GURU NANAK KHALSA COLLEGE FOR WOMEN,

GUJARKHAN CAMPUS, MODEL TOWN, LUDHIANA

DEPARTMENT OF PUBLIC ADMINISTRATION

SESSION 2026-27
ODD SEMESTER



Dr. Maneeta Kahlon
Principal

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ABOUT THE DEPARTMENT

COURSES OFFERED

S.No.	Name of the Course	Duration
1	B.A.	3 years (6 Semesters)

TEACHING FACULTY

S.No.	Name of the Faculty Member	Educational Qualification
1.	Dr. Parveen Arora	Ph.D. (Rural Development), M.Phil. (Local Bodies), M.A (Pol.Sc.), M.A (Pub.Admn.), PGDESD, B.Ed., D.Lib

STUDENT STRENGTH

S.No.	Name of the Course	Student Strength
1.	B.A. First Year (NEP)	24 (CORE)
2.	B.A. Second Year	29
3.	B.A. Third Year	29

ABOUT

Public administration, as a concept, dates back to the earliest civilizations. In the modern era, it has become a central element of both public and private life. As a distinct field of social science, Public Administration emerged in 1887. Today, the role of Public Administration is crucial in both developed and developing nations, with the modern state having a pervasive influence. Public Administration serves as the foundation of government, a driver of societal change, and a key agent in implementing laws, policies, and national programs, thus playing a vital role in the lives of citizens. The success of government largely depends on the effectiveness of Public Administration in executing its duties. It is no exaggeration to say that every aspect of human life falls within the scope of Public Administration. As an academic discipline, Public Administration has gained widespread popularity among students, with the Union Public Service Commission offering it as an optional subject since 1987. It remains a preferred choice for students preparing for competitive exams.

PROGRAM OBJECTIVES:

- Develop a comprehensive understanding of the theories, concepts, principles, and perspectives of Public Administration.
- Familiarize students with the structure and functioning of Indian Administration at the central, state, and local levels, and enable them to assess its response to public needs and concerns.
- Bridge the gap between theory and practice by applying administrative concepts to contemporary governance and public policy issues.
- Develop students' conceptual, analytical, critical-thinking, and problem-solving skills for effective understanding of administrative challenges.
- Examine Public Administration from the citizens' perspective, fostering awareness of public needs, participation, accountability, and good governance.
- Encourage students to critically engage with emerging issues and developments in the field of Public Administration.
- Develop an understanding of the role, functions, significance, and challenges of Public Services in India.
- Promote an appreciation of ethical, transparent, accountable, and responsive administration for inclusive and effective governance.

PROGRAM OUTCOMES:

- Demonstrate comprehensive knowledge of the fundamental concepts, structures, processes, and functioning of Public Administration.
- Apply core principles and practices of public management to understand and address contemporary administrative challenges.

- Develop effective decision-making, leadership, communication, and professional skills required for responsible administrative practice.
- Analyse the influence of social, economic, political, cultural, and technological factors on public policy formulation and administrative processes.
- Evaluate public policies and administrative practices from the perspectives of efficiency, accountability, transparency, and public welfare.
- Apply critical and analytical thinking to identify administrative problems and develop appropriate and practical solutions.
- Demonstrate an understanding of ethical and citizen-centric governance, with emphasis on public service, accountability, and responsive.

BA I (SEM-1)

FUNDAMENTALS OF PUBLIC ADMINISTRATION

COURSE OBJECTIVES:

- Introduce students to the meaning, nature, scope, evolution, and significance of Public Administration as an academic discipline and field of practice.
- Trace the historical development of Public Administration through major schools of thought, paradigms, and classical and contemporary approaches.
- Examine fundamental principles of administrative organization, including hierarchy, span of control,unity of command, coordination, delegation, and authority.
- Compare public and private administration to understand their distinctive objectives, structures, processes, and operational challenges.
- Enable students to apply administrative theories, principles, and concepts to contemporary governance, public policy, and real-world administrative challenges.

COURSE LEARNING OUTCOMES:

- Explain the meaning, nature, scope, and significance of Public Administration and distinguish between public and private administration.
- Trace the development of Public Administration and critically understand major classical and contemporary approaches, including bureaucratic, behavioural, and ecological perspectives.
- Demonstrate an understanding of fundamental principles of administrative organization, including hierarchy, span of control, unity of command, coordination, centralization, and decentralization.
- Examine government structures, administrative institutions, and the processes involved in public policy formulation and implementation.

- Apply critical thinking, ethical reasoning, decision-making, and problem-solving skills to contemporary administrative and governance issues.
- Recognize the importance of public services, citizen participation, accountability, and ethical conduct in effective and responsive administration.

BA I (SEM-II)

INDIAN ADMINISTRATION SYSTEM

COURSE OBJECTIVES:

- To examine the role of Union and State Public Services in promoting effective governance.
- To understand the significance of administrative reforms and good governance in India.
- To analyse the role of local administration and decentralization in strengthening democratic governance.
- To examine the challenges of accountability, transparency and responsiveness in Indian administration.
- To understand the impact of economic liberalization, globalization and technological developments on Indian administration.
- To familiarize students with contemporary issues such as e-governance, citizen participation and administrative ethics.

COURSE LEARNING OUTCOMES:

- Examine the role of Union, State and local administrative institutions.
- Analyse the relationship between political institutions and administrative agencies.
- Evaluate issues of accountability, transparency, efficiency and administrative ethics.
- Understand the significance of administrative reforms, decentralization and good governance.
- Assess the impact of globalization, liberalization and e-governance on Indian administration.
- Identify major challenges and emerging trends in Indian administrative systems.
- Develop the ability to critically assess contemporary issues and reforms in Indian administration

BA II (SEM-III)

PUBLIC PERSONNEL ADMINISTRATION

COURSE OBJECTIVE:

- The course aims to develop a comprehensive understanding of the concepts, principles, functions, and significance of Public Personnel Administration.
- It familiarizes students with the major issues and challenges associated with personnel management in the public sector, with particular emphasis on the career system in Civil Services, recruitment, training, promotion, and service conditions.
- The course also introduces students to the processes and techniques of negotiation and employee–management relations in public administration.

