

राजस्थान केन्द्रीय विश्वविद्यालय CENTRAL UNIVERSITY OF RAJASTHAN

DEPARTMENT OF PUBLIC POLICY, LAW AND GOVERNANCE

School of Social Sciences



INDUCTION BOOKLET & SYLLABUS

MA (PUBLIC POLICY, LAW AND GOVERNANCE)

PROGRAMME SYLLABUS

Post Graduate Programme

W.E.F. ACADEMIC YEAR 2026-27

**NH-8, Bandar Sindri, Kishangarh,
District Ajmer-305817, Rajasthan**

Two-Year Postgraduate Programme (Based on National Credit Framework – NCrF)**About the Programme**

The Department of Public Policy, Law and Governance (PPLG) at the Central University of Rajasthan offers a two-year **M.A. Programme** designed to provide an interdisciplinary and critical understanding of governance, legal frameworks and public policymaking in a rapidly changing socio-political context. Initiated in line with the University's commitment to produce socially responsible and policy-aware professionals, the programme blends the study of political theory, legal processes, economic governance, policy design and administrative practices.

Programme Objectives		
S. No.	Objective	Key Focus Area
1	To provide students with an in-depth understanding of policymaking, legal reasoning and governance mechanisms in India and the global context.	Policy & Governance Knowledge
2	To train students in critically examining the relationship between state, society and market.	State-Society-Market Analysis
3	To equip students with tools for policy analysis, legal interpretation and institutional reform.	Analytical & Legal Skills
4	To foster interdisciplinary approaches to address issues of equity, rights and public service delivery.	Equity, Rights & Public Service
5	To promote evidence-based research and policy advocacy in democratic governance.	Research & Policy Advocacy
6	To prepare students for diverse roles in civil services, research organizations, NGOs, think tanks and international bodies.	Career Readiness & Professional Placement

Academic Entry Requirements			
S. No.	Criterion	Details	Category / Notes
1	Minimum Qualification	Bachelor's Degree in any discipline from a recognised University.	All candidates
2	Minimum Marks-Unreserved (General)	50% marks or equivalent grade in aggregate.	General Category
3	Minimum Marks-Reserved	45% marks or equivalent grade in aggregate.	SC / ST / OBC / EWS / PWD
4	Final-Year Applicants	Final-year undergraduate students expecting results by June–July are eligible to apply.	Subject to marksheet submission before admission
5	Preferred Backgrounds	Political Science, Law, Sociology, Public Administration, Economics, History, Philosophy or allied disciplines.	Open to all disciplines

Admission Process			
S. No	Stage / Policy	Details	Governing Body
1	Entrance Test	Admission is through the Common University Entrance Test (CUET).	National Testing Agency (NTA) / Notified by the University
2	Academic Regulations	Admission policies, tuition fees and academic regulations are subject to CURAJ's Academic Council rules.	CURAJ Academic Council
3	Reservation Policy	The University adheres to the Government of India's reservation policy for all categories.	Government of India
4	Vacant Seats	Vacant seats (if any) are filled as per university norms.	University Administration

Medium of Instructions and Rules			
S. No.	Instruction	Details	Authority
1	Medium of Instruction	The medium of instruction for all courses is English.	University Ordinance
2	Applicable Rules	All students are subject to the rules, ordinances and examination policies of the Central University of Rajasthan.	Central University of Rajasthan

Programme Overview: Multiple Entry and Multiple Exit Structure	
Programme Name	Master of Arts in Public Policy, Law and Governance (MAPPLG)
Duration	2 Years (with Multiple Entry and Multiple Exit options)
Exit – 1 (After Year 1)	Post Graduate Diploma in Public Policy, Law and Governance (PGDPPLG)
Exit – 2 (After Year 2)	Master of Arts in Public Policy, Law and Governance (MAPPLG)
Entry Point	Students with a PG Diploma in PPLG or relevant/allied courses from a government-recognized institution

Exit – 1		
Exit – 1: Post Graduate Diploma in Public Policy, Law and Governance (PGDPPLG)-After Year 1		
Sl. No.	Category	Description
1	Knowledge	Learners acquire a foundational understanding of public policy paradigms, constitutional law, governance processes, and economic analysis of public policy. They also gain exposure to media law, policy institutions in India, and contemporary themes such as Artificial Intelligence and public policy. This stage provides a broad-based, interdisciplinary knowledge of how law, policy, and governance interact in democratic and global contexts.
2	Skills to be Acquired	Learners develop skills in critical analysis of policy problems, legal interpretation, and institutional functioning. They acquire methodological training through research methodology courses, enabling them to design small-scale research studies or policy reviews. Communication and writing abilities are sharpened through assignments, seminar presentations, and drafting exercises. Digital literacy and ICT-based exposure to governance modules further enhance capacity to apply knowledge in contemporary policy environments.
3	Employability	Prepares students for entry-level roles in research organizations, NGOs, policy think

		tanks, advocacy groups, and public institutions. Graduates are suitable for positions such as Research Assistants, Junior Policy Analysts, Project Coordinators, and Legal or Governance Associates. This exit point also equips learners for competitive examinations in public administration, governance, and related civil service streams.
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Exit – 2

Exit – 2: Master of Arts in Public Policy, Law and Governance (MAPPLG) - After Year 2

Sl. No.	Category	Description
1	Knowledge	Graduates gain a comprehensive understanding of advanced concepts in public policy, constitutional and administrative law, comparative public policy, public finance, and Indian as well as global governance systems. They develop deeper insights into specialized areas such as law and development, state–market regulation, impact evaluation, education policy, environmental and climate change policies, and global discourses in governance. Knowledge extends across interdisciplinary domains, integrating legal, economic, technological, ethical, and cultural dimensions in policy analysis.
2	Skills to be Acquired	Graduates acquire advanced analytical and research skills, including ability to apply both quantitative and qualitative methodologies for policy evaluation, institutional analysis, and governance studies. They gain expertise in preparing professional outputs such as policy briefs, legislative notes, and memos. Hands-on experience is developed through fieldwork, internships, and dissertation projects. Proficiency in ICT and big data tools for policy design and evaluation is developed, alongside higher-order skills in critical thinking, problem-solving, leadership, teamwork, multicultural competence, and ethical decision-making.
3	Employability	Graduates access mid-level to advanced career opportunities in diverse fields including government services, civil services, policy think tanks, international organizations, advocacy bodies, NGOs, and academic institutions. Employable as Policy Analysts, Legislative Researchers, Consultants, Governance Specialists, Programme Managers, and Educators. The degree provides a strong foundation for pursuing doctoral research and engaging with global policy careers in multilateral and transnational bodies.

Entry – 1

Entry – 1: Lateral Admission into MA Programme (After PG Diploma in PPLG or Allied Courses)

Sl. No.	Category	Description
1	Prior Knowledge	Students entering at this stage already possess foundational knowledge of public policy paradigms, constitutional law, governance processes, and economic analysis of public policy acquired through their PG Diploma or allied programme. They have an understanding of the basic frameworks of policy institutions, legal reasoning, and socio-political contexts, enabling them to directly integrate into the Master's level courses.
2	Skills Required	Students are expected to have developed fundamental skills in critical reasoning, policy analysis, and basic research methods, along with introductory report writing and communication skills. They should be able to engage in classroom discussions, apply

		methodological approaches, and demonstrate ability to write structured assignments and policy notes. Familiarity with ICT-based learning tools and field-based components of public policy will be considered valuable.
3	Eligibility	Students who have successfully completed a Post Graduate Diploma in Public Policy, Law and Governance, or equivalent allied courses from a government-recognized institution are eligible. Their prior coursework and demonstrated competencies will be taken into account to ensure smooth academic progression into the second year of the postgraduate programme.

Comparative Summary: PGDPPLG vs. MAPPLG

Aspect	PGDPPLG (Exit – 1)	MAPPLG (Exit – 2)
Duration	1 Year	2 Years
Award	Post Graduate Diploma	Master of Arts (MA)
Knowledge Level	Foundational – interdisciplinary overview of policy, law, and governance	Advanced – specialized, comprehensive, multi-dimensional policy analysis
Research Skills	Basic methodology; small-scale research and policy reviews	Advanced quantitative and qualitative methodologies; dissertation
Practical Exposure	Seminar presentations, drafting exercises, ICT tools	Fieldwork, internships, dissertation projects, big data tools
Career Level	Entry-level roles in research, NGOs, think tanks, public institutions	Mid-level to senior roles; academia, international organizations, civil services
Sample Job Roles	Research Assistant, Junior Policy Analyst, Project Coordinator, Governance Associate	Policy Analyst, Legislative Researcher, Governance Specialist, Programme Manager, Educator
Further Opportunities	Lateral entry into MA programme; competitive examinations in public administration	Doctoral research; global careers in multilateral and transnational bodies

Note: The programme policy regarding the exit option and lateral entry shall be governed in accordance with the University's Ordinance 03.

Graduate Attributes

Attribute	Description
Multi-disciplinary Knowledge	Mastery of concepts, theories, and practices of public policy, law and governance with interdisciplinary integration across political science, economics, sociology, law and technology.
Analytical & Research Skills	Proficiency in quantitative and qualitative research methodologies; competent in data-driven and design-driven approaches for policy evaluation.
Critical Thinking & Problem-Solving	Ability to interpret complex governance challenges and propose innovative, ethical solutions; capable of conducting impact assessments and institutional analyses.

Communication & Professional Skills	Strong oral, written, and digital communication skills for drafting policy briefs, legislative notes, memos, and research reports.
Ethical, Legal & Social Responsibility	Awareness of ethical issues; commitment to justice, equity, and inclusivity; upholding constitutional values, gender sensitivity, and environmental sustainability.
Leadership & Teamwork	Ability to work in multidisciplinary teams; cultivating leadership for policy advocacy, institutional reforms, and governance innovations.
Global & National Citizenship	Understanding of global policy discourses and transnational challenges like climate change, technology governance, and human rights.
Lifelong Learning	Capacity for self-directed and continuous learning; preparedness for advanced research, higher studies, and professional specialization.

Credit and Curriculum Structure (Aligned with NCrf)

Semester	Component	Credits
Semester I	Core Courses + Electives	20
Semester II	Core Courses + Electives	20
Semester III	Core Courses + Electives + Dissertation-I + Internship (6–8 weeks)	20
Semester IV	Core Courses + Electives + Dissertation-II	20
TOTAL		80

Note: Each credit equals 30 notional learning hours as per NCrf guidelines.

Programme Outcomes (POs)

PO Code	Programme Outcome Description
PO1	Demonstrate comprehensive interdisciplinary knowledge of public policy, law, governance, economics, technology, and global affairs.
PO2	Apply analytical and critical thinking to examine complex public problems and governance challenges.
PO3	Design and execute quantitative and qualitative research, including policy analysis and impact evaluation.
PO4	Interpret policy and governance issues through ethical reasoning, justice frameworks, and constitutional values.
PO5	Analyze domestic and international policy environments using comparative and global perspectives.
PO6	Produce professional policy documents including policy briefs, legislative notes, research reports, and analytical memos.
PO7	Apply theoretical knowledge through experiential learning, internships, fieldwork, and dissertation research.
PO8	Demonstrate leadership, teamwork, reflective thinking, and commitment to democratic governance and public service.

