learning process and this course will include all the governance changes taking place meanwhile.

2. Contents*

Unit-I: Setting In

- 1.1 Understanding Governance and Theories and Models of Governance
- 1.2 Dimensions and features of Governance
- 1.3 Difference between state and government and components of state

Unit-II: Understanding Context of Governance in Pakistan

- 2.1 Brief pre independence history to understand its colonial descended nature
- 2.2 Type and form of government in Pakistan
- 2.3 State components in Pakistan

Unit-III: Role of Institutions in shaping Governance Context

- 3.1 Legislature and elected institutions
- 3.2 Religious institutions
- 3.3 Civil Services of Pakistan
- 3.4 Role of Pakistan Army
- 3.5 Role of Judiciary

3.6 Impact of print, electronic and social media on governance in Pakistan.

Unit-IV: Political and Economic History of Pakistan

4.1 Historical overview of elected governments; their tenures, policy interventions and political objectives.

4.2 History and list of Martial Laws and military regimes in Pakistan; their causes, interventions and policies.

4.3 Current elected government in Pakistan.

4.4 Role of women and minorities in governance of Pakistan

Unit-V: Governance Issue-I: Provincial Equity and Autonomy

5.1 Provincial autonomy in Pakistan with special reference to 18th Amendment.

5.2 Inter provincial relations in Pakistan

5.3 NFC Award.

Unit-VI: Governance Issue-II: Local Government in Pakistan

6.1 History of local government in Pakistan

6.2 Current status of local government in Pakistan

6.3 Local Government as an Institution; hiccups and hurdles

Unit-VII: Governance Issue-III: Institutional Relations

7.1 Relations among institutions,

7.2 Institutional Imbalances.

Unit-VIII: Governance Issue-IV: Administrative Reforms

8.1 Challenges in formulation of administrative reforms

8.2 Implementation challenges

Unit IX: Governance Issue-V: Corruption and Accountability in Pakistan

9.1 Corruption in Pakistan: Past, Present and Future.

9.2 Accountability trends in Pakistan with focus on accountability institutions like NAB.

Unit-X: Governance Issue-VI: State Owned Enterprises (SOEs)

10.1 Working of SOEs in Pakistan like PIA, Pakistan Steel Mills

10.2 Reasons of performance decline of SOEs

10.3 Privatization of SOEs

Unit -XI: Governance Issue-VII: Public Policy in Pakistan

- 11.1 Public Policy process in Pakistan
- 11.2 Role of inclusion in policy process
- 11.3 Public policy challenges related to service delivery
- 11.4 Public policies related to basic services like health, education and defense.
- 11.5 Innovation in public policy like e-governance, collaborative governance and partnerships etc.

Unit-XII: Contemporary Governance issues with special reference to COVID-19

- 12.1 Policy of smart lockdown
- 12.2 Formation of institutions like NCOC and impact on inter provincial relations.
- 12.3 Impact of COVID-19 on education, and social fabric of the society.

3. Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4. Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5. Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.

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6. Textbooks and Suggested Readings*

- Zahra A. Bouckaert G. Jadoon M. Z. I. & Jabeen N. (2022). *Public sector reforms in pakistan : hierarchies markets and networks*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-96825-0>
- Husain, I. (2019). *Governing the Ungovernable: Institutional Reforms for Democratic Governance* (Reprint ed.). Oxford University Press.
- Ahmed, N. (2017). *Women in Governing Institutions in South Asia: Parliament, Civil Service and Local Government* (1st ed. 2018 ed.). Palgrave Macmillan.
- Cheema, A., Khwaja, A. I., & Qadir, A. (2005). *Decentralization in Pakistan: Context, Content and Causes*. SSRN Electronic Journal. Published. <https://doi.org/10.2139/ssrn.739712>
- Khan, A. S. (2016). *Governance in Pakistan: Hybridism, Political Instability, and Violence* (1st ed.). Oxford University Press.
- Niaz, I. (2011). *The culture of power and governance of Pakistan 1947-2008*. Oxford: Oxford University Press.
- Dalrymple, W. (2019). *The Anarchy: The East India Company, Corporate Violence, and the Pillage of an Empire*. New York: Bloomsbury Publishing.
- Khan, Y. (2017). *The Great Partition: The Making of India and Pakistan* (New ed.). Yale University Press.
- Lieven, A. (2012). *Pakistan: A Hard Country* (Illustrated ed.). Public Affairs.
- Rana, M. A. (2020). *Decentralization Experience in Pakistan: The 18th Constitutional Amendment*. *Asian Journal of Management Cases*, 17(1), 61–84. <https://doi.org/10.1177/0972820119892720>
- Sabharwal, M., & Berman, E. M. (2013). *Public Administration in South Asia: India, Bangladesh, and Pakistan (Public Administration and Public Policy)* (1st ed.). Routledge.

- Salman, Y. (2020). Public management reforms in Pakistan. *Public Management Review*, 1–11. <https://doi.org/10.1080/14719037.2020.1850084>
- Salman, A. (2009). Decentralization in Pakistan - Lessons and Challenges. *SSRN Electronic Journal*. Published. <https://doi.org/10.2139/ssrn.2051887>
- Saqib, M. (2009). *Devolution and Governance: Reforms in Pakistan* (1st ed.). Oxford University Press.
- Talbot, I. (2015). *Pakistan: A New History* (Revised, Updated ed.). Oxford University Press.

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COURSE TITLE: Innovation in the Governance of Public Service Delivery

COURSE CODE: PA 605

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

Rising and changing citizen expectations, dire fiscal constraints, unfulfilled political aspirations, high professional ambitions and a growing number of stubborn societal problems have generated an increasing demand for innovation of public policies and services. Many public services have seen a broad global shift from traditional hierarchical bureaucracies towards markets and networks. This course examines innovations in different models of governance (defined broadly as the overarching mechanisms) that organize the delivery of public services. We look at variations across three key governance models in particular, namely hierarchy, markets and networks in recent decades, and assess their strengths and limitations. We look at their application in both developed and developing countries, to a wide range of core public service. The course investigates the possibilities and avenues for public sector innovation by combining and balancing elements from Classic Public Administration, New Public Management and New Public Governance, and explores the ways in which innovation in public service delivery can be enhanced by multi-actor collaboration for the benefit of public officials, private stakeholders, citizens and society at large.

On completion of the course:

- The course will enable students to look at innovations in networked, mutual or collaborative forms of governance.
- Students will understand that markets and networks offer a wide range of innovative mechanisms, but their success or failure is often determined by the institutional context in which they are implemented.
- Students will be able to look at the use of 'quasi-markets', voucher systems, full-scale privatizations, Private Finance Initiatives (PFIs) and Public-Private Partnerships (PPPs) and Payment by Results (PBR) and assess their impact on public services.
- Looking across different models of governance, the course will prepare students to consider issues around optimization of design and integration of models.