COURSE LEARNING OUTCOMES:

- Understand the concept, importance and scope of Personnel Administration.
- Understand Classification of Civil Services and appraise importance of All India Services and recruitment process.
- Analyze various aspects of Personnel Administration and examine their techniques.
- Compare various methods to strengthen Employer- Employee relations and evaluate Indian machinery for Negotiation.
- Examine and evaluate various issues in Personnel Administration.

BA II (SEM-IV)

FINANCIAL ADMINISTRATION

COURSE OBJECTIVES:

- To develop a comprehensive understanding of the concepts, nature, scope, and importance of Financial Administration.
- To understand the budgetary process in India, including budget formulation, approval, execution, and evaluation.
- To acquaint students with the structure and functioning of the financial system in India.
- To understand the principles and practices of public revenue and expenditure.
- To examine the tax administration system in India and its significance in public finance.
- To understand the role of Parliamentary control over public finance.

- To familiarize students with the role and functions of financial institutions and authorities in India.

COURSE LEARNING OUTCOMES:

- Develop a comprehensive understanding of the nature, scope, and significance of Financial Administration in India.
- Explain the budgetary process, including budget preparation, approval, execution, and evaluation.
- Differentiate between budget preparation and budget execution in India.
- Understand the sources and methods of public revenue and expenditure.
- Identify and explain different types of taxes at the Central, State, and local levels.
- Understand the principles, methods, and administration of taxation in India.

BA II (SEM-IV MAJOR)

ENVIRONMENT ADMINISTRATION

COURSE OBJECTIVES:

- To understand the concept and significance of the administrative environment.
- To examine the relationship between administration and its social, economic, political, and cultural environment.
- To analyse the impact of political and constitutional factors on public administration.
- To understand the role of economic and technological changes in shaping administrative processes.
- To examine the influence of globalization and changing societal needs on administration.
- To develop an understanding of administrative challenges in a dynamic environment.
- To analyse the interaction between government, administration, and citizens.
- To enhance students' ability to assess contemporary administrative issues and changing environmental conditions.

COURSE LEARNING OUTCOMES:

- Understand the concept, nature, and significance of the administrative environment.
- Explain the influence of political, social, economic, and cultural factors on administration.

- Analyse the relationship between public administration and its external environment.
- Assess the impact of globalization, technology, and social change on administrative processes.
- Identify major challenges faced by public administration in a changing environment.
- Evaluate the role of government, institutions, and citizens in shaping the administrative environment.
- Apply theoretical concepts to analyse contemporary administrative issues.

BA III (SEM-V)

DEVELOPMENT ADMINISTRATION

COURSE OBJECTIVES:

- To understand the concept, nature, scope, and significance of Development and Development Administration.
- To examine the evolution and approaches of Development Administration.
- To understand the planning machinery in India at the Central, State, and local levels.
- To familiarize students with the process of development planning and implementation in India.
- To examine the role and participation of government agencies, non-governmental organizations, and other stakeholders in Development Administration.
- To understand the role of local self-government and people's participation in the development process.
- To examine the major issues and challenges of development administration in developing societies.

COURSE LEARNING OUTCOMES:

- Distinguish between the characteristics of developed and developing countries.
- Understand the major theories and approaches to development.
- Explain the planning process and planning machinery in India at different levels.
- Identify the roles of various governmental and non-governmental agencies in development administration.
- Analyse the importance of people's participation and decentralization in the development process.

- Understand the role of local governance and grassroots institutions in promoting development.
- Explain the concepts of Sustainable Development, Inclusive Development, and Human Development.

BA III (SEM-V MAJOR)

PUBLIC POLICY AND GOVERNANCE

Public Policy and Governance examines the formulation, implementation, and evaluation of public policies and the functioning of governance institutions. It develops an understanding of accountability, transparency, citizen participation, decentralization, and effective service delivery, while enabling students to analyse contemporary public policy and governance challenges.

COURSE OBJECTIVES

- Develop an understanding of the concepts, theories, and processes of public policy and governance.
- Examine the formulation, implementation, monitoring, and evaluation of public policies.
- Analyse the role of government institutions and stakeholders in governance and policy-making.
- Understand the importance of transparency, accountability, participation, and responsiveness in governance.
- Develop students' analytical and critical-thinking skills to assess contemporary public policy and governance issues.

COURSE LEARNING OUTCOMES

- Demonstrate a comprehensive understanding of the fundamental concepts, theories, approaches, and processes of public policy and governance.
- Analyse the policy-making process, including agenda setting, policy formulation, implementation, monitoring, and evaluation.
- Evaluate the role of government institutions, civil society, and other stakeholders in shaping and implementing public policies.
- Assess contemporary governance mechanisms in terms of transparency, accountability, participation, responsiveness, and inclusiveness.
- Apply critical and analytical skills to examine public policy challenges and assess their implications for society and public welfare.

- Develop informed perspectives on emerging governance issues, including digital governance, decentralization, sustainable development, and citizen-centric administration.

BA III (SEM-VI)

LOCAL GOVERNMENT IN INDIA

COURSE OBJECTIVES:

- To understand the concept, nature, and significance of democratic decentralization.
- To trace the evolution and development of local government in India.
- To understand the constitutional and legal framework of local government.
- To examine the institutional arrangements and processes of rural and urban governance.
- To understand the structure, functions, and responsibilities of Panchayati Raj Institutions and Urban Local Bodies.
- To examine the role of local governments in promoting participatory and inclusive governance.
- To understand the financial, administrative, and functional dimensions of local governance.
- To analyse the role of people's participation, accountability, and transparency in local government.

COURSE LEARNING OUTCOMES:

- Explain the concept, importance, and principles of democratic decentralization.
- Describe the historical evolution of local government in India.
- Explain the key features and significance of the 73rd and 74th Constitutional Amendment Acts.
- Distinguish between the institutional arrangements of rural and urban local governments.
- Identify the structure, functions, and responsibilities of Panchayati Raj Institutions and Urban Local Bodies.
- Analyse the relationship between local governance and socio-economic development.
- Understand the role of Gram Sabha and people's participation in local governance.
- Examine the financial resources and fiscal responsibilities of local governments.

- Understand the role of local bodies in planning and implementation of development programmes.

