



Gyanmanjari
Innovative University

Course Syllabus
Gyanmanjari Institute of Arts
Semester- 3 (B.A)

Subject: Comparative Public Administration - BATPA13309

Type of course: Major

Prerequisite: NA

Rationale:

This course explores the dynamic field of comparative public administration, tracing its origins and evolution from pre-World War II to its modern form. Students will gain a comprehensive understanding of its foundational principles, including its scope, nature, and significance. By examining diverse theoretical approaches—structural-functional, ecological, and behavioral—learners will develop critical analytical skills. The course culminates in a comparative analysis of administrative features in developed and developing nations, utilizing F.W. Riggs' model to understand the ecological factors shaping administrative systems. This approach fosters a nuanced understanding of global public administration.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P	C	SEE	CCE		
					MSE	ALA	
4	0	0	4	100	30	70	200

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; ESE-End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA- Active Learning Activities.

4 Credits * 25 Marks = 100 Marks (each credit carries 25 Marks)

SEE 100 Marks will be converted in to 50 Marks

CCE 100 Marks will be converted in to 50 Marks

It is compulsory to pass in each individual component.



Course Content:

Unit	Course content	Hrs.	% Weightage
1	Origin and Development <ul style="list-style-type: none"> Evolution of the Study of Comparative Public Administration <ul style="list-style-type: none"> Pre-2nd World War Phase Post 2nd World War Phase 	15	25 %
2	Foundations of Comparative Public Administration <ul style="list-style-type: none"> Meaning and Nature of Comparative Public Administration Scope of Comparative Public Administration Factors for the development of comparative public administration Significance of Comparative Public Administration. 	15	25 %
3	Approaches of Comparative Public Administration <ul style="list-style-type: none"> Structural-Functional Approach Ecological Approach Behavioral Approach 	15	25 %
4	Administrative Features <ul style="list-style-type: none"> Administrative Features of Developing Nations Administrative Features of Developed Nations F. W. Riggs Model 	15	25 %

Suggested Specification table with Marks (Theory): 100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	30%	30%	-	20 %	20%	-

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above.



Continuous Assessment:

Sr. No.	Active Learning Activities	Marks
1	Timeline Construction Student groups have to create a visual timeline illustrating the key developments in Comparative Public Administration before and after World War II and upload the report to the GMIU web portal.	10
2	Factor Analysis 'Brainstorming': Students have to brainstorm the factors that led to the development of Comparative Public Administration and upload its findings to the GMIU web portal.	10
3	Framework-Based Case Analysis: Students have to analyze international administrative cases using assigned theoretical frameworks (Structural-Functional, Ecological, Behavioral) and submit their findings to the GMIU web portal.	10
4	Developed vs. Developing" Feature Comparison: Students have to create a table with columns for 'Developed Nations' and 'Developing Nations' with the administrative features of each. Upload it to the GMIU web portal.	10
5	Significance Discussion with Current Events: Students have to find recent news articles or examples that highlight the significance of Comparative Public Administration and Upload it to the GMIU web portal.	10
6	Critique of Riggs Modernization: Students have to studying Riggs's model, assign students to research critiques of modernization theory and its application to public administration and upload it to the GMIU web portal.	10
7	Attendance	10
Total		70



Course Outcome:

After learning the course the students should be able to:	
CO1	Analyze the historical evolution of comparative public administration, distinguishing pre and post-world war developments
CO2	Define and explain the scope, nature, and significance of comparative public administration.
CO3	Compare and contrast structural-functional, ecological, and behavioral approaches in public administration.
CO4	Evaluate administrative features of developed and developing nations through the lens of Riggs' model.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

Reference Books:

- [1] लक्ष्मीकांत एम., 'लोक प्रशासन', टाटा मैकग्रा हिल एजुकेशन प्राइवेट लिमिटेड, चेन्नई
- [2] कटारिया एस., 'तुलनात्मक लोक प्रशासन', आरबीएसए पब्लिशर्स, जयपुर
- [3] फाड़िया बी, फाड़िया के., भारत में लोक प्रशासन, साहित्य भवन, आगरा
- [4] यादव एस., गौतम बी., 'लोक प्रशासन: सिद्धांत एवं व्यवहार', ओरिएंट ब्लैकस्वान प्राइवेट लिमिटेड, नई दिल्ली
- [5] शुक्ल ज., 'राज्य वहीवटना मूलतवो', युनिवर्सिटी ग्रंथ निर्माण बोर्ड, अमदावाद