- Students will learn to explore how to align new mechanisms for change with existing institutions in complementary ways.
- The course will sensitize the students to the idea that combining the elements from all three paradigms of public administration seems more current and abreast in the face of contemporary challenges of today's public sector.

2. Contents*

Unit-I: Defining Public Sector Innovation

Unit-II: Governance Paradigms as Drivers of and Barriers to Public Innovation

Unit-III: Linking Innovation to the Public Sector: Contexts, Concepts and Challenges

Unit-IV: Enhancing Public Innovation by Transforming Public Governance

Unit-V: Public Sector Innovation in Comparison to Private Sector Innovation

Unit-VI: Public Innovations around the World

Unit-VII: Organizational and Governance Aspects of Diffusing Public Innovation

Unit-VIII: Collaborative Governance as Creative Problem-Solving

Unit-IX: Public Managers and Professionals in Collaborative Innovation

Unit-X: Bringing the Resources of Citizens into Public Governance: Innovation through Co-production to Improve Public Services and Outcomes

Unit-XI: Leading Public Sector Innovation

Unit-XII: Motivations to Innovate in Public Organizations

Unit-XIII: Organizational Innovations and Multiple Forms of Accountability

3. Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4. Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5. Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
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3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

6. Textbooks and Suggested Readings*

- Bekkers, V., Edelenbos, J. and Steijn, B. (2011). *Innovation in the Public Sector: Linking Capacity and Leadership*. London: Palgrave Macmillan UK (IIAS Series: Governance and Public Management).
- Wolf, C. (1993). *Markets or Governments*. Cambridge: MIT Press.
- Grand, J. L. (2007). *The Other Invisible Hand: Delivering Public Services Through Choice and Competition*. Princeton University Press.
- Acemoglu, D. and Robinson, J. (2012). *Why nations fail: the origins of power, prosperity and poverty*. London: Crown Business.

- Barber, M. (2015). How to run a government so that citizens benefit and taxpayers don't go crazy. UK: Allen Lane.
- Torfing, J. & Triantafillou, P. (eds.) (2016). *Enhancing public innovation by transforming public governance*. Cambridge, United Kingdom; New York: Cambridge University Press.
- Ansell, C. and Torfing, J. (2014). *Public Innovation through Collaboration and Design*. Routledge.
- Bogdanor, V. (ed.) 2005. *Joined-Up Government*. Oxford: Oxford University Press.
- Christensen, T. & Lægveid, P. (eds.) 2007. *Transcending New Public Management: The Transformation of Public Sector Reforms*. Aldershot, UK: Ashgate.

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COURSE TITLE: Collaborative Governance

COURSE CODE: PA 606

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

Modern society of today requires modern tools of managing public and delivering services. Public administration has successive stages of evolution starting from traditional Weberian model to New Public Management (NPM) and now today we are experiencing post NPM. The post NPM regime places emphasizes on citizen participation, citizen engagement and multi sectoral collaboration. Collaborative governance, as it has come to be known, brings public and private stakeholders together in collective forums with public agencies to engage in consensus-oriented decision making (Collaborative Governance in Theory and Practice, Chris Ansell and Alison Gash). This course will examine the theory and practice of collaborative governance in contemporary public policy settings. Participants will review the theory through emerging writings, the practice through case studies, speakers and opportunities for observation and will be introduced to a core skill set including negotiation, decision making, group process, consensus building strategies, public engagement methods and more.

By the end of the course, students are expected to understand, design and analyze the collaborative governance arrangement to determine its suitability for problem solving.

2. Contents*

Unit-I: Introduction to the Course and Concepts

- 1.1 Collaborative Governance in Theory, Practice and Research
- 1.2 The Context of Collaborative Governance

Unit-II: Theoretical Frameworks to Understand Collaborative Governance

- 2.1 Institutional Theory
- 2.2 Cultural Theory
- 2.3 Leadership Theory
- 2.4 Social Network Theory

Unit-III: When Collaborative Governance is required?

3.1 Wicked problem handling

3.2 For efficient service delivery where alone government is not adequate based on reasons like financial and lack of skills, to mention a few, therefore require multi sectoral collaboration.

Unit-IV: Collaborative Governance Designs and Models

4.1 Collaborative Governance model by Ansell and Gash (2008)

4.2 An Integrative Framework for Collaborative Governance by Kirk Emerson and Tina Nabatchi, Stephen Balogh (2011)

4.3 Contemporary models of collaborative governance arrangement.

Unit-V: Stakeholders in Collaborative Governance Arrangements

5.1 Stakeholder identification and analysis techniques.

5.2 Understanding inclusion in collaborative governance arrangement.

Unit-VI: Skill set required by Collaborating Partners

6.1 Negotiation

6.2 Conflict resolution

6.3 Group leadership, and

6.4 Building of collaborative relationships,

Unit-VII: Implementation of Collaborative Governance working arrangement

7.1 Prerequisites in implementation of collaborative working arrangement.

7.2 Factors critical to success and failure of collaborative working arrangement.

7.3 Role of political leadership in policy implementation.

Unit-VIII: Challenges of Collaborative Governance

8.1 Challenges in designing and identifying stakeholders in collaborative working arrangement

8.2 Implementation challenges including financial and consensus related

8.3 Post implementation challenges involving performance management, service delivery, and accountability

8.4 Conflict Management in collaborative governance

Unit-IX: Monitoring and Evaluation of Collaborative Governance

9.1 Monitoring collaborative working arrangement

9.2 End term and midterm evaluation techniques of collaborative working arrangement.

Unit -X: Collaborative Governance in Pakistan

10.1 Cases related to collaboration among State and non-State actors to achieve policy objectives.

10.2 Dynamics related to collaborative working arrangement in the context of Pakistan like political, institutional, financial and legal and related to implementation.

3 Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

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6 Textbooks and Suggested Readings*

- Ansell, C. and Gash, A. (2018). “Collaborative platforms as a governance strategy”, *Journal of Public Administration Research and Theory*, Vol. 28 No. 1, pp. 16-32.
- Ansell, C., Sørensen, E., & Torfing, J. (2020). The COVID-19 pandemic as a game changer for public administration and leadership? The need for robust governance responses to turbulent problems. *Public Management Review*, 1-12.
- Sørensen, E., & Ansell, C. (2021). Towards a Concept of Political Robustness. *Political Studies*, 0032321721999974.
- Collaborative governance database: <https://collaborativegovernancecasesdatabase.sites.uu.nl/>
- DiMaggio, PJ & Powell, WW (1984). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. *American Sociological Review*, 48(2), 147-160.
- Borins, S (2002). Leadership and innovation in the public sector. *Leadership and Organization Development Journal*, 23(8), 467-476. <https://www.emerald.com/insight/content/doi/10.1108/01437730210449357/full/html>
- Gray, B (1989). Collaborating. *Finding Common Ground to Multiparty Problems*. John Wiley & Sons Inc.
- Bryson, JM (2004). What to do when stakeholders matter: stakeholder identification and analysis techniques. *Public Management Review*, 6(1), 21-53.
- Emerson, K., & Nabatchi, T. (2015). *Collaborative Governance Regimes (Public Management and Change)* (Illustrated ed.). Georgetown University Press.
- George, B. (2021). *Making Public Organizations work* (1st ed.). OWL Press.
- Greenwood, S., Singer, L., & Willis, W. (2021). *Collaborative Governance* (1st ed.). Routledge.

