CENTRAL UNIVERSITY OF RAJASTHAN

DEPARTMENT OF PUBLIC POLICY, LAW AND GOVERNANCE

MA (PUBLIC POLICY, LAW AND GOVERNANCE) PROGRAMME SYLLABUS

W.E.F ACADEMIC YEAR 2022-23 (Approved)

Semester	Type of Course	Course Code	Title	Credits
M.A (Public Policy, Law and Governance) Programme Framework (w.e.f AY 2022-23): 96 Credits				
I	C	PPL401	Public Policy: Paradigms and Practices	4
	C	PPL402	Constitutional Law	4
	C	PPL403	Introduction to Governance	4
	C	PPL404	Ethics, Justice and Public Action	4
	C	PPL405	Economic Analysis of Public Policy	4
	DSE	Students can choose **any one DSE** offered by the department.	4
		PPL406	Sustainable Development	
		PPL407	Social Movements	
		PPL408	Public Administration in India	
Total Credits				24
II	C	PPL411	Media Law	4
	C	PPL412	Policy Institutions in India	4
	C	PPL413	State, Market and Regulation	4
	C	PPL414	Research Methodology (Quantitative Methods)	2
	AEC	PPL415	Internship, Report writing and Presentation (to be done after the end of the second semester and during the summer Vacation)	2
Students can choose **one course from DSE and one course from GE** offered by department (or) MOOC courses offered as per availability and approval.				
	DSE	PPL416	Civil Society and Policy Advocacy	4
		PPL417	Big Data and Public Policy	
	GE	PPL418	Human Rights Law (MOOC Course)	4
Total Credits				24
III	AEC	PPL501	Experiential Learning and Dissertation-I	4
	C	PPL502	Impact Evaluation	4
	C	PPL503	Law and Development	4
	C	PPL504	Research Methodology (Qualitative Methods)	2
	C	PPL505	Writing Policy Briefs, Legislative Briefs, and Memos	2
Students can choose one **course from DSE and one course from GE** offered by PPLG (or) other department or MOOC courses as per availability and approval.				
	DSE	PPL506	Society, Business and Governance in India	4
		PPL509	Society, Technology and Policy	
	GE	PPL508	Intellectual Property Rights (MOOC Course)	4
		PPL507	E-Governance	
Total Credits				24
IV	AEC	PPL510	Dissertation-II	4
	C	PPL511	Public Finance	4
	C	PPL512	Comparative Public Policy	4
	C	PPL513	Administrative Law	4
Students can choose **course from DSE and one course from GE** offered by PPLG (or) other departments (or) MOOC courses as per availability and approval.				
	DSE	PPL514	Social policies in India	4
		PPL515	Education Policy in India	
	GE	PPL516	Governance and Leadership	4
		PPL517	India's Environment and Climate Change Policies	
Total Credits				24

C= Core Course; DSE = Discipline Specific Elective; GE = General /Open Elective; and AEC = Ability Enhancement Course

Course Distribution

Type of Course	Credits distribution Semester wise				Number of Credits
	I	II	III	IV	
Core Course (C) (60%)	20	14	12	12	58
Discipline Specific Elective (DSE) (20%)	04	04	04	04	16
General Elective (GE) (10%)	-	04	04	04	12
Ability Enhancement Course (AEC) (10%)	-	02	04	04	10
				Total	**96**
Over and Above 96 credits Fit India : 2 Credits (per week) Yoga : 2 credits (per week)					

Programme Outcomes (PO) of MA Programme in Public Policy, Law and Governance

Programme Outcomes	Objectives
PO:1	To enhance the interdisciplinary understanding and skills among students of interlinking various strands of public policy, law and governance.
PO:2	To enable students to apply quantitative and qualitative methodologies in order to assess the strong positive relationship between theoretical narratives of public policy and governance and policy problems and solutions on the ground.
PO:3	To develop the discipline-specific competencies including knowledge and skills such as analytical reasoning, research skills, critical thinking, team work, reflective thinking, self-directed learning, multicultural competence, moral and ethical awareness, leadership, that would enable students to undertake successful career in the field of public policy.
PO:4	To undertake hands-on field works and internship for the experimental learning pertaining to policy and programmatic evaluation to develop problem- solving abilities within the students leading to successful career in teaching, analysts in policy research organizations, undertaking consultancies, and working in civil society organizations, etc.
PO:5	To recognize and appreciate the relevance of global policy discourses and their application in academic, industrial, social, political, economic, technological and environmental contexts.
PO:6	To enhance the application of knowledge particularly through policy analysis exercise that creates new-generation policy analyst professionals by focusing on data-driven and design-driven policy interventions.
Competencies	Competencies that will be developed within the students: analytical reasoning, policy analysis, evaluating methodologies, research skills, critical thinking, team works, reflective thinking, self-directed learning, multicultural competence, moral and ethical awareness, leadership, lifelong learning.

Course: PPL401: PUBLIC POLICY: PARADIGMS AND PRACTICES		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

Public policy making constitutes the core of politics and government in any nation. As the governments are called upon to perform a wide array of functions, the policy making process has acquired considerable complexity. Policy analysis finds an important place in other social science disciplines. This course aims at familiarizing the students with the key concepts and theories of public policy.

Course Outcomes: The students will be able to

1	To understand why policy issues arise to the government to act upon.
2	To discuss how different actors play their role in shaping and influencing the policy process.
3	To examine how policy problems and issues are defined, formulated and implemented.

Course Contents

UNIT- I: Introduction

a) Meaning, Definitions, Nature, Scope and Importance of Public Policy b) Rationale and Evolution of Public Policy and Policy Sciences c) Policy analysis as art and craft d) Public Policy and Public Administration

UNIT- II: Approaches to Public Policy Analysis

a) The Process Approach b) The Logical Positivist Approach c) The Phenomenological Approach d) The Participatory Approach and Normative Approach

UNIT- III: Theories and Process of Public Policy Making

a) Theories and Models of Policy Making: Group Theory, Elite Theory, Institutional theory, Systems theory, Process theory, Incremental Theory

 b) Perspectives of Policy Making Process c) Institutions of Policy Making

Unit –IV: Policy Typologies

Types of policies: distributive, regulatory, redistributive, substantive vs procedural policies, material vs symbolic policies, public vs private policies, liberal vs conservative policies

UNIT- V: Policy Cycle

a) Five stages of policymaking b) Concept of Policy Implementation c) Techniques of Policy Implementation c) Concept of Policy Evaluation d) Constraints of Public Policy Evaluation

 UNIT- VI: Globalization and Public Policy

a)   Global Policy Process b) Transnational Actors: Impact on Public Policy Making c) Impact of Globalization on Policy Making

	b) d)Public Management
Readings	
	Amy, Douglas J. (1984). "Why Policy Analysis and Ethics are Incompatible." *Journal of Policy Analysis and Management.* Vol. 3, No. 4 (Summer). Pp. 573-591.

Amy, Douglas J. (1984). "Why Policy Analysis and Ethics are Incompatible." *Journal of Policy Analysis and Management.* Vol. 3, No. 4 (Summer). Pp. 573-591.

Anderson, James E (2004) Public Policy making, Houghton, New York.

Bochel, Hugh and Duncan, Sue 2007 Making Policy in Theory and Practice, The policy Press, Great Britain.

Brewer, G., and deLeon, P. (1983). The Foundations of Policy Analysis. Monterey, Cal.: Brooks.

Cochran, Charles and Malone, Eloisef, 2007 Public Policy: Perspectives and Choice, Viva Books Pvt Ltd., New Delhi.

Dani, Anis A and Haan Arjan de (ed) 2008 Inclusive States: Social Policy and Structural Inequalities.

deLeon, P. (1999). The Stages Approach to the Policy Process. In P.A. Sabatier (ed.), Theories of the Policy Process, pp. 19–32. Boulder, CO: Westview Press.

Fischer, F. (1993). Policy Discourse and the Politics of Washington Think Tanks. In F. Fischer and J. Forrester (eds.), The Argumentative Turn in Policy Analysis and Planning. Durham and London: Duke University Press, 21–24.

Fischer, F. (2003). Reframing Public Policy: Discursive Politics and Deliberative Practices. Oxford: Oxford University Press.

Frank Fischer and Gerald Muller (eds.) 2007 Handbook of Public Policy Analysis Theory, Politics and Methods.

Geyer, Rober and Rihani, Samir (2010) Complexity and Public Policy, Routledge, London.

Guy Peters, 2015, Advanced Introduction to Public Policy, Edward Elgar Publishing House. Cheltenham, U.K.

Guy Peters,B and Pierre, Jon (2007) Institutionalism Volume.1,vol.2,vol.3,vol.4, Sage Publications.

Hajer, Maarten A and Wagenaar, Hendrik (2003) Deliberative Policy Analysis, Cambridge, University Press.

Hayden, F Gregory (2006) Policy making for a good society: The social Fabric Matrix approach to Policy analysis and programme Evaluation.

Hogwood, B.W., and Gunn, L.A. (1984). Policy-analysis for the real world. Oxford: Oxford University Press.

Howlett, M., and Ramesh, M. (2003). Studying Public Policy. Policy Cycles and Policy Subsystems 2nd Edition. Oxford: Oxford University Press.

Jenkins, W.I., (1978). Policy-Analysis. A Political and Organisational Perspective. London: Martin Robertsen.

Mathur, K. (2001). Governance and Alternative Sources of Policy Advice: The Case of India. in K. Mathur, Navdeep & Mathur, Kuldeep, 2007 Policy analysis in India: Research Bases and Discursive practices in handbook of Policy Analysis: Theory, politics and methods, edited by Fisher et.al., CRC Press, Taylor and Francis Pp. 603 – 617.

Parsons, Wayne, 2005, Public Policy: An Introduction to the Theory and Practice of Policy Analysis, Edward Elgar Publishing Ltd. Cheltenham, U.K.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL402: CONSTITUTIONAL LAW		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

India is a democracy and her Constitution embodies the main principles of the democratic government- how it comes into being, what are its powers, functions, responsibilities and obligations and how power is limited and distributed. A good understanding of the Constitution and the law, which has developed through constitutional amendments, judicial decisions, constitutional practice and conventions is, therefore, absolutely necessary for a student of law. S/he must also know the genesis, nature and special features and be aware of the social, political and economic influence on the Constitution. Judicial review is an important aspect of constitutional law. India is the only country where the judiciary has the power to review even constitutional amendments. The application of basic structure objective in the evaluation of executive actions is an interesting development of Indian constitutional law.

Course Outcomes: The students will be able to

1	To understand the working of democracy and the functions of constitution in India.
2	To understand how the Constitution acts as a dynamic instrument in the changingsociety.
3	To understand the interpretations of judiciary to keep the constitution alive to uphold the democracy and its values.

Course Contents

Unit-I: Historical Perspective

Constitutional developments since 1858 to 1947

Making of Indian Constitution

Nature and special features of the constitution

Unit-II: Parliamentary Government

Westminster model - choice of parliamentary government at the Centre and States

- Election, qualifications, salary and impeachment

- Powers : legislative, executive and discretionary powers

President of India

Council of Ministers – Prime Minister – Cabinet System – Collective Responsibility –Individual Responsibility

Parliament

The Union Judiciary

Governor and state government - constitutional relationship

Unit-III: Legislative process in India

Practice of law-making.

Legislative privileges and fundamental rights

The High Courts and Subordinate Courts

The Panchayats, Municipalities and Cooperative Societies

Unit-IV: Federalism

Federalism - principles: Comparative study

Indian Federalism: Identification of federal features

- Legislative relations

- Administrative relations

- Financial relations

Governor's role

Centre's powers over the states - emergency

J & K - Special status

Challenges to Indian federalism

Unit-V: Constitutional Processes of Adaptation and Alteration

Methods of constitutional amendment

Limitations upon constituent power

Development of the basic Structures : Doctrine judicial activism and restraint

Emergency

Unit-VI: Fundamental Rights, Fundamental Duties and Directive Principles

Readings

B. Sivaramayya, Inequalities and the Law (1984) Eastern, Lucknow.

Constituent Assembly Debates Vol. 1 to 12 (1989).

D.D. Basu, Shorter Constitution of India, (1996), Prentice Hall of India, Delhi.

G. Austin, Indian Constitution: Cornerstone of a Nation (1972). Oxford University Press

G. Austin, Working a Democratic Constitution: The Indian Experience, (2000), Oxford University Press, New Delhi.

H.M. Seervai, Constitution of India, Vol.1-3(1992), Tripathi, Bombay.

M. Galanter, Competing Equalities - Law and the Backward Classes in India (1984) Oxford.

M.P. Singh (ed.), V.N. Shukla, Constitutional Law of India (2000), Oxford University Press.

S.C. Kashyap, Human Rights and Parliament (1978) Metropolitan, New Delhi.

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						

*1: Low, 2: Medium, 3: High

Course: PPL403: INTRODUCTION TO GOVERNANCE

TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

This course "*Governance"* provides students with the analytical skills to understand the meaning of governance and familiarize themselves related concepts of governance. Principles of governance and governance processes need to be thoroughly understood by the students. The course examines key concepts of governance in the global and local contexts. The major principles such as participation, accountability, rule of law, and representation will be given attention in the syllabus. The course enables the student apply theories and principles of governance in Indian context. The modules also will help the students to familiarize themselves with the tools and best practices of good governance.