Programme Specific Outcomes (PSOs)

PSO	Programme Specific Outcome	Related Core Areas
PSO1	Develop expertise in policy design, economic analysis, regulatory frameworks, and impact evaluation.	Public Policy, Economic Analysis, Impact Evaluation, Public Finance
PSO2	Analyze the interface between law and public policy including constitutional, administrative, media, and human rights law.	Constitutional Law, Administrative Law, Media Law, Law and Development
PSO3	Evaluate governance institutions, regulatory bodies, and global policy processes in national and international contexts.	Policy Institutions in India, Globalization and Public Policy, India's Foreign Policy
PSO4	Apply data analytics, artificial intelligence, and digital governance tools in public decision-making and regulatory design.	AI and Public Policy, Big Data, E-Governance
PSO5	Integrate ethical reasoning, justice perspectives, sustainability principles, and Indian Knowledge Systems into policy analysis.	Ethics & Public Action, Public Policy and Ethics in Indian Tradition, Sustainability in IKS
PSO6	Undertake professional policy practice through internships, field research, experiential learning, and dissertation work.	Internship, Dissertation I & II, Policy Writing

Mapping of Programme Outcomes (POs) with Core Courses (CCs) – MA PPLG

PO ↓	Semester - I				Semester - II				Semester - III				Semester - IV		
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14	CC15
PO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PO3	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓		✓
PO4		✓		✓	✓						✓			✓	
PO5	✓		✓	✓	✓	✓				✓			✓		
PO6						✓		✓					✓		✓
PO7								✓	✓						✓
PO8	✓		✓			✓		✓				✓			

Mapping of Programme Specific Outcomes (PSOs) with Core Courses (CCs) – MA PPLG

PSO ↓	Semester - I				Semester - II				Semester - III				Semester - IV		
	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8	CC9	CC10	CC11	CC12	CC13	CC14	CC15
PSO1	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
PSO2		✓			✓						✓			✓	
PSO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PSO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PSO5	✓		✓		✓	✓			✓				✓		
PSO6		✓			✓	✓	✓		✓				✓		✓

Core Course Details

CC Code	Course Code	Course Title	Semester
CC1	6.0PPL01	Public Policy: Paradigms and Practices	Semester I
CC2	6.0PPL02	Constitutional Law	Semester I
CC3	6.0PPL03	Introduction to Governance	Semester I
CC4	6.0PPL04	Economic Analysis of Public Policy	Semester I
CC5	6.0PPL11	Media Law	Semester II
CC6	6.0PPL12	Policy Institutions in India	Semester II
CC7	6.0PPL13	Public Policy in the Age of Artificial Intelligence	Semester II
CC8	6.0PPL14	Research Methodology	Semester II
CC9	7.0PPL01	Impact Evaluation	Semester III
CC10	7.0PPL02	State, Market and Regulation	Semester III
CC11	7.0PPL03	Law and Development	Semester III
CC12	7.0PPL13	Public Finance	Semester III
CC13	7.0PPL14	Comparative Public Policy	Semester IV
CC14	7.0PPL15	Administrative Law	Semester IV
CC15	7.0PPL16	Writing Policy Briefs, Legislative Briefs, and Memos	Semester IV

Pedagogy Framework				
S. No.	Teaching Method	Description	Mode	Duration / Notes
1	Foundation Course	Introduction to Public Policy and Governance- an intensive orientation to key concepts, frameworks, and institutions in public policy and governance.	In-person	1 Week
2	Classroom Lectures & Seminar Discussions	Structured lectures by faculty and guest experts, complemented by interactive seminars encouraging critical analysis of policy issues and legal frameworks.	In-person / Blended	Throughout Programme
3	Field Visits & Institutional Engagement	Visits to government offices, courts, legislative bodies, regulatory agencies, and NGOs to provide experiential learning and direct exposure to governance processes.	In-person / Off-Campus	Scheduled across Semesters
4	Case Study & Policy Lab-Based Learning	Applied learning through real-world policy cases, simulations, and lab exercises where students develop, analyse, and present policy recommendations.	In-person / Group Work	Integrated throughout
5	ICT-Based Modules	Technology-enabled learning modules covering e-governance, legal databases, policy analytics tools, and digital governance platforms.	Online / Self-paced	Integrated throughout
6	Internship	Practical placement with government departments, NGOs, research institutes, or policy think-tanks to develop professional competencies and applied understanding.	Field-based	6–8 Weeks
7	Supervised Dissertation	An independent research project or policy intervention report based on original fieldwork, data analysis, or policy design, conducted under faculty supervision.	Independent / Supervised	Final Semester

Career Opportunities	
Career Domain	Roles / Areas
Civil Services & Public Administration	IAS, IPS, State PCS, District Administration, Policy Implementation
Legislative Research & Policy Think Tanks	Policy Analysts, Legislative Researchers, Research Fellows, Consultants
Development Sector, NGOs & Advocacy	Programme Managers, Project Coordinators, Policy Advocates, Field Officers
Legal & Regulatory Advisory Bodies	Legal Associates, Regulatory Specialists, Compliance Officers

Academic & Research Institutions	Lecturers, Research Scholars, Academic Analysts, PhD Research
International & Multilateral Organizations	UN Agencies, World Bank, ADB, OECD, Global Governance Roles

Note: The University supports **career advancement and placements** through training, workshops, and institutional networks.

Examination Scheme	
1. System of Examination	
Examination system	Semester system for all programmes
Evaluation components	
CIA	Continuous Internal Assessment (CIA) — 40% weightage
EoSE	End of Semester Examination (EoSE) — 60% weightage
2. Continuous Internal Assessment (CIA) — 40%	
CIA – 1 (20%)	
Type	One mid-semester written examination
Duration	Minimum 1 hour
Applicability	All theory courses
CIA – 2 (20%)	
Methods (any one or more)	• Written tests / quizzes • Assignments • Field work with written reports • Term papers • Presentations with viva-voce • Seminars
3. End of Semester Examination (EoSE) — 60%	
Total weightage	60% of overall evaluation
Mode	Written examination
Duration	Minimum 3 hours
Applicability	All theory courses
4. Practical / Project-Based Courses	
Applicable to	• Laboratory work • Design courses • Field work

	• Dissertation / Projects • Internships
CIA & EoSE structure	Determined by HoD/Director and approved by Dean of the School
5. Long-Term / Self-Learning Courses	
Examples	• Dissertation • Industry Internship • Field Work • Project work or alike
Mid-semester evaluation	At least one mid-semester evaluation per semester
Weightage	CIA: 40% EoSE: 60%
Evaluation body	Jury / panel of experts

M.A (Public Policy, Law and Governance) <u>Programme Framework (w.e.f. AY 2026-27)</u>							
Semester	Type	Course Code	Title	L	T	P	Credits
I	C	6.0PPL01	Public Policy: Paradigms and Practices	4	0	0	4
I	C	6.0PPL02	Constitutional Law	4	0	0	4
I	C	6.0PPL03	Introduction to Governance	4	0	0	4
I	C	6.0PPL04	Economic Analysis of Public Policy	4	0	0	4
<i>DSE – Choose any one course (or MOOC) from the following:</i>							
I	DSE	6.0PPL05	Social Movements	4	0	0	4
I	DSE	6.0PPL06	Sustainable Development Policy and Practices	4	0	0	4
I	DSE	6.0PPL07	Public Administration in India	4	0	0	4
I	DSE	6.0PPL08	Globalization and Public Policy	4	0	0	4
I	DSE	6.0PPL09	Indian Knowledge Systems and Governance	4	0	0	4
I	DSE	6.0PPL10	MOOC	-	-	-	4
Semester I Total Credits							20
II	C	6.0PPL11	Media Law	4	0	0	4
II	C	6.0PPL12	Policy Institutions in India	4	0	0	4
II	C	6.0PPL13	Public Policy in the Age of Artificial Intelligence	4	0	0	4
II	C	6.0PPL14	Research Methodology	4	0	0	4
<i>DSE / OE – Choose any one course (or MOOC) from the following:</i>							
II	DSE	6.0PPL15	Civil Society and Policy Advocacy	4	0	0	4
II	DSE	6.0PPL16	Big Data and Public Policy	4	0	0	4

M.A (Public Policy, Law and Governance)

Programme Framework (w.e.f. AY 2026-27)

Semester	Type	Course Code	Title	L	T	P	Credits
II	DSE	6.0PPL17	Ethics, Justice and Public Action	4	0	0	4
II	DSE	6.0PPL18	Public Policy and Ethics in Indian Tradition	4	0	0	4
II	DSE	6.0PPL19	MOOC	-	-	-	4
II	OE	6.0PPL20	Human Rights Law	4	0	0	4
II	OE	6.0PPL21	Sustainable Rural Livelihoods	4	0	0	4
Semester II Total Credits							20
III	C	7.0PPL01	Impact Evaluation	4	0	0	4
III	C	7.0PPL02	State, Market and Regulation	4	0	0	4
III	C	7.0PPL03	Law and Development	4	0	0	4
III	AEC	7.0PPL04	Experiential Learning and Dissertation-I	-	-	-	2
III	AEC	7.0PPL05	Internship, Report Writing and Presentation (to be done after the end of the second semester and during the summer Vacation)	-	-	-	2
<i>DSE / OE – Choose any one course (or MOOC) from the following:</i>							
III	DSE	7.0PPL06	Society, Business and Governance in India	4	0	0	4
III	DSE	7.0PPL07	Society, Technology and Policy	4	0	0	4
III	DSE	7.0PPL08	India's Foreign Policy and Global Issues	4	0	0	4
III	DSE	7.0PPL09	Sustainability in Indian Knowledge Systems	4	0	0	4
III	DSE	7.0PPL10	MOOC	-	-	-	4
III	DSE	7.0PPL11	E-Governance	4	0	0	4
III	OE	7.0PPL12	Intellectual Property Rights	4	0	0	4
Semester III Total Credits							20
IV	C	7.0PPL13	Public Finance	4	0	0	4
IV	C	7.0PPL14	Comparative Public Policy	4	0	0	4
IV	C	7.0PPL15	Administrative Law	4	0	0	4
IV	C	7.0PPL16	Writing Policy Briefs, Legislative Briefs, and Memos	2	0	0	2
IV	AEC	7.0PPL17	Dissertation-II	-	-	-	2
<i>DSE / OE – Choose any one course (or MOOC) from the following:</i>							
IV	DSE	7.0PPL18	Social Policies in India	4	0	0	4
IV	DSE	7.0PPL19	Education Policy in India	4	0	0	4
IV	DSE	7.0PPL20	Indian Economic Thought and Public Policy	4	0	0	4
IV	DSE	7.0PPL21	MOOC	-	-	-	4
IV	OE	7.0PPL22	Governance and Leadership	4	0	0	4
IV	OE	7.0PPL23	India's Environment and Climate Change Policies	4	0	0	4
Semester IV Total Credits							20
Overall Programme Credits							80

Course Types: C = Core | DSE = Discipline Specific Elective | OE = Open Elective | AEC = Ability Enhancement Course

Contact Hours: L = Lecture | T = Tutorial | P = Practical

Note:

- Discipline Specific Elective (DSE) may be offered as Open Elective (OE) as per availability and approval of Head of the Department.
- Each course is structured into **four units**, and each unit may be allotted **15 contact hours**. Thus, the total contact hours per course may be calculated as: **4 Units × 15 Hours = 60 Hours**

Course Distribution

Type of Course	Credits distribution Semester wise				Number of Credits
	I	II	III	IV	
Core Course (C)	16	16	12	14	58
Discipline Specific Elective (DSE) Or Open Elective (OE)	04	04	04	04	16
Ability Enhancement Course (AEC)	-	-	04	02	6
Total					80
Over and Above 80 credits					
Fit India : 2 Credits (per week)					
Yoga : 2 credits (per week)					

SEMESTER -I

Course: 6.OPPL01: PUBLIC POLICY: PARADIGMS AND PRACTICES		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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 (COs): The students will be able to		
1	Understand why policy issues arise to the government to act upon.	
2	Analyze the role of different actors in shaping and influencing the policy process.	
3	Examine how policy problems and issues are defined, formulated and implemented.	
4	Evaluate the impact of globalization on public policy and the role of transnational actors.	
Course Contents		
	UNIT- I: Introduction and Approaches to Public Policy Analysis a) Nature, Scope, Evolution and Importance of Public Policy and Policy Sciences b) Policy reasoning in <i>Arthashastra</i> c) Public Policy and Public Administration d) The Process Approach e) The Logical Positivist Approach f) The Phenomenological Approach g) The Participatory Approach and Normative Approach UNIT- II: Theories and Process of Public Policy Making a) Theories and Models of Policy Making b) Perspectives of Policy Making Process c) Institutions of Policy Making UNIT- III: Policy Typologies and Policy Cycle a) Types of policies: distributive, regulatory, redistributive, substantive vs procedural policies,	

	material vs symbolic policies, public vs private policies, liberal vs conservative policies b) Five stages of policymaking UNIT- IV: Globalization and Public Policy a) Global Policy Process b) Transnational Actors: Impact on Public Policy Making c) Impact of Globalization on Policy Making
	Readings
	Amy, Douglas J. (1984). "Why Policy Analysis and Ethics are Incompatible." <i>Journal of Policy Analysis and Management</i>. 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,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.

Kauṭalya. (1992). The Arthashastra (L. N. Rangarajan, Ed.; R. Shamasastri, Trans.). Penguin Books. (Original work published ca. 4th century BCE)

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.