- Gray, B, and, Ren, H. (2016). The Importance of Joint Schemas and Brokers in Promoting Collaboration for Innovation. In C. Ansell and J. Torfing (Eds.), *Public Innovation through Collaboration and Design*. Routledge.
- Klijin, E. H., & Koppenjan, J. (2016). *Governance Networks in the Public Sector*. Routledge. <https://doi.org/10.4324/9781315887098>
- Meek, J. W. (2021). *Handbook of Collaborative Public Management (Elgar Handbooks in Public Administration and Management)*. Edward Elgar Publishing.
- Robert, N. (2000). Wicked problems and network approaches to resolution. *International public management review* 1(1), 1-19.
- Dudau, A., Glennon, R., & Verschuere, B. (2019). Following the yellow brick road?(Dis)enchantment with co-design, co-production and value co-creation in public services. *Public Management Review*, 21(11), 1577-1594.
- Van Meerkerk, I, and Edelenbos, J (2018). *Boundary spanners in public management and governance: An Interdisciplinary Assessment*. Edward Elgar Publishing.
- Provan KG, and Milward HB (2001). Do networks really work? A framework for evaluating public-sector organizational networks. *Public Administration Review*, 61(4).

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COURSE TITLE: Public Financial Management and Budgeting

COURSE CODE: PA 607

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

This course will provide students with the knowledge and tools to understand and evaluate the management of financial resources across the public sector. It will provide an in-depth and comprehensive knowledge of theoretical as well as practical aspects of Public Financial Management.

The learning outcomes of the course include to:

- understand the five major pillars of this sub-discipline of public administration: context, public finance, retirement systems, performance measurement and budgeting, and international perspectives;
- examines the key areas that every budgeting and financial management student needs to know in order to be a successful budgeteer in a local government, nonprofit, or state-level budget office;
- discuss basic budgeting concepts; accounting techniques; a discussion of the budget process; budget techniques and analytical models; capital and personnel budgets; financial management; and budget presentations;
- allow the students to reflect and engage the material in a realistic manner by practical assignments which reinforce the various topics with practical applications.

2 Contents*

Unit-I: Introduction: the meaning, content, and objectives of public financial management budgeting

Unit-II: Public expenditure classification, Pension, Public Industries, Subsidies etc. The cost and benefit analysis of public organizations and departments, Political Expenditure, Externalities, Defense, Research, and Technology, Defense Expenditures, Increasing the Efficiency of the Defense Department, Defense Conversion, Research and Technology, The Health Care System, Rationale for a Role of Government in the Health Care Sector, Reforming Health Care, The

Structure of Education in the country, Why Is Education Publicly Provided and Publicly Financed?, Issues and Controversies in Educational Policy, Aid to Higher Education

Unit-III: Public revenue, classification of public revenue, classification of taxes, tax system, Excises, custom duties, property taxes, sales tax and income tax, Making a provincial budget, Tax Incidence and dead weight loss, Privatization of SOE: Pricing, Privatization of SOE: Negotiation, Privatization of SOE: Negotiation

Unit-IV: Basics of public budgeting, The Context of Public Sector Budgets, preparing a Budget Proposal, Personnel Services and Operating Budgets, Preparing a Capital Budget and a Capital Improvement Plan, Funding State and Local Budgets, Budgeting Techniques and Analytical Models,

Unit-V: Financial Management for public sector organizations, risks in public financial management, risk management techniques, working capital management in government, management of public pensions,

Unit-VI: Public procurement system and public financial reporting

3 Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

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6 Textbooks and Suggested Readings*

- Menifield, C. E. (2020). The basics of public budgeting and financial management (4th ed.), Falls Villiage: Hamilton Books.
- Frank, H. A. (2006). Public financial management (1st ed.). Florida: CRC Press.
- Kioko, S., & Marlowe, J. (2016). Financial Strategy for Public Managers. Montreal: The Rebus Foundation.
- Allen, R., Hemming, R., & Potter, B. H. (2013). The international handbook of public financial management. London: Palgrave Macmillan.
- Stiglitz, J. E., & Rosengard, J. K. (2015), Economics of the public sector (4th ed.), New York: WW Norton & Company.
- Bandy, G. (2014), Financial management and accounting in the public sector, Oxford: Routledge Taylor and Francis group.
- Zaidi, A.S. (2005), Issues in Pakistan's Economy, Lahore: Oxford University Press.
- Caruana, J., Brusca, I., Caperchione, E., Cohen, S., & Rossi, F. M. (2019), Financial Sustainability of Public Sector Entities: The Relevance of Accounting Frameworks. Berlin: Springer Publishers.
- Finkler, S. A., Smith, D. L., & Calabrese, T. D. (2018). Financial management for public, health, and not-for-profit organizations. CQ Press.
- Wang, X. S. (2014). Financial management in the public sector: tools, applications and cases. Routledge.

Suggested Article Readings

- Seiwald, J., & Polzer, T. (2020). Reflections on the Austrian COVID-19 budgetary emergency measures and their potential to reconfigure the public financial management system. *Journal of Public Budgeting, Accounting & Financial Management*.
- Kordestani, G. (2020). Public Financial Management: Identify and Assessing the Challenges of the Budgeting System. *Journal of Governmental Accounting*, 6(1), 61-80.
- Goryakin, Y., Reville, P., Mirelman, A. J., Sweeney, R., Ochalek, J., & Suhrcke, M. (2020). Public financial management and health service delivery: a literature review. *Global Health Economics: Shaping Health Policy in Low-and Middle-Income Countries*, 191-215.
- Anessi-Pessina, E., Barbera, C., Langella, C., Manes-Rossi, F., Sancino, A., Sicilia, M., & Steccolini, I. (2020). Reconsidering public budgeting after the COVID-19 outbreak: key lessons and future challenges. *Journal of Public Budgeting, Accounting & Financial Management*.
- Asare, T. (2009). Internal auditing in the public sector: Promoting good governance and performance improvement. *International Journal on Governmental Financial Management*, 9(1), 15-28.
- Harris, J. A., McKenzie, K. S., & Rentfro, R. W. (2011). Performance reporting: Assessing citizen access to performance measures on state government websites. *Journal of Public Budgeting, Accounting & Financial Management*.
- Diamond, J. (2013). Internal control and internal audit. In *The International Handbook of Public Financial Management* (pp. 374-395). Palgrave Macmillan, London.
- Ahmad, N., Othman, R., Othman, R., & Jusoff, K. (2009). The effectiveness of internal audit in Malaysian public sector. *Journal of Modern Accounting and Auditing*, 5(9), 53.
- Brook, D. A. (2012). Budgeting for national security: A whole of government perspective. *Journal of Public Budgeting, Accounting & Financial Management*.
- Al Sayed, O., Samir, A. and Anwar, H.H. (2021), "Assessing fiscal sustainability in Egypt: a comparative study", *Review of Economics and Political Science*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/REPS-02-2020-0020>
- Kioko, S. N., Marlowe, J., Matkin, D. S., Moody, M., Smith, D. L., & Zhao, Z. J. (2011). Why public financial management matters. *Journal of Public Administration Research and Theory*, 21(suppl_1), i113-i124.