Course Outcomes: The students will be able to

1	understand the meaning of the governance and related concepts/ theories of governance
2	identify the principles of governance;
3	identify tools and best practices of good governance

Course Contents

Unit 1: Globalization and Public Administration

Origin of governance as a concept

Good governance: the emergence and meaning

Definitions of governance

Unit 2: Governance distinguished from Administration and other concepts

Governance and Ancient Political Thought

	Governance and Modern Political Thought
	Unit 3: Governance at three levels: global, national, and local
	Types of governance: Political, Economic, Social and Administrative
	Unit 4: Scope and dimensions of good governance
	Pillar/principles of good governance
	Unit 5: Good governance strategies: decentralization, capacity building etc.
	Unit 6: Globalization and International governance institutions: UNO
	International civil society
	Global Governance and Donor agencies –World Bank and IMF.

Readings

Eva Poluha and Mona Rosendahl (Eds) (2002). *Contesting 'Good' Governance: Cross Cultural Perspectives on Representation, Accountability and Public Space*, New York: Routledge.

Kjaer, A.M (2004) *Governance.* Malden, MA: Polity Press.

Knack, Stephen F. (2003) *Democracy, Governance, and Growth*, Ann Arbor: University of Washington.

Mohammad Jasim Uddin and Laila Ashrafun Joya (2007) Development through Good Governance: Lessons for Developing Countries. *Asian Affairs*. Vol 29(3). Accessible on *http://www.cdrb.org/journal/current/3/1.pdf.*

Rita Abrahamsen, (2001) *Disciplining Democracy, Development Discourse and Good Governance in Africa.* Zed Books Ltd.

Said Adejumobi, 'Democracy and Good Governance in Africa' in Abdella Bujira and Said Adejumobi (2002) (eds) *Breaking Barriers - Creating New Hopes: Democracy, Civil Society and Good Governance in Africa,* Red Sea Press:

Sam Agere, (2000). *Promoting Good Governance: Principles, Practices and Perspectives* London:Common Wealth Secretariat.

Smith, B.C. (2007) *Good Governance and Development*. Hampshire: Palgrave Macmillan.

Tim Allen and Allan Thomas (2000) *Development and Poverty into the 21st Century*, London: Open University press.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL404: ETHICS, JUSTICE AND PUBLIC ACTION		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The purpose of the course is to introduce the learners to contemporary theories of justice and the challenges that policy makers face in pursuing the goal of creating a just society. Discussion will centre on the concept of just society and its multi dimensions. This will lead to a discussion of how public policy seeks to achieve this goal. Current debates on selected issues of development will be used to show that there may not be one best solution to a problem.

Course Outcomes: The students will be able to

1	To analyses the debate on the conceptual and theoretical aspects of ethics, justice and public actions.
2	To understand different dimensions of justice.
3	To understand the evaluation of state market's importance in the distribution of resources.

Course Contents

Unit-I: Concept of Justice and kinds of justice

Unit-II: Theorists of Justice (Part I): Nozick, Rawls, Amartya Sen, Thomas Pogge

Unit-III: Theorists of Justice (Part II): Ronald Dworkin and Martha Nussbaum

Unit-IV: Goals of public policy: Liberty, Equity, Security and Efficiency

Unit-V: Ethical Dimensions of Public Policy

Unit-VI: Debates around Justice, Ethics and Public Action

a. Growth and Development Policies

b. Environment and Climate Justice

c. Security and Development

Readings

Berlin, I., 1969, 'Two Concepts of Liberty', in I. Berlin, *Four Essays on Liberty*, London: Oxford University Press: 118-72.

Craig, Gary, Tania Burchardt and David Gordon, eds. *Social Justice and Public Policy*. Bristol: The Policy Press. 2008.

Dworkin, Ronald, 1981, 'What is Equality? Part I: Equality of Welfare'; 'Part II: Equality of Resources', *Philosophy and Public Affairs,* Vol. 10.

Dworkin, Ronald, *Taking Rights Seriously*, Harvard University Press, 1977.

Gorowitz, Samuel, "John Rawls: A Theory of Justice" in Anthony de Crespigny and Kenneth Minogue, eds. *Contemporary Political Philosophers*. London: Methuen, 1976.

Knowles, Dudley. *Political Philosophy*. London: Routledge, 2001. Chapter 5.

McKinnon, Catriona, ed. *Issues in Political Theory*. Oxford University Press, Oxford. 2008. [Chapter 5: Liberty; Chapter 7: Equality; Chapter 8: Distributive Justice]

Pogge, Thomas (2001). Priorities of global justice. Metaphilosophy lnc. and Blackwell Publishers Ltd.

Rawls, John, 1971, *A Theory of Justice*, Harvard: Bellknap.

Sandel, Michael. *Justice: A Reader*. New York: Oxford University Press, 2007.

Sandel, Michael. *Justice: What's the Right Thing to Do?* Penguin Books, 2010.

Sen, A. (2009). *The Idea of Justice*. New York: Penguin.

Skinner, Q., 2002, 'A Third Concept of Liberty', *Proceedings of the British Academy*, 117, no. 237, pp. 237-68.

Stone, Deborrah. *Policy Paradox The Art of Political Decision-making*, New York, 2002.

Walzer, M, 1983, *Spheres of Justice*, New York: Basic Books.

Will Kymlicka (2002).Contemporary Political Philosophy: An Introduction. New Delhi: Oxford University Press.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL405: ECONOMIC ANALYSIS OF PUBLIC POLICY		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The course seeks to develop an understanding of the rationale for public policies and means of assessing them using the logic and tools of microeconomics. The topics emphasized include externalities, pubic goods and social cost-benefit analysis.

Course Outcomes: The students will be able to

1 To enhance the understanding of macro-economic concepts for the larger   understanding of the policy problems.

2 To develop the case-study methods through the application of economic data and analysis to gauge the

	gravity of policy problems.
3	To enhance discipline specific competencies relevant to academia, industry, andgeneric skills.

Course Contents

Unit -1: Introduction: What is microeconomics? What does it mean to "think like an economist?" Cost-benefit analysis, Supply & Demand, Economic surplus, Economic Growth Models and Schools of Macro-economic thoughts: Classicals; Keynesians; New-Classicals and New-Keynesians.

Unit-2: Consumer Choice: Consumers' budget constraints and preferences, Price and income changes, Policy-relevant examples and applications, Labor markets.

Unit-3: Potential Problems: Imperfect information, risk, and uncertainty, Irrational behavior & Behavioral economics, Externalities, Public goods.

Unit- 4: Understanding Markets and Price Determinations: Perfect competition, Monopoly, Imperfect competition & Game Theory, Capital markets.

Unit- 5: National Incomes and related aggregates, Method of Calculating National Incomes, Aggregates related to National Income: Gross National Product (GNP), Net National Product (NNP), Gross and Net Domestic Product (GDP and NDP) - at market price, at factor cost; National Disposable Income (gross and net), Private Income, Personal Income and Personal Disposable Income; Real and Nominal GDP; GDP and Welfare.

Unit – 6: Other Key Concepts: Banking Systems, Income and Employment, Government Budgets, Deficits Financing, Balance of Payments.

Readings

Jonathan Gruber, *Public Finance and Public Policy* (Worth Publishers, 2009).

Charles Wheelan and Burton G. Malkiel, *Naked Economics: Undressing the Dismal Science* (Norton, 2003).

Kenneth A. Shepsle, *Analyzing Politics: Rationality, Behavior, and Institutions* (W.W. Norton, 2010), chap. 9.

Arora, Rashmi Umesh (2009), "Globalization and Stages of Development: An Exploratory Analysis", Review of Urban and Regional Development Studies.

Bhattacharya, B.B., S. Sakthivel, "Regional Growth and Disparity in India: A Comparison of pre and post reform decades", Institute of Economic Growth: Delhi, Available at http://iegindia.org/workpap/wp244.pdf

Bardhan, Pranab (2002), "Decentralization of Governance and Development", Journal of Economic Perspective, vol. 16, No.4, pp. 185-205.

Kapur, Devesh (2010) "Political Economy of the State", in Niraja Gopal Jayal and Pratap Bhanu Mehta (2010), The Oxford Companion to Politics in India, Oxford University Press: New Delhi.

Kohli, Atul and R. D. Mullen (2003), "Democracy, Growth and Poverty in India", in Atul Kohli, Chung-in Moon and George Sorenson (2003), State, Markets and Just Growth: Development in the 21st Century, United Nations University Press: Japan.

Kundu, Amitabh, K. Varghese (2010), "Regional Inequality and' Inclusive Growth in India under

Globalization: Identification of Lagging States for Strategic Intervention", Oxfam India working papers.

Learmonth, ATA (January, 1960), "Regional Planning in India: Now or Never?" The Economic Weekly Annual.

M.H. Suryanarayana, Ankush Agrawal and K. Seeta Prabhu (2011), Inequality-adjusted Human Development Index for India's States, UNDP: New Delhi.

Purfield, Catriona (2006), "Mind the Gap- Is Economic Growth in India Leaving Some States Behind?" IMF working paper WP/06/103.

State Action Plan on Climate Change in India: Framing, Processes and Drivers, 2013. (Report on the Round Table Dialogue organized by The Centre for Policy Research).

Topalova, Petia (2008), "India: Is the rising tide lifting all boats?" IMF working Papers WP/08/54.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL406: SUSTAINABLE DEVELOPMENT		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

In a context of increasing globalization and decentralization, an understanding of the underlying driving forces of Sustainable Development (SD) and its consequences are critical. This course provides an inter-disciplinary perspective on understanding SD as a concept and concentrate on its priorities and strategies. It focuses on analyzing *three domain of SD* (social, economic and environment) and the *triple bottom line* (the role of civil society organizations, State and the Business) in the policy and decision making. It familiarizes participants with current national and international policy debates and perspectives in analyzing common concerns, challenges and commitments. In this course, successful strategies are discussed for the decision makers to participate and analyze and evolve alternate strategies in the field of sustainable development, allowing an alternate perspective on key policies, programmes and practices.

Course Outcomes: The students will be able to

1	To understand the concepts of sustainable development.
2	To participate, analyze and evolve alternative strategies in the field of sustainable development.

| 3 | To understand the successful models of the state for achieving sustainable development. |

Course Contents

Unit-I: Understanding Sustainable Development

Concept, Commitment and Challenges of operationalization

Brundtland Commission

World Conversation Strategy

Unit-II: Major Components of Sustainable Development

Social Components of Sustainable Development

Economic Components of Sustainable Development

Environmental Components of Sustainable Development

Unit-III: Approaches to Sustainable Development

Status Quo Approach

Community Capacity Building Approach

Industrial Sector Approach

Integrated Systems Approach

Human Development Approach

Green Accounts Approach

Unit-IV: Framework of Sustainable Development

Sustainable Livelihood Framework

Sustainable Development Framework

Millennium Development Goals: Success and Strategy

Unit-V: Initiatives Towards Sustainable Development

Civil Societies and Community Initiatives

Global and Regional Initiatives

State Initiatives

Unit-VI: Challenges and considerations in planning SD and Policy Implications

Issues of Growth and Equity: Comparing Development between Regions /States

Cases of Kerala, Tamil Nadu and Uttar Pradesh

Concept and Strategies of Collective Action

Role of Civil Society and State

Readings

Sustainable Development- A Critical Review, by Sharachchandra M. LeLe, *World Development*. Vol. 19, No. 6, pp. 607-621, 1991.

Indian Development: Selected Regional Perspectives by Jean Dreze and Amartya Sen (1996), Oxford University Press, New York.

Growth, Distribution, and the Environment: Sustainable Development in India by Amitaa Krishna Duty and J.

Mohan Rao. *World Development.* Vol. 24, No. 2. pp. 287-30.

Measuring Household Livelihood Security at the Family and Community Level in the Developing World by Marc Lindenberg. *World Development* .Vol. 30, No. 2, pp. 301–318, 2002.

Politics of 'Sustainable Development' by K. R. Nayar .*Economic and Political Weekly.* Vol. 29, No. 22 (May 28, 1994), pp. 1327-1329.

Struggling with Sustainability— A Comparative Framework for Evaluating Sustainable Development Programs by Justin M. Mog, *World Development*. Vol. 32, No. 12, pp. 2139–2160, 2004.

Poverty and Development Policy Author(s): A. Vaidyanathan Source: Economic and Political Weekly, Vol. 36, No. 21 (May 26 - Jun. 1, 2001), pp. 1807-1822.

The "new" Kerala Model: Lessons for Sustainable Development by Rene Veron *World Development,* Vol. 29, No.4, pp.601-617, 2001.

Crossing the Great Divide: Coproduction, Synergy, and Development by Elinor Ostrom, World Development Vol. 24, No. 6, pp. 1073-1087.1996.

Global action networks: Agents for collective action By Pieter Glasbergen Global Environmental Change 20 (2010) 130–141.

India and World, Human Development Report, 2011 (latest), UNDP.

India: Towards the Millennium Development Goals by Nirupam Bajpai, Background paper for HDR2003, UNDP.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL407: SOCIAL MOVEMENTS		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

This paper tries to highlight and address the challenges faced by policy makers. Policy-making and implementations are not insulated from the resistance and opposition of the people. Both policy-making and implementation face arduous challenges on various issues centered on environment to development projects. Thus, the major objective of this paper is to flag off some of the critical issues which are faced by

	our policy-makers. In addition to theoretical analysis and discussion, different contemporary development and policy issues are critically scrutinized.
Course Outcomes: The students will be able to	
1	To understand the importance of social movements
2	To understand the role of social movements in public policy
3	To understand the challenges before social movements
Course Contents	
	Unit I Social Movement: Past Research and Present Problem Social Movements and Public Policy **Unit II** State, Movements and Democracy and Civil Society Multilateralism and global social movement **Unit III** New Social Movement (NSM): History and Theory of NSM NSM and the State in India **Unit IV** Social Movements and Social Media Culture and Social Movement **Unit V** Environment and Climate Change Movement Human Rights Movement **Unit VI** Women and Feminist Movement Students Movement
Readings	
	Ajay G. and G. Vijay (2000), "Civil Society, State and Social Movements", *Economic and Political Weekly*. Baviskar, Amita (2010), "Social Movements", in Jayal, Niraja Gopal and Pratap Bhanu Mehta (eds.), *The Oxford Companion to Politics in India*, Oxford University Press: New Delhi. Buechler, Steven M. (1995), "New Social Movement Theories", *Sociological Quarterly*, 36: 3. Burstein, P. (1999), "Social Movements and Public Policy", in Giugni, Marco, Doug McAdam, and Charles Tilly (eds.), *How Social Movements Matter*, University of Minnesota Press: London. Dryzek, John S., David Downes, Christian Hunold *and* David Schlosberg *With* Hans-Kristian Hernes (2003), "States, Movements and Democracy", in J. Dryzek et. al. (Eds.), *Green States and Social Movements:*

Environmentalism in the United States, United Kingdom, Germany, and Norway, Oxford: New York.