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

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

PSO-CO Compliance Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	1	1	2
CO2	3	2	3	2	2	2
CO3	2	3	3	3	1	3
CO4	2	1	2	1	3	2

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

Course: 6.OPPL02: CONSTITUTIONAL LAW

TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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	Analyze the historical evolution and salient features of the Indian Constitution.
2	Evaluate the structure and functioning of parliamentary democracy and constitutional institutions in India.
3	Construct and apply constitutional analysis by examining Centre–State relations and interpreting constitutional provisions in governance contexts.
4	Interpret constitutional amendments and judicial review by preparing case briefs related to the Basic Structure doctrine.
5	Develop and uphold a responsible constitutional perspective by evaluating the role of Fundamental Rights, Fundamental Duties, and Directive Principles in democratic governance.
Course Contents	
	Unit-I: Historical Perspective a) Constitutional developments since 1858 to 1947 and making of the Indian Constitution b) Constitutional foundations and civilizational symbolism: IKS perspective c) Nature and special features of the constitution Unit-II: Parliamentary Government a) Westminster model - choice of parliamentary government at the Centre and States • Election, qualifications, salary and impeachment • Powers : legislative, executive and discretionary powers b) President of India c) Council of Ministers – Prime Minister – Cabinet System – Collective Responsibility – Individual Responsibility d) Parliament e) The Union Judiciary f) Governor and state government - constitutional relationship g) Legislative process: Practice of law-making, Legislative privileges and fundamental rights, The High Courts and Subordinate Courts, The Panchayats, Municipalities and Cooperative Societies Unit-III: Federalism a) Federalism - principles: comparative study

	b) Indian Federalism: identification of federal features • Legislative relations • Administrative relations • Financial relations c) Governor's role d) Centre's powers over the states - emergency e) Challenges to Indian federalism Unit-IV: Constitutional Processes of Adaptation and Alteration a) Methods of constitutional amendment b) Limitations upon constituent power c) Development of the basic Structures : Doctrine judicial activism and restraint d) Emergency e) Fundamental Rights, Fundamental Duties and Directive Principles					
Readings						
	G. Austin, Working a Democratic Constitution: The Indian Experience, (2000), Oxford University Press, New Delhi. D.D. Basu, Shorter Constitution of India, (1996), Prentice Hall of India, Delhi. Constituent Assembly Debates Vol. 1 to 12 (1989). H.M. Seervai, Constitution of India, Vol.1-3(1992), Tripathi, Bombay. M.P. Singh (ed.), V.N. Shukla, Constitutional Law of India (2000), Oxford University Press. G. Austin, Indian Constitution: Cornerstone of a Nation (1972). Oxford University Press M. Galanter, Competing Equalities - Law and the Backward Classes in India (1984) Oxford. B. Sivaramayya, Inequalities and the Law (1984) Eastern, Lucknow. S.C. Kashyap, Human Rights and Parliament (1978) Metropolitan, New Delhi.					
PSO-CO Compliance Matrix						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 6.0PPL03: INTRODUCTION TO GOVERNANCE		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	This course “ <i>Governance</i> ” 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 (COs): The students will be able to		
1	Understand the meaning, evolution, and theoretical foundations of governance.	
2	Identify and critically analyze principles and models of governance.	
3	Evaluate governance tools, strategies and best practices in Indian and global contexts.	
4	Apply governance theories to real-world public policy issues at local, national and global levels.	
Course Contents		
	Unit I: Conceptual Foundations of Governance a) Definition, Origin and evolution of governance as a concept b) Meaning, Principles and Pillars of Good Governance c) Concept of <i>Rajadharma: Mahabharata</i> (Shanti Parva), <i>Manusmriti</i> and <i>Arthashastra</i> d) The notion of <i>Sabhas</i> and <i>Samitis</i> ; Village self-governance (<i>Gramraj</i>) Unit II: Governance and its Theoretical Distinctions a) Governance distinguished from Government and Administration b) Relationship between governance, accountability and democracy Unit III: Levels and Types of Governance a) Global, National and Local Governance: characteristics and challenges b) Models of governance c) Types of Governance: - Political Governance - Economic Governance - Social Governance	

- Administrative Governance

Unit IV: Strategies of Good Governance and Global Governance

- a) Strategies for Good Governance:
 - Decentralization and Devolution of Power
 - Capacity Building and Institutional Strengthening
 - e-Governance and ICT in Governance
- b) Role of International Institutions in Global Governance: UN, World Bank, IMF
- c) Global governance challenges in the age of globalization

Readings

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

Kangle, R. P. (Trans.). (2010). *The Kautilya Arthashastra* (3 vols.). Motilal Banarsidass. (Original work published ca. 3rd century BCE)

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>.

Olivelle, P. (Trans.). (1998). *The early Upanishads: Annotated text and translation*. Oxford University Press.

Olivelle, P. (Trans.). (2005). *Manu's code of law: A critical edition and translation of the Manava-Dharmasastra*. Oxford University Press.

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

Roy, P. C. (Trans.). (2010). *The Mahabharata of Krishna-Dwaipayana Vyasa* (Vol. 9: Shanti Parva). Munshiram Manoharlal. (Original work published ca. 400 BCE–400 CE)

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.						
PSO-CO Compliance Matrix						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	2	2
CO2	3	2	3	2	2	2
CO3	2	3	3	3	3	3
CO4	2	3	3	3	3	3
*1: Low, 2: Medium, 3: High						

Course: 6.OPPL04: ECONOMIC ANALYSIS OF PUBLIC POLICY		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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, public goods and social cost-benefit analysis.	
Course Outcomes: The students will be able to		
1	Explain the foundational concepts of macroeconomic and microeconomic thinking.	
2	Analyse the causes and consequences of market failures.	
3	Examine national income accounting concepts such as GDP, GNP, NNP, and related aggregates to assess their relevance in measuring economic welfare and informing policy.	
4	Evaluate key fiscal and monetary policy instruments using economic data and case-study methods.	
Course Contents		
	Unit I: Foundations of Macroeconomic Thinking a) Introduction to Macroeconomics: What is macroeconomics? b) Thinking like an economist c) Cost-benefit analysis d) Supply and demand e) Economic surplus f) Consumer choice: - Budget constraints and preferences - Price and income changes - Policy-relevant examples and applications	

- g) Introduction to labor markets
- h) Economic Thoughts of India: *Arthashastra* to *Dharmnomics* to The Economic Drain Theory, articulated by Dadabhai Naoroji

Unit II: Market Limitations and Structures

- a) Potential problems in economic reasoning:
 - Imperfect information
 - Risk and uncertainty
 - Irrational behavior and behavioral economics
- b) Market failures:
 - Externalities
 - Public goods
- c) Market structures and price determination:
 - Perfect competition
 - Monopoly
 - Imperfect competition
 - Game theory
- d) Introduction to capital markets

Unit III: National Income Accounting

- a) History of Estimation of National Income in Indian History.
- b) National income and related aggregates
- c) Methods of calculating national income
- d) Key aggregates:
 - Gross National Product (GNP)
 - Net National Product (NNP)
 - Gross and Net Domestic Product (GDP and NDP) at market price and at factor cost
 - National Disposable Income (gross and net)
 - Private income, personal income, and personal disposable income
- e) Real vs. nominal GDP
- f) GDP and welfare

Unit IV: Broader Economic Indicators and Policy Instruments

- a) Banking systems and financial institutions
- b) Income and employment
- c) Government budgets and fiscal policy
- d) Deficit financing
- e) Balance of payments and external sector analysis

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.

PSO-CO Compliance Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						

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

Course: 6.OPPL05: SOCIAL MOVEMENTS		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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	Explain the major theoretical frameworks and approaches used to understand social movements, including their historical evolution and typologies.	
2	Analyse the dynamic relationship between social movements, public policy, and the state.	
3	Examine the role of civil society organisations in movement building, policy advocacy, and democratic deepening in India and beyond.	
4	Evaluate the impact of global social movements on governance and public policy.	
5	Assess the role of social media and cultural expressions as tools of mobilisation, resistance and identity formation in contemporary social movements.	
6	Apply movement theories and case studies to critically interrogate policy challenges.	
Course Contents		
	Unit I: Understanding Social Movements a) Theoretical Frameworks and Approaches to Social Movements b) Relationship between Social Movements and Public Policy c) Social Reform and Policy Change in Indian Tradition Unit II: State and Civil Society a) Interactions between the State, Social Movements and Democracy b) The Role of Civil Society in Movement Building and Policy Advocacy Unit III: New Social Movements and Indian Contexts a) History and Theory of New Social Movements (NSM) b) Characteristics and Identity Politics in NSMs c) NSMs and the State in India: Negotiation, Resistance and Co-option	

Unit IV: Global Social Movements and Contemporary Issues

- a) Social Movements and the Role of Social Media
- b) Cultural Expressions and Identity in Social Movements
- c) Environmental and Climate Change Movements
- d) Human Rights Movements
- e) Women and Feminist Movements
- f) Student Movements

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.

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.

Dubhashi, P R. (February 9, 2002), "People's Movement against Global Capitalism", *Economic and Political Weekly*.

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.

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.

Kothari, Rajni (1984), "The Non-Party Political Process", *Economic and Political Weekly*.

Omvedt, Gail (1984), "Ecology and Social Movements", *Economic and Political Weekly*, Vol. XIX No 44. November 3.

Piven, Frances Fox and R. A. Cloward (1979), "The Structuring of Protest", in Frances Fox Piven and R. A. Cloward Poor Peoples Movements, How They Succeed, How They Fail, Vintage Books: New York.

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 Pratap Bhanu 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.

Murayama, M. (2009), "Competition and framing in the women's movement in India", in Shinichi Shigetomi and Kumiko Makino (eds.), *Protest and Social Movements in the Developing World*, Edward Elgar: Cheltenham.

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.

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.

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

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

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.

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

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

PSO-CO Compliance Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						
CO5						

CO6						
*1: Low, 2: Medium, 3: High						

Course: 6.OPPL06: SUSTAINABLE DEVELOPMENT POLICY AND PRACTICES		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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 <i>three domain of SD</i> (social, economic and environment) and the <i>triple bottom line</i> (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	Understand the concepts of sustainable development.	
2	Analyze alternative strategies in the field of sustainable development.	
3	Examine the successful models of the state for achieving sustainable development.	
Course Contents		
	Unit I: Understanding Sustainable Development a) Concept, Commitment, and Challenges of Operationalization b) Brundtland Commission c) World Conservation Strategy Unit II: Frameworks of Sustainable Development a) Sustainable Livelihood Framework b) Sustainable Development Framework	

	c) Millennium Development Goals: Success and Strategy Unit III: Planning Challenges and Policy Implications a) Issues of Growth and Equity: Comparing Development between Regions/States b) Case Studies: Kerala, Tamil Nadu, Uttar Pradesh and Rajasthan Unit IV: Collective Action and Institutional Role a) Concept and Strategies of Collective Action b) Role of Civil Society and the State
	Readings
	Sustainable Development- A Critical Review, by Sharachchandra M. LeLe, <i>World Development</i>. Vol. 19, No. 6, pp. 607-621, 1991. <i>Indian Development: Selected Regional Perspectives</i> by Jean Dreze and Amartya Sen (1996), Oxford University Press, New York. Additional Readings Growth, Distribution, and the Environment: Sustainable Development in India by Amitaa Krishna Dutty and J. Mohan Rao. <i>World Development</i>. Vol. 24, No. 2. pp. 287-30. Measuring Household Livelihood Security at the Family and Community Level in the Developing World by Marc Lindenberg. <i>World Development</i> .Vol. 30, No. 2, pp. 301–318, 2002. Politics of 'Sustainable Development' by K. R. Nayar .<i>Economic and Political Weekly</i>. 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, <i>World Development</i>. 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 <i>World Development</i>, Vol. 29, No.4, pp.601-617, 2001. Crossing the Great Divide: Coproduction, Synergy, and Development by Elinor Ostrom, <i>World Development</i> Vol. 24, No. 6, pp. 1073-1087.1996. Global action networks: Agents for collective action By Pieter Glasbergen <i>Global Environmental Change</i> 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.
	PSO-CO Compliance Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 6.OPPL07: PUBLIC ADMINISTRATION IN INDIA		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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	Comprehend the structures and processes of governance in India.	
2	Examine the implementation of reforms in administration.	
3	Identify the critical issues in governance structure.	
Course Contents		
	Unit I: Evolution and Constitutional Framework of Indian Administration a) Historical Evolution: Statecraft in ancient India; The Legacy of British Rule b) Salient Features of the Indian Constitution c) Parliamentary Democracy and Its Functioning in India d) Administrative Culture and Bureaucracy in India Unit II: Structures and Institutions of Governance a) 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 b) State Government and Administration: • Union-State Relations: Legislative, Administrative and Financial • Centre-State Relations: Areas of Conflict • Role and Relevance of the Finance Commission in Federal Governance Unit III: Local Governance, Civil Services, and Reforms a) District Administration: Changing Role of the District Collector b) Politics of Coalition and Bureaucratic Dynamics c) Evolution of Civil Services in India d) All India Services: Nature, Role and Functions e) Union Public Service Commission and State Public Service Commissions f) Training and Capacity Building in the Civil Services g) Administrative Reforms in India: • Post-Independence Reforms and Commission Reports • Structural Adjustment Programme (SAP) and Civil Service Reforms • Governance Reforms: Initiatives, Political Dynamics and Implementation Challenges Unit IV: Ethics, Governance, and Participatory Administration a) Administrative Ethics and the Problem of Corruption b) Governance, Good Governance and Economic Development c) Civil Society and Governance Issues in India: • Development, Displacement and Rehabilitation • Committed Bureaucracy and Judicial Activism • Right to Information Act and Citizen's Charter • Corruption and the Jan Lokpal Bill • People's Participation: Accountability and Transparency d) E-Governance and the Role of ICTs in Indian Administration e) Decentralization and Local Empowerment
	Readings Arora, R.K, 2006, <i>Public Administration in India: Continuity and Change</i>, Rajat Publications, New Delhi. Aswathappa, K., 2002, <i>Human Resource Personnel Management: Text and Cases</i>, Tata McGraw-Hill, New Delhi. Barthwal, C.P. and Kumkum Kishore (eds.), 2003, <i>Public Administration in India (Current Perspectives)</i>, A.P.H. Publishing Corporation, New Delhi. Basu, D. D., 2004, <i>Introduction to the Constitution of India</i>; Prentice Hall: New Delhi. Basu, Durga Das, 2004, <i>Introduction to the Constitution of India</i>, Twelfth Edition; Prentice Hall of India: New Delhi. Bhatt. M.S., 2004, <i>Poverty and Food Security in India: Problems and Policies</i>, Department of Economics, Jamia Milia Islamia, New Delhi. Bhattacharya, Mohit, 2007, <i>New Horizons of Public Administration</i>, Jawahar Publishers &

Distributors.