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COURSE TITLE: Designing and Managing Change in the Public Sector

COURSE CODE: PA 608

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

Many organizations, including government agencies, are set up to promote stability, routine, and predictability in our lives and in our interactions with others. Yet our operating contexts are subject to continual pressures for change. Those pressures can come from multiple sources. When should organizations embrace and pursue change? How much change should be introduced? What parts of a system should be maintained? When change is handled badly, many problems can arise. When it is done well, change can open up many opportunities previously unrealized. Politicians, advisors, policy analysts, and public sector managers increasingly need to be effective change managers. The course examines important challenges for governments, public sector organizations and public sector managers in being able to design and manage transformative change in public services. It aims to provide students with practical theory and concepts for designing coherent action in public services and the public sector. By the end of the course, the students will be able to

- Interpret current programs and structures and effectively assess the need for change
- Use evidence to build the case for change
- Examine models for leading change
- Create a change agenda
- Understand strategies for change leadership – building and communicating the case for change
- Understand Process steps needed to make change happen
- Develop Effective approaches to monitoring and controlling change
- Manage conflicts arising from change
- Comprehend the common threads that link change management and crisis management

2 Contents*

Unit-1: Change management: An overview

1.1 What is change?

- 1.2 Defining change management
- 1.3 Change and the public sector
- 1.4 Central Govt vs Local Govt change – are there differences?
- 1.5 SOEs, NGOs and other non-core organisations
- 1.6 Case study: Public Sector Reforms – the good and the bad

Unit-II: Institutions, stability and change

- 2.1 The virtues of institutional stability
- 2.2 Hierarchies and resistance to change
- 2.3 Identifying opportunities for change
- 2.4 Incremental versus dynamic change

Unit-III: Models for leading change

- 3.1 Robert E. Quinn on deep change
- 3.2 John P. Kotter on the heart of change
- 3.3 The political economy of change
- 3.4 An inventory of tools for effective change management

Unit-IV: Building the case for change

- 4.1 Diagnosing the current situation
- 4.2 Identifying key performance variables
- 4.3 Highlighting weaknesses
- 4.4 Gathering needed information
- 4.5 Drawing comparisons across organizations
- 4.6 Creating sound alternatives to the status quo
- 4.7 Communicating the case for change

Unit-V: Mapping processes and contexts

- 5.1 Developing a sense of institutional history
- 5.2 Understanding the lines of responsibility
- 5.3 Appreciating the organizational politics
- 5.4 Identifying entry-points for change efforts
- 5.5 Identifying likely barriers and how to get around them

Unit-VI: Creating a change agenda

- 6.1 Treating the process as a product
- 6.2 Identifying what is central to the argument for change
- 6.3 Creating and exploiting windows of opportunity
- 6.4 The art of compromise
- 6.5 Securing buy-in from powerful allies
- 6.6 Working with unlikely messengers

Unit-VII: Keys to promoting change

- 7.1 Securing energy and commitment
- 7.2 Constructing a shared vision or end goal
- 7.3 Leading through conversation
- 7.4 Starting outside the core and moving inward

- 7.5 Using flexibility to your advantage
- 7.6 Locking in successes as they occur

Unit-VIII: Implementing change

Unit-IX: Successful change leadership

- 9.1 The politics of change leadership
- 9.2 Selecting the right people to implement and lead change within the public sector
- 9.3 Building teams to embark on the change process
- 9.4 Motivating others to embrace change

Unit-X: Communicating change

- 10.1 Successfully communicating to reduce and eliminate fear of change
- 10.2 Creating opportunities for sharing of good news and turn-around stories
- 10.3 Identifying and empowering champions for change
- 10.4 Defining stakeholders and effectively communicating and engaging with them

Unit-XI: Coalition building for change

- 11.1 Developing an effective change management team
- 11.2 Anticipating opposition
- 11.3 Bringing people on board
- 11.4 Working with politicians, interest groups, and the media

Unit-XII: Monitoring and controlling change

- 12.1 Developing clear metrics and measuring the change
- 12.2 Establishing a management dashboard
- 12.3 Anticipating and monitoring risks
- 12.4 Working to secure critical success factors

Unit-XIII: Conflict management

- 13.1 Adopting a future orientation
- 13.2 Identifying shared interests
- 13.3 Creating a path to effective resolution

Unit-XIV: Crisis management

- 14.1 Identifying lead indicators
- 14.2 Developing containment strategies
- 14.3 Working through crises

Unit-XV: Continuing to build change management skills

- 15.1 Capturing lessons learned from experience
- 15.2 Learning from the experiences of others
- 15.3 Closing knowing/doing gaps

3 Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4 Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5 Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may use any of the above or assign some additional tasks as per the nature and requirement of the course.
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6 Textbooks and Suggested Readings*

Excerpts from the following textbooks along with following articles shall be given to the students.

Textbooks:

- Bason, C. (2017). *Leading public design: Discovering human-centred governance*. Policy Press.
- Brehm, J. O., & Gates, S. (1999). *Working, shirking, and sabotage: Bureaucratic response to a democratic public*. University of Michigan Press.
- Hood, C. (2000). *The art of the state: Culture, rhetoric, and public management*. Oxford University Press.
- Hood, C. C., & Margetts, H. Z. (2007). *The tools of government in the digital age*. Macmillan International Higher Education.
- Mintzberg, H. (2000). *The rise and fall of strategic planning*. Pearson Education.
- Morgan, G. (1998). *Images of organization: The executive edition*. Thousand Oaks, CA.
- Roberts, J. (2007). *The modern firm: Organizational design for performance and growth*. Oxford university press.
- Schein, E. H. (2010). *Organizational culture and leadership*. John Wiley & Sons.
- Simon, H. A. (2019). *The sciences of the artificial*. MIT press.
- Weick, K. E. (1995). *Sensemaking in organizations*. Sage.