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Karan, P.P. (1994), "Environmental Movements in India", *The Geographical Review*, 84.

Katzenstein, Mary F., Smithu Kothari, and Uday Mehta (2001), "Social Movement Politics in India: Institutions, Interests and Identities," in Atul Kohli (Ed.), *The Success of India's Democracy*, Cambridge University Press: New York, pp. 242-269.

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Oommen, T. K. (2010), *"*General Introduction: On the Analysis of Social Movements", in *T.K. Oommen* (ed.), *Social Movements I: Issues of Identity*, Oxford: New Delhi.

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Ramchandra Guha, *Environmentalism: A Global History*, Oxford University Press, New Delhi, 2002.

Rao, M. S. A. (2000), Social Movements in India, Manohar Publishers.

Ray, Aswini K. (2003), "Human Rights Movement in India: A Historical Perspective", Economic and Political Weekly, Vol. 38, No. 32.

Roy, Anupama (2010), "The Women's Movement" , Jayal, Niraja Gopal and PratapBhanu Mehta (eds.), The Oxford Companion to Politics in India, Oxford University Press: New Delhi.

Sangvai, Sanjay (2007), "The New People's Movements in India", Economic and Political Weekly.

Sethi, Harsh, (January 27, 2001), "Movements and Mediators", Economic and Political Weekly.

Shah, Ghanshyam (2004), Social Movements in India: A Review of Literature, Sage: New Delhi.

Shiva, Vandana (2010), "Ecology Movements in India", in *T.K. Oommen (ed.), Social Movements II: Concerns of Equity and Security, Oxford: New Delhi.*

T.K. Oommen (2010), "Student Power: Mobilization and Protest", in *T.K. Oommen (ed.), Social Movements II: Concerns of Equity and Security*, Oxford: New Delhi.

Tilly, Charles (2004), *"*Democratization and Social Movements", in C. Tilly, *Social Movements: 1768-2004*, Paradigm Publishers: London.

Tilly, Charles (2004), *"*Futures of Social Movements", in C. Tilly, *Social Movements: 1768-2004*, Paradigm Publishers: London.

Tilly, Charles (2004), *"*Inventions of the Social Movement", in C. Tilly, *Social Movements: 1768-2004*, Paradigm Publishers: London.

Tilly, Charles (2004), *"Social Movements as Politics"*, in C. Tilly, *Social Movements: 1768-2004*, Paradigm Publishers: London.

Tilly, Charles (2004), *"Social Movements Enter the Twenty-first Century"*, in C. Tilly, *Social Movements: 1768-2004*, Paradigm Publishers: London.

Wieviorka, Michel (2005), "After New Social Movements, Social Movement Studies", *Journal of Social, Cultural and Political Protest*, 4:1, pp. 1-19.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL408: PUBLIC ADMINISTRATION IN INDIA		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

India as one of the fastest growing economies of the world has gained attention of the scholars in terms of governance institutions and their contribution to development. Development of India's administration has moved from the traditional 'government' to 'governance'. The rise of non-state actors, such as civil society and market has changed the governance scenario of Indian state. Despite, the rise of neo-liberalism the expected role in delivery services remains intact. Thus Indian administration has caught between 'change' and 'continuity'. Given this background the course is expected to provide an overview of the Indian state and administration vis-à-vis globalization challenges.

Course Outcomes: The students will be able to

1	To comprehend the structures and processes of governance in India.
2	To examine the implementation of reforms in administration.
3	To identify the critical issues in governance structure.

Course Contents

Unit 1 Evolution of Public Administration and Constitutional Framework in India

The Legacy of the British Rule; Salient features of the Indian Constitution; Parliamentary Democracy; Administrative Culture and Bureaucracy in India.

Unit 2 Union Government and Administration

Indian Parliament: Role and Functions; Legislature, Executive and Judiciary: Structure, Functions and Processes; Planning Commission and Finance Commission: Composition, Role and Functions

Unit 3 State Government and Administration

Union-State Relations: Legislature, Administrative and Financial; Centre-State relations: Areas of Conflict; Role of Finance Commission.

Unit 4 District Administration and Politics of Coalition

District Administration: Changing Role of the District Collector; Politics of Coalition and dynamics of Bureaucracy

Unit 5 Civil Services and Administrative Reforms in India

Evolution of Civil Services in India, All India Services: Nature, Role and Functions, The Union Public Service Commission, The State Public Service Commissions; Training and Capacity Building of Civil Services in the changing context of Governance. Structural Adjustment Programme (SAP), Administrative Reforms and Civil Service reforms in India (Reforms since Independence, Reports of the concerned Commissions and Problems of Implementation) Governance reforms – some initiatives, politics of reforms and its impact on administrative systems in India

Unit 6 Administrative Ethics and Values:

Problem of Corruption in Indian Administration; Governance, Good Governance and Economic Development: A Debate; Civil Society and Governance Issues in India: (i) Development, Displacement and Rehabilitation (ii) Committed Bureaucracy (iii) Judicial

Activism (iv) Right to Information Act and Citizen's Charter (v) Corruption and Jan Lokpal Bill (vi) People's Participation in Governance: Issues of Accountability and Transparency; E-governance and Role of ICTs in Indian Administration; Decentralization

Readings
Arora, R.K, 2006, *Public Administration in India: Continuity and Change,* Rajat Publications,New Delhi. Aswathappa, K., 2002, *Human Resource Personnel Management: Text and Cases*, Tata McGraw- Hill, New Delhi. Barthwal, C.P. and Kumkum Kishore (eds.), 2003, *Public Administration in India (Current Perspectives),* A.P.H. Publishing Corporation, New Delhi. Basu, D. D., 2004, *Introduction to the Constitution of India*; Prentice Hall: New Delhi. Basu, Durga Das, 2004, *Introduction to the Constitution of India*, Twelfth Edition; Prentice Hall of India: New Delhi. Bhatt. M.S., 2004, *Poverty and Food Security in India: Problems and Policies*, Department of Economics, Jamia Milia Islamia, New Delhi. Bhattacharya, Mohit, 2007, *New Horizons of Public Administration*, Jawahar Publishers & Distributors. Chahar, S.S. (ed.) *Governance at Grassroots Level in India* (New Delhi: Kanishka Publishers, Distributors,

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Chandhoke, Neera, 2003, *The Conceits of Civil Society*, oxford University Press, New Delhi.

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Dreze, J and Sen. S., 1995, *India: Economic Development and Social Opportunity*, Oxford

Fadia, B.L., 2010, *Public Administration*, SahitayaBhawan Publication, Agra.

Godbole, Madhav. "Good Governance: A Distant Dream," *Economic and Political Weekly* (Mar 13, 2004): 1103-1107.

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Majumdar, R.C. and P.N. Chopra, 1994, *Main Currents of Indian History*, New Delhi.pp.102-121.

Mander Harsh and Mohammed Asif, 2004, *Good Governance: Resource Book*, Books for Change, New Delhi.

Mander, Harsh, 2003, *Corruption and the right to Information* in Rajesh Tandon and Ranjita Mohanty (eds), *Civil society and Governance Issues and Problems*, Sage, New Delhi.

Mathur, Kuldeep, 2003, 'Good Governance and Pursuit of Transparency in Administration: The Indian Efforts' in PardeepSahni and Uma Medury (eds), *Governance for Development Issues and Strategies*, Prentice-Hall India, New Delhi.

Mathur, Kuldeep, 2008, From Government to Governance: A Brief Survey of the Indian Experience, National Book Trust, New Delhi.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

SEMESTER- II

Course: PPL411: MEDIA LAW		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
This course is designed to introduce the students to the changing trajectory of media laws in response to changes in technologies and industry structures, national and trans-national interests, and often		

	consequently, in notions of governmentality. Grasping the ramifications of legal instruments on the perimeters of media activity enables us to weigh changing standpoints on public interest and property for the commons.
Course Outcomes: The students will be able to	
1	To understand the policy of government on media
2	To understand the applicability of law on media
3	To analyze the role of media in the society.
Course Contents	
	Unit-I: Types of Mass Media
	Press, Radio, Films, Television and Internet
	Ownership of Mass Media –Private, Public and Common
	Difference between Visual and Non-Visual Media and their Impact
	Unit-II: Media Policy
	Constitutional Foundation of Freedom of Speech and Expression
	Interpreting Article 19 of Constitution of India
	Limits of Transparency and Secrecy
	Laws of obscenity, blasphemy, defamation, sedition, contempt of court and Hate Speech
	Unit-III: Advertisement and Law
	Power to legislate – Art.246 and Seventh Schedule
	Power to Impose Tax, Licensing and License Fee
	Unit-IV: Legality and State
	Freedom of Speech and Expression and Indian Penal Code
	Procedural aspects of Freedom of Speech and Expression under Criminal Procedure Code
	Censorship and Proscription under Cinematograph Act.
	Unit-V: Jurisprudence in the Digital Era
	Intangible Property and Ownership
	Digital Commons
	Freedom of Speech and Expression and Internet
	Unit-VI: Broadcast Law
	Broadcasting rights under Copyright Act
	Regulations under Cable Television Network Act
	Public Interest
Readings	
	Cable Television Networks (Regulation) Act, 1995.
	Copyright Act, 1957

Criminal Procedure Code, 1973.

D.D Basu, The Law of Press of India (1980)

Indian Penal Code, 1860

Jane C. Ginsburg (2001) 'Copyright and Control over New Technologies of Dissemination'; Columbia Law Review, Vol.101 No.7 pp. 1613-1647.

John B Howard, 'The Social Accountability of Public Enterprises' in Law and Community Controls in New Development Strategies (International Centre for Law in Development, 1980.

Justice E.S Venkatramaiah, Freedom of Press : Some Recent Trends (1984)

Lawrence Lessig (1999), Code and Other Laws of Cyberspace, Basic Books.

M.P Jain, Constitutional Law of India, Wadhwa Publications.

Monroe Price (1998), 'The Market for Loyalties and the Uses of Comparative Media Law' in Monroe Price and Stefaan Verhulst (Ed.) Broadcasting Reform in India, Oxford University Press, Delhi.

Philip J Weiser (2003), 'The Internet, Innovation and Intellectual Property Policy', Columbia Law Reviews Vol.103, No.3.

Soli Sorabjee, Law of Press Censorship in India (1976)

Someswar Bhowmik (2002) 'Politics of Film Censorship: Limits of Tolerance' Economic and Political Weekly.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL412: POLICY INSTITUTIONS IN INDIA		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	The course objective is to help the student to understand the increasing complexities of public policies and institutions in India. As the policy making are increasingly being expanding and including non-governmental and think-tanks and consultancy, leading to new institutional framework for policy-making in India, this course dissects narratives and participation in the policy-making institutions.	
Course Outcomes: The students will be able to		
1	To get a view of the changing trends in policy making since the advent of liberalisation.	

2	Explain the emergence and role played by other agencies in policymaking.
3	Analyze the institutional frame of policymaking.

Course Contents

Unit 1 Policy-Making at Union Level

Prime Minister: Office and Powers; Cabinet Secretariat; Prime Minister's Office: Central Secretariat; NITI AAYOG

Unit 2 Policy-Making at State Level

Governor: Role, Powers and Functions; Chief Minister and the Council of Ministers; Chief Secretary; State Secretariat

Unit 3 Policy-Making at Local Level

Features of the 73rd and 74th Constitutional Amendments, Rural and Urban Local Government, Rural Local Government, Municipal Corporations, Municipal Councils, Notified Area Committees, Town Area Committees, Metropolitan Organization, Problem of Finance in Local Government.

Unit 4 Policy Environment: Role of Non-State actors in Policy-Making

(i) Civil Society Organizations

(ii) Role of Media

(iii) Interest Groups in Determining the Public Policy.

Unit 5 Recent Trends in Policymaking in India

Changing Trends in Public Policy and Administration: The Global Context Nature and Process of Policy-making in India; Decline of the Legislature vis-à-vis Policy Processes; management practices like PERT, CPM in policy-making.

Unit 6 Issues in Policy Making in India

(i) Problems with multi-party system

(ii) Promoting Good Governance

(iii) Regulation

(iv) Effective Policy/Programme Implementation

(v) Ensuring Accountability.

Readings

Ayyar, Vaidyantha, 2009, *Public Policy Making in India,* Pearson, New Delhi.

Barthwal, C.P. and Kumkum Kishore (eds.), 2003, *Public Administration in India (Current Perspectives),* A.P.H. Publishing Corporation, New Delhi.

Basu, D. D., 2004, *Introduction to the Constitution of India*; Prentice Hall: New Delhi.

Chandoke, N., 2003, 'The Civil and the Political in Civil Society', Carolyn M. Elliott (ed), *Civil Society and Democracy: A Reader*, Oxford University Press, New Delhi.

Court, Julius, Enqique Mendizabal, David Osborne and John Young, 2006, *Policy Engagement: How Civil Society Can be More Effective,* Overseas Development Institute.