Chahar, S.S. (ed.) *Governance at Grassroots Level in India* (New Delhi: Kanishka Publishers, Distributors, 2005).

Chandhoke, Neera, 1995, *State and Civil Society: Explorations in Political Theory*, Sage, New Delhi.

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Dayal, Ishwar, MuthurKuldeep and Battacharya M., 1976, *District Administration*, Mc Millan: Delhi.

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

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

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

PSO-CO Compliance Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						

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

Course: 6.OPPL08: Globalization 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:		
	This is a course in international political economy, designed to provide students with a theoretical and critical understanding of the interaction between globalization and development. Through this syllabus, attempts have been made to examine international patterns of trade, debt, aid, investment, and migration, as well as the impacts of these processes on economic and political development. Attention is also devoted to analyzing the role of multilateral institutions, such as the IMF, World Bank, and WTO, in mediating these impacts and promoting development. Through this the objectives is to make students aware the impacts of international political economy on the domestic public policy.	
Course Outcomes: The students will be able to		
1	Understand the concept of Globalisation and its associated theories and types in modern day practices.	
2	Analyze the key issues of the globalization in shaping global policy outcomes.	
3	Examine the relationship between global discourses and domestic public policy.	
Course Contents		
	Unit I: Understanding Globalization a) Concepts, Types and Theories. b) The rise and fall of the Modern State. c) Globalisation through Indian Philosophy: Humanistic, ethical, and inclusive world order, Vasudhaiva Kutumbakam, Tracing Globalisation through Indian History. Unit 2: Globalization and Inter-linkages with public policy a) The Trans-nationalisation of Public Policy, b) Multilateralism – Multilateralism in Theory and Practice. c) Indian model of Multiculturalism, Strategic autonomy and Strategic patience d) Trade and the WTO e) The Global Financial Order f) The International Financial Institutions –IMF, World Bank Unit 3: The Financial Globalization a) Bilateral Trade and Regionalism. b) Trading Union - European Union, NAFTA, SAFTA, BRICS etc. c) Tax Heaven and Financial Action Task Force. Unit 4: Global Public Policy: a) Global Aid Politics, b) Sustainable Development Goals. c) Climate Change, Global Energy Policy, d) Global Health Policy,	

	e) Global Developmental Discourses, f) Global Civil Society and Policy-making, g) FDI, MNCs and TNCs. h) Global Leadership and resistance: World Social Forum (WSF), World Economic Forum (WEF), and other resistances.
Readings	
	Ahluwallia, Montek S., (2007), "Reforming the global financial architecture", Commonwealth Secretariat. Annan, K., (2001) "Laying the foundations of a fair and free world trade system." In The Role of the World Trade Organization in Global Governance. Ed. by Gary P. Sampson. New York, United Nations University Press. Brodo, Michael D., Eichengreen, B., (1993) A retrospective on the Bretton Woods system: Cooper, M. (2000) "World trade." CQ Researcher Online 10: 497-520. Eckersley, R., (2004) "The Big Chill: The WTO and Multilateral Environmental Agreements" Global Environmental Politics, 4.2. pp. 24-50. Eichengreen, B., (1996) Globalizing Capital: A history of the international monetary system, Princeton Press. Giddens, Anthony (2000), Runaway World: How Globalization is reshaping Our Lives, Routledge, New York. Hansen, Brian. (2001) "Globalization Backlash." CQ Researcher 11, no. 33 Harvey, David. (2005) A Brief History of Neoliberalism, Oxford University Press. Held, D., et al. (1999), Global Transformations: Politics, Economics and Culture, Stanford: Stanford University Press. Jamie Peck, J., (2003) Wai-Chung Yeung, H., eds. (2003) Remaking the Global Economy, Sage. Kapstein, E., (2004) "Models of International Economic Justice," Ethics & International Affairs, Vol 18 Issue 2. Keohane, R., (2001): "Governance in a Partially Globalized World" American Political Science Review 95:1-13. Krugman, P. (1998a) "Bubble, boom, crash: theoretical notes on Asia's crisis", Web Mimeo Landes, David S., (1999), The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor, W. W. Norton & Company. McMichael, Philip, (1996) "Globalization: Myths and Realities," Rural Sociology, 61.1: 25-55. Peter A. Hall and David Soskice, Varieties of Capitalism, Prakash, A., Hart, J., (2000), Globalization and Governance, Routledge. Sachs, J., (2006), The End of Poverty: Economic Possibilities for Our Time, Penguin Books. Stiglitz, J.E., (2004) The Roaring Nineties, Penguin Books. Stiglitz, J.E., (2010) Freefall—Free markets and the Sinking of the Global Economy, W. W. Norton & Company Storper, Michael. (2000) "Lived Effects of the Contemporary Economy: Globalization, Inequality,

and Consumer Society" in Public Culture 12.2: 375-410.

PSO-CO Compliance Matrix

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 6.OPPL09: INDIAN KNOWLEDGE SYSTEMS AND GOVERNANCE

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

Course Description:

	This course explores the foundational principles and practices of governance rooted in Indian Knowledge Systems (IKS). It engages students with classical texts, historical models of administration and traditions of justice, ethics and public leadership. The course offers a comparative perspective, encouraging students to critically examine the relevance and application of traditional governance models such as Rajadharma, Ganasanghas and Panchayati Raj in addressing contemporary policy and governance challenges in India.
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Prerequisite:

	Undergraduate-level understanding of political science, public administration, or Indian history. A basic familiarity with classical Indian texts or political thought is desirable but not mandatory.
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Course Objectives:

	This course aims to explore traditional Indian approaches to governance and public administration, examining how ancient models and philosophical ideas can contribute to contemporary governance practices. Students will engage critically with key texts, traditional governance structures, and administrative traditions, applying them to modern governance and policy challenges.
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Course Outcomes: The students will be able to

1	Understand the core principles of governance rooted in Indian Knowledge Systems.
2	Analyze ancient Indian political and administrative thought and its relevance today.
3	Evaluate traditional governance models like Gram Sabhas, Guilds and Community Leadership.

4	Reflect on the possibilities of integrating traditional governance practices into modern democratic institutions.
Course Contents	
	Unit I: Foundations of Indian Knowledge Systems and Governance a) Overview of Indian Knowledge Systems (IKS) • Definition, Evolution, and Scope of IKS • Epistemological and Civilizational Context of Indian Governance Ideas b) Sources of Indian Political Thought • Vedas: Concepts of Rta (cosmic order) and early notions of kingship • Upanishads: Ethical leadership and moral authority • Arthashastra: Statecraft, realpolitik, and administrative organization • Dharmaśāstra: Law, duty, and governance frameworks c) Core Concepts in Indian Political Philosophy • Dharmic State: Rule based on Dharma • Rajadharma: Duties of the ruler towards the subjects • Nyaya: Justice and Social Order in Indian traditions Unit II: Ancient Models of Governance a) Governance in the Vedic and Post-Vedic Periods • Political assemblies: Sabha and Samiti • Evolution of polity and kingship concepts b) Republican Systems (Ganasanghas) • Structure and Functioning of Ancient Republics • Collective Decision-Making and Popular Participation c) Statecraft and Administration in Kautilya's Arthashastra • Role of the King and Council of Ministers • Diplomacy, Espionage, and Interstate Relations • Principles of Revenue and Judicial Administration d) Decentralized Governance • Ancient Panchayat Systems and Village Autonomy Unit III: Principles of Ethical Governance and Public Administration a) Ethical Dimensions of Governance in Indian Tradition • Morality in Rulership: Rajaniti and Nitisastra • The Concept of Matsya Nyaya (Law of Fishes) and Need for Ethical Regulation b) Administrative Conduct and the Welfare State • Duties and Ethical Code for Rulers and Officials • Welfare State Ideals in Ancient Texts: Protection of the Weak and Public Good c) Public Accountability and Transparency • Mechanisms of Accountability in Ancient Governance • Role of Dharma in ensuring justice and good governance Unit IV: Contemporary Relevance and Applications a) Decentralization and Grassroots Governance: Ancient Lessons • Relevance of Panchayat Traditions in Modern Context • Democratic Traditions and Local Self-Government b) Revitalization of Panchayati Raj Institutions

	• 73rd Constitutional Amendment and Traditional Analogues • Challenges and Opportunities in Strengthening Local Governance c) Ethical Challenges and Governance Today • Corruption, Ethical Deficit, and Reforms in Public Administration • Traditional Ethical Principles as Correctives d) Case Studies: Modern Reforms Inspired by Traditional Models • Community-led governance projects (e.g., Self-Help Groups, Gram Sabhas) • Role of traditional wisdom in contemporary administrative reforms					
Readings						
	Bilimoria, P., Prabhu, J., & Sharma, R. (Eds.). (2007). Indian Ethics: Classical Traditions and Contemporary Challenges: Volume I (1st ed.). Routledge. https://doi.org/10.4324/9781315252445 Rangarajan, L. N. (1992). <i>Kautilya: The Arthashastra</i>. Penguin Books. Sharma, R. S. (2015). <i>Aspects of political ideas and institutions in ancient India</i>. Motilal Banarsidass. Kangle, R. P. (1965). <i>The Kautilya Arthashastra</i> (Vols. 1–3). Bombay University Press. Basham, A. L. (1954). <i>The wonder that was India: A Survey of the Culture of the Indian Sub-Continent Before the Coming of the Muslims</i>. Grove Press. Jha, D. N. (1998). <i>Ancient India: In historical outline</i>. Manohar Publishers Patrick Olivelle (1995). <i>The Dharmasutras: The Law Codes of Ancient India</i>. OUP Oxford.					
PSO-CO Compliance Matrix						
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1						
CO2						
CO3						
CO4						
*1: Low, 2: Medium, 3: High						

SEMESTER -II

Course: 6.OPPL11: MEDIA LAW		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	<i>The course is designed to provide students with a comprehensive understanding of the historical evolution and contemporary transformation of media laws in response to technological advancements and institutional developments. It aims to build a strong foundation in the constitutional principles and legal frameworks that regulate media in India, enabling students to critically examine the balance between freedom of expression and permissible legal restrictions. The course seeks to develop analytical insight into regulatory structures governing print, broadcast, and digital media, while also enhancing awareness of key areas such as intellectual property rights, advertising standards, and broadcasting regulation. Further, it explores emerging issues in digital jurisprudence, including the legal challenges posed by new media platforms, online content governance, and the evolving concept of digital commons, thereby equipping students to engage thoughtfully with contemporary debates in media law and policy.</i>	
Course Outcomes: The students will be able to		
1	Analyze the constitutional and legal foundations of media freedom and evaluate government policies regulating media in India.	
2	Demonstrate the ability to apply media laws by examining legal provisions, case materials, and regulatory frameworks related to media practices.	
3	Develop a critical and responsible perspective on the role of media in society by evaluating issues of freedom, accountability, and public interest.	
Course Contents		
	Unit I: Foundations of Mass Media a) Traditional Indian Communication Systems b) Types of Mass Media: Press, Radio, Films, Television, and Internet c) Ownership of Mass Media: Private, Public, and Common d) Visual vs. Non-Visual Media: Differences and Their Impact e) Media and the Constitution: • Constitutional Foundation of Freedom of Speech and Expression • Interpretation of Article 19 of the Constitution of India	

	Unit II: Legal Boundaries of Media Freedom f) Limits of Transparency and Secrecy g) Freedom of Speech and Bharatiya Nyaya Sanhita (BNS), 2023 h) Procedural Aspects under the Bharatiya Nagarik Suraksha Sanhita (BNSS), 2023 i) Important Aspects under Bhartiya Sakshya Adhiniyam, 2023 j) Censorship and Proscription under the Cinematograph Act Unit III: Regulation, Advertisement & Broadcast Law k) Power to Legislate: Article 246 and the Seventh Schedule l) Power to Impose Tax, Licensing, and License Fee m) Advertisement and Law n) Broadcasting Rights under the Copyright Act o) Cable Television Network (Regulation) Act Unit IV: Digital Jurisprudence and New Media p) Jurisprudence in the Digital Era q) Freedom of Speech and Expression on the Internet r) Intangible Property and Ownership s) Concept of Digital Commons
	Readings
	Lawrence Lessig (1999), Code and Other Laws of Cyberspace, Basic Books. 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. M.P Jain, Constitutional Law of India, Wadhwa Publications. 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. Soli Sorabjee, Law of Press Censorship in India (1976) Justice E.S Venkatramaiah, Freedom of Press : Some Recent Trends (1984) D.D Basu, The Law of Press of India (1980) Jane C. Ginsburg (2001) 'Copyright and Control over New Technologies of Dissemination'; Columbia Law Review, Vol.101 No.7 pp. 1613-1647. Someswar Bhowmik (2002) 'Politics of Film Censorship: Limits of Tolerance' Economic and Political Weekly. Philip J Weiser (2003), 'The Internet, Innovation and Intellectual Property Policy', Columbia Law Reviews Vol.103, No.3. Bharatiya Nyaya Sanhita (BNS), 2023 Bharatiya Nagarik Suraksha Sanhita (BNSS), 2023 Bhartiya Sakshya Adhiniyam, 2023