Articles:

- Buick, F., Blackman, D.A., O'Donnell, M.E., O'Flynn, J.L. & West, D. (2015). Can enhanced performance management support public sector change. *Journal of Organizational Change Management*, 28(2), 271-289.
- Dunleavy, P., Margetts, H., Bastow, S., & Tinkler, J. (2006). New public management is dead—long live digital-era governance. *Journal of public administration research and theory*, 16(3), 467-494.
- Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector. *Public administration review*, 66(2), 168-176.
- Gelaidan, H. M., & Ahmad, H. (2013). The factors effecting employee commitment to change in public sector: Evidence from Yemen. *International Business Research*, 6(3), 75-87.
- Heath, C., & Staudenmayer, N. (2000). Coordination neglect: How lay theories of organizing complicate coordination in organizations. *Research in organizational behavior*, 22, 153-191.
- Schraeder, M., Tears, R. S., & Jordan, M. H. (2005). Organizational culture in public sector organizations: Promoting change through training and leading by example. *Leadership & Organization Development Journal*, 26(6).
- Soltani, E., Lai, P. C., & Mahmoudi, V. (2007). Managing change initiatives: Fantasy or Reality? The case of public sector organisations. *Total Quality Management & Business Excellence*, 18(1-2), 153-179.

- Van der Voet, J., Kuipers, B. S., & Groeneveld, S. (2016). Implementing change in public organizations: The relationship between leadership and affective commitment to change in a public sector context. *Public Management Review*, 18(6), 842-865.

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COURSE TITLE: Social Entrepreneurship

COURSE CODE: PA 609

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

This course provides students with a knowledge and understanding of the principles of social entrepreneurship. Case studies are presented and students then apply this knowledge to an individual topic that forms the basis of their reports. This course is relevant to entrepreneurs and intrapreneurs that have a social, environmental or nonprofit focus. By the end of the course, the students will be able to

- Explain the characteristics that define social entrepreneurship
- Describe different forms of social enterprise organizations
- Apply and critique social entrepreneurship frameworks
- Explain key considerations in resourcing social entrepreneurship
- Apply the theory of change model for social enterprises
- Describe the challenges in growing a social enterprise and scaling social impact with context to developed and developing countries: Pakistan

2 Contents*

UNIT- I: Introduction to Social Entrepreneurship

- 1.1- What is a social enterprise?
- 1.2- Is it a new idea?
- 1.3- What is causing these new kinds of companies to be forming worldwide, i.e. why are entrepreneurs creating them?
- 1.4- What need are they filling?
- 1.5- What kinds of businesses fall into this field?
- 1.6- How are they the same or different from any other companies?
- 1.7- How are they similar and/or different than nonprofit organizations and other social service providers?
- 1.8- Who is creating social enterprises?

- 1.9- Are they successful? In what terms?
- 1.10- Where is all this activity and innovation heading?

Unit-2: The Blurring Boundaries between Nonprofits, Governments, Corporations and Business (Social Enterprise)

- 2.1 What is the relationship of social enterprises to other companies, markets?
- 2.2 What is their relationship with traditional nonprofits and government services?
- 2.3 What is legal structure(s) do social enterprises use?
- 2.4 What is the Fourth Sector?
- 2.5 If social enterprise is where corporate social responsibility and nonprofit social service converge what may be the future impact on each of those sectors?
- 2.6 Is social enterprise the tip of the spear of where business overall might or must go to remain relevant and profitable in tomorrow's markets? If so, why? If not, why.

Unit- 3: The Business of Change

- 3.1 Would you invest your own capital in a new or expanding business?
- 3.2 What criteria would you use to assess the risk of such an investment?
- 3.3 Should businesses care about their impact on the community and the environment and if so, why? What if it hurts their bottom-line? What is the purpose of a business?
- 3.4 Would you care if the company you invest in causes damage to people or the planet as long as it gives you a good financial return?
- 3.5 If part of the reward you want to earn is to improve some facet of the environment or society as well as make money how will you know if the investment is successful?
- 3.6 If established companies find it hard to not cause damage and less damage is needed to sustain the global community where will new ideas come from and how will they get started and go to a big enough scale to have enough impact and profit to attract investment?
- 3.7 What would you look for in a business plan for any company? What is useful information and what is vital for making an investment decision? Why?
- 3.8 Are using plans for a start-up as or more important than a plan for expansion? • What tends to fail more often: good ideas and a weak team or a great team and a weak idea?
- 3.9 What can happen in a social venture when earning more money is in conflict with making a bigger positive social impact and how might it be addressed?
- 3.10 Discuss two examples from the Rippling text and discuss what a business plan for each of those companies might look like.

- 3.11 Discuss the business plan requirements for the final project and the content of an effective investment ‘pitch’

Unit -4: Capital/Funding/Financing

- 4.1 What is a social impact investor? How do they differ from venture philanthropists and how are both different from traditional venture capital and market investors?
- 4.2 What kinds of investments do social impact investors make?
- 4.3 Approximately how much money is available to invest through social impact investment pooled funds worldwide?
- 4.4 Where do most social enterprises get financing for start-up, establishment, growth and expansion? How do they measure ROI?
- 4.5 Do they provide an exit strategy for investors?
- 4.6 What pressures are/may be impacting the investment market that may make getting funding for a socially responsible company easier than for one that is not?

Unit -5: Social Entrepreneurship and the challenges of scale

- 5.1 What does ‘going to scale’ mean? How is it done? How much ‘scale’ is enough?
- 5.2 How do you know? What are some key challenges for businesses trying to go to scale? For social enterprises?
- 5.3 What are some methods for taking a social enterprise to scale? What role can major corporations, like multinationals, play in taking social enterprises to scale?

Unit -6: Competition and Measuring and Managing Performance

Unit-7: For-profit Social Venture Models

Unit-8: Making a Pitch for Funding

Unit-9: Highlights and Future of Social Enterprise

3 Teaching Learning Strategies

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6 Textbooks and Suggested Readings*

Textbook:

- Wei-Skillern, J., Austin, J., Leonard, H. and Stevenson, H. (2007). *Entrepreneurship in the Social Sector*. London: Sage Publications.

Additional Readings:

- Peredo, A.M. and McLean, M. (2006). Social entrepreneurship: A Critical review of the concept. *Journal of World Business*, 41 (1), 56-65.
- Light, P. (2006). Reshaping Social Entrepreneurship. *Stanford Social Innovation Review*, 47-51.