Godbole, Madhav. "Good Governance: A Distant Dream," *Economic and Political Weekly* (Mar 13, 2004): 1103-1107.

Jain, R.B., 2001, *Public Administration in India – 21st Century Challenges for Good Governance*, Deep & Deep Publications Pvt. Ltd., New Delhi.

Jain, S.P., (ed.), 1995, *Panchayati Raj Institutions in India: An Appraisal*. Hyderabad. NIRD, 1995.

Mathur, Kuldeep and James Warner Bjorkman, 1994, *Top Policy Makers in India: Cabinet Minister and Their Civil Service Advisors,* Concept Publishers, New Delhi.

Mathur, Kuldeep and James Warner Bjorkman, 2009, *Policy- Making in India: Who Speaks? Who Listens?,* Ashok Gosain and Ashish Gosain for Haranand Publications Ltd., New Delhi.

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Mander, Harsh, 2003, *Corruption and the right to Information* in Rajesh Tandon and Ranjita Mohanty (eds), *Civil society and Governance Issues and Problems*, Sage, New Delhi.

Tandon, Rajesh and Ranjita Mohanty, 2000, 'Civil Society and Governance: A Research Study in India', part of Global Comparative Research Study on Civil Society and Governance Coordinated by IDS, Sussex, U.K. at www.eldis.org/static/doc10892.htm-29k

Zimmermann, Klaus F., "Advising Policymakers through the Media," *The Journal of Economic Education*, Vol. 35, No. 4 (Fall, 2004): 395-406.

PO-CO Compliance Matrix								
	PO1	PO2	PO3	PO4	PO5	PO6			
CO1									
CO2									
CO3									
*1: Low, 2: Medium, 3: High									

Course: PPL413: STATE, MARKET AND REGULATION		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
The rationale of the course lies in the formulation that development is not apolitical; politics determines the		

	choices made with regard to various options/ policies/ programmes for development, their implementation and outcomes. While the economic aspects of development are undoubtedly critical, the socio-political context of development is increasingly being recognized as crucial. State, market and regulatory institutions are the important players in shaping the development discourse.

Course Outcomes: The students will be able to	
1	To understand the debate on the state and market's role based on different political systems and states.
2	To understand the evolution of states in the pre and post-globalization era and the implications.
3	To study the important regulatory institutions that shapes the nature of state-market relations.

Course Contents	
	Unit-I: Conceptual Understanding Public Policy, State, Market and Development **Unit-II: State and Development** Predatory state Patrimonial State Developmental State Neoliberal State **Unit-III:** Debate on Roll-back of the State and Globalization Development and Social Movement Post-development **Unit-IV:** Human Rights and Right to Development **Unit-V:** Governing the Market **Unit-VI:** a. Regulatory framework and institutions b. Corporate Governance

Readings	
	Bardhan, Pranab, 'Sharing the Spoils: Group Equity, Development and Democracy' in Kohli, Atul, ed., *The Success of India's Democracy*, New Delhi: Cambridge University Press, 2001, pp. 226-241. Brass, Paul, 'How Political Scientists Experienced India's Development State' in Rudolph, Lloyd I. & John Kurt Jacobsen, eds., *Experiencing the* State, New Delhi: Oxford University Press, 2006, pp.110-139. Byres, T. J., 'State, Class and Development Planning in India', in T. J. Byres, ed., *The State, Development Planning and Liberalisation in India*, New Delhi: Oxford University Press, 1998. Cammack, P., 'Dependency and the Politics of Development' in Leeson, PF and Minogue, M M, eds., *Perspectives on Development: Cross Disciplinary Themes in Development*, Manchester: Manchester University Press, 1988. Chatterjee, Partha, 'Development Planning and the Indian State' in Chatterjee, Partha, ed., *State and Politics*

in India, New Delhi: Oxford University Press, 1997, pp. 271-298.

Chhotray, Vasudha, *The Anti-Politics Machine in India: State, Decentralisation and Participatory Development*, London: Anthem Press, 2011.

Corbridge, Stuart, 'Development as Freedom: The Spaces of Amartya Sen' in *Progress in Development Studies*, Vol. 2, No. 3, July 2002, pp. 183-217.

Corbridge, Stuart, Glyn Williams, Manoj Srivastava &RéneVérnon, *Seeing the State: Governance and Governmentality in India*, Cambridge: Cambridge University Press, 2005.

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Douthwaite, Richard, 'Is It Possible to Build a Sustainable World' in Munck, Ronaldo and O'Hearn eds., *Critical Development Theory: Contributions to a New Paradigm*, London: Zed Books, 1999, pp. 157-177.

Eisenstadt, S. N., 'Multiple Modernities' in *Daedalus*, Vol. 129, No. 1, Special Issue on Multiple Modernities, Winter 2000, pp. 1-29.

Eisenstadt, S. N., 'Transformation of Social Political, and Cultural Orders in Modernization' in *American Sociological Review*, Vol. 30, No. 5, Oct. 1965, pp. 659-673.

Escobar, Arturo, 'Anthropology and the Development Encounter: The Making and Marketing of Development' in *American Ethnologist*, Vol. 18, No. 4, Nov., 1991, pp. 658-682.

Escobar, Arturo, 'Imagining a Post-Development Era? Critical Thought, Development and Social Movements' in *Social Text*, No. 31/32, Third World and Post-Colonial Issues, 1992, pp. 20-56.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						

*1: Low, 2: Medium, 3: High

Course: PPL414: RESEARCH METHODOLOGY (QUANTITATIVE METHODS)		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 2 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 2
		Total: 2
Course Objective:		
The course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality. Thus, the emphasis is		

	threefold. Firstly, on the study of research methods as a means of understanding social reality, second, the tools and techniques are only instruments and not the end or goal of research. Thirdly, there are different perspectives and methods of understandingsocial phenomena.

Course Outcomes: The students will be able to

1	To understand the types of research
2	To understand the importance of quantitative research in social science
3	To understand and apply the basic statistical methods in social science research

Course Contents

Unit 1: The Nature of Quantitative Research

The main steps in quantitative research

Unit 2: Main preoccupations of quantitative research

Critique of quantitative research

Unit 3: Sampling

Types of Probability Sampling

Qualities of Probability Sampling

Types of Non-Probability Sampling

Unit 4: Introduction to Statistics

Statistics and Statistical Methods

Characteristics of Statistics

Unit 5: Functions of Statistics

Limitations of Statistics

Distrust of Statistics

Unit 6: Statistical Measures

Measures of Central Tendency

Measures of Variation

Measure of Skewness

Readings

Alan Bryman, 1988, Social Research Methods, New York, Oxford University Press.

Alan Bryman, 1988, Quality and Quantity in Social Research, London: Unwin Hyman.

Pannerselvam R, Research Methodology, PHI Learning Private Ltd, New Delhi.

S Siegel, 1994, Non-Parametric Statistics, New York, McGraw Hill.

S.P Gupta Statistical Methods, 43rd Edn., Sultan Chand and Sons, Delhi.

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						

CO2						
CO3						

*1: Low, 2: Medium, 3: High

Course: PPL415: INTERNSHIP, REPORT WRITING AND PRESENTATION		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Practical: 2 hrs. per week	End Semester Examination (Presentation): 60 marks Internal Assessment by the supervisors: 40 marks	Practical: 2
		Total: 2

Course Objective:

The learners will go to the rural villages and spend there for about 2 weeks. They will experience the life in rural areas and form an understanding of the society. They will write a brief report on their rural experiential learning, and present in the classroom. Each learner will be working under the mentorship of a faculty assigned in the department. The mentor will supervise the internship from time to time, and guide the learner in writing the report.

Course Outcomes: The students will be able to

1	To understand the functioning of organizations relevant to policy making and policyimplementation.
2	To develop the skill of report writing
3	To develop the skill of presentation
	The internship will be done by the student after the end of the semester, during the summer vacation. The student have to work with an organization under the supervision of the both the mentors.

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PO-CO Compliance Matrix

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	PO1	PO2	PO3	PO4	PO5	PO6			
CO1									
CO2									
CO3									

*1: Low, 2: Medium, 3: High

Course: PPL416: CIVIL SOCIETY AND PUBLIC ADVOCACY		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs. per week	End Semester Examination: 60 marks	Theory: 4

	Internal Assessment: 40 marks	
		Total: 4

Course Objective:

Individuals have always found benefits from associating with one another in various ways – traditionally along kinship lines and, more recently, based on shared moral or intellectual sentiments through collective action. Civil society network is shaped by dynamic societal forces that allow individuals broader opportunities to coalesce with like-minded others (Pharr, 2003). Unlike state-based membership inherent in citizenship, association in civil society is voluntary and is characterized by individuals coalescing around common ideas, needs, or causes to promote collective gain - that is, they take collective action. In last three decades civil society organizations has fundamentally changed the development scenario with the realization of common concerns across the politics, business, development, environment and scientific communities. This complementary of concerns means that an efficient and effective management of CSOs are required for both growth and equity.

Course Outcomes: The students will be able to

1	The course seeks to build a perspective on understanding of principles and practices of effective and efficient Civil Society Organization management.
2	The pedagogy is interactive, allowing an interface of theoretical framework and practical experience.
3	To understand the co-relation and its relevance in the context of Civil Society Organization management.

Course Contents

Unit-I: Theorist on Civil Society

Locke, Hegel, Marx, Gramsci

Unit-II: History and Changing Scope of CSOs

History and globalization & Philanthropy

Unit-III: Managing the CSO (Non-Profit Organizations)

Overview of the Non Profit Sector; Governing Board; Accountability, Capacity Building, Strategic planning and fundraising.

Unit-IV: Mission and Governance

Constancy, Responsiveness , or Deflection, Governance Research Trends & Future Prospects

Unit-V: Role of CSOs Advocacy and Service delivery

A framework for managing of relationships with community, government and business.

Unit-VI: Collateral Role of CSOs with Government and Business Houses

PAC, Voluntary Organization Policy-Emerging challenges and opportunities of partnership in policy making.

Readings

Chandhoke, N 2007 '*Engaging with civil society: the democratic perspective Centre for Civil Society*, presented in London School of Economics and Political Science.

Edwards, Michael. 2004 (reprint) *Civil Society.* Polity Press in association with Blackwell Publishing Ltd.

John Samuel (ed.) 2000. *Social Action: Select writings on voluntary and Social Action*, Vani, New Delhi.

Lewis David 2001. *The Management of Non-Government Development Organisations* (Chapter 6 pp 164-188), Routledge, London.

National Policy on the Voluntary Sector, 2007. Planning Commission, Government of India

Olson, M. 1965. *The Logic of Collective Action*. Cambridge: Harvard University Press.

Pollard Amy and Court Julius 2005. *How Civil Society Organisations Use Evidence to influence Policy Processes:* A literature review. Overseas Development Institute.

Salamon, Lester M, 2005, 'Globalization and the Civil Society Sector' in Hewa and Stapleton, eds, *Globalization, Philanthropy and Civil Society: towards a new Political Culture in the twenty –First Century*, Springer, pp 137-152.

Shah, T. 1996, *Catalysing Co-operation: Design of Self Governing Orgaisations,* New Delhi .Sage.

Steinberg R and Powell Walter W, 2006.*The Non Profit Sector*, Yale University Press (Chapter I pp 13-89).

Steinberg R and Powell Walter W, 2006.*The Non Profit Sector,* Yale University Press (Chapter VI pp 591-651).

Worth Michael J. 2009 *Non Profit Management: Principles and Practice*, Sage.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL417: BIG DATA AND PUBLIC POLICY		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
The objective of the course is to familiarize students with big data analysis as a tool for addressing substantive research questions. The course begins with a basic introduction to big data and discusses what the analysis of these data entails, as well as associated technical, conceptual and ethical challenges. Strength and limitations of big data research are discussed in depth using real-world examples. Students then engage in case study exercises in which small groups of students develop and present a big data concept for a specific real-world case. This includes practical exercises to familiarize students with the format of big data.		

	It also provides a first hands-on experience in handling and analyzing large, complex data structures.
Course Outcomes: The students will be able to	
1	Demonstrate a theoretical interdisciplinary understanding of the concepts of big data and its linkages with public policy.
2	Conceptualize the roles played by the big data in the gamut of policy issues while making case studies.
3	Develop understanding the intricacies of big data and digitalization in the way of functioning of the policy institutions and policy outcomes.
4	Developing critical thinking among the students how the advent of new technologies shapes the policy designing and implementations.
5	Appreciate various data sources available through structured and unstructured format for policy cycle.
6	Help in appreciating reflective thinking about the future of policy and programmatic intervention through use of technologies.

Course Contents

Unit-1: Introduction – What is Big Data? Handling and Processing Big Data, Methodological Challenges and Problems, Ethics and Big Data

Unit-2: The Big Data and Public Policy: Inter-relationship and Challenges, the study of big data application with various case studies.

Unit-3: Policy, Politics and Governance in Digital Era: Digital Government, Digital Politics

Unit- 4: E-Governance, E-Democracy, Digital Citizenship, E-Parliament, E-Rulemaking, Digital Nation State.

Unit -5: Case Study Analysis: The Analysis of CMIE, Census, NFHS, NSS, Employment Data and other Economic Data Sets like RBI Data, India Public Finance Statistics.

Unit -6: Use of GIS and Spatial Analysis for Public Policy

Readings

Bollier, David (2010).The Promise and Peril of Big Data. The Aspen Institute Communications and Society Program.

Cate, Fred H. (2014). The Big Data Debate. Science 346(6211): 818-818.

Cathy O'Neil. (2016). Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Penguin Books.

Dutcher, Jenna. (2014). What is Big Data? UC Berkeley Data Science Blog.