Copyright Act, 1957						
Cable Television Networks (Regulation) Act, 1995.						
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 6.OPPL12: 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	Understand the changing trends in policy making since the advent of liberalization.	
2	Explain the emergence and role played by other agencies in policymaking.	
3	Analyze the institutional frame of policymaking.	
Course Contents		
	Unit I: Policy-Making at the Union and State Levels a) Ancient Indian Policy Institutions: Conceptual Foundations b) Policy-Making at the Union Level: - Office and Powers of the Prime Minister - Role of the Cabinet Secretariat and Prime Minister’s Office (PMO) - Functions and Structure of the Central Secretariat - NITI Aayog: Objectives, Structure, and Role in Policy Planning c) Policy-Making at the State Level:	

	• Role, Powers, and Functions of the Governor • Chief Minister and Council of Ministers: Leadership in State Policy • Role and Functions of the Chief Secretary • State Secretariat: Structure and Policy Coordination Unit II: Local Governance and Policy-Making at the Grassroots a) Constitutional Framework: Salient Features of the 73rd and 74th Amendments b) Structure and Functions of Rural Local Governments c) Urban Local Bodies: Municipal Corporations, Municipal Councils, Notified Area Committees, Town Area Committees d) Metropolitan Organizations: Structure and Policy Jurisdiction e) Challenges in Local Governance: The Problem of Finance in Local Bodies Unit III: Policy Environment and Role of Non-State Actors a) Civil Society Organizations and their Influence on Policy-Making b) Media as a Policy Actor: Agenda Setting, Advocacy, and Watchdog Roles c) Interest Groups and Pressure Politics in Policy Formulation d) Interface Between State and Non-State Actors: Synergy and Conflict Unit IV: Contemporary Trends and Issues in Policy-Making a) Changing Nature and Process of Policy-Making in India b) Globalization and its Impact on Indian Policy Contexts c) Decline of the Legislature vis-à-vis Executive Policy Dominance d) Management Tools in Policy Formulation: PERT, CPM and Performance-Based Approaches e) Key Issues in Policy-Making: • Problems Arising from the Multi-Party System • Regulatory Challenges and Institutional Capacity • Promoting Good Governance and Accountability • Strengthening Policy/Programme Implementation Mechanisms
Readings	
	Ayyar, Vaidyantha, 2009, <i>Public Policy Making in India</i>, Pearson, New Delhi. Barthwal, C.P. and Kumkum Kishore (eds.), 2003, <i>Public Administration in India (Current Perspectives)</i>, A.P.H. Publishing Corporation, New Delhi. Basu, D. D., 2004, <i>Introduction to the Constitution of India</i>; Prentice Hall: New Delhi. Chandoke, N., 2003, 'The Civil and the Political in Civil Society', Carolyn M. Elliott (ed), <i>Civil Society and Democracy: A Reader</i>, Oxford University Press, New Delhi. Court, Julius, Enrique Mendizabal, David Osborne and John Young, 2006, <i>Policy Engagement: How Civil Society Can be More Effective</i>, Overseas Development Institute. Godbole, Madhav. "Good Governance: A Distant Dream," <i>Economic and Political Weekly</i> (Mar 13, 2004): 1103-1107. Jain, R.B., 2001, <i>Public Administration in India – 21st Century Challenges for Good Governance</i>, Deep & Deep Publications Pvt. Ltd., New Delhi.

Jain, S.P., (ed.), 1995, <i>Panchayati Raj Institutions in India: An Appraisal</i>. Hyderabad. NIRD, 1995. Mathur, Kuldeep and James Warner Bjorkman, 1994, <i>Top Policy Makers in India: Cabinet Minister and Their Civil Service Advisors</i>, Concept Publishers, New Delhi. Mathur, Kuldeep and James Warner Bjorkman, 2009, <i>Policy- Making in India: Who Speaks? Who Listens?</i>, Ashok Gosain and Ashish Gosain for Haranand Publications Ltd., New Delhi. Mathur, Kuldeep, 2008, <i>From Government to Governance: A Brief Survey of the Indian Experience</i>, National Book Trust, New Delhi. Mander, Harsh, 2003, <i>Corruption and the right to Information</i> in Rajesh Tandon and Ranjita Mohanty (eds), <i>Civil society and Governance Issues and Problems</i>, 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," <i>The Journal of Economic Education</i>, 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: 6.OPPL13: Public Policy in the Age of Artificial Intelligence		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Description:		
This course investigates how Artificial Intelligence (AI) is reshaping the landscape of public policymaking, governance, and regulation. Drawing on political theory, technology studies, and contemporary policy frameworks, the course aims to equip students with critical frameworks to understand the opportunities and challenges AI presents to democracy, public service delivery, privacy, and social justice. Through global and regional case studies, students will analyze AI's		

	implications on equity, power, ethics, and accountability in public policy. Students will also engage with the theoretical debates surrounding algorithmic power, surveillance, and democratic accountability while evaluating real-world applications across sectors.
Course Objectives:	
	This course aims to equip postgraduate students with a comprehensive understanding of how Artificial Intelligence (AI) is reshaping the landscape of public policy and governance. It introduces students to the foundational concepts, historical evolution, and contemporary applications of AI in the public sector which enable them to critically examine the opportunities and challenges that accompany its integration into policymaking processes. The course also explores the transformative potential of AI in improving service delivery across key sectors such as healthcare, education, and urban governance, while addressing pressing concerns around bias, exclusion and automation. Students will engage with emerging debates on algorithmic governance, democratic accountability and ethical data use, with a particular focus on global and Indian policy frameworks. Through interactive methods such as case studies, simulations and workshops, the course encourages analytical skills and the development of inclusive, responsible and future-ready policy strategies that align with the values of transparency, equity and human rights in the digital age.
Course Outcomes: The students will be able to	
1	Understand the core concepts and evolution of Artificial Intelligence and evaluate its impact on public policy and state capacity.
2	Assess the use of AI in public service delivery, with a focus on efficiency, accessibility, and the risks of exclusion.
3	Analyze the challenges of algorithmic governance, including transparency, surveillance, and democratic accountability.
4	Evaluate global AI policy frameworks and ethical considerations in data governance, algorithmic bias, and digital rights.
5	Propose inclusive and responsible AI policy approaches that integrate civic engagement, co-creation, and human rights perspectives.
Course Contents	
	Unit 1: Foundations of AI and Public Policy a) AI Fundamentals: Definitions and evolution b) AI and State Capacity: Application of AI and Gen AI in Policy making Unit 2: AI in Public Service Delivery a) Sector Applications: Healthcare, education and agriculture b) Smart Governance Tools: Chatbots, AI assistants and digital service platforms c) Equity Concerns: Accessibility, digital divide and risks of exclusion

	Unit 3: Algorithmic Governance and Democratic Accountability a) Understanding Algorithmic Governance b) Transparency Challenges: Black box decision-making and opacity issues, Algorithmic Bias c) Information Ecosystem: Deepfakes, misinformation, disinformation d) Accountability Mechanisms: Redressal mechanisms Unit 4: Data Ethics and Global Perspectives a) Data Governance: Surveillance capitalism and privacy erosion b) Global Perspectives: Data colonialism, digital decolonization and sovereignty c) Participatory Approaches: Co-creation, civic engagement and addressing democratic deficits
	Readings
	Ada Lovelace Institute. (2023). <i>Participatory data stewardship</i>. https://www.adalovelaceinstitute.org/report/participatory-data-stewardship/ Benjamin, R. (2019). <i>Race after technology: Abolitionist tools for the new Jim Code</i>. Polity Press. Shamika Ravi and Puneeth Nagaraj (2018). <i>Harnessing the future of AI in India</i>. Brookings Institution. https://www.brookings.edu/articles/harnessing-the-future-of-ai-in-india/ Eubanks, V. (2018). <i>Automating inequality: How high-tech tools profile, police, and punish the poor</i>. St. Martin's Press. European Commission. (2021). <i>Proposal for a regulation of the European Parliament and of the Council laying down harmonised rules on artificial intelligence (Artificial Intelligence Act) and amending certain Union legislative acts, 2021/0106(COD)</i>. https://artificialintelligenceact.eu/wp-content/uploads/2024/01/AIA-Final-Draft-21-January-2024.pdf NITI Aayog. (2018). <i>National Strategy for Artificial Intelligence</i>, https://www.niti.gov.in/sites/default/files/2023-03/National-Strategy-for-Artificial-Intelligence.pdf NITI Aayog. (2022). <i>Responsible AI for all</i>. Government of India. https://www.niti.gov.in/sites/default/files/2022-11/Ai for All 2022 02112022 0.pdf O'Neil, C. (2016). <i>Weapons of math destruction: How big data increases inequality and threatens democracy</i>. Crown Publishing Group. OECD (2025), <i>Governing with Artificial Intelligence: The State of Play and Way Forward in Core Government Functions</i>, OECD Publishing, Paris, https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/06/governing-with-artificial-intelligence_398fa287/795de142-en.pdf . Zuboff, S. (2019). <i>The age of surveillance capitalism: The fight for a human future at the new frontier of power</i>. Public Affairs. Agrawal, A., Gans, J., & Goldfarb, A. (2022). <i>Prediction machines: The simple economics of artificial intelligence</i>. Harvard Business Review Press. Brundage, M., Avin, S., Wang, J., Belfield, H., Krueger, G., Hadfield, G., Khlaaf, H., Yang, J., Toner, H., Fong, R., Maharaj, T., Koh, P. W., Hooker, S., Leung, J., Trask, A., Bluemke, E., Lebensold, J., O'Keefe, C., Koren, M., ... Anderljung, M. (2020). <i>Toward trustworthy AI development: Mechanisms for supporting verifiable claims</i>. arXiv. https://arxiv.org/abs/2004.07213 Crawford, K. (2021). <i>Atlas of AI: Power, politics, and the planetary costs of artificial intelligence</i>. Yale University Press.

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- Russell, S. (2019). *Human compatible: Artificial intelligence and the problem of control*. Viking.
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- Wirtz, B. W., Weyerer, J. C., & Geyer, C. (2019). Artificial intelligence and the public sector—Applications and challenges. *International Journal of Public Administration*, 42(7), 596–615. <https://doi.org/10.1080/01900692.2018.1498103>
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Couldry, N., & Mejias, U. A. (2019). <i>The costs of connection: How data is colonizing human life and appropriating it for capitalism</i>. Stanford University Press. D'Ignazio, C., & Klein, L. F. (2020). <i>Data feminism</i>. MIT Press. Floridi, L., & Taddeo, M. (2016). What is data ethics? <i>Philosophical Transactions of the Royal Society A</i>, 374(2083), 20160360. https://doi.org/10.1098/rsta.2016.0360 Hintz, A., Dencik, L., & Wahl-Jorgensen, K. (2019). <i>Digital citizenship in a datafied society</i>. Polity Press. Kwet, M. (2019). Digital colonialism: US empire and the new imperialism in the Global South. <i>Race & Class</i>, 60(4), 3–26. https://doi.org/10.1177/0306396818823172 Milan, S., & van der Velden, L. (2016). The alternative epistemologies of data activism. <i>Digital Culture & Society</i>, 2(2), 57–74. https://doi.org/10.14361/dcs-2016-0205 Ricaurte, P. (2019). Data epistemologies, the coloniality of power, and resistance. <i>Television & New Media</i>, 20(4), 350–365. https://doi.org/10.1177/1527476419831640 Sadowski, J. (2019). When data is capital: Datafication, accumulation, and extraction. <i>Big Data & Society</i>, 6(1). https://doi.org/10.1177/2053951718820549 Taylor, L. (2017). What is data justice? The case for connecting digital rights and freedoms globally. <i>Big Data & Society</i>, 4(2). https://doi.org/10.1177/2053951717736335 Viljoen, S. (2021). A relational theory of data governance. <i>Yale Law Journal</i>, 131(2), 573–654. https://yalelawjournal.org/pdf/131.2_Viljoen_1n12myx5.pdf						
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 6.OPPL14: RESEARCH METHODOLOGY		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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 postgraduate students to the theoretical foundations and practical applications of research methodology in both quantitative and qualitative paradigms. It aims to build competencies in scientific inquiry, statistical reasoning, sampling techniques, and qualitative fieldwork. Students will learn to formulate research problems, design appropriate methodologies, and apply various tools for data collection and analysis. By integrating the rigor of quantitative research with the depth of qualitative inquiry, this course enables students to		

	conduct ethically sound, methodologically robust, and socially relevant research that informs academic work and policy decisions.
Course Outcomes: The students will be able to	
1	Understand the types of research.
2	Examine the importance of quantitative research in social science.
3	Apply the basic statistical methods in social science research.
4	Understand the philosophical and methodological distinctions between quantitative and qualitative research.
5	Design research using appropriate sampling techniques and research strategies.
6	Engage ethically in the research process and document findings clearly and accurately.
7	Conduct field-based qualitative research including interviews, observations, and participatory methods.
8	Analyze both quantitative and qualitative data using appropriate analytical techniques.
Course Contents	
	Unit I: Foundations of Research and Scientific Inquiry - Research Methods in Indian Knowledge Systems - The Nature of Quantitative Research - Main Steps in Quantitative Research - Main Preoccupations of Quantitative Research - Critique of Quantitative Research - Scientific Explanation and Ethics in Research - Characteristics of Scientific Research and Methodology - Formulating a Research Problem Unit II: Research Design and Sampling Strategies - Elements of Research Design: Meaning and Purpose - Sampling Design: Probability and Non-Probability Sampling - Types and Qualities of Probability Sampling - Types of Non-Probability Sampling - Scaling Techniques in Research - Introduction to Statistics: - Definition and Methods - Characteristics, Functions and Limitations - Distrust of Statistics Unit III: Data Collection Methods - Quantitative Data Collection Tools: - Surveys, Questionnaires and Schedules - Qualitative Data Collection Tools: - Interviews, Focus Group Discussions, Observation and Case Study - Participants' Observation: Principles and Facilitation Techniques - Ethnography and Fieldwork - Role of Qualitative Methods in Policy Research