BA III (SEM-VI)

ADMINISTRATIVE THOUGHT

Administrative Thought is the systematic study of theories, principles, and ideas related to administration and organizations. It covers the evolution of administrative theories and the contributions of major thinkers, focusing on organization, authority, leadership, motivation, decision-making, coordination, and efficiency. It also examines the relevance of these ideas to modern public administration and governance.

COURSE OBJECTIVES:

- To understand the nature, scope, evolution, and significance of Administrative Thought.
- To familiarize students with the major theories and approaches to public administration.
- To examine the contributions of classical, neo-classical, and modern administrative thinkers.
- To understand the ideas and contributions of prominent thinkers such as F.W. Taylor, Henri Fayol, Max Weber, Elton Mayo, Herbert Simon, Chester Barnard, and others.
- To analyse the concepts of organization, authority, leadership, motivation, coordination, and decision-making in administration.
- To examine the development of administrative thought in response to changing social, political, and economic conditions.
- To understand the relevance and application of different administrative theories and principles in contemporary governance.
- To develop a critical and comparative understanding of various schools of administrative thought.

COURSE LEARNING OUTCOMES:

- Analyse concepts such as division of work, hierarchy, authority, span of control, coordination, and unity of command.
- Understand the significance of human relations, motivation, leadership, and organizational behaviour in administration.
- Explain the role of decision-making and bounded rationality in administrative processes.
- Critically evaluate the strengths and limitations of major administrative theories.

- Apply administrative concepts and theories to contemporary organizational and governance issues.
- Develop the ability to compare and critically assess different administrative perspectives.
- Demonstrate an understanding of the continuing relevance of classical and modern administrative thought.
- Develop analytical and critical thinking skills for the study of public administration.

UNDERGRADUATE PROGRAMME UNDER NEP 2020 B.A. PUBLIC ADMINISTRATION

/B.A.PUBLIC ADMINISTRATION (HONOURS)/B.A.PUBLIC ADMINISTRATION (HONOURS WITH RESEARCH), SEMESTER I, II & III PANJAB UNIVERSITY, CHANDIGARH

Semester I			
Course Code	**Course**	**Paper**	**Credits**
PUB-DSC-	Discipline Specific Core (DSC) Subject-1	Fundamentals of Public Administration	04
		Total	**04**
Semester II			
	Course	**Paper**	**Credits**
PUB-DSC-	Discipline Specific Core (DSC) Subject-2	Indian Administration System	04
		Total	04
Semester III			
	Course	**Paper**	**Credits**
PUB-DSC	Discipline Specific Core (DSC) Subject-3	Public Personnel Administration	04
		Total	**04**
Semester IV			
	Course	**Paper**	**Credits**
PUB-DSC	Discipline Specific Core (DSC) Subject-4	Public Financial Administration	04
PUB-DSC	Discipline Specific Core (DSC) Subject-4 Major	Environment Administration	04
		Total	**08**
Semester V			
	Course	**Paper**	**Credits**
PUB-DSC	Discipline Specific Core (DSC) Subject-5	Development Administration	04
PUB-DSC	Discipline Specific Core (DSC) Subject-5 Major	Public Policy And Governance	04
		Total	**08**
Semester VI			
	Course	**Paper**	**Credits**
PUB-DSC	Discipline Specific Core (DSC) Subject-6	Local Government	04
PUB-DSC	Discipline Specific Core (DSC) Subject-6 Major	Administrative Thought	04
		Total	**08**

Semester I

PUB-DSC-

Discipline Specific Core (DSC)

Subject-1

Paper: Fundamentals of Public Administration

Course Objective

Max. Marks: 100
Theory: 90 Marks
Internal Assessment: 10 Marks
Time: 03 Hours

The objective of this paper is to acquaint the student with the basic concepts and principles of public administration. In addition, the paper would trace the evolution of public administration and its relationship with other social sciences.

Course outcomes

1. Awareness about the evolution and growth of the discipline of Public Administration.
2. Learning of basic principles and approaches of Public Administration.
3. Theoretical clarity of basic concepts and dynamics (both ecological and others) relating to Public organizations.

Pedagogy of the Course

The students will be assessed on the basis of written examination comprising of 68 marks and continuous internal assessment of 7 marks, based on class test, academic activities, Attendance, Class assignments and classroom participation.

INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

- For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment.

  The Paper-Setter must put a note in question paper in this regard.

- The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 10 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

Course contents

Unit-I

Meaning, Nature, Scope and Significance of Public Administration; Public and Private Administration; Public Administration as a Science or an Art; Relationship of Public Administration with other Social Sciences; Evolution of Public Administration since 1887.

Unit-II

Organization: Meaning, Types: Formal and Informal Organization
Introduction to the forms and features of organization: Department, Government Company, Public Corporation, Boards and Commissions
Principles of Organization: Hierarchy, Span of Control, Unity of Command, Authority and Responsibility.

Unit-III

Chief Executive- Types, functions and Role
Line, Staff and Auxiliary Agencies
Centralisation and Decentralisation
Decision Making: Meaning, types and process

Unit-IV

Coordination: Concept, Methods and Hindrances
Communication: Concept, Process and Barriers
Supervision: Concept and Methods
Leadership: Concept, Styles, Qualities of a Good Administrator

Suggested Readings

Awasthi, A. and Maheshwari, S.R. (2011). Public Administration. Agra: Laxmi Narain Aggarwal Publication.

Basu, Rumki (1990). Introduction to Public Administration. New Delhi: Sterling Publishers.

Basu, Rumki (2008). Public Administration: Theory and Concept. New Delhi: Sterling Publishers.

Bhattacharya, Mohit (2002). Public Administration: Structure, Process and Behaviour. Calcutta: World Press.

Bhattacharya, Mohit (2012). New Horizons of Public Administration. New Delhi: Jawahar Publishers & Distributers.

Fadia, B.L. and Fadia, Kuldeep (2011). Public Administration: Administrative Theories and Concepts. Agra: Sahitya Bhawan Publication

Goel, S.L. (2003). Public Administration: Theory and Practice. New Delhi: Deep &Deep Publishers.

Mahajan, Chander Mohan. Elements of Public Administration, Patiala: Publication Bureau (Panjabi) Punjabi University.

Nigro, Felix A. and Nigro, Llyod G. (1970). Modern Public Administration. New York: Harper and Row.