Lazer, David, Alex Pentland, Lada Adamic, Sinan Aral, Albert-László Barabási, Devon Brewer, Nicholas Christakis, Noshir Contractor, James Fowler, Myron Gutmann, Tony Jebara, Gary King, Michael Macy, Deb Roy, and Marshall Van Alstyne. (2009). Computational Social Science. Science 323(5915): 721-723.

Lazer, David, Ryan Kennedy, Gary King, and Alessandro Vespignani. (2014). The Parable of Google Flu: Traps in Big Data Analysis. Science 343(6176): 1203-1205.

Lazer, David. (2015). The Rise of the Social Algorithm. Science 348(6239): 1090-1091.

Manovich, Lev. (2012). Trending: The Promises and the Challenges of Big Social Data.Debates in the Digital Humanities, edited by Matthew K. Gold.The University of Minnesota Press.

Matthew J. Salganik. (2017). Bit by Bit: Social Research in the Digital Age. Princeton University Press.

Press, Gil. (2014). 12 Big Data Definitions: What's Yours? Forbes Blog.

Rob Kitchin. (2014). The Data Revolution: Big Data, Open Data, Data Infrastructures and Their Consequences. SAGE Publications.

Ulfelder, Jay. (2015). The Myth of Comprehensive Data. Blog Post.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO 1						
CO 2						
CO 3						
CO 4						
CO 5						
CO 6						
*1: Low, 2: Medium, 3: High						

Course: PPL418: HUMAN RIGHTS LAW		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The main thrust of this course shall be development of human rights law and jurisprudence at international, regional and national levels. Human Rights are most important rights that are essential for the human beings to maintain their dignity and to live as a human being. These rights need not be sanctioned by the states but they are to be recognized and protected by the states. Human Rights are operating under two spheres of law i.e., International and National. The course has a focus on how international norms and directions are applied in the municipal law of the country.

Course Outcomes: The students will be able to

1	To make awareness of the human rights at International as well as national level.
2	To understand the application of human rights through the operation of law.
3	To analyze the applicability of human rights on different groups of people.

Course Contents

Unit-I: Historical Development of Concept of Human Rights
- Human Rights in Indian Tradition : Ancient, Medieval and Modern

- Human Rights in Western Tradition
- Concept of Natural Law
- Concept of Natural Rights

Unit- II: Human Rights in Legal Tradition : International Law and Municipal Law
- Theoretical Foundations of Human Rights and International Law
- Basic Principles : Sovereign Equality of States – Non-Intervention – Non-Use of Force – International Co-operation – Peaceful Settlement of Disputes
- Individuals as subjects of International Law
- State jurisdiction on terrorism, hijacking, narcotics, war crimes, crimes against peace and crimes against humanity
- Treatment of aliens

Unit-III: International Organizations and Human Rights
- Universal Declaration of Human Rights
- Covenant on Civil and Political Rights
- Covenant on Economic, Social and Cultural Rights
- ILO and other Conventions and Protocols dealing with human rights
- Solidarity rights
- Disarmament and Human Rights
- Right to Development
- European Convention on Human Rights
- American Convention on Human Rights
- African Convention on Human Rights
- Arab League on Human Rights
- SAARC and Human Rights

Unit-IV Human Rights Protection Agencies and Mechanisms
- International Commission of Human Rights
- Amnesty International
- International Non-Governmental Organizations
- European Commission on Human Rights / European Court of Human Rights
- U.N Division of Human Rights
- International Labour Organization
- UNESCO
- UNICEF

Unit-V: Human Rights in India
- Human Rights in Constitution of India
- Directive Principles : Legislative and Administrative Implementation of International Human Rights Norms

Unit-VI: Implementation of International Human Rights norms through judicial process
- Role of Courts : Supreme Court, High Courts and other Courts
- Protection of Human Rights Act
- Statutory Commissions – Human Rights, Women, Minority and Backward Class.

Readings

Ermacora, Nowak and Tretter, International Human Rights (1993), Sweet & Maxwell, London.

Human Rights and Global Diversity (2001), Frank Cass, London.

Human Rights Watch Women's Rights Project, The Human Rights Watch Global Report on Women's Human Rights (2000), Oxford University Press.

Muntarbhorn, The Status of Refugees in Asia (1992), Oxford University Press.

Nirmal B.C, The Right to Self Determination in International Law (1995), Deep and Deep Publications, Delhi.

Nirmal, C.J (ed.), Human Rights in India (2000), Oxford University Press.

P.R Gandhi, International Human Rights Documents (1999) Universal Publications, Delhi.

Peter J Van Kricken (ed), The Exclusion Clause (1999), Kluwer International

S.K Avasthi and R.P Kataria, Law Relating to Human Rights (2000), Orient Publications, New Delhi.

S.K Varma, Public International Law (1998), Prentice-Hall, New Delhi.

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						

*1: Low, 2: Medium, 3: High

SEMESTER- III

Course: PPL501: EXPERIENTIAL LEARNING AND DISSERTATION-I		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Practical: 4 hrs. per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Practical: 4
		Total: 4

Course Objective:

Each student will be working under the mentorship of a faculty assigned in the department. The student will read the literature on the selected topic in consultation with the mentor. Thementor will supervise the field from time to time, and facilitate the student in writing/presenting the report and publish the paper.

Course Outcomes: The students will be able to

1	To learn by experience by interacting and participating in the works of theinstitutions.
2	To understand review the literature on a specific topic.
3	To develop the skill of report writing and presentation.

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						

*1: Low, 2: Medium, 3: High

Course: PPL502: IMPACT EVALUATION		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The Course will be able to build understanding of knowledge about the fields of policy evaluation, how government programmes are evaluated, programme monitoring strategies adopted by official and non-governmental evaluators, and what are various evaluation units and their domains of evaluation in various programmes citing varied practices from India and the world.

Course Outcomes: The students will be able to

1	Demonstrate the skill to apply techniques of evaluation of the government programme.
2	Conceptualize the interlinkages between theory and practical narratives of programmatic evaluation.
3	Help in the development of various tools for evaluation design for application on the ground.
4	Work in many policies research organizations as evaluation experts.
5	Will be able to apply qualitative and quantitative techniques pertaining to evaluation through
6	Help in appreciating reflecting thinking about the future of policy and programmatic intervention through use of technologies.

Course Contents

Unit-1: Fundamentals of Evaluation: Meaning, Brief History, Characteristics, Significance, Nature and Types of Evaluation

Unit-2: Approaches of Evaluation: Goal Based, Goal Free, Theory Based/Logic Model, Utilization, Collaborative, Balanced Score Card, Appreciative Inquiry, External, Kirkpatrick and CIPP Model, Cost-Benefit Analysis, Cost-Effective Analysis.

Unit- 3: Impact Evaluation: Key Concepts, Theory of Change, Evaluation Designs and Methods, Experimental Design- Randomized Controlled Trials (RCTs), Quasi-Experimental Designs – Judgemental Matching, Propensity Score Matching, Propensity Score Matching (PSM), Good Practices.

Unit-4: Phases of Program Evaluation and Tools - Program Evaluation Questions, Assessing the Feasibility of Evaluation, Doing the Evaluation- Develop the data collection instruments and pretest them, Collect the data that are appropriate for answering the evaluation questions, Analyze the data, focusing on answering the evaluation questions, write, review and finalize the report, Disseminate the report. Making changes based on the evaluation, Evaluation Tools: Performance indicators and Common rating systems, Surveys, Rapid Appraisal methods, Participatory methods – Impact Assessment

Unit-5: Program Monitoring Meaning, Types of Program Monitoring: Process Monitoring, Outcome

Monitoring and uses. Process Monitoring versus Process Evaluation. Phases of Outcome Monitoring: Identification of goal indicators and data sources, determination of needed background information, pre- and post-intervention collection of data, Outcome monitoring versus outcome evaluation, Strengths and limitations of outcome monitoring.

Unit-6: Programme Evaluation Units and Domains of Evaluation Practice UNDP, World Bank, OECD, Programme Evaluation Organization (PEO) and Regional Evaluation Office (REO) in India.

Readings

Bringhan, Richard D and Claire L. Felbinger (2002), Evaluation in Practice: A Methodological Approach, New York: Chattam House Publishers.

Carol H. Weiss, Evaluation: Methods for Studying Programs and Policies, 2nd Edition, Prentice Hall; 2nd edition (December 18, 1997).

Ian Graham Ronald Shaw, Jennifer Greene, Melvin M Mark. (2006), The SAGE Handbook of Evaluation, SAGE Publications Ltd.

Nagel, Stuary S. (ed) (2002), Handbook of Public Policy Evaluation, New Delhi: Sage Publication.

Peter H. Rossi, Mark W. Lipsey, Howard E Freeman, Evaluation: A Systematic Approach, Edition 7, SAGE, 2004.

The World Bank (2010), Handbook on Impact Evaluation: Quantitative Methods and Practices, Washington DC.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO 4						
CO 5						
CO 6						

*1: Low, 2: Medium, 3: High

Course: PPL503: LAW AND DEVELOPMENT		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED
Theory: 4 hrs per week	End Semester Examination: 60 marks	Theory: 4

	Internal Assessment: 40 marks	
		Total: 4

Course Objective:

This course attempts to provide an interdisciplinary understanding of the relation between law and economic and social development. While the notion of development itself has become a contested category, in the context of this course, the term 'development' is understood in the widest possible manner so as to capture the wide variety of welfare concerns ranging from economic development to the perpetuation of human rights. To explore the relation between law and development, the course hopes to introduce students to some of the received writing on the subject and lead them to critically examine the many continuing policy and academic debates on the issue.

The constitutional programme of social justice displays a dramatic concern for the weaker sections of society. Steadily, legislation protecting their entitlements has grown to impressive proportion in the last decades. Law ought to have a complete grounding in the legal process of development.

Course Outcomes: The students will be able to

1	To understand the relationship between law and development
2	To analyze law as an instrument of development
3	To understand the law related to development.

Course Contents

Unit I
Law, Development and Governance
Concept of Development

Unit II
Decolonizing Development
Rethinking Development

Unit III
Law and Development Issues
Poverty and the Law
Gender
Concept of Legal Aid and Legal Aid Movement in India
The Drought Prone Areas Programme

Unit IV
Integrated Rural Development Programme
National Rural Employment Guarantee Programme
Environment Protection Act
Climate Law and Development

Unit V
Global Development and International Institutions
State and International Trade
Capitalism and World Order

	Unit VI India and WTO IMF and IBRD Investment Treaties and Contracts	

Readings

Bardhan, P. (2022), "Clientelism and Governance", *World Development*, 2022

Bardhan, P. (2022), "The 'New' India", *New Left Review*, July/August.

Bureaucratic Power in Lesotho, London: University of Minnesota Press.

Buzan, Barry and George Lawson (2014), "Capitalism and the emergent world order"*, International Affairs*, Vol. 90, No. 1.

Chatterjee, E. (2020). "New Developmentalism and its Discontents: State Activism in Modi's Gujarat and India", *Development and Change*, 1–26. https://doi.org/10.1111/dech.12579

Dreze, Jean (2019), *Sense and Solidarity: Jholawala Economics for Everyone*, New Delhi: Oxford University Press.

Escobar, Arturo (1995), *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press.

Fischer, A. M. (2019), "Bringing Development Back into Development Studies", *Development and Change*, 50(2), 426–444.

Harrison, Graham (2020), *Developmentalism: The Normative and Transformative within Capitalism*, New York: Oxford University Press.

Horner , Rory and David Hulme (2019), "From International to Global Development: New Geographies of 21st Century Development", *Development and Change*, Volume 50, Issue 2

Horner , Rory and David Hulme (2019), "Global Development, Converging Divergence and Development Studies: A Rejoinder", *Development and Change*, Volume 50, Issue 2

Huntington, Samuel P. (1965), "Political Development and Political Decay", *World Politics*, Vol. 17, No. 3.

Kohli, Atul (2012), *Poverty amid Plenty in the New India*, New Delhi: Cambridge University Press,.

Krasner, S. D. (1976), "State Power and the Structure of International Trade", *World Politics*, Vol. 8, No. 3.

Saxena, D.R (1997), *Tribals and the Law*, Deep and Deep Publications, New Delhi.

Sen, Amartya (1999), *Development as Freedom,* Oxford: Oxford University Press

Wong, Theresa (2017), Developmentalism, https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118786352.wbieg0185

Ziai, Aram (2019), Towards a More Critical Theory of 'Development' in the 21st Century, *Development and Change*, Volume 50, Issue 2.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6

CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL504: RESEARCH METHODOLOGY (QUALITATIVE METHODS)		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs. per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The emerging challenge in India remains embedded in the question of "equity" and "efficiency" of policies and programmes. Understanding of these questions in public policy research among the poor and weak, like the rich and the powerful in rural or urban real life situation is very critical. Qualitative method strengthens the knowledge of the researcher as well as the interviewee with its characteristics of being participatory. There are several strands of thinking entering the discussion of qualitative methods in policy and programme planning, implementation and assessment studies.

The course offers techniques and methods of understanding policies, programmes and projects as realized by the stakeholders in real life situation. The course attempts to explore the ways in which research projects can be designed using qualitative research methods to explore these issues. At the end of the course participants will be able to design a work-based issue using qualitative methods in policy research.

Course Outcomes: The students will be able to

1	To understand the methods of Research
2	To understand how to apply research methodology in social science research
3	To understand the application of research methodology in policy analysis and research.