- f) Use of Visual Data and Narrative Tools

Unit IV: Data Analysis and Participatory Approaches

- a) Statistical Measures:
 - Measures of Central Tendency, Variation and Skewness
- b) Qualitative Data Analysis:
 - Documentation, Coding, Categorizing
 - Analyzing Conversations, Discourses and Genres
- c) Participatory Rural Appraisal (PRA):
 - Resource Assessment, Social Mapping
 - Social Audit and Triangulation

Readings

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

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

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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: 6.OPPL15: CIVIL SOCIETY AND POLICY ADVOCACY		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs. per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		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: Theoretical Foundations of Civil Society

- a) Key Theorists on Civil Society:
 - Bhakti and Sufi Movements as Civil Society Forces
 - Buddhist Sangha as Civil Association
 - John Locke: Civil Society and the State
 - G.W.F. Hegel: Ethical Life and Institutions
 - Karl Marx: Civil Society in the Context of Class and Capital
 - Antonio Gramsci: Hegemony, Civil Society, and Counter-Hegemony

Unit II: Evolution and Scope of Civil Society Organizations (CSOs)

- a) Historical Evolution of Civil Society: From Local Collectives to Global Actors
- b) The Role of Globalization in Shaping Modern CSOs
- c) Philanthropy and the Rise of Transnational Civil Society
- d) Changing Scope and Identity of CSOs in the 21st Century

Unit III: Governance and Management of CSOs

- a) Overview of the Non-Profit Sector: Scope, Structures, and Challenges
- b) Governing Boards: Roles, Composition, and Accountability Mechanisms
- c) Organizational Development: Capacity Building and Leadership
- d) Strategic Planning, Fundraising, and Resource Mobilization
- e) Ensuring Transparency and Stakeholder Engagement

Unit IV: Mission, Collaboration, and Future Directions

- a) Aligning Mission with Action: Constancy, Responsiveness, or Deflection
- b) Governance Trends: Research Perspectives and Emerging Debates
- c) Role of CSOs in Advocacy and Service Delivery
- d) Framework for Managing Relationships with Community, Government, and Business
- e) Collateral Roles of CSOs with Government and Corporate Sector
- f) Public Affairs Committees (PAC) and Voluntary Organization Policies
- g) Emerging Challenges and Opportunities for Policy Partnership

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.

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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 Organisations*, New Delhi .Sage.

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PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						

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

Course: 6.OPPL16: BIG DATA AND PUBLIC POLICY

TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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	Develop 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 I: Introduction to Big Data and Public Policy Interface

- a) What is Big Data? Definitions, Types, and Characteristics
- b) Techniques for Handling and Processing Big Data
- c) Methodological Challenges and Limitations in Big Data Analysis
- d) Ethical Concerns in the Use of Big Data
- e) The Inter-relationship between Big Data and Public Policy
- f) Challenges of Integrating Big Data into Policy Design and Implementation

Unit II: Governance in the Digital Era

- a) The Rise of Digital Government and E-Governance
- b) Development and Maturity of E-Governance Systems
- c) E-Democracy and Digital Citizenship: Participation and Representation
- d) Innovations in E-Parliament and E-Rulemaking
- e) Concept and Evolution of the Digital Nation-State

Unit III: Big Data in Action: Case Study Analysis

- a) Analytical Approaches to Large-Scale Public Datasets
- b) Case Studies:
 - Centre for Monitoring Indian Economy (CMIE)
 - Population Census and National Family Health Survey (NFHS)
 - National Sample Survey (NSS)
 - Employment and Unemployment Data
 - RBI Data and India Public Finance Statistics
- c) Interpreting Trends and Designing Evidence-Based Policies

Unit IV: Spatial Data and Policy Analysis

- a) Introduction to Geographic Information Systems (GIS)
- b) Role of GIS in Public Policy Planning and Implementation
- c) Tools for Spatial Analysis in Social, Economic, and Environmental Policy

d) Case Applications of GIS in Urban Planning, Disaster Management, and Resource Allocation						
Readings						
Matthew J. Salganik. (2017). Bit by Bit: Social Research in the Digital Age. Princeton University Press. Cathy O’Neil. (2016). Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Penguin Books. Rob Kitchin. (2014). The Data Revolution: Big Data, Open Data, Data Infrastructures and Their Consequences. SAGE Publications. Dutcher, Jenna. (2014). What is Big Data? UC Berkeley Data Science Blog. Press, Gil. (2014). 12 Big Data Definitions: What’s Yours? Forbes Blog. 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. 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. 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. 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. 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: 6.0PPL17: ETHICS, JUSTICE AND PUBLIC ACTION		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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	Analyze the debate on the conceptual and theoretical aspects of ethics, justice and public actions.	
2	Understand different dimensions of justice.	
3	Evaluate the state market’s importance in the distribution of resources.	
Course Contents		
	Unit I: Conceptual Foundations of Justice a) Concept of Justice b) Concept of just society c) Kinds of Justice d) The Indian philosophical tradition of <i>Nyaya</i> (justice in practice) and <i>Dharma</i> (moral order) Unit II: Major Theorists of Justice a) Part I: Robert Nozick, John Rawls, Amartya Sen b) Part II: Ronald Dworkin and Martha Nussbaum Unit III: Public Policy and its Normative Goals a) Goals of Public Policy: • Liberty • Equity • Security • Efficiency b) Ethical Dimensions of Public Policy Unit IV: Contemporary Debates on Justice, Ethics, and Public Action a) Growth and Development Policies b) Environment and Climate Justice c) Security and Development	
Readings		

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

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

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

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

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

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

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

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

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						

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

Course: 6.0PPL18: PUBLIC POLICY AND ETHICS IN INDIAN TRADITION		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Description:		
	This course explores the ethical foundations and philosophical principles of public policy in the Indian tradition. It introduces students to key ethical concepts such as Dharma, Nyaya, and Dhamma, derived from Vedic, Buddhist, Jain and classical Hindu sources. By critically engaging with ancient texts and historical practices, students will develop an understanding of how ethical reasoning shaped the moral dimensions of policymaking. The course also analyzes how these ancient frameworks can be applied to address contemporary policy challenges, such as equity, justice, environmental protection, ethical leadership and public accountability.	
Prerequisite:		
	Undergraduate degree in Political Science, Philosophy, Public Administration, Law, or any related discipline. Familiarity with basic concepts of political theory and ethics is recommended but not mandatory.	
Course Objectives:		
	The course aims to introduce students to the key ethical principles rooted in Indian philosophical and political traditions and examine their influence on governance and public policy. It aims to provide a comprehensive understanding of how concepts such as Dharma, Nyaya, Rajadharma, and Dhamma shaped ancient governance models and public welfare practices. The course encourages critical engagement with classical texts and historical examples to explore the moral foundations of governance, leadership, and administration. Additionally, it seeks to equip students with the analytical skills necessary to assess contemporary policy challenges through the lens of traditional Indian ethical frameworks, promoting the development of ethically sound, socially responsible and culturally informed policy solutions for modern India.	
Course Outcomes: The students will be able to		
1	Understand the ethical and philosophical principles foundational to Indian public life and governance.	
2	Interpret classical Indian texts in the context of governance, justice, public welfare, and ethics.	
3	Evaluate contemporary public policy issues from an ethical standpoint grounded in Indian traditions.	
4	Formulate policy suggestions inspired by traditional Indian ethical perspectives.	

5	Engage critically with ethical challenges in governance and develop value-based approaches to policy.					
Course Contents						
Unit I: Ethical Foundations of Public Policy in Indian Tradition a) Concept of Dharma (Duty) and its Relation to Public Policy b) Nyaya (Justice) and Social Order in Ancient Indian Thought c) Ethical Teachings from Vedic, Upanishadic, Buddhist and Jain Traditions d) Arthashastra and Dharmaśāstra: Statecraft, Justice, and Ethics Unit II: Governance Models and Moral Responsibility a) Rajadharma: Ethical Duties of the Ruler and Ministers b) Danda Niti (Policy of Discipline) and Law Enforcement c) Governance and Compassion: Buddhist Dhamma as Public Policy d) Ethics of Non-Violence (Ahimsa) and Social Tolerance in Governance Unit III: Public Welfare, Redistribution and Governance Structures a) Ancient Concepts of Welfare State: Kautilyan Perspectives b) Role of Dana (Charity) and Social Responsibility in Public Life c) Village Administration, Decentralization, and Local Self-Governance d) Ethical Guidelines for Bureaucrats and Public Officials in Ancient Texts Unit IV: Contemporary Applications and Challenges a) Relevance of Traditional Ethics to Modern Public Policy Debates b) Addressing Corruption, Inequality, and Environmental Issues through Ethical Policy c) Panchayati Raj and Grassroots Democracy: Ethical Inspirations from Tradition d) Case Studies: Integrating Indian Ethical Values in Contemporary Policy (e.g., Education, Health, Environmental Law)						
Readings						
Bilimoria, P., Prabhu, J., & Sharma, R. (Eds.). (2007). Indian Ethics: Classical Traditions and Contemporary Challenges: Volume I (1st ed.). Routledge. https://doi.org/10.4324/9781315252445 Rangarajan, L. N. (1992). <i>Kautilya: The Arthashastra</i>. Penguin Books. Sharma, R. S. (2015). <i>Aspects of political ideas and institutions in ancient India</i>. Motilal Banarsidass. Kangle, R. P. (1965). <i>The Kautilya Arthashastra</i> (Vols. 1–3). Bombay University Press. Bhargava, R. (2009). <i>Politics and Ethics of the Indian Constitution</i>. Oxford University Press. Ranganathan, S. (2017). <i>Ethics and the History of Indian Philosophy</i>. Motilal Banarsidass.						
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						

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

Course: 6.OPPL20: HUMAN RIGHTS LAW		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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	Make awareness of the human rights at International as well as national level.	
2	Understand the application of human rights through the operation of law.	
3	Analyze the applicability of human rights on different groups of people.	
4	Examine the concept, historical evolution, and theoretical foundations of human rights in international and Indian contexts.	
5	Apply human rights analysis by interpreting legal provisions, case laws, and institutional mechanisms for implementation.	
6	Appraise ethical and responsible perspectives by assessing the applicability of human rights principles to diverse groups and social contexts.	
	Course Contents	
	Unit I: Concept and Evolution of Human Rights a) Meaning and Nature of Human Rights b) Human Rights in Indian Knowledge Systems c) Historical Development of Human Rights d) Western and Indian Traditions of Human Rights - Ancient, Medieval and Modern perspectives - Concept of Natural Law and Natural Rights Unit II: Theoretical and Legal Foundations of Human Rights a) Theoretical Foundations of Human Rights b) Relationship between International Law and Human Rights	

	c) Interaction between International Law and Municipal Law d) Human Rights in the Constitution of India • Fundamental Rights and Directive Principles • Judicial interpretation and expansion Unit III: Implementation of Human Rights Norms in India a) Legislative and Administrative Implementation of International Human Rights Norms b) Judicial Implementation of International Human Rights Norms c) Role of Statutory Commissions in India • National Human Rights Commission (NHRC) • National Commission for Women • National Commission for Minorities • National Commission for Backward Classes Unit IV: International Human Rights Framework and Protection Mechanisms a) Universal Declaration of Human Rights (UDHR) b) International Covenants: • International Covenant on Civil and Political Rights (ICCPR) • International Covenant on Economic, Social and Cultural Rights (ICESCR) c) International Human Rights Protection Mechanisms: • United Nations Human Rights Bodies ➤ International Commission of Human Rights ➤ UN Division of Human Rights • Regional Organizations ➤ European Commission on Human Rights and Other International organization ➤ Role of Non-Governmental Organizations
	Readings
	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 Peter J Van Kricken (ed), The Exclusion Clause (1999), Kluwer International Human Rights Watch Women's Rights Project, The Human Rights Watch Global Report on Women's Human Rights (2000), Oxford University Press. Ermacora, Nowak and Tretter, International Human Rights (1993), Sweet & Maxwell, London Muntarbhorn, The Status of Refugees in Asia (1992), Oxford University Press. Human Rights and Global Diversity (2001), Frank Cass, London. Nirmal, C.J (ed.), Human Rights in India (2000), Oxford University Press. Nirmal B.C, The Right to Self Determination in International Law (1995), Deep and Deep Publications, Delhi. P.R Gandhi, International Human Rights Documents (1999) Universal Publications, Delhi.