Ojha, Pundrik and Sharma, Kiran (2009). Public Administration: Theory and Practice Jalandhar: Raj Publishers.

Puri,K.K .(2004). Elements of Public Administration. Jalandhar: Bharat Prakash

Sapru, R.K. (2008). Administrative Theories and Management Thought. New Delhi: Prentice-Hall of India.

Sharma, M.P. and Sadana, B.L. (2009). Public Administration in Theory and Practice. Allahabad: Kitab Mahal.

Singh, Sahib and Singh, Swinder (2015). Public Administration: Theory and Practice. Jalandhar: New Academic Publishing Co.

Gladden, E.N. (1964). An Introduction to Public Administration. London: Staples Press.

Golembiewski, Robert T. (1977). Public Administration as a Developing Discipline. New York: Marcel Dekker.

Henry, Nicholas (2012). Public Administration and Public Affairs (12thed.). New Delhi: Prentice Hall of India Pvt. Ltd.

Koontz, H. and O' Donnel, Cyril (1972).Principles of Management: An Analysis of Managerial Functions. New York: McGraw Hill

Naidu, S.P. (2005). Public Administration concept and Theories. New Delhi, New Age International Publication.

Ojha, Pundrik and Sharma, Kiran (2012). Public Administration: Theory and Practice. Jalandhar: Raj Publishers.

Pfiffner John, M. and Presthus, R.Vance (1953). Public Administration. New York: Ronald Press.

Pfiffner, John M. and Sherwood, Frank P. (1960). Administrative Organization. New Delhi: Prentice Hall.

Phillip, A.T. and Rao. K.H. Sivaji (1989). Indian Government and Politics. New Delhi: Sterling Publishers.

Self, Peter. (1972). Administrative Theories and Politics. London: George Allen and Unwin.

Semester II

PUB-DSC-

Discipline Specific Core (DSC) Subject-1

Paper: Indian Administrative System

Max. Marks: 100
Theory: 90 Marks
Internal Assessment: 10 Marks
Time: 03 Hours

Course objective

The objective of this paper is to give the student an in-depth understanding of various aspects of Indian administration particularly the functioning of executive, legislature and judiciary at the union and state levels. It would also make them aware of the bureaucratic set up at these levels.

Course outcomes

1. To impart knowledge about the features of Indian Administration.

2. To generate familiarity with the functioning of the Union and State Executive along with district administration and Judiciary.

3. To develop understanding about the functioning of Parliament and State Legislatures, Centre-State relations and functioning of various administrative offices.

Pedagogy of the Course

The students will be assessed on the basis of written examination comprising of 90 marks and continuous internal assessment of 10 marks, based on class test, academic activities, Attendance, Class assignments and class room participation.

INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

- For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment.

  The Paper-Setter must put a note in question paper in this regard.

- The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

Course contents

Unit-I

Features of Indian Administration
Union Executive: President; Prime Minister, and Council of
Ministers Union Legislature: Lok Sabha - Composition,
Functions and Role: Rajya Sabha - Composition, Functions and Role

Unit-II

State Executive: Governor, Chief Minister and State Council of Ministers
State-Legislature: Legislative Assembly and Legislative Council - Composition, Functions and Role
Centre-State Relations: Administrative and Legislative

Unit-III

Union and State Judiciary: Supreme Court - Composition, Functions and
Role High Court - Composition, Functions and Role
Control over Administration: Legislative and Judicial
Delegated Legislation: Meaning, Reasons and
Safeguards

Unit-IV

Cabinet Secretariat - Composition, Functions and Role State Secretariat– Composition, Functions and Role District Administration: Structure and Functions

Suggested Readings

Arora, Ramesh. K and Chaturvedi, Geeta (2000). Indian Public Administration: Institution and Issues. New Delhi: WishwasPrakashan.

Awasthi, A. (1980). Central Administration. New Delhi: Tata McGraw Hill.

Fadia, B.L. and Fadia, Kuldeep (2011). Indian Administration. Agra: SahityaBhawan Publication.

Maheshwari, S.R. (1979). State Government in India. New Delhi: Mac.

Millan. Maheshwari, S.R. (2001). Indian Administration. New Delhi:

Orient Longman. Puri, K.K. (2006). Indian Administration. Jalandhar:

Bharat Prakashan.

Sapru, R.K. (2001). Indian Administration. Ludhiana: Kalyani Publishers.

Sharma, P.D. and Sharma, B.M. (2009).Indian Administration Retrospect and Prospect. Jaipur: Rawat Publication.

Singh, Sahib and Singh, Swinder (2007). Public Administration: Theory and Practice. Jalandhar: New Academic Publishing Co.

Semester-III

PUB-DSC-3 (MAJ/MIN)-301

Public Personnel Administration (With Special Reference to India)

(Offered as Minor)

Max. Marks: 100
Theory: 90 Marks
Internal Assessment: 10 Marks
Time: 03 Hours

Course Objective

The objective of the paper is to provide students with a deep understanding of Public Personnel Administration, particularly in the Indian context. It covers topics such as bureaucracy, civil service, recruitment, training, ethics, morale, corruption, and administrative tribunals.

Learning outcomes

1. Understand how government employees are hired, trained, and managed, and build critical ability to examine public personnel systems.
2. Learn how civil services and bureaucracy work in India and their role in public administration.
3. Improve decision-making by exploring ethics, employee motivation, and ways to reduce corruption in public services.
4. Know how administrative tribunals function and help resolve problems faced by public employees.

Pedagogy of the Course

The students will be assessed on the basis of written examination comprising of 90 marks and continuous internal assessment of 10 marks, based on class test, academic activities, Attendance, Class assignments and class room participation.

INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

- For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment.

  The Paper-Setter must put a note in question paper in this regard.

- The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

Unit-I

Personnel Administration – Meaning and Significance.

Bureaucracy: Meaning, Characteristics, Demerits and Remedies.

Civil Service: Meaning, Features and Role.

Classification of Civil Services in India

Unit-II

Recruitment: Meaning, Types and Methods

Recruitment System of Higher Civil Services in India, Shortcomings

UPSC: Composition, Functions and Role.

SPSC: Composition, Functions and Role.

Unit-III

Training – Meaning, Types, Methods, Training of Higher Civil Services in India.