Course Contents

Unit 1: Scientific Explanation and Ethics in Research
     Characteristics of Scientific Research
     Research Methodology
     Research Problem
Unit 2: Elements of research Design: Meaning of Research Design
Sampling Design
Scaling Techniques
 Unit 3:Methods of Data Collection – Interview, Questionnaire, schedule, Observation, Case Study Method
     and Focus Group Discussion
Unit 4:Participants Observation –Basic Principles and Art of Facilitation of Participation
     Role of qualitative methods in Policy Research
     Ethnography and Field Work
    Interviews and Focus Group
    Visual Data
Unit 5: Qualitative Data Analysis
     Documentation of Data
    Coding and Categorizing
    Analyzing Conversation, Discourse, and Genres

	Unit 6: Participatory Rural Appraisal Resource Assessment and Social mapping Social audit and triangulation

Readings
Becker, H. S. (1998). *Tricks of the Trade: How to Think About Research While Doing It*. Chicago: University of Chicago Press.
Berg, B. L. (2001). *Qualitative Research Methods for the Social Sciences* (4 ed.). Boston: Allyn and Bacon.
Bernard, H. R. (2006). *Research Methods in Anthropology* (4 ed.). Lanham: Altamira.
Bryman, A. (2012). *Social Research Methods* (4 ed.). Oxford: Oxford University Press.
Charmaz, K. (2014). *Constructing Grounded Theory* (2 ed.). London: SAGE.
Flick, U. (2014). *An Introduction to Qualitative Research* (5 ed.). London: SAGE.
Hammersley, M., & Atkinson, P. (2007). *Ethnography: Principles in practice* (3 ed.). London: Routledge.
Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2013). *Qualitative Research Practice* (2 ed.). London: SAGE.
Seale, C. (1999). *The Quality of Qualitative Research*. London: SAGE.
Silverman, D. (2015). *Interpreting Qualitative Data* (5 ed.). London: SAGE.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL505: Writing Policy Briefs, Legislative Briefs and Memos		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs. per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
This course introduces students to the fundamental skills of policy analysis and to some of the difficult choices involved in identifying, addressing and resolving public policy problems. It is designed to help the students to think creatively and critically about public policy issues.		
Course Outcomes: The students will be able to		
1	Write the policy briefs on a particular issue	
2	Write legislative briefs	
3	Write memos	
Course Contents		

	Unit 1: Introduction to Public Policy Analysis: Basic Understanding of the Concepts and Skills required for policy analysis
	Unit 2: Reasons for writing effective policy documents, Significance, Tools of Writings, Lessons and objectives achieved
	Unit 3: Writing Policy Briefs
	Unit 4: Writings Legislative Briefs
	Unit 5: Policy Memos
	Unit 6: Case Study for the Students: Writing Workshop
Readings	
	"What Are Policy Briefs?" FAO Corporate Document Repository. United Nations.
	Bardach, Eugene. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem-Solving. 4th edition. Thousand Oaks, CA: Sage, 2012.
	Herman, Luciana. Policy Memos. John F. Kennedy School of Government. Harvard University.
	How to Write a Public Policy Memo. Student Learning Center. University of California, Berkeley.
	Memo: Audience and Purpose. The Writing Lab and The OWL. Purdue University.
	Pennock, Andrew. "The Case for Using Policy Writing in Undergraduate Political Science Courses." PS: Political Science and Politics 44 (January 2011): 141-146.
	Policy Memo Guidelines. Cornell Fellows Program. Cornell University.
	Policy Memo Requirements and Guidelines, 2012-2013 edition. Institute for Public Policy Studies. University of Denver.
	Thrall, A. Trevor. How to Write a Policy Memo. University of Michigan--Dearborn, 2006.
	Writing Effective Memos. Electronic Hallway. Daniel J. Evans School of Public Affairs. University of Washington.
	Writing Effective Policy Memos. Water & Sanitation Infrastructure Planning syllabus. Spring 2004. Massachusetts Institute of Technology.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL506: SOCIETY, BUSINESS AND GOVERNANCE IN INDIA		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**

Theory: 4 hrs. per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The course seeks to address the question of business power and its influence on public policy in India. It will seek to provide an understanding of state-business relations and the processes and institutions in which business and government interact to craft public policies. This understanding is crucial for exploring the nature and goals of contemporary development strategies and their distributional and social consequences.

Course Outcomes: The students will be able to

1	Understand the rise of business power in India
2	Discuss the nexus between politicians and business group
3	Examine the functioning of public-private partnerships in India

Course Contents

Unit 1. Evolution of strategy of centralized planning for development in India

− National Planning Committee 1938

− Bombay Plan

− The Strategy Second and Third Plans

Unit 2. Role of public and Private Sector

− Concept of Mixed Economy

Unit 3. Regulation of private and the rise of public sector

− Industrial Development Regulation Acts

− Monopolies Regulatory Commission

− The License Raj

Unit 4. Nature of Business Relations during the Plan Period

Unit 5. Rise of Business Associations- FICCI, ASSOCHAM, CII and Role as Fora for government – business interaction.

Unit 6. 1991 Economic Reforms and Partnership with Business – Institutional Framework

     Policy Partnerships and Governance Networks – Critical Evaluation

Readings

Byres, Terence J (Ed). 1998. The State Development Planning and Liberalization in India. Oxford University Press. Delhi.

Das, Gurcharan. 2000. India Unbound. Penguin India. New Delhi.

Ganguly, Sumit and Rahul Mukherji. 2011. India since 1980. Cambridge University.

Khilnani, Sunil .1997. The Idea of India. London. Hamish Hamilton.

Kochanek, Stanley A. 1987 Briefcase Politics in India: The Congress Party and the Business Elite. Asian Survey

27, 12, December. pp. 1278-1301.

Marquis, Jose Carlos and Peter Utting 2006 (eds) Business, Politics and Public Policy Implications for Inclusive Development UNRISD, Palgrave and MacMillan. London

Mathur, Kuldeep. 2009. From Government to Governance. National Book Trust, Delhi

Mathur, Kuldeep. 2010. Governance as Networks: Emerging State, Business and NGOs Relationships in India Journal of Human Development vol.4, no2

Mukherji Rahul ed. 2007 India's Economic Transition: The Politics of Reforms. Oxford University Press, New Delhi.

Panagriya, A. 2008. India: The Emerging Giant. Oxford University Press, USA.

Sinha, Aseema 2005 Understanding the Rise and Transformation of Business Collective Action, in India Business and Politics 7, 2: Article 2 1-37.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL507: E- GOVERNANCE

TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

Governance is one of the frontier areas of public administration cutting across the all operations of the government. As a sub-discipline, it owes its origin to the advent of globalization. It is an amalgamation of neo-liberal ideology with the tenets of New Public Management (NPM) and governance. Demand for transparency, accountability, responsiveness in administration has resulted in the advocacy of ICTs as a tool of governance. e- Governance redefines the role of government and its relationship with the citizenry, in so far as the government adopts technology and move towards an online government or paperless government. Further, the issues of ethics and digital divide; and resistance to technology management and ethics will be discussed. The course will be treated in a case study method and comparative perspective drawing upon Indian experience in the light of recent development and controversies in governance.

Course Outcomes: The students will be able to

1	To familiarize with the key concepts and theories of e-governance.
2	To understand the models of e-governance
3	To examine the application of IT in diverse spheres of administration.

Course Contents

Unit – I: Theories and Concepts of e- governance

❖ Difference between E-Government and E-Governance; Digital governance
❖ E-Government as Information System; Benefits of E-Government;
❖ E-Government Life Cycle; Online Service Delivery and Electronic Service Delivery; Evolution, Scope and Content of E-Governance;
❖ Types of e-governance: G2C. G2B, G2G
❖ Present Global Trends of Growth in E-Governance

Unit-II :Models of e-Governance

❖ The general information dissemination model

❖ The critical Information dissemination model

❖ The advocacy model

❖ The interactive model

Unit– III: Legal Framework of e-governance in India

❖ Information Systems (Meaning, DBMS, Resource Mapping)

❖ IT Act – 2000 and Salient features of Act

❖ Citizens Access to Information – Right to Information Act

❖ National E-Governance Plan (NeGP)

❖ Digital India

Unit– IV: Applications

- ❖ e-Governance in Rural Development
- ❖ e-Governance in Urban Administration
- ❖ e-Governance in Economic Development
- ❖ e-democracy

Unit –V: Case Studies

- ❖ Computerization in Andhra Pradesh
- ❖ e-Literacy: Akshaya in Kerala
- ❖ Digitalization of Land Records Administration: BHOOMI in Karnataka
- ❖ Property Registration: STAR in Tamil Nadu
- ❖ eMitra in Rajasthan
- ❖ Automizing District Administration: The e-district project

Unit – VI: Implementation of e-governance: Issues and Challenges

- ❖ Success factors of Implementation of e-governance
- ❖ Indicators of successful implementation: Infrastructure, Governance, Institutional capacity
- ❖ e-Readiness
- ❖ Digital Divide
- ❖ Critical Factors: Technology, People, Process, Resources, Infrastructure
- ❖ Resistance to Change
- ❖ Legal Obstacles
- ❖ Skills and Competency
- ❖ Ethics

Readings

Agarwal, Ashok (ed.) 2008, *E-governance: case studies*, Universities Press, Hyderabad. Chapter- 4 on BHOOMI (Pp 76-99).

Bhatnagar, Subhash 2009, *Unlocking e-government potential: concepts, cases and practical insights*, Sage, New Delhi.

Bhatt, Nityesh and Aggarwal, Akshai (eds.), 2001, *E-governance policies and practices,* Excel India Publishers, New Delhi.

Bhattacharya, Jaijit 2011, *e-Gov 2.0*: *policies, processes and technologies*, 1st edn, Tata McGraw Hill, New Delhi.

Heeks, Richard 1999, *Reinventing government in the information age*, Routledge, London.

Heeks, Richard 2006, *Implementing and managing e-government: an international text* Vistaar Publications, New Delhi.

Mathiason, John 2009, *Internet governance: the new frontier of global institutions,* Routledge, New York. Chapter- 1 & 2 (Pp 1-31).

Satyanarayana, J 2013, *e-Government*: *the science of the possible,* Prentice Hall of India, New Delhi.

Satyanarayana, J 2012, *Managing transformation: objective to outcomes*, Prentice Hall India, New Delhi.

Sharma, Pankaj 2010, *E-governance*, APH Publishing Corporation, New Delhi. Chapter- 4 (Pp 75-264).

Sinha, R.P 2006, *E-governance: initiatives and issues*, Concept Publishers, New Delhi. Chapter 9 (Pp 115-135).

Taylor, Andy (ed.), 2014 *Information security management: management principles*, Viva Books Pvt Ltd, New Delhi.

PO-CO Compliance Matrix					
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL508: INTELLECTUAL PROPERTY RIGHTS		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The law confers rights of proprietary nature on relative intellectual labour primarily on the basis that it is in the interests of society and state to promote creativeness and inventiveness. Limited monopoly provides incentive for greater inventive and innovative efforts in society. An important aspect of the exploration in this course would be the ways in which the laws strike a fair balance between the interests and rights of the intellectual labourers on the one hand and organized industrial enterprises on the other. Another dimension is a study of the ways in which this regime of laws militants against, or favours, community property in national cultures. Study on Intellectual Property Rights is highly diversified in nature and is the requirement of the society as a whole in the Globalized era.

Course Outcomes: The students will be able to

1	To understand the rights arising out of Intellectual Property
2	To understand the Indian Laws on Intellectual Property
3	To analyze the applicability of laws on Intellectual Property.

Course Contents

Unit 1: Introduction to Intellectual Property Rights

- The meaning of Intellectual Property
- Competing rationales of the legal regimes for the protection of intellectual property
- Competing rationales for protecting rights in – Copyrights, Trade Marks, Patents, Designs, Trade Secrets, Geographical Indication of Goods, New Varieties of Plants, Biodiversity, Integrated Circuits and Softwares.
- Other forms such as Traditional Knowledge, Traditional Medicine, Genetically Modified Organisms, Genetically Engineered Foods, Cloning, Stem Cell Research, Business Methods and Models and Cyber Space.
- Introduction to leading International Instruments concerning Intellectual Property Rights – The Berne Convention, Universal Copyright Convention, GATT, TRIPS Agreement, Patent Cooperation Treaty, Budapest Treaty, Convention on Biodiversity and Madrid Agreement, International Organizations – Paris Union, WTO, WIPO and UNESCO.

Unit 2: Selected Aspects of the Law of Copyrights in India

- Historical evolution of Copyrights law
- Meaning of Copyright

- Copyright in literary, dramatic and musical works
- Copyright in sound recordings, cinematograph films and computer programmes
- Ownership of Copyrights, Assignment of Copyrights and Author's special rights
- Notion of Infringement, Criteria of Infringement, Infringement of copyrights in cinematograph films and Importation of Infringement
- Fair Use provisions in Copyrights Act
- Piracy in Internet
- Aspects of Copyright Justice
- Remedies and Relief under Copyright Act.
- Database, Data Protection and Domain Name

Unit 3. Intellectual Property in Trade Marks

- The rationale of protection of trademarks as commercial and consumer rights
- Definition and Concept of Trade Marks
- Registration of Trade Marks
- Distinction between trade mark and property mark
- The doctrine of Honest Current User and Deceptive Similarity
- Protection of well- known marks
- Passing off and Infringement
- Criteria of Infringement
- Remedies

Unit 4:The Law of Intellectual Property and Patents

- Concept of Patent
- History of Patent Law in India
- Patentable inventions with special reference to biotechnology products entailing creation of new forms of life, cloning, stem cell research.
- Patent protection for softwares, artificial intelligence and expert systems
- Process of obtaining a Patent : Application, Examination, Opposition and Sealing of Patents
- Procedure for filing Patent Applications and Patent Cooperation Treaty
- Grounds for opposition of patents
- Limited locus standi to oppose inventions having potential of ecological and mass disasters.
- Wrongfully obtaining the invention
- Prior publication or anticipation
- Obviousness and lack of inventive step
- Insufficient description
- Rights and obligations of patentee

- Patents as choose in action

- Duration of Patents : Law and Policy

- Right to Secrecy

- Abuse of Patent rights

- Compulsory licenses

- Employees' Invention : Law and Policy

- International Patents, Transfer of Technology, Know-How and problems of self-

- reliant development

- Infringement of Patent rights, Criteria of infringement, modes of infringement and

- Doctrine of Colourable Variation

- Remedies

- Patents in Europe and U.S.A

Unit 5:Intellectual Property in other related subject matters

- Semiconductor and Integrated Circuits

- Assignment and Transmission

- Use of Layout Design and Registered Users

- Geographical Indication of Goods

- The Register and Conditions for Registration

- Procedure and duration of registration.