- Asif, M., Asghar, F., Younis, A., Mahmood, A., & Wang, L. Z. (2018). The role of social entrepreneurship in Pakistan and its impact on economy. *International Journal of Business, Economics and Management*, 5(5), 117-127.
- Kazmi, S. A., Hashim, M., Kee, D. H., & Khan, F. U. (2016). Social entrepreneurship and its impact on economy: In perspective of Pakistan. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 6(4), 161-166.
- Waqar, A., Jamil, M., & Fadzil, A. F. M. (2020). Comprehensive review of social entrepreneurship: Developing the conceptual framework for describing the phenomenon of social new venture creation. *World view*, 30, 46.
- Yaqoob, S. (2020). The Emerging trend Women entrepreneurship in Pakistan. *Journal of Arts & Social Sciences (JASS)*, 7(2), 217-230.
- Khan, S. S. A., Haider, S. A., & Shuja, A. (2020). Investigating the Drivers and Future Paradigms of Social Entrepreneurship in Developing Countries: Empirical Study of Pakistan. *Global Regional Review*, 4, 21-32.
- Qamar, U., Ansari, N., Tanveer, F., & Qamar, N. (2020). Social Entrepreneurship in Pakistan: Challenges and Prospects. *Journal of Management and Research*, 7(2), 1-41.
- Mort, G.S., Weerawardena, J., and Carnegie, K. (2003). Social entrepreneurship: Towards conceptualization. *International Journal of Nonprofit and Voluntary Sector Marketing*, 8 (1), 76-89.
- Drayton, W. (2002). The citizen sector: Becoming as entrepreneurial and competitive as business. *California management review*, 44(3), 120-132.
- Martin, R.L. & Osberg, S. (2007). Social entrepreneurship: The Case for Definition . *Stanford Social Innovation Review*, 28-39.
- Dees, G.J. (1998). The Meaning of 'Social Entrepreneurship'. Stanford University, Draft Report for the Kauffman Centre for Entrepreneurial Leadership,
- Defoourny, J. & Nyssens, M. (2012). The EMES Approach of Social Enterprises in a Comparative Perspective.
- Goldstein, J.A., Hazy, J.K. and Silberstang, J. (2008) . Complexity and social entrepreneurship: A Fortuitous Meeting'. *Emergence: Complexity & Organization*, 10 (3).
- Bloom, P.N. and Dees, G. (2008). Cultivate your Ecosystem. *Stanford Social Innovation Review*, 45-53.
- Haugh, H. (2007). Community-Led Social Venture Creation. *Entrepreneurship Theory and Practice*, 31 (2), 161-182.

- Yunus, M., Moingeon, B. & Lehmann-Ortega, L. (2010). Building social business models: lessons from the Grameen experience. *Long Range Planning*, 43(2), 308-325.
- Di Domenico, M., Haugh, H. & Tracey, P. (2010). Social bricolage: theorizing social value creation in social enterprises. *Entrepreneurship Theory and Practice*, 34 (4), 681-703.
- Lyons, M., North-Samardzic, A. & Young, A. (2007). Capital Access of Nonprofit Organisations. *Agenda*, 14 (2), 99-110.
- Wilson, K. E., Silva, F., & Ricardson, D. (2015). Social Impact Investment: Building the Evidence Base.
- Lehner, O. M., & Nicholls, A. (2014). Social finance and crowd funding for social enterprises: a public–private case study providing legitimacy and leverage. *Venture Capital*, 16(3), 271-286.
- Brest, P. (2010). The Power of Theories of Change. *Stanford Social Innovation Review*, 47-51.
- Mulgan, G. (2006). The Process of Social Innovation. *Innovations*, 1(2), 145-162.

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COURSE TITLE: Human Behavior in Public Organizations

COURSE CODE: PA 610

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

Organizational behavior is an applied behavioral science that emerged from the disciplines of psychology, sociology, anthropology, political science, and economics. It is about understanding how people behave, react and interpret events in organizations individually and in the form of groups. This course covers all essential topics in organizational behavior. It is designed in such a way that it enhances the knowledge of students regarding human behavior in complex public and nonprofit environment and improves their skills in effectively navigating the process of managing behavior. It also provides students with new insights and novel ideas that can help them in choosing their topic for final dissertation.

Upon the successful completion of this course, students should:

- Become well informed about concepts and theories of organization behavior, as well as their applications in public and nonprofit organizations.
- Have better awareness of their own traits, motivations, and behaviors that affect their performance and well-being in organizational contexts.
- Become more skilled at identifying, understanding, analyzing, and managing the behavior at workplace.
- Get more ideas about the topic they choose for their thesis write-up.
- Understand the behavior differences of employees working in public and private/corporate sector.

2 Contents*

Unit-1: Organizational Behavior as a Way of Thinking and Acting

- 1.1- The Roots of Organizational Behavior
- 1.2- More Recent Developments
- 1.3- Does Good Management Make a Difference?
- 1.4- Themes and Purposes of This Book

Unit-II: Knowing and Managing Yourself

- 2.1- Life Experiences
- 2.2- Increasing Self Knowledge
- 2.3- Knowing Yourself Exercise
- 2.4- Valuing Diversity
- 2.5- Fundamental Interpersonal Relations Orientation—Behavior (FIRO)
- 2.6- Career Orientation Inventory
- 2.7- Emotional Intelligence

Unit- III: Fostering Creativity and Innovation

- 3.1- Characteristics of Creative Individuals
- 3.2- Conceptual Skills and Abilities
- 3.3- Creativity as Behavior
- 3.4- Creativity as Process
- 3.5- The Creative Process
- 3.6- Roles in Creative Process
- 3.7- Techniques for Improving Creativity
- 3.8- Enhancing Your Personal Creativity

Unit-IV: Managing Stress

- 4.1- Symptoms of Stress
- 4.2- Stress Inventory
- 4.3- Sources of Stress
- 4.4- Coping With Stress
- 4.5- The Consequences and Costs of Stress
- 4.6- Stress: Good, Bad and Ugly
- 4.7- Building Resilience

Unit-V: Decision-Making

- 5.1- Generating Alternatives
- 5.2- The Horse Grooming Case
- 5.3- Package Delivery: Exercising
- 5.4- Models of Decision Making
- 5.5- A Decision Making Framework
- 5.6- A Decision Diagnostic

Unit-VI: Motivation and Engagement

- 6.1- What is Motivation
- 6.2- Changing Perspectives on Motivation
- 6.3- Trust and Engagement
- 6.4- Staying Motivated
- 6.5- Being an Energizer

Unit-VII: Leadership in Public Organizations

- 7.1- What makes a good leader
- 7.2- Leadership Styles
- 7.3- Traditional and Contemporary Approaches
- 7.4- Leadership and Emotions
- 7.5- The Ethics of Leadership
- 7.6- Leadership in Public Service

7.7- Transactional vs Transformational Leadership

Unit-VIII: Power and Organizational Politics

8.1- Sources of Power

8.2- Balancing Power

8.3- Recognizing power and Organizational Politics

8.4- Power a positive or destructive force?

8.5- Gaining positive political skills

8.6- Power and Public Service

Unit- IX: Communicating Effectively With Others

9.1- Specialized Forms of Communication

9.2- Exploring Diversity and Intercultural Communication

Unit- X: Working in Groups and Teams

10.1- Types of Teams

10.2- Implementing Teams

10.3- Team Effectiveness

10.4- Measuring Team Effectiveness

10.5- Team Conflict

10.6- Ethical and Collaborative Environment

Unit- XI: Managing Conflict

11.1- Theories of conflict

11.2- Sources of Conflict

11.3- Stages of Conflict

11.4- Strategies for Negotiation and Conflict Management

11.5- Common mistakes in negotiation

11.6- Ethics and Negotiation

11.7- Conflict and the Public Sector

Unit- XII: Organizational Culture and Change

12.1- Approaches to Understanding Change

12.2- Approaches to Bringing About Change

12.3- The Management of Change

12.4- The Ethics of Managing Change

Unit- XIII: Representing the Organization “On the Outside”

13.1- Network and Relationships

13.2- Working with the Media

13.3- Skills of External Relations

13.4- Improving Relations with Legislature

13.5- Improving Service Quality

13.6- Exploring the World of Networks

Unit- XIV: Managing Behavior in the Public Interest

14.1- The New Public Service

14.2- Conclusion

3 Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

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6 Textbooks and Suggested Readings*

Suggested Book:

- Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2018). *Managing human behavior in public and nonprofit organizations*. Sage Publications.