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

Course: 6.OPPL21: SUSTAINABLE RURAL LIVELIHOOD		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	The Course intends to help the students various concepts, approaches and frameworks towards understanding of livelihood in rural setting. A livelihood comprises the capabilities, assets and activities required for means of living. A livelihood is sustainable when it can cope with and recover from stress and shocks. Sustainable Rural Livelihoods maintain or enhance the capabilities and assets that provide opportunities for the current generation without comprising the prospects of growth for upcoming generation in the rural areas. In the current paradigm lack of sustainable livelihood for rapidly increasing work force in rural India is a core concern across the stakeholders: corporate, the government system, rural community and individual households.	
Course Outcomes: The students will be able to		
1	Enhance the understanding of concept of sustainable rural livelihood in India and various approaches and practicable frameworks.	
2	Understand the livelihood opportunities through various supply and demand-side mediums.	
3	Analyze various policy and programmes in the country, which promotes livelihood opportunities for the rural poor.	
Course Contents		
	Unit 1: Understanding Sustainable Rural Livelihood a) Concept and Approach b) Livelihood Resilience c) Sustainable Livelihood Frameworks Unit 2: Economics of Sustainable Rural Livelihood d) Cooperatives e) Entrepreneurs and Micro-Enterprise	

f) Micro-credit and Livelihood Finance Unit 3: Programme and Policies in India a) Critical Review of MGNERGA, NRLM, etc. b) Various programmes and practices at the state level c) Genesis, Ground realities and Contrasting Experiences d) Sustainable Livelihood Practices from Vedic Times to Modern Practices: Analysis of case studies. Unit 4: Scaling up Social Innovation for Sustainable Rural Livelihood a) Social Innovations in India b) Case Studies						
Readings						
Chambers R and Conway, R Gordon. (1991). Sustainable Rural Livelihoods: Practical Concepts for 21st Century. IDS Discussion Paper No. 296. Korten, David, (1990), "People Verses Government: Restoring Co-operative Democracy through Voluntary Action in Andhra Pradesh, India," Samakhya, Hyderabad. Drucker, Peter, (1993), Innovation and Entrepreneurship - Practice and Principles, New York: Harper Business. Reynolds PD, White S. 1997. The Entrepreneurial Process: Economic Growth, Men, Women, and Minorities. Westport, CT: Quorum Shah, Tushaar. (1995), Making, Farmers' Co-operatives Work: Design, Governance and Management, Sage Publication India. Shah, Tushaar. (1996), Catalysing Co-operation Design of Self –Governing Organisations, Sage Publication India. Khera, Reetika. (2011) (ed.) The Battle for Employment Guarantee. Oxford University Press, New Delhi Mahajan, Vijay. (2009) Scaling up social innovation. Seminar. No. 593. pp 92-96.						
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

SEMESTER -III

Course: 7.OPPL01: IMPACT EVALUATION		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	This course aims to provide students with a comprehensive understanding of evaluation as an essential tool for evidence-based public policy and governance. It introduces students to the meaning, evolution and diverse applications of evaluation, covering a broad spectrum of methodological approaches including goal-based, theory-based, participatory and economic evaluations. The course also emphasizes the design and implementation of impact evaluations, with a focus on experimental and quasi-experimental methods such as randomized controlled trials and propensity score matching. Students will explore the phases of program evaluation, develop skills in formulating evaluation questions, selecting appropriate data collection tools and applying monitoring frameworks such as process and outcome monitoring. In addition, the course offers a critical perspective on institutional frameworks—both national and international—that support evaluation practices, including UNDP, OECD and India’s Programme Evaluation Organisation (PEO). Through case studies and professional examples, students will also engage with real-world evaluation practices conducted by NGOs and development agencies, with attention to issues of ethics, accountability, and dissemination of findings.	
Course Outcomes: The students will be able to		
1	Apply evaluation techniques for assessing government programmes.	
2	Analyze the relationship between theory and practice in programme evaluation.	
3	Construct evaluation tools and frameworks for field application.	
4	Evaluate institutional practices and evidence-based evaluation systems.	
5	Utilize qualitative and quantitative evaluation methods.	
6	Develop reflective and ethical perspectives on technology-driven policy evaluation.	
Course Contents		
	Unit I: Fundamentals and Approaches to Evaluation a) Meaning, Brief History, and Characteristics of Evaluation	

- b) Significance and Nature of Evaluation in Public Policy and Governance
- c) *History of Evaluation Methodology from Vedic period to Modern Times.*
- d) *Role of Arthashastra and Dharmasutras*
- e) Types of Evaluation and Their Contextual Applications
- f) Major Approaches to Evaluation:
 - Goal-Based and Goal-Free Evaluation
 - Theory-Based/Logic Model Evaluation
 - Utilization-Focused Evaluation
 - Collaborative and Participatory Evaluation
 - Balanced Scorecard and Appreciative Inquiry
 - External Evaluation Models:
 - Kirkpatrick Model
 - CIPP Model (Context, Input, Process, Product)
 - Economic Evaluation Tools:
 - Cost-Benefit Analysis
 - Cost-Effectiveness Analysis

Unit II: Impact Evaluation – Concepts and Designs

- a) Understanding Impact Evaluation: Key Concepts and Significance
- b) Theory of Change and Its Role in Evaluation
- c) Evaluation Designs and Methodologies:
 - Experimental Designs: Randomized Controlled Trials (RCTs)
 - Quasi-Experimental Designs:
 - Judgmental Matching
 - Propensity Score Matching (PSM)
- d) Good Practices in Implementing Impact Evaluations

Unit III: Phases, Tools, and Monitoring in Evaluation

- a) Phases of Programme Evaluation
- b) Formulating Programme Evaluation Questions
- c) Data Collection Methods and Analytical Approaches
- d) Feasibility Assessment in Evaluation Planning
- e) Evaluation Tools:
 - Performance Indicators and Rating Systems
 - Surveys and Rapid Appraisal Techniques
 - Participatory Methods for Impact Assessment
- f) Programme Monitoring:
 - Meaning and Objectives
 - Types: Process Monitoring and Outcome Monitoring
 - Uses, Strengths and Limitations of Outcome Monitoring
 - Outcome Monitoring vs. Outcome Evaluation

Unit IV: Institutional Frameworks and Professional Practice

- a) Units and Domains of Evaluation Practice:
 - UNDP, World Bank, OECD
 - Programme Evaluation Organisation (PEO)
 - Regional Evaluation Offices (REO) in India
- b) Evidence-Based Evaluation Across Professional Domains:
 - Comparative Approaches, Similarities, Differences, and Challenges

- Dissemination and Utilization of Evaluation Reports c) Role of NGOs in Evaluation: - Importance in Development Practice - Issues Related to Funding, Governance, and Accountability - Ethical Considerations in Evaluation Practices						
Readings						
Ian Graham Ronald Shaw, Jennifer Greene, Melvin M Mark. (2006), The SAGE Handbook of Evaluation, SAGE Publications Ltd. Carol H. Weiss, Evaluation: Methods for Studying Programs and Policies, 2nd Edition, Prentice Hall; 2nd edition (December 18, 1997). 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. Nagel, Stuary S. (ed) (2002), Handbook of Public Policy Evaluation, New Delhi: Sage Publication. Bringham, Richard D and Claire L. Felbinger (2002), Evaluation in Practice: A Methodological Approach, New York: Chattam House Publishers.						
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: 7.OPPL02: STATE, MARKET AND REGULATION		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Description:		

	This course explores the evolving interface between the state, the market, and regulatory frameworks in shaping economic governance and public accountability. It begins by introducing classical and contemporary theories that define the roles of state and market, and critically examines the rationale for regulation in both public interest and private enterprise contexts. Students will trace the historical transformation of state-market relations—from welfare-oriented interventions to liberalization and the emergence of the regulatory state. The course engages with institutional and sectoral case studies, including key Indian regulators like TRAI, SEBI, and RBI, as well as global institutions such as the WTO and IMF. Special attention is given to contemporary challenges in regulating digital platforms, climate governance, public-private partnerships, and inequality. By combining theoretical inquiry with applied analysis, the course prepares students to critically evaluate how regulation mediates power, equity, and efficiency in modern economies.
Course Objectives:	
	This course aims to equip students with a comprehensive understanding of the evolving relationship between the state, the market, and regulatory institutions. It explores the theoretical foundations of state-market interactions and the historical shifts from welfare statism to neoliberal governance and the emergence of regulatory states. The course seeks to critically engage students with the rationale for state intervention and regulation in contexts of market failure, public interest and social equity. By examining sector-specific regulatory frameworks—ranging from telecommunications and finance to environment and digital platforms—students will gain insight into the design, function and effectiveness of regulatory institutions. The course also emphasizes the political economy of regulation in both national and global contexts, enabling students to assess how regulation mediates efficiency, accountability and inclusive development.
Course Outcomes: The students will be able to	
1	Understand key concepts related to the state, market, and regulatory systems.
2	Explain how the relationship between the state and market has evolved over time, both in India and globally.
3	Identify and evaluate the role of regulatory institutions in managing markets and protecting public welfare.
4	Analyze current challenges in governance such as digital regulation, environmental issues, and public-private partnerships.
5	Develop informed opinions on public policies related to economic and social regulation.
Course Contents	
	Unit I: Basic Concepts and Theories a) Indigenous perspectives on State, Market, and Regulation b) Concept of State and the Market

	c) Classical Political Economy: Adam Smith, Karl Marx d) The idea and theories of regulation: Public Interest Theory vs. Public Choice Theory Unit II: Evolution of State-Market Relations e) Welfare State and Developmentalism in the 20th Century f) Structural Adjustment and Market-Oriented Reforms g) Impact of globalization on state power Unit III: Regulatory Institutions and Governance h) Typologies of Regulation: Economic, Social and Environmental i) Case Studies: Telecom Regulatory Authority of India (TRAI), SEBI, RBI j) International Regulatory Regimes: WTO, IMF, World Bank k) Corporate Governance Unit IV: Contemporary Issues and Critical Perspectives l) Data, Digital Platforms and the Challenge of Regulation m) Climate Regulation and the Role of the State n) Public-Private Partnerships and Regulatory Reforms
Readings	
	Bardhan, Pranab, 'Sharing the Spoils: Group Equity, Development and Democracy' in Kohli, Atul, ed., <i>The Success of India's Democracy</i>, 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., <i>Experiencing the State</i>, New Delhi: Oxford University Press, 2006, pp.110-139. Byres, T. J., 'State, Class and Development Planning in India', in T. J. Byres, ed., <i>The State, Development Planning and Liberalisation in India</i>, New Delhi: Oxford University Press, 1998. Cammack, P., 'Dependency and the Politics of Development' in Leeson, PF and Minogue, M M, eds., <i>Perspectives on Development: Cross Disciplinary Themes in Development</i>, Manchester: Manchester University Press, 1988. Chatterjee, Partha, 'Development Planning and the Indian State' in Chatterjee, Partha, ed., <i>State and Politics in India</i>, New Delhi: Oxford University Press, 1997, pp. 271-298. Chhotray, Vasudha, <i>The Anti-Politics Machine in India: State, Decentralisation and Participatory Development</i>, London: Anthem Press, 2011. Corbridge, Stuart, 'Development as Freedom: The Spaces of Amartya Sen' in <i>Progress in Development Studies</i>, Vol. 2, No. 3, July 2002, pp. 183-217. Corbridge, Stuart, Glyn Williams, Manoj Srivastava & RénéVérnon, <i>Seeing the State: Governance and Governmentality in India</i>, Cambridge: Cambridge University Press, 2005. Dennis Rondinelli and G S Cheema, 'The Competent State: Governance and Administration in an Era of Globalization' in Dennis A. Rondinelli and G. S. Cheema, eds., <i>Reinventing Government for</i>