- Plant Varieties and Farmers' Rights

Unit 6: Intellectual Property in other related subject matters

- Registration of Plant Varieties and Essentially Derived Variety

- Farmers' Rights

- Researchers Rights

- Biological Diversity

- Regulation of Access to Biological Diversity

- National Biodiversity Authority

- Designs

- Registration of Designs

- Copyright in registered designs

Readings

Bibeck Debroy (Ed), Intellectual Property Rights (1998) Rajiv Gandhi Foundation, Delhi.

Cornish W.R. Intellectual Property, Patents, Trade Marks, Copyrights and Allied Rights (1999), Asia Law House Hyderabad.

P Narayanan, Intellectual Property Law (1999), Eastern Law House, Kolkatta.

The Biological Diversity Act, 2002.

The Designs Act, 2000.

The Geographical Indication of Goods (Regulation and Protection) Act, 1999

The Protection of Plant Varieties and Farmers' Rights Act, 2001.

The Semiconductor Integrated Circuits Layout Design Act, 2000.

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Vikas Vashishth, Law and Practice of Intellectual Property (1999), Bharath Law House, Delhi

W.R. Cornish, Intellectual Property (3rdEdn) (1996) Sweet and Maxwell.

W.R. Mann, Transfer of Technology (1982)

Campbell, Dennis and Susan Cotter (eds) (1996), International Intellectual Property Law: Global Jurisdictions, John Wiley & Sons, UK.

Correa, Carios M and Abdulqawl A Yusuf (Editors) (1998), Intellectual Property and International Trade: The TRIPS Agreement, Kulwer Law International, London.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL509: SOCIETY, TECHNOLOGY AND POLICY		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 2 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

It is intended to be an interdisciplinary effort aimed at introducing students to conceptual foundations and specific critical debates in Society Technology & Policy. The aim of this course is to introduce students to the manner in which science and technology issues both shape and are shaped by public policy. The course will examine the interactions between the scientific community and policymakers, and the grand challenges that face science and society, including environmental preservation, advances in new technologies, etc. It will also look into the development of modern science in India. The urgency of strengthening these interactions in order to meet such significant scientific and technical challenges will be explored.

Course Outcomes: The students will be able to

1	To understand the basic concepts associated with science and policy.
2	To understand the evaluation of science and technology policy in the context of controversy between state and society perspectives.
3	To understand the conflicts of technology with other contentious issues.

Course Contents

	Unit-I: Science and Technology: basic issues Conceptions and definitions of technology Changing relation between science - technology Nature of scientific knowledge, Scientific method, Scientific temper vs. humanistic temper. **Unit-II: Technology and Society** Functional and dysfunctional aspects of technological society Technological determinism vs. social shaping of technology **Unit-III: Technology and Power** Science and democracy, Democracy, Public Participation and Technology Politicising Technology, Governance of Technology Ethics and Politics of Emerging Technologies **Unit-IV: Science &Technology Policy and Scientific Institutions in India** Post-war and post-colonial developments in science organization and institutional building of science in India. Role of scientific and political elite. **Unit-V: Evolution of S&T Policy and NSI of India** Nehruvian vs. Gandhian perspectives on science and development **Unit-VI: Current Debates on Technology and Public Policy** Intellectual property rights and Indigenous Knowledge Public participation in scientific debates: Nuclear Energy, Climate Change TRIPS and Patent Laws

Readings

	Alagh, Yoginder K., (1995) 'Technology & Development in South Asia: Some perspective' South Asian Survey. V: 2(1): 1-24 Basalla, G. (1988) The Evolution of Technology, Cambridge: Cambridge University Press. Beck, Bijker, E., Thomas Hughes and Trevor P inch (eds), The Social Construction of Technological Bijker, W.E. (1997) Of Bicycles, Bakelites, and Bulbs: Toward a Theory of Sociotechnical Change Bingham, L.B., Nabatchi, T. & O'Leary,R. (2005)"The New Governance: Practices and processes for Stakeholder and Citizen Participation in the Work of Government."Public Administration Review. 65 (5): 547-558.

Borgmann, A., (2006) 'Feenberg and the Reform of Technology' in Tyler J. Veak, Democratizing

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Daniel Lee Kleinman, (ed.), (2000) Science, Technology, and Democracy, Albany.

Desai P. N. (1997), Science, Technology and International Cooperation, Har- Anand

Desai P.N. (2009) "Globalization of Innovations: Changing Nature of India's Science and Technology Cooperation Policy", International Journal of Institutions and Economies, Vol. 1, No. 1, April 2009, pp. 52-77.

Publications.

Science and Public Policy, volume 32, number 2, April 2005, pages 119–13

Systems, Cam bridge: M IT Press.

Technology, SUNY Press, pp.101-111.

Ulrich. (1992). Risk Society: Towards a New Modernity. London: Sage

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO 1						
CO 2						
CO 3						
CO 4						

*1: Low, 2: Medium, 3: High

SEMESTER- IV

Course: PPL510: DISSERTATION-II		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Practical: 4 hrs per week	Viva Voce and Report: 60 marks Internal Assessment: 40 marks	Practical: 4
		Total: 4
Course Objective:		
Each student will be assigned a thesis advisor who will guide for collecting data, writing/completing, and presenting the report.		

Course Outcomes:	The students will be able to
1	To have practical experience of conducting the research.
2	To develop the research capacity in a practical way.

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
*1: Low, 2: Medium, 3: High						

Course: PPL511: PUBLIC FINANCE		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

Course Outcomes: The students will be able to

1	Comprehend the financing aspects of government programmes.
2	Demonstrate the analysis skills of macro-economic policies of government.
3	Articulate the revenue generation and expenditure interlinkages.
4	Gain knowledge of understanding the complexity of budgeting in India

Course Contents

Unit -1: Concepts in Public Finances: Understanding Government Intervention, Pareto Efficiency, Equity and the Social Welfare, Market failures.

Unit-2: Externalities, Public Goods, Public Expenditures, Revenue, Public Debts,

Unit-3: Citizen's articulation in Public Finances: Collective Actions, Aggregating Preferences, Cost-Benefit Analysis, Cost Effective Analysis.

Unit-4: Public Budgeting: Concepts, Theories and Practices, Zero-based Budgeting, Reforms in Budgeting, Outcome and Performances Budgeting, Analysis of Budgetary Deficits, Fiscal Responsibility and Budget Management (FRBM).

Unit-5: Policy: Working of Monetary and Fiscal Policies, Current Issues of India's Tax System, Trade Policy,

	Industrial Policy, Social Sectors Spending, etc.	
	Unit-6: Fiscal Federalism in India. Understanding of State and Local Finances	

Readings

Charles Wheelan and Burton G. Malkiel, Naked Economics: Undressing the Dismal Science (Norton, 2003).

Economic Survey, Government of India (latest).

Jonathan Gruber, Public Finance and Public Policy (Worth Publishers, 2009).

Kaushik Basu, and A. Maertens (ed.), The Oxford Companion to Economics in India, Oxford University Press, 2007.

Kenneth A. Shepsle, Analyzing Politics: Rationality, Behavior, and Institutions (W.W. Norton, 2010), chap. 9

M.M Sury, Government Budgeting in India, Commonwealth Publishers, 1990.

Mahesh Purohit, "Value Added Tax: Experience of India and Other Countries", Gayatri Publications, 2007.

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Shankar Acharya, "Thirty years of tax reform" in India, Economic and Political Weekly, May 2005.

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State Finances: A Study of Budgets, Reserve Bank of India (latest).

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO 4						

*1: Low, 2: Medium, 3: High

Course: PPL512: COMPARATIVE PUBLIC POLICY		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

In this course, students will be exposed to Public Policies of the major countries like the US, China, Brazil, Germany, South Africa and other South Asian Countries.

Course Outcomes: The students will be able to

1	Identify strengths and weaknesses of each theoretical approach to comparative public policy.
2	Analyse current policy issues using theoretical or conceptual frameworks covered in the existing literature.

Course Contents

Unit-I: Introduction to Comparative Public Policy as Discipline, Evolution, Scope and Relevance.

Unit-II: Approaches to Comparative Public Policy: I

· Advocacy Coalition Framework

· Institutionalism

Unit-III: Approaches to Comparative Public Policy: II

· Discursive Approach

· Punctuated Equilibrium Theory

Unit-IV: Governmental Actors and Policy-making Actors in China, Brazil and the US: Organs of the Government

Unit-V: Non-Governmental Actors and Policy-Making in China, Brazil and the US

Unit-VI: Policies in Comparative Perspectives of China, Brazil and the US

· Water Policy

· Climate Policy

· Energy Policy

Readings

Daniel Béland, "Ideas and Institutional Change in Social Security: Conversion, Layering, and Policy Drift," Social Science Quarterly 88, 1 (March 2007): 20-38.

Erik Bleich, "Integrating Ideas into Policy-Making Analysis: Frames and Race Policies in Britain and France," Comparative Political Studies 35, 9 (November 2002): 1054-76.

Fritz W. Scharpf, "Institutions in Comparative Policy Research," Comparative Political Studies 33, 6-7 (September 2000): 762-90.

Gary P. Freeman, "National Styles and Policy Sectors: Explaining Structured Variation," Journal of Public Policy 5, 4 (October 1985): 467-96.

Jacob S. Hacker and Paul Pierson, "Business Power and Social Policy: Employers and the Formation of the American Welfare State," Politics & Society 30, 2 (June 2002): 277-325.

John L. Campbell, "Ideas, Politics, and Public Policy," Annual Review of Sociology 28 (2002): 21-38.

Jonas Pontusson, "From Comparative Public Policy to Political Economy: Putting Political Institutions in their Place and Taking Interests Seriously," Comparative Political Studies 28, 1 (April 1995): 117-47.

Paul Pierson, "When Effect Becomes Cause: Policy Feedback and Political Change," World Politics 45, 4 (July 1993): 595-628.

R. Kent Weaver, "The Politics of Blame Avoidance," Journal of Public Policy 6, 4 (October 1986): 371-98.

Simon Reich, "The Four Faces of Institutionalism: Public Policy and a Pluralistic Perspective," Governance 13, 4 (October 2000): 501-22.

Thomas Ferguson, "From Normalcy to New Deal: Industrial Structure, Party Competition, and American Public Policy in the Great Depression," International Organization 38, 1 (Winter 1984): 41-94.

Yael Yishai, "Public Ideas and Public Policy: Abortion in Four Countries," Comparative Politics 25, 2 (January

	1993): 207-28.					
	PO-CO Compliance Matrix					
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
*1: Low, 2: Medium, 3: High						

Course: PPL513: ADMINISTRATIVE LAW		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	A course on administrative law lays emphasis on understanding the structure and modus operandi of administration. It must take note of developmental perspectives and attainment of social welfare objectives through bureaucratic process. It should go into matters, which facilitate or hinder the attainment of these objectives.		
Course Outcomes: The students will be able to		
1	To understand the nature of civil services in India	
2	To understand the limitations of administrative powers	
3	To aware the scope of judiciary to interfere into and adjudicate over administrativepowers.	
Course Contents		
	1. Evolution and Scope of Administrative Law 1.1 Functions of Modern State 1.2 Evolution of Administration as Fourth Branch of Government and necessity for delegation of powers on administration. 1.3 Evolution of agencies and procedures for settlement of disputes between individuals and administration. 1.4 Definition and scope of administrative law. 1.5 Relationship between administrative law and Constitutional law. 1.6 Administrative Law and Privatization 1.7 Administrative deviance – corruption, nepotism, mal-administration. **2. Legislative Functions of Administration** 2.1 Necessity for delegation of legislative powers		

2.2 Constitutionality of delegated legislation – powers of exclusion and inclusion and power to modify statute

2.3 Requirement for the validity of delegated legislation

2.3.1 Consultation of affected interests and public participation in rule-making

2.3.2 Publication of delegated legislation

2.4 Administrative directions, circulars and policy statements

2.5 Legislative control of delegated legislation

2.5.1 Laying procedures and their efficacy

2.5.2 Committees on delegated legislation – their constitution, function and effectiveness

2.5.3 Hearings before legislative committees

2.6 Judicial control of delegated legislation

2.7 Sub-delegation of legislative powers

3. Judicial Functions of Administration

3.1 Need for devolution of adjudicatory power on administration

3.2 Administrative tribunals and other adjudicating authorities : their ad-hoc character

3.3 Tribunals – need, nature, constitution, jurisdiction and procedure

3.4 Distinction between quasi-judicial and administrative functions

3.5 Principles of natural justice and its application

3.6 Institutional decisions and administrative appeals.

4. Judicial Control of Administrative Action and Discretion

4.1 Exhaustion of administrative remedies

4.2 Public Interest Litigation, Laches and Res Judicata

4.3 Grounds for Judicial Control

4.3.1 Jurisdictional error / ultra vires

4.3.2 Abuse and non-exercise of jurisdiction

4.3.3 Error apparent on the face of the record

4.3.4 Violation of principles of natural justice

4.3.5 Violation of public policy

4.3.6 Unreasonableness

4.3.7 Legitimate expectation

4.4 Remedies in Judicial Reviews

4.4.1 Statutory appeals

4.4.2 Prerogative Writs

4.4.3 Declaratory judgments and injunctions

4.4.4 Specific performance and civil suits for compensation

4.5 Administrative discretion and rule of law

4.6   Limitations on exercise of discretion

5.   Liability for Tortuous and Contractual Wrongs

5.1   Tortuous liability : sovereign and non-sovereign functions

5.2   Statutory immunity

5.3   Act of State

5.4   Contractual liability of government

5.5   State privilege in legal proceedings – state secrets, public interest

5.6   Transparency and right to information

5.7   Estoppel and Waiver.

6.   Settlement of Disputes and Grievance Redress

6.1.1   Conciliation and mediation through social action groups

6.1.2   Use of media, lobbying and public participation

6.1.3   Public inquiries and commissions of inquiry

6.1.4   Ombudsman : Lok Pal, Lok Ayukta

6.1.5   Vigilance Commission

6.1.6   Parliamentary Committees

Readings

C.K Allen, Law and Orders (1985)

D.D Basu, Comparative Administrative Law (1998)

De Smith, Judicial Review of Administrative Action (1995) Sweet and Maxwell.