Articles:

- Amabile, T.M. (1998). How to Kill Creativity. *Harvard Business Review*, 76(5), 76-87.
- Amabile, T. M., & Kramer, S. J. (2007). Inner work life. *Harvard Business Review*, 85(5), 72-83.
- Bazerman, M. H., & Tenbrunsel, A. E. (2011). Ethical breakdowns. *Harvard Business Review*, 89(4), 58-65.
- Brett, J., Behfar, K., & Kern, M. C. (2006). Managing multicultural teams. *Harvard Business Review*, 84(11), 84-91.
- Bohte, J., & Meier, K. J. (2000). Goal displacement: Assessing the motivation for organizational cheating. *Public Administration Review*, 60(2), 173-182.
- Buchanan, L., & O Connell, A. (2006). A brief history of decision making. *Harvard Business Review*, 84(1), 32.
- Cialdini, R. B. (2001). Harnessing the science of persuasion. *Harvard Business Review*, 79(9), 72-81.
- Cohen, A. R., & Bradford, D. L. (1990). Influence without authority: The use of alliances, reciprocity, and exchange to accomplish work. *Organizational Dynamics*, 17(3), 5-17.
- Czopp, A. M., Kay, A. C., & Cheryan, S. (2015). Positive stereotypes are pervasive and powerful. *Perspectives on Psychological Science*, 10(4), 451-463.
- Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32(2), 393-417.
- Halvorson, H. G. (2015). A second chance to make the right impression. *Harvard Business Review*, 93(1).
- Hammond, J. S., Keeney, R. L., & Raiffa, H. (2006). The hidden traps in decision making. *Harvard Business Review*, 84(1), 118.
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- Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. *Harvard Business Review*, 83(1), 74- 80.
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- Tannen, D. (1995). The power of talk: Who gets heard and why. *Harvard Business Review*, 73(5), 138-148.
- Wilson, H. J. (2012). You, by the numbers. *Harvard Business Review*, 90(9), 119-122.
- Zaleznik, A. (1970). Power and politics in organizational life. *Harvard Business Review*, 48(3).

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

COURSE TITLE: Legal Environment of Public Administration

COURSE CODE: PA 611

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

The purpose of this course is to examine the legal foundation and environment of public management in Pakistan, a subject matter central to the intellectual, institutional, and constitutional dynamics of public administration scholarship and practice. Following learning outcomes will be achieved by the end of this course.

- The course will develop amongst the students an institutional, intellectual, and historical foundation for how the legal basis of public administration shapes various dynamics of public management at all levels of government.
- It will enable the students to identify the core areas of administrative law and how they help to shape Pakistani government and public administrative agencies.
- Students will be able to discuss and analyze how the judiciary shapes the legal environment of the administrative state and the nation's democratic institutions.
- Students will learn the jargon, concepts, and reasoning skills necessary to work with the law and the legal profession.
- Students will be able to recognize and frame legal issues and concerns and have a proper conversation with the lawyers after the completion of this course.
- Students will learn to read and interpret statutes and understand that how these statutes support and constrain the actions of public administrators.
- The course will enable the students to read court decisions and use legal reasoning. Court decisions are binding interpretations of one's responsibilities under the law and they clarify what statutes mean.
- Students will develop an understanding about how the "common law" works and rudiments of legal research including the use of basic legal research resources.

- Students will also learn to make request for information under ‘The Punjab Transparency and Right to Information Act 2013’ and ‘The Right of Access to Information Act, 2017’. This is an important skill for both citizens and civil servants who need to understand how to provide public information.

2 Contents*

Unit-1: What Is Administrative Law?

- 1.1- What is administrative law
- 1.2- Why we have administrative law statutes
- 1.3- Discretion
- 1.4- Delegation
- 1.5- Administrative Decision making
- 1.6- Procedural and Substantive Review of Administrative Decisions

Unit- 2: The Constitutional Context of Public Administration in Pakistan

- 2.1- Separation of Powers
- 2.2- The Executive
- 2.3- The Parliament
- 2.4- Federalism
- 2.5- Constitutional Amendments
- 2.6- Constitutional Rights of Individuals in Administrative Encounters

Unit-3: Administrative Rulemaking

- 3.1- Definitions and General Concepts
- 3.2- Informal Rulemaking
- 3.3- Formal Rulemaking
- 3.4- Hybrid and Negotiated Rulemaking Process

Unit-4: Evidentiary Adjudication and Enforcement

- 4.1- What is evidentiary Administrative Adjudication?
- 4.2- Criticism of Adjudication
- 4.3- Legal Perspectives
- 4.4- Administrative perspectives
- 4.5- Why adjudicate?
- 4.6- Decision and Appeals
- 4.7- Alternative Dispute Resolution
- 4.8- Enforcement

Unit-5: Transparency

- 5.1- The administrative Law framework for transparent government
- 5.2- Public Reporting
- 5.3- Freedom of Information
- 5.4- Privacy
- 5.5- Open Meetings
- 5.6- Whistle Blower Protection

Unit-6: Judicial and Legislative Review of Administrative Action

- 6.1- Judicial Review of Administrative Action
- 6.2- The Court System
- 6.3- Scope of Judicial Review
- 6.4- Legislative Review of Administration

Unit-7: Staying Current

- 7.1- The primary function of Pakistan’s Administrative Law
- 7.2- Constitutional Contractarianism
- 7.3- Public Administrative Instrumentalism
- 7.4- Administrative Law Audits

3 Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4 Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5 Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may use any of the above or assign some additional tasks as per the nature and requirement of the course.

3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.
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6 Textbooks and Suggested Readings*

Following books and their excerpts are recommended for this course

Required textbook:

- Rosenbloom, D. H. (2022). *Administrative Law for Public Managers* (3rd ed.). Routledge.

Additional books:

- Aziz, S. (2020). *The Constitution of Pakistan: A Contextual Analysis* (1st ed.). Hart Publishing.
- Khan, H. (2013). *Principles of Administrative Law* (Revised ed.). Oxford University Press.
- Khan, H. (2017). *A History of the Judiciary in Pakistan* (1st ed.). Oxford University Press.
- Rosenbloom, D. H., Carroll, J. D., & Carroll, J. D. (2004). *Constitutional Competence for Public Managers: Cases and Commentary* (2nd ed.). Cengage Learning.