	<i>the Twenty-First Century: State Capacity in a Globalizing Society</i>, Bloomfiedl, CT: Kumarian Press, 2003, pp. 243-260. Douthwaite, Richard, ‘Is It Possible to Build a Sustainable World’ in Munck, Ronaldo and O’Hearn eds., <i>Critical Development Theory: Contributions to a New Paradigm</i>, London: Zed Books, 1999, pp. 157-177. Eisenstadt, S. N., ‘Multiple Modernities’ in <i>Daedalus</i>, 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 <i>American Sociological Review</i>, Vol. 30, No. 5, Oct. 1965, pp. 659-673. Escobar, Arturo, ‘Anthropology and the Development Encounter: The Making and Marketing of Development’ in <i>American Ethnologist</i>, Vol. 18, No. 4, Nov., 1991, pp. 658-682. Escobar, Arturo, ‘Imagining a Post-Development Era? Critical Thought, Development and Social Movements’ in <i>Social Text</i>, No. 31/32, Third World and Post-Colonial Issues, 1992, pp. 20-56.					
	Key Readings: • Polanyi, K. <i>The Great Transformation</i> • Stiglitz, J. <i>Globalization and its Discontents</i> • Foucault, M. <i>The Birth of Biopolitics</i> • Jessop, B. <i>The Future of the Capitalist State</i> • Evans, P. <i>Embedded Autonomy</i> • Harvey, D. <i>A Brief History of Neoliberalism</i> • Majone, G. <i>Regulating Europe</i> • Dubash, N.K. (ed.) <i>The Rise of the Regulatory State of the South</i> • Baldwin, R., Cave, M., & Lodge, M. <i>Understanding Regulation</i> • Zuboff, S. <i>The Age of Surveillance Capitalism</i> • Rodrik, D. <i>Straight Talk on Trade</i> • Sachs, J. <i>The Age of Sustainable Development</i>					
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 7.OPPL03: LAW AND DEVELOPMENT		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	This course aims to provide an interdisciplinary foundation in the study of law and development, tracing its historical emergence and evolving relevance in the context of economic, social and political transformation. Students will critically explore how legal frameworks and institutions shape developmental outcomes, particularly in post-colonial and globalized settings. Through the lens of law as a tool for social change, the course will examine structural issues such as poverty, gender inequality, climate injustice and informal labour, while engaging with both mainstream and alternative development paradigms. Furthermore, the course seeks to enhance students’ understanding of the interaction between legal reforms, social policies and human rights, as well as the influence of global institutions on national development strategies.	
Course Outcomes: The students will be able to		
1	Understand the foundational concepts and historical evolution of Law and Development.	
2	Analyze the role of law as a catalyst for social change and its application in addressing issues like poverty, inequality, and environmental justice.	
3	Evaluate the functioning of legal institutions in shaping development outcomes.	
4	Examine key legal frameworks governing social policy areas.	
5	Assess the influence of global institutions and international law on national development strategies and human rights protections.	
Course Contents		
	Unit 1: Conceptual Foundations of Law and Development a) Evolution of Law and Development Studies b) Law, order, and development in ancient Indian political thought c) Concept and Dimensions of Development: Economic, Social and Political d) Law as an Instrument of Social Change e) Decolonizing Development: Alternative and Post-Development Perspectives Unit 2: Legal Reforms in Development a) Access to Justice: Legal Aid and Legal Aid Movements in India b) Role of Legal Institutions: Courts, Bureaucracy and Regulatory Agencies Unit 3: Legal Dimensions of Social Policy and Welfare a) Law and Poverty Alleviation: Social Security, Land Rights and Housing b) Gender and Law: Empowerment, Representation and Justice	

- c) Environmental Law and Sustainable Development
- d) Climate Change, Climate Justice and Development Law
- e) Labour Law and Informal Economy
- f) Tribal Rights and Forest Laws

Unit 4: Global Institutions, Development Policy and Human Rights

- a) Role of International Organizations: World Bank, WTO, UNDP in Development
- b) Human Rights and Development: Civil, Political, Social and Economic Rights

Readings

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

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

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.

Ferguson, J. (1994), The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho, London: University of Minnesota Press.

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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: 7.OPPL04: EXPERIENTIAL LEARNING AND DISSERTATION-I

TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Practical: 2 hrs. per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Practical: 2
		Total: 2

Course Objective:

Each student will be working under the mentorship of a faculty assigned in the department. The course is designed to integrate academic learning with field-based experience and research skills. It aims to foster critical thinking, real-world observation and the ability to conceptualize research grounded in practical exposure. Through internships, field visits, community engagement, or organizational interactions, students gain first-hand understanding of policy, governance, or social processes. These experiences serve as a foundation for identifying a viable research problem. Through close faculty supervision, the course channelizes students in refining their research topic, formulating research objectives and questions, reviewing relevant literature and developing a structured research proposal with appropriate methodology for the subsequent Dissertation-II phase.

Course Outcomes: The students will be able to

1	Identify and articulate a clear and relevant research problem within their discipline.
2	Conduct a critical and coherent review of relevant academic literature.

3	Formulate appropriate research questions, objectives, and hypotheses.					
4	Design a suitable research methodology including tools for data collection and analysis.					
5	Develop a structured research proposal demonstrating academic clarity and feasibility for further investigation.					
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 7.OPPL05: INTERNSHIP, REPORT WRITING AND PRESENTATION		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Practical: 2 hrs. per week	End Semester Examination (Presentation): 60 marks Internal Assessment by the supervisors: 40 marks	Practical: 2
		Total: 2
Course Objective:		
	This course aims to bridge academic learning with practical experience by requiring students to undertake an internship with a government body, civil society organization, research institution, or policy think tank. Through this field engagement, students will observe institutional functioning, participate in ongoing projects, and apply their disciplinary knowledge to real-world policy and governance contexts. The course further trains students with essential skills in professional report writing, data documentation and analytical reflection. Emphasis is placed on crafting well-structured internship reports that capture insights, challenges and policy implications observed during the internship. Additionally, the course sharpens students’ presentation skills which enable them to effectively communicate their field experiences and policy analysis in oral and visual formats. This experiential learning process fosters critical thinking, communication proficiency and career readiness.	
Course Outcomes: The students will be able to		
1	Understand the functioning of organizations relevant to policy making and policy implementation.	
2	Develop the skill of report writing.	

3	Enhance the skill of presentation.					
Note	The internship will be generally 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.					
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 7.OPPL06: SOCIETY, BUSINESS AND GOVERNANCE IN INDIA		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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 I: Evolution of Development Planning in India a) Swadeshi and Indigenous Economic Thought b) National Planning Committee Report (1938) c) The Bombay Plan: Vision from Indian Industrialists d) Development Strategy in the Second and Third Five-Year Plans	

- e) Key Shifts in Planning Ideology and Economic Objectives

Unit II: The Mixed Economy and Sectoral Roles

- a) The Concept and Practice of a Mixed Economy in India
- b) Role of the Public Sector in Nation-Building
- c) Role of the Private Sector in Industrial and Infrastructure Development
- d) Planning and Coordination between Public and Private Sectors

Unit III: Regulation, Control, and Institutional Mechanisms

- a) Regulation of Private Industry and Rise of the Public Sector
- b) Industrial Development and Regulation Act (IDRA)
- c) Monopolies and Restrictive Trade Practices Act (MRTP) and the Role of the Monopolies Regulatory Commission
- d) Emergence and Impact of the License Raj
- e) Government Policies and Regulatory Tools for Business Oversight

Unit IV: State–Business Relations and Economic Liberalization

- a) Nature of Business–State Relations during the Planned Economy Era
- b) Rise of Business Associations:
 - FICCI, ASSOCHAM, and CII
 - Their Role as Platforms for Government–Business Dialogue
- c) Economic Reforms of 1991 and Strategic Reorientation
- d) Institutional Framework for Business–State Partnership in the Post-Liberalization Era
- e) Policy Partnerships and Governance Networks: A 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

Course: 7.OPPL07: SOCIETY, TECHNOLOGY AND POLICY		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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	Understand the basic concepts associated with science and policy.	
2	Evaluate the science and technology policy in the context of controversy between state and society perspectives.	
3	Examine the conflicts of technology with other contentious issues.	
Course Contents		
	Unit I: Foundations of Science and Technology a) Basic Issues in Science and Technology b) Conceptions and Definitions of Technology c) Changing Relationship between Science and Technology d) Nature of Scientific Knowledge and the Scientific Method e) Scientific Temper vs. Humanistic Temper: Comparative Perspectives Unit II: Technology, Society, and Power a) Functional and Dysfunctional Aspects of a Technological Society b) Technological Determinism vs. Social Shaping of Technology c) Science and Democracy: Public Participation in Technological Decisions d) Politicization and Governance of Technology e) Ethics and Politics of Emerging Technologies (AI, Biotech, Surveillance Tech)	

Unit III: Science and Technology in the Indian Context

- a) Post-War and Post-Colonial Development of Scientific Institutions in India
- b) Institutional Building and Science Organization in Independent India
- c) Role of Scientific and Political Elites in Shaping Indian Science
- d) Indian Perspectives on Science, Technology, and Development
- e) Evolution of Science & Technology Policy and the National System of Innovation (NSI) in India

Unit IV: Contemporary Debates in Technology and Public Policy

- a) Current Issues in Science and Technology Policy
- b) Intellectual Property Rights (IPRs) and Protection of Indigenous Knowledge
- c) Public Participation in Scientific Debates:
 - Nuclear Energy
 - Climate Change
- d) TRIPS, Patent Laws, and Global Policy Challenges

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

Bijker, E., Thomas Hughes and Trevor P inch (eds), The Social Construction of Technological Systems, Cambridge: MIT Press.

Bijker, W.E. (1997) Of Bicycles, Bakelites, and Bulbs: Toward a Theory of Sociotechnical Change Cambridge, MA: MIT Press.

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.

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Bush, Vannevar, (1945) Science, The Endless Frontier, Report prepared for President Truman.

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Collins, H., Trevor, P., (1998) The Golem at Large: What You Should Know About Technology, Cambridge: Canto.

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

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PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO 1						
CO 2						
CO 3						
CO 4						

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

Course: 7.0PPL08: INDIA'S FOREIGN POLICY AND GLOBAL ISSUES

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

Course Objective:

This course aims to provide students with a comprehensive understanding of India's foreign policy—its historical evolution, institutional formulation, strategic orientations and global engagements. It explores the foundational principles and objectives that have shaped India's external relations, while also analyze the role of key domestic and external determinants in influencing policy direction. Special emphasis is placed on India's bilateral relations with major powers, its multilateral diplomacy within regional and global forums and the increasing intersections between foreign policy and public policy domains such as climate, health and human rights. The course also explores contemporary global security challenges including cyber security, environmental threats, terrorism and refugee crises, which prepares students with analytical tools to evaluate India's positioning in a multipolar and rapidly changing world order.

Course Outcomes: The students will be able to

1	Understand the historical evolution and key principles guiding India's foreign policy.
2	Analyze the institutional framework and key actors involved in the formulation of India's external policy.

3	Assess India's bilateral relations with major powers including the USA, Russia, and China.
4	Evaluate India's role in multilateral forums and its strategies in regional and global diplomacy.
5	Examine the impact of foreign policy on public policy and interpret India's approach to global issues such as climate change, migration, security, and international law.
Course Contents	
	Unit I: Foundations and Formulation of Indian Foreign Policy - Strategic Realism and Kautilyan Statecraft - Key Principles, Objectives and Strategic Shifts - Determinants of Foreign Policy - Institutional Framework and Policy Actors: - Role of the Cabinet, National Security Council and Prime Minister's Office - Ministry of External Affairs (MEA) and Parliament - Influence of Media, Public Opinion and Intelligence Agencies Unit II: India's Bilateral Relations with Major Powers - India–United States Relations: Strategic Convergence and Conflicts - India–Russia Relations: Historical Legacy and Contemporary Ties - India–China Relations: Strategic Competition, Trade and Border Dynamics Unit III: Multilateral Diplomacy and Regional Engagements - India and the United Nations: Reform, Peacekeeping and Global Governance - India's Engagement with SAARC, BRICS, ASEAN and SCO - Multilateralism in a Multipolar World: India's Role and Strategic Interests Unit IV: Contemporary Global Issues and Foreign Policy Linkages with Public Policy - Impact of Foreign Policy on Public Policy: - Climate Policy, Health Policy, Human Rights, Identity Politics and Green Politics - Understanding Key Concepts of Contemporary Global Security: - Cyber Security - Energy and Environmental Security - Maritime Security - Migration, Refugee Politics and Statelessness - International Terrorism and the Challenge of Weapons of Mass Destruction (WMD)
Readings	
Air Vice Marshal Kapil Kak (ed.), (2010), Comprehensive Security for an Emerging India, New Delhi, KW Publishers Pvt. Ltd in association with Centre for Air Power Studies Amitabh Mattoo and Happyman Jacob, (eds), (2014), "India and the Contemporary International System", New Delhi, Manohar Publications in collaboration with RCSS Colombo. Anjali Ghosh, et. al. (eds), (2009), India's Foreign Policy" New Delhi, Pearson. B.R. Nayar & T.V. Paul (2004) "Major-power Status in the Modern World-India in Comparative Perspective" in B.R Nayar and T.V Paul (eds), India in the World Order: Searching for major Power Status, New Delhi, Foundation Books & Cambridge University Press, pp.27-64.	

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Muchkund Dubey, (2016), *India's Foreign Policy: Coping with the Changing World*, New Delhi, Orient Blackswan Pvt. Ltd.

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R. Sikri (2009), *Challenge and Strategy: Rethinking India's Foreign Policy*, New Delhi