Franks, Report of the Committee on Administrative Tribunals and Inquiries, HMSO, 1959

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J.C Garner, Administrative Law (1989), Butterworths (ed B.L Jones)

M.A Fazal, Judicial Control of Administrative Action in India, Pakistan and Bangladesh (2000), Butterworths – India

M.P Jain & S.N Jain, Principles of Administrative Law (1997), Universal Publications, Delhi.

M.P Jain, Cases and Materials on Indian Administrative Law, Vol.I and Vol. II (1996), Universal Publications, Delhi.

Peter Cane, An Introduction to Administrative Law (1996), Oxford

S.P Sathe, Administrative Law (1998) Butterworths, India (Delhi).

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PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						

CO3						

*1: Low, 2: Medium, 3: High

Course: PPL514: SOCIAL POLICIES IN INDIA		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The course aims to familiarise the students with the social welfare administration and policies in India.

Course Outcomes: The students will be able to

1	train the students in key concepts in the field of social policy, including the welfare state, distributive justice, affirmative action, interest groups, social movements, institutions, and culture and ideology,
2	analyze the development, implementation, and effects of social policy
3	explore how the broader social context shapes policy success and failure, drawing implications for policymakers

Course Contents

Unit 1 Introduction to Law and Legislation

Meaning and scope of legislation; Kinds of Law-substantive, procedural, civil and criminal law; Indian Legal system, Process of legislation, judicial review.

Unit 2 Social Legislation

Social Legislation – meaning, objectives, relation with social policy, Social Legislation as an instrument of social control; Social change and social justice.

Unit 3 Social Policy and Constitutional Provisions

Indian constitution and Social legislation interconnections– Fundamental Rights, writs, Fundamental duties, Directive Principles of State policy

Unit 4 Social Security Policies

Social Security: ESI Act, Workmen's Compensation Act, Maternity Benefit Act, Minimum Wages Act, MGNREGA Laws relating to Consumer protection; Legislation pertaining to Environment protection; Land reforms, corruption, RTI as a tool

Unit 5 Priority Sector Policies

a. Health

b. Education

c. Food Security

d. Land &Housing

e. Water& Irrigations	
Unit 6 Other Social Policies in India	
a. Affirmative Actions	
b. Rural Development &Poverty	
c. Social Security and Cash Transfers	
d. Inequality and Social Exclusion	

Readings	
	Balakrishnan Pulapre, Ed. Economic Growth and its distribution in India, Orient Blackswan Private Limited - New Delhi; First edition, 2015.
	Balakrishnan Pulapre, Ed. Economic Reforms and Growth in India, Orient Blackswan; First edition 2011.
	Deshpande Satish, Ed. The Problem of Caste. Orient Blackswan. 2014
	Dreze Jean, Ed. Social Policy, Orient Blackswan Private Limited; First edition, 2016.
	Jodhka Surinder, Ed. A Handbook of Rural India, Orient BlackSwan 2018.
	Jodhka Surinder, Ed. Village Society, Orient Blackswan; First edition, 2012.
	Munshi Indra, Ed. The Adivasi Question: Issues of Land, Forest and Livelihood. Orient BlackSwan. 2012.
	Shah & Vijayshankar, Eds. Water: Growing Understanding, Emerging Perspectives, Orient BlackSwan; First edition, 2016.
	Swaminathan Padmini, Ed. Women and Work 19. Raghunandan T. R, Ed. Decentralisation and Local Governments: The Indian Experience, Orient Blackswan Private Limited - New Delhi. 2012.
	Tilak J B G, Ed. Higher Education in India: In search of equality, quality and quantity, Orient Blackswan, 2013.

Course: PPL515: EDUCATION POLICY IN INDIA		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	Education is undergoing reforms in India in the context of LPG policies. This course helps the students to understand the landscape of education and regulatory reforms in education	
Course Outcomes: The students will be able to		
1	Understand the policy framework of education in India	
2	Examine the regulation of higher education	
3	Discuss the implementation of NEP 2020	
Course Contents		
	Unit 1 Educational Reforms in India since Independence	

Social Sector and place of Educational Reforms and Initiatives in India since Independence: Kothari Commission (1964-66), National Policy on Education (1968, 1986, 1992), The Yash Pal Committee Report

Unit 2 Education Committees and Commissions

Higher Education: Kothari Commission to Yash Pal Committee Report; National Knowledge Commission; Role of Universities; Problems of Higher Education

Unit 3 Governance of Higher Education in India

Governance Structure: Policy making bodies – Ministry of Education (MoE) and other ministries, Regulatory bodies in Higher Education

Unit 4 Policies on Education

Free and Compulsory Education for All Children in India: Right to Education (RTE) as, Perspective of Government in Child Education; the Commission for Child Rights (Plans and Priorities); Problems and Challenges

Unit 5 Inclusion and exclusion in Education

Issues of Exclusion and Inclusion: Governance challenges; Some case studies; Education of women, Education of the deprived groups - SCs, STs, OBCs, physically handicapped

Unit 6 Recent trends in Education Policy in India

New Education Policy 2020

Readings

Agarwal, Pawan. "Higher Education I: From Kothari Commission to Pitroda Commission," *Economic and Political Weekly* (Feb 17, 2007), 554-557.

Aggarwal, J.C. and S.P. Agrawal. *National Policy on Education: Agenda for India* (New Delhi: Concept Publishing Company, 2001)

Anandakrishnan, M. "Critique of Knowledge Commission," *Economic and Political Weekly* (Feb 17, 2007): 557-560

Bava, Dr. Noorjahan (ed.) *Public Administration in the 21st Century* (New Delhi: Kanishka Publishers, Distributors), 2004

Jha, Madan Mohan. *From Special to Inclusive Education in India: Case Studies of Three Schools* (New Delhi: Pearson, 2010)

Jha, Praveen and Pooja Parvati. "Right to Education Act 2009: Critical Gaps and Challenges," *Economic and Political Weekly* (Mar 27, 2010) VOL XLV NO 13: 20-23

Jones, Glen A., Patricia L. McCartney and Michael L. Skolnik (Eds.) *Creating Knowledge, Strengthening Nations: The Changing Role of Higher Education* (Toronto: University of Toronto Press, 2005)

Manjrekar, Nandini. "Contemporary Challenges to Women's Education: Towards an Elusive Goal," *Economic and Political Weekly* (Oct 25, 2003): 4577-82

Tilak, Jandhyala B.G. "Inequality in Education in India," *Indian Journal of Industrial Relations*, Vol.14, No. 3 (Jan., 1979): 417-436 (available from Jstor.org)

| | Vaugier-Chatterjee, Anne. *Education and Democracy in India* (Delhi: Lordson Publishers Pvt. Ltd.), 2004. |

PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						

*1: Low, 2: Medium, 3: High

Course: PPL516: GOVERNANCE AND LEADERSHIP		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The course *"Governance and Leadership"* provides students with the understanding of governance and governance reform processes, together with an in-depth understanding of the broader concepts of leadership process. It enables students to become familiar with the concepts such as governance and leadership. The course examines key concepts of governance and leadership in the global contexts. The processes of governance and major principles such as participation, accountability, rule of law, and representation will be assessed. It gives students a greater understanding of becoming an effective and visionary leader in public organizations. The course also focuses on applying theories and principles of improving leadership and governance practices. The course prepares students to realize the challenges of putting principles of governance and leadership into practice. Moreover, it aims to helping students understand the role of leaders and leadership process in realization of transformation.

Course Outcomes: The students will be able to

1	To understand the concepts, principles and theories of governance.
2	To examine how different stakeholders act, interact with each other both at global andlocal levels.
3	To be acquainted with different concepts, theories and skills of effective leadership.

Course Contents

Unit 1: Good governance strategies

Management by Objectives

Total Quality Management

Business Process Reengineering

Unit 2:Leadership: Concepts, Theories

	- Basic concepts of Leadership: Definitions - Leadership Theories/Approaches: Trait, Behavioural, Contingency, Transformational - Leadership Styles and Models Unit 3: Skills and Competencies - Leadership skills - Leadership Competencies Improving Leadership Skills and Competencies - Attributes of Effective Leadership Unit 5: Leadership and Change Personal leadership and leadership styles Learning and learning to learn Leadership of change Unit 6: Appreciative inquiry and Appreciative leadership People's reactions to change Leadership challenges in the public sector-Indian context
Readings	
	Avolio, Bruce J., Fred O. Walumbwa & Todd. J. Weber, "*Leadership: Current Theories, Research, and Future Directions". Annual Review of Psychology* 60 (2009): 422. Beukman, T.L. *Leadership in Transformation* (University of Pretoria: University of Pretoria, 2005). Bill Thrall, Ken Blanchard, *The Accent of a Leader,* Josses Bass, 1st Ed, 1999. Bruce J. Avalio Francis & J. Jamarino, *Transformational and Charismatic Leadership*, Amsterdam (available at ECSC main library), 2002. Bruce J. Avolli, *Leadership Development in Balance: Made or Born?* Lawrence Erlbaum Associates, Inc, 2005. Edward E. Lawler & Christopher G. Worley, *Built to Change: How to Achieve Organizational Effectiveness*, Jossy Bass, 1st Ed., 2006. Fugate M, Kinicki AJ, Prussia GE. "Employee coping with organisational change: An examination of alternative theoretical perspectives and models", *Personnel Psychology*, 61 (2008), 1–36. Fugate M, Kinicki AJ, Scheck CL. "Coping with an organisational merger over four stages", *Personnel Psychology*, 55 (2002), 905–928. Gary Yukl, *Leadership in Organisation*. 6th edition. (New Jersey: Pearson, 2006). Howard Behar & James A. Austry, *The Servant Leader,* Three reverse, 1st Ed., *2001.* Jo Owen, *The Leadership Skills Handbook – 50 Key Skills from 1000 Leaders,* Kogan Page Publisher, 2006 Larry C. Spears, *Insights on Leadership,* John Willey and Sons, 1st Ed., 1998. Lussier, R.N. and Achua, C.F, *Leadership Theory, Application Skill Development,* South Western Publishing, 2nd Ed., 2004.
PO-CO Compliance Matrix	

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: PPL517: INDIA'S ENVIRONMENT AND CLIMATE CHANGE POLICIES		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED**
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4

Course Objective:

The environmental and climate change issues are the dominant subject areas cutting across the disciplines. This paper will help students to understand India's environmental and climate change policies, shift in environmental discourse and climate change policy, and climate change controversies at the national and international levels. In addition, it introduces the major national and international actors who define the scientific and non-scientific nature of climate change.

Course Outcomes: The students will be able to

1	To understand the problems and consequences of climate change.
2	To understand the policies and law and their role in regulating climate change.
3	To understand the role of international institutions in controlling the climate change.

Course Contents

UNIT I

India's environmental policies

Environment and Climate Change: Definitions and Debate

The Environment (Protection) Act, 1986

National Environmental Policy, 2006

Environmental Impact Assessment

Unit II

International Institutions and Climate Change

Montreal Protocol, Rio Summit and Kyoto Protocol

United Nations Framework Convention on Climate Change (UNFCCC)

Intergovernmental Panel on Climate Change (IPCC)

Unit III

	United Nations Security Council and Climate Change Debate
	Unit IV
	India's International Climate Change Policies
	Evolution of climate policy: State and Non-state actors (CSE and TERI)
	Intended Nationally Determined Contribution (INDC)
	Unit V
	India and North-South global climate diplomacy
	India and Climate Finance
	Climate Change and Geo-engineering
	Unit VI
	Domestic Climate Action Plans
	National Action Plan on Climate Change (NAPCC)
	State Action Plan on Climate Change (SAPCC)
Readings	

Agarwal, Anil and Sunita Narain (1991) *Global Warming in an Unequal World: A Case of Environmental Colonialism* (New Delhi: Centre for Science and Environment)

Barthwal-Datta, Monika (2012) *Understanding Security Practices in South Asia: Securitization Theory and the role of non-state actors* (New York: Routledge)

Detraz, Nicole and Michele M. Betsill (2009), "Climate Change and Environmental Security: For Whom the discourse Shifts", *International Studies Perspectives*, Vol. 10 (3), pp. 303-320.

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Lele, Sharachchandra (2012) 'Climate change and the Indian environmental movement' in Navroz K Dubash (ed.) *Handbook of Climate Change and India: Development, politics and governance* (New Delhi: Oxford University Press), 208-217

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CO1						
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