Conduct, Discipline and Ethics in Public Services.

Promotion: Meaning, Significance and Principles.

Unit-IV

Morale, Causes of Low Morale and Measures for Improvement.

Corruption in Administration - Causes and Remedies.

Administrative Tribunals: Meaning, Types, Advantages and Disadvantages.

Essential Readings

Davar , R.S.(1976). *Personnelmanagement andindustrialrelations.* VikasPublishers.

Semester-IV

PUB-DSC-5 (MAJ/MIN)-401

Public FinancialAdministration(WithSpecialReference to India)

(Offered as Minor)

Max. Marks: 100
Theory: 90 Marks
Internal Assessment: 10 Marks
Time: 03 Hours

Course Objective

The objective of the paper is to provide students an understanding of Public Financial Administration, focusing on India. It covers budgeting, financial institutions, auditing, and legislative oversight.

Learning outcomes

1. Understand the importance of financial management in government and develop critical ability to analyze how public money is handled.
2. Learn how budgets are planned and passed, and build decision-making skills by exploring different types of budgets and their principles.
3. Gain knowledge about key financial institutions like the Union Ministry of Finance and CAGI, and think creatively about improving financial accountability in the public sector.
4. Analyze how the Parliament keeps a check on government spending through committees like the Public Accounts Committee and the Estimates Committee, and understand how financial decisions affect the country.

Pedagogy of the Course

The students will be assessed on the basis of written examination comprising of 90 marks and continuous internal assessment of 10 marks, based on class test, academic activities, Attendance, Class assignments and class room participation.

INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

- For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment.

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- The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

Unit-I

Financial Administration: Meaning and Significance.

Budget: Meaning, Types and Principles.

Budget: Preparation and Enactment.

Unit-II

Union Ministry of Finance: Organisation, Functions and Role.

Fiscal Federalism: Centre-State Financial Relations.

Union Finance Commission: Composition and Functions.

Unit-III

Audit: Concept, Objectives and Types.

Comptroller and Auditor General of India(CAGI): Appointment, Functions and Role.

Concepts: Deficit Financing, Fiscal Deficit, Public Debt and Public Expenditure.

Unit-IV

Legislative Control over Finance.

Public Accounts Committee:Composition, Functions and Role.

Estimates Committee:Composition, Functions and Role.

Essential Readings

Goel, S. L. (1993). *Financial management and administration*. Sterling Publications.

Lall, G. S. (1993). *Financial administration in India (4th ed.)*. H.P.J. Kapoor.

Mookerjee, S. S. (1979). *Indian public finance and financial administration.* Surjeet Publications.

Sahib, S., &Swinder, S. (2016). *Public personnel and financial administration.* New Academic Publishers Co.

Thavaraj, M. J. K. (1978). *Financial administration of India*. S. Chand Publications.

Further Readings

Avasthi, A., &Maheswari, S. (2020). *LokPrashasan*. Lakshmi Narain Agarwal.

Government of India. (1967). *Report on Centre-State Relations*. First Administrative Reforms Commission.

Government of India. (1967). *Report on Financial Accounts and Audit*. First Administrative Reforms Commission.

Government of India. (1967). *Report on Financial Administration.* First Administrative Reforms Commission.

Government of India. (2014). *Strengthening Financial Management System.* Second Administrative Reforms Commission

Mahajan, S., & Mahajan, A. (2014). *Financial administration in India*. PHI Learning.

Rastogi, K. M. (1981). *Bhartiyarajasva*. Hindi Granth Academy.

Sinha, R. K. (1986). *Centre-state financial relations in India: Various Aspects, Irritants, Framework for Action*. Deep & Deep.

PUB-DSC-6(MAJ)-402

Environment Administration

Max. Marks: 100
Theory: 90 Marks
Internal Assessment: 10 Marks
Time: 03 Hours

Course Objective

The objective of the paper is to provide students an overview of Environment Administration, emphasizing key environmental issues and management strategies. It covers topics such as climate change, pollution control, waste management, and renewable energy.

Learning outcomes

1. Understand key environmental issues like climate change, pollution, and biodiversity, and develop critical ability to think about their causes and solutions.
2. Learn how Environment Administration works in India, including the roles of major bodies like the Ministry of Environment, Pollution Control Boards, and the National Green Tribunal.
3. Explore important environmental laws and policies, such as the Environment Protection Act and National Environment Policy, and use creative thinking to understand how these can help protect nature.
4. Gain insights into global efforts like the Rio Summit and Kyoto Protocol, and improve decision-making skills by analyzing how international cooperation tackles environmental problems.

Pedagogy of the Course

The students will be assessed on the basis of written examination comprising of 90 marks and continuous internal assessment of 10 marks, based on class test, academic activities, Attendance, Class assignments and class room participation.

INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

- For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment.

  The Paper-Setter must put a note in question paper in this regard.
- The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the

candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

Unit 1

Concepts and Issues: Climate Change, Biodiversity Conservation, Pollution, Ozon Depletion, Waste Management, Global Warming, Renewable Energy
Environment Administration: Meaning, Scope and Significance
Environmental Impact Assessment: Meaning and Need

Unit II

Environmental Administration: Ministry of Environment, Forest & Climate Change;
Central Pollution Control Board – Structure, Functions and Role
State Pollution Control Board – Structure, Functions and Role
National Green Tribunal- Structure, Functions and Role

Unit III

Environment Protection Act, 1986
National Environment Policy, 2006
National Solar Mission, National Mission for Enhanced Energy Efficiency (NMEEE)

Unit IV

Important International conferences on Environment – Rio Earth Summit, 1992, Kyoto Protocol, 1997, The United Nations Framework Convention on Climate Change (UNFCC), Clean Development Mechanism (CDM)

Essential Readings

Bhatt, M. S., Ashraf, S., &Illiyan, A. (Eds.). (2008). *Problems and prospects of environment policy: Indian perspective.*Aakar Books.

Divan, S., &Rosencranz, A. (2001). *Environmental law & policy in India (18th ed.).* Oxford University Press.

Dwivedi, O. P. (1997). *India's environmental policies, programmes and stewardship*. Palgrave Macmillan.

Ganguly, S. (2016). *Delibrating environment policy in India: Participation and the role of advocacy*. Routledge.