** The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

COURSE TITLE: Diversity and Public Management

COURSE CODE: PA 612

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

On completion of this course, the student will be able to:

- Bringing attention to issues and tensions in theories and practices related to diversity and inclusion, distinguishing between normative and positive claims about topics related to diversity, and excavating the relationships between social constructions and physical aspects of difference and reality.
- Practical issues of developing and maintaining inclusive organization, accountability, and leadership are explored in relation to these broader issues.
- to bring awareness to possibilities for change and to leaderful actions as practices of inclusion.
- Examine the importance of multiple cultures in public organizations in work teams; challenges that come with multiculturalism

2 Contents*

PART I: IDEAS OF DIVERSITY IN RELATION TO PUBLICS:

Concepts, Theories, Political Traditions, & Measures

Unit 1

Liberalism, Difference & Contradictions

- Theory of Justice
- Political Liberalism, Justice, and Gender

Unit 2

Goals of Diversity, Equity & Inclusion in Public Administration, Management & Service

- Public Administration and Social Equity
- Rethinking diversity in public organizations
- Public Administration evolving

Unit 3

Feminist, Intersectional, Multiculturalist, Constructivist, & Poststructuralist Perspectives on Organizations & Publics – What Can Theory Bring to Public Management?

- Remaking the public in public services
- Social construction of public administration
- Rethinking diversity in public organizations

Unit 4

Conceptualizing, Measuring & Researching Diversity

- Measuring Diversity
- Diversity Constructs: Separation, Variety and Disparity

Unit 5

Citizenship, Inclusion, Exclusion, & the Re/Formation of the American Administrative State

- Red Tape and Democracy
- American Federalism, Race and the Administration of Welfare

PART II: KEY ISSUES IN DIVERSITY, INCLUSION, EQUITY & PUBLIC MANAGEMENT PRACTICE

Unit 6

Diversity & Public Sector Workforces I: Representation

- Representative Bureaucracy
- Managing Diversity programs
- The future of women in public administration

Unit 7

Public Sector Diversity & Inclusion as ‘Cultural Competence’ & Implicit Bias Training

- What is cultural competence?
- Unconscious Bias Training
- Diversity in the non profit sector
- Promoting Cultural Competency in Public Administration and Public Service Delivery
- Understanding Implicit Bias

Unit 8

Addressing the Gender Wage Gap & ‘Work-Life Balance’

- The motherhood penalty
- Gender culture
- Gender Equality

Unit 9

Diversity & Performance of Public Agencies/Organizations Complementary or Contradictory Goals?

- How to Measure Performance?
- Does Diversity matter?
- Examining the link between representation and performance

Unit 10

Accountability & Blame

- Managing Racial Diversity
- Responding to Sexual Harassment

Unit 11

Public Management Leadership: Identity, Inclusive Practices, Collective & Relational Leadership Reading-Focus on Double Stars Leadership & Identity; Leadership as practicing diversity

- Giving Gender a Place in Education for Leadership
- Connecting Leadership Development to Personal Competence, Social Competence and Caring
- Social Identity and the Dynamics of Leadership
- Review of Race and Ethnicity in the Leadership Literature
- “Leadership: Why Gender and Culture Matter

Unit 12

Public Management, Equity, & Social Change

- Inclusive Policy Development
- Administrative Responsiveness to the Disadvantaged

Unit 13

Conclusions and Reflections:

- Diversity, Inclusion & the Public in the Age of Trump
- Activism & Advocacy; Diversity & Public Management as Everyday Practice
- Policy and Discourse
- Challenging Diversity:
- Explorations of Diversity and Marginalization in the Political Administrative State

3 Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

4 Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

5 Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
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3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

6 Textbooks and Suggested Readings*

- Riccucci, Norma M. 2021. *Managing Diversity in the Public Sector Workforces*. Boulder, CO: Westview Press.
- Rice, M. 2015. *Diversity and Public Administration: Theory, Issues, and Perspectives*. 2nd Edition NY: Routledge.
- Soss, J., Hacker J., and Mettler, S. Eds. 2007. *Remaking America: Democracy and Public Policy in an Age of Inequality*. NY: Russell Sage.

* *The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

COURSE TITLE: Public Administration and Governance in Islam

COURSE CODE: PA 613

SEMESTER: TBD

PROGRAM: MPA

CREDIT HOURS: 3

PREREQUISITES: Governance, Public Administration and Development

1. Learning Outcomes

This course is designed to introduce students of Public Administration to the Islamic model of public administration and governance. Following learning outcomes will be achieved by the end of this course.

- Examine the underlying principles of good governance and administration from the Qur'an and Sunnah.
- Examines the contemporary empirical argument of Islamic public-administration systems and practices, focusing on four aspects that have received the most attention recently: organizational culture, human-resource management, policy and decision-making, and public-sector leadership.
- Comparison of key features of an Islamic public administration with those of some Western systems.
- Delineate the nature of an Islamic perspective on public administration and official ethics.

2. Contents*

Unit-I: Public Administration in Islam

Unit-II: The Islamic Concept of State

Unit-III: Islamic Governance

Unit-IV: Islam, Democracy and Governance

Unit-V: Public Policy in Islamic Framework

Unit-VI: Islamic Principles of Administration: Implications on Practices in Organization

Unit-VII: Administrative ethics in a Muslim state

Unit-VIII: Responsibilities of Civil Servants in Islam

Unit-IX: Political Authority in Islam

Unit-X: Organizational Behavior from an Islamic Perspective

Unit-XI: Islamic Leadership

Unit-XII: Muslim Charities and Organizational Governance

2 Teaching Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies that engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use their personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and appreciation of diverse perspectives.

3 Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

4 Assessment and Examinations

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3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

5 Textbooks and Suggested Readings*

- Al-Buraey, M. (2010). *Administrative development: An Islamic perspective*. Oxfordshire, England: New York: Routledge.
- Samier, E. (2017). Islamic public administration tradition: historical, theoretical and practical dimensions. *Administrative Culture*, 18 (1). pp. 53-71.
- Abuznaid, S. (2006), Islam and management: What can be learned? *Thunderbird International Business Review*, 48: 125-139. <https://doi.org/10.1002/tie.20089>
- Ali, A. 2005. *Islamic Perspectives on Management and Organization*. Cheltenham and Northampton, MA: Edward Elgar.
- Shaukat, A. (1976). *Administrative ethics in a Muslim state*. Lahore: Publishers United.
- Al-Buraey, M. (1990). *Management and administration in Islam*. Dhahran, Saudi Arabia: King Fahd University of Petroleum & Minerals.
- Adebayo, R.I. (2010). Islam, Democracy and Good Governance: A Glimpse of Islamic Political Thought. *Orita: Ibadan Journal of Religious Studies*, XLII, (2); 1-24.
- Nahj al-Balagha (The path to Eloquence). Letter 53: Ali's Letter to Malik al-Ashtar.
- The Muqaddimah: an introduction to history by Ibn e Khaldūn.

* *The contents and suggested readings may include but are not limited to the above-mentioned list. The instructors may add/change suggested contents and relevant books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*