Semester V

PUB-DSC-9 (MAJ/MIN)-501
Development Administration
(Offered as Minor)

Max. Marks	**: 100**
Theory	**: 90 Marks**
Internal Assessment	**: 10 Marks**
Time	**: 03 Hours**

Course Objective

The objective of this paper is to familiarize students with the concept, evolution, and significance of development administration and its role in achieving sustainable development. It explores the machinery for planning, public enterprise reforms, and the role of various stakeholders, including bureaucracy, civil society, and the voluntary sector, with a special emphasis on gender and people's participation in development.

Learning outcomes

1. Understand what development administration means, why it is important, and how it has changed over time. Build critical ability by comparing the features of developed and developing countries.
2. Learn how government planning works at the central, state, and district levels. Improve decision-making skills by studying the role of NITI Aayog and how the United Nations supports global goals like the Sustainable Development Goals.
3. Know how public sector companies are formed and managed in India. Use creativity to explore different ways they are being improved through reforms.
4. Analyze how government officers, social groups, and voluntary organizations help in development. Understand how gender equality and people's involvement make development more effective.

Pedagogy of the Course

The students will be assessed on the basis of written examination comprising of 90 marks and continuous internal assessment of 10 marks, based on class test, academic activities, Attendance, Class assignments and class room participation.

INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

- For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment.

  The Paper-Setter must put a note in question paper in this regard.
- The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

UNIT-I

Development Administration: Concept and Significance
Evaluation and Growth of Development Administration: Comparative Administration Group (CAG) and thereafter
Sustainable Development: Concept and Significance
Main Characteristics of Developed and Developing Countries

UNIT-II

Administrative Capability
Machinery for Panning at Centre, State and District Level with special reference to NITI Aayog
Role of United Nations in Development; Overview of Sustainable Development Goals

UNIT-III

Public Enterprises in India: Concept and Rationale
Forms of Organisation: Departmental Undertakings, Statutory Corporations and Government Companies
Public Enterprises Reforms in India

UNIT-IV

Role of Bureaucracy in Development
People's Participation in Development: Role of Civil Society and Voluntary Sector
Gender and Development

Essential Readings

1. Basu, R. (1993). *The United Nations: Structure and functions of an international organization*. Sterling.
2. Bava, N. J. (Ed.). (1997). *Non-governmental organizations in development: Theory and practice*. Kanishka.
3. Bhattacharya, M. (2001). *Development administration*. Jawahar Publishers.
4. Dhar, P. K. (2007). *Indian economy: Its growing dimensions*. Kalyani Publishers.
5. Dwivedi, O. P. (1994). *Development administration: From underdevelopment to sustainable development*. Macmillan.
6. Mathur, H. M. (1986). *Administering development in the Third World: Constraints and choices*. Sage.
7. Mathur, K. (Ed.). (1996). *Development policy and administration*. Sage.
8. Parikh, K. S. (Ed.). (1999). *Indian development report*. Oxford University Press.
9. Patnaik, P. (2015). From the Planning Commission to the NITI Aayog. *Economic and Political Weekly*, 50(4), 17–22.
10. Planning Commission. (n.d.). *Five Year Plan Documents*. Government of India.
11. Rao, M. G. (2015). Role and functions of NITI Aayog.*Economic and Political Weekly*, 50(4), 23–25.
12. Rattan, V. (1997). *Women and child development programme administration (Vol. 1)*. S. Chand.
13. Rattan, V. (1997). *Women and child development programme administration (Vol. 2)*. S. Chand.
14. Riggs, F. W. (Ed.). (1970). *Frontiers of development administratio*n. Duke University Press.
15. Sapru, R. K. (2002). *Development administration*. Sterling Publishers.
16. Singh, N. (2015, February). NITI Aayog and Indian fiscal federalism.*Yojana*, 59(10), 12–15.
17. Singh, A. (2000). *The politics of environment administration*. Galgotia Publishing Company.
18. Subramaniam, V. (1990). *Public administration in the Third World*. Greenwood Press.
19. Sharma, &Verma. (1985). *Comparative public administration*. Indian Institute of Public Administration.

PUB-DSC-10(MAJ)-502
Public Policy and Governance

Max. Marks	**: 100**
Theory	**: 90 Marks**
Internal Assessment	**: 10 Marks**
Time	**: 03 Hours**

Course Objective
The objective of this paper is to provide students with an in-depth understanding of public policy, its formulation, implementation, and evaluation. It covers key models, processes, and actors involved in policymaking while examining the role of institutions, interest groups, and societal values in shaping and assessing policies.

Learning outcomes
1. Understand what public policy is, why it matters, and the different types and models used to study it. Build critical ability by comparing ideas like systems theory and group dynamics in policymaking.
2. Learn how policies are made by different institutions like the legislature, executive, and judiciary. Improve decision-making by exploring how media, public values, and interest groups shape policies.
3. Know how public policies are carried out and what factors help or block their implementation. Use creativity to understand how civil services, civil society, and businesses play their roles.
4. Learn how to check whether a policy is working well or not. Gain critical thinking by studying who evaluates policies and what challenges they face in doing so.

Pedagogy of the Course
The students will be assessed on the basis of written examination comprising of 90 marks and continuous internal assessment of 10 marks, based on class test, academic activities, Attendance, Class assignments and class room participation.

INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:
- For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment.

The Paper-Setter must put a note in question paper in this regard.
- The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

Unit I

Public Policy: Meaning, significance, types
Models: Systems, Incrementalism, Rationalism, Policy as Elite Preference, Group Dynamics

Unit II

Policy Formulation: Process and Stages;
Agencies: Legislative, Executive and Judiciary;
Role of Interest Groups, Media and Values

Unit III

Policy Implementation:
Approaches: Top-Down, Bottom-Up, Interorganisational Interaction, Policy Action Relationship
Actors in Policy Implementation: Civil Services, Civil Society, Corporate Sector
Determinants of Policy Implementation

Unit IV

Policy Evaluation/Analysis
Criteria of Policy Evaluation;
Agencies of Evaluation; Legislatures, Executives, Judiciary, CAGI, Parliamentary and Departmental Committees
Challenges in Policy Evaluation

Essential Readings

1. Birkland, T. A. (2005). *An introduction to the policy process: Theories, concepts, and models of public policy making*. M.E. Sharpe.
2. Dye, T. (2002). *Understanding public policy*. Pearson Education Singapore (P) Ltd.
3. Henry, N. (2015). *Public administration and public affairs (12th ed.).* Prentice Hall.
4. Mathur, K. (2013). *Public policy and politics in India: How institutions matter?* Oxford University Press.
5. Manon, V. (2014). *Public policy and administration*. Wisdom Press.
6. Sapru, R. K. (2002). *Public policy: Art and craft of policy analysis (2nd ed.).* PHI Learning.

Readings in Hindi

1. Fadia, B. L., &Fadia, K. (2021).*Bharatiyaprashashanevamrajniti*. SahityaBhawan.
2. Kataria, S. (n.d.). *Administration and Public Policy (Hindi)*. Mayur Paperbacks.

Further Readings

1. Anderson, J. E. (2005). *Public policy making (6th ed.).* Houghton Mifflin Co.
2. Ayyar, V. R. V. (2009). *Public policy making in India*. Pearson.
3. Fischer, F., Miller, G. J., & Sidney, M. S. (2007). *Handbook of public policy analysis: Theory, politics, and methods*. Routledge.
4. Nagel, S. S. (1991). *Public policy: Goals, means, and methods.* St. Martin's Press.
5. Hildreth, W.B., Miller, G., Rabin, J., Hildreth, W.B., & Miller, G.J. (Eds.). (2007). *Handbook of public administration (3rd ed.).* Routledge. https://doi.org/10.4324/9781315093215

Semester VI

PUB-DSC-14(MAJ)-601
Administrative Thought

Max. Marks	**: 100**
Theory	**: 90 Marks**
Internal Assessment	**: 10 Marks**
Time	**: 03 Hours**

Course Objective

The objective of this paper is to provide students with an understanding of key administrative thinkers across ancient, classical, neo-classical, and modern paradigms, including Kautilya, M.K. Gandhi, Taylor, Weber, and Simon, among others. It examines their contributions to ethical governance, organizational efficiency, human relations, decision-making, and comparative administration, enabling students to apply these ideas to contemporary public administration practices.

Learning outcomes

1. Understand the key concepts and contributions of major administrative thinkers across ancient, classical, neo-classical, and modern schools of thought.
2. Analyze the relevance of classical and neo-classical administrative theories in the context of contemporary public administration.
3. Evaluate the strengths and limitations of various administrative theories and their practical implications in governance.
4. Recognize the interdisciplinary linkages of administrative thought with ethics, sociology, psychology, and other social sciences.

Pedagogy of the Course

The students will be assessed on the basis of written examination comprising of 90 marks and continuous internal assessment of 10 marks, based on class test, academic activities, Attendance, Class assignments and class room participation.

INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

- For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment.

  The Paper-Setter must put a note in question paper in this regard.
- The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

Unit-I

Kautilya, M.K.Gandhi and Woodrow Wilson

Unit-II

Frederick W. Taylor, Henri Fayol, Luther Gulick and L.B.Urwick

Unit-III

Max Weber, Elton Mayo and M.P.Follet

Unit-IV

Herbert A. Simon, Abraham Maslow and Fred W. Riggs

Essential Readings

1. George, C. S. (1974). *History of management thought*. Prentice Hall.
2. Gross, M. B. (1964). *The managing of organisations: The administrative struggle.* Macmillan Publishers.
3. Hooja, R., & Arora, R. K. (2007). *Administrative theories*. Rawat Publications.
4. Katariya, S. (2011). *Administrative thinkers.* National Publishing House.
5. Maheshwari, S. R. (2003). *Administrative thinkers.* Macmillan.
6. Prasad, & Prasad. (2007). *Administrative thinkers (Reprint).* Sterling Publishers.
7. Rigg, F. W. (1964). *Administration in developing countries.* Houghton Mifflin.
8. Sapru, R. K. (1996). *Theories of administration.* S. Chand & Co.
9. Simon, A. H. (1976). *Administrative behaviour: A study of decision-making processes in administrative organisations (3rd ed.).* Macmillan.
10. Sudha, G. S. (2004). *Management of history thinkers.* R.B.S.A. Publishers.

Further Reading

1. Barnard, C. (1974). *The functions of the executive*. Oxford University Press.
2. Pugh, D. S. (1984). *Organisation theory (2nd ed.).* Penguin Books.
3. Rabin, J., Hildreth, W. B., & Miller, G. J. (2007). *Handbook of public administration (3rd ed.).* CRC Press.
4. Silverman, D. (1970). *The theory of organisation*. Heinemann.

Readings in Hindi

1. Bihari, M. (2003). *PrashasnikChintan.* Rawat Publications.
2. Fadia, B. L., &Fadia, K. (2023). *LokPrashansan (PrashashnikSiddhant).*SahityaBhawan.

PUB-DSC-15 (MAJ/MIN)-602
Local Government
(Offered as Minor)

Max. Marks	**: 100**
Theory	**: 90 Marks**
Internal Assessment	**: 10 Marks**
Time	**: 03 Hours**

Course Objective

The objective of the paper is to give the student an understanding of the concept, significance and evolution of local government in India. It would also acquaint them with the pattern and working of divisional and district administration. The key areas covered are the types, structure, functions, finances and personnel of rural and urban local governments. It would also include the concept of state control over local bodies and rural-urban relationship with reference to Punjab.

Learning outcomes

1. Understand the concept, significance, and history of local government in India. Build critical thinking skills by exploring its evolution and importance in rural and urban governance.
2. Learn about the structure, functions, and finance management of rural and urban local governments. Improve decision-making by understanding how these bodies operate and manage resources.
3. Explore the roles of key figures like the Deputy Commissioner and Municipal Commissioner in local governance. Develop creativity by analyzing their impact on administration at divisional and district levels.
4. Understand state control over local bodies and the rural-urban relationship in Punjab. Enhance problem-solving skills by identifying challenges and suggesting improvements for better governance.

Pedagogy of the Course

The students will be assessed on the basis of written examination comprising of 90 marks and continuous internal assessment of 10 marks, based on class test, academic activities, Attendance, Class assignments and class room participation.

INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

- For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment.

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Unit-I

Meaning and Significance of Local Government
Evolution of Local Government since 1882
Role of Deputy Commissioner; Divisional Commissioner
Rural and Urban Development: Dimensions and Issues

Unit-II

The 73rd Constitutional Amendment – Provisions and its Impact
Gram Sabha – Composition Functions and Powers
Panchayati Raj Institutions in Punjab – Structure, Functions, Sources of Finances and Personnel

Unit-III

The 74th Constitutional Amendment – Provisions and its Impact
Urban Local Bodies – Structure, Functions and Sources of Finance
Mayor – Position, Functions and Powers
Municipal Commissioner – Position, Functions and Powers

Unit-IV

State Control over Local Bodies
State Finance Commission: Composition, Functions and Role
Rural- Urban Relationship – Challenges and Remedies

Essential Readings:

1. Goel, S.L. & Ramesh, S. (2003). *Panchayati Raj in India.*Deep & Deep Publishers.
2. Hochgesang, T.W. (1994). *Rural Local Self -Government in India.*NIRD.
3. Maheshwari, S.R. (2002). *Local Government in India.* L.N. Aggawal.
4. Puri, K.K., &Barara, G.S.(2008).*Local Government in India.* Bharat Prakashan.
5. Sahib, S & Singh, S. (2000). *Local Government in India*. New Academic Publishers.

Further Readings

1. Government of India, Second Administrative Reforms Commission, 6th Report – Local Governance
2. Khanna, B.S. (1991). *Rural Developments in South Asia.*Deep & Deep Publications.
3. Singh, U.B. (2003). *Revitalised Urban Administration in India.* Kalpaz Publishers.

Readings in Hindi

1. Laxmikanth, M. (2021). *BhartiyaShasan*. McGraw Hill.
2. Sharma, B. M., Sharma, B. B., & Bhatt, A. (2017). *Zila Sarkar: Avdharna, SwarupEvamSambhavnayein*. Rawat Publications.

Readings in Punjabi

1. Mahajan, C. M., & Singh, S. K. (2021). *Local government in India* (Punjabi edition).

ACTIVITIES

WORLD DAY AGAINST TRAFFICKING IN PERSONS

30 July, 2026

Guru Nanak Khalsa College for Women, Ludhiana, observed World Environmental Health Day under the aegis of the Internal Quality Assurance Cell (IQAC) and Eco Club, in collaboration with the NSS Unit and the Department of Public Administration.

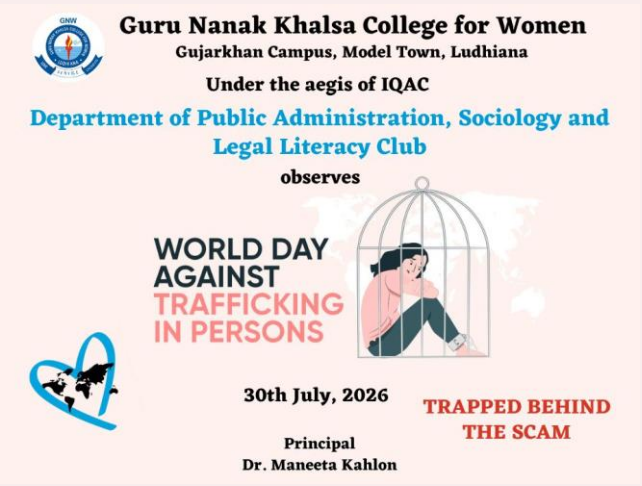
The theme of this year's observance was "Environmental Health: Standing with Science to Protect Communities." On the occasion, an informative lecture was delivered by Ms. Amanpreet Kaur, Assistant Professor, Department of Environment, who highlighted the significance of environmental health, scientific awareness, and sustainable practices.

Principal Dr. Maneeta Kahlon appreciated the initiative and emphasised the importance of creating environmental awareness among students and encouraging them to contribute towards building a healthier and more sustainable society.

The programme concluded with a message of collective responsibility towards environmental protection and community well-being.

Link: https://www.facebook.com/share/p/18beXikV4M/





INTERNATIONAL DAY FOR THE PRESERVATION OF THE OZONE LAYER

16 September, 2026

Under the aegis of the Internal Quality Assurance Cell (IQAC), the Department of Public Administration and the Eco Club of Guru Nanak Khalsa College for Women, Ludhiana, observed the **International Day for the Preservation of the Ozone Layer** with the aim of creating awareness among students and the general public about the importance of protecting the Earth's ozone layer and maintaining environmental balance.

The programme highlighted the vital role of the ozone layer, which acts as a natural protective shield around the Earth by absorbing a major portion of the Sun's harmful ultraviolet (UV) radiation. Excessive exposure to UV radiation can lead to skin cancer, eye damage, and a weakened immune system, while also adversely affecting plants, animals, and marine ecosystems.

Principal **Dr. Maneeta Kahlon** interacted with the students on this serious environmental concern and emphasised the importance of protecting the ozone layer and maintaining ecological balance. She encouraged everyone to contribute towards a healthier planet by planting more trees, conserving water, reducing pollution, and taking steps to minimise greenhouse gas emissions.

The programme served as a meaningful reminder that collective efforts and responsible environmental practices are essential for safeguarding the Earth for future generations.

Link: https://www.facebook.com/share/p/19VSQe8fnK/





WORLD ENVIRONMENTAL HEALTH DAY

26 September, 2026

Guru Nanak Khalsa College for Women, Ludhiana, observed World Environmental Health Day under the aegis of the Internal Quality Assurance Cell (IQAC) and Eco Club, in collaboration with the NSS Unit and the Department of Public Administration.

The theme of this year's observance was "**Environmental Health: Standing with Science to Protect Communities**." On the occasion, an informative lecture was delivered by Ms. Amanpreet Kaur, Assistant Professor, Department of Environment, who highlighted the significance of environmental health, scientific awareness, and sustainable practices.

Principal Dr. Maneeta Kahlon appreciated the initiative and emphasised the importance of creating environmental awareness among students and encouraging them to contribute towards building a healthier and more sustainable society.

The programme concluded with a message of collective responsibility towards environmental protection and community well-being.

Link: https://www.facebook.com/share/p/18beXikV4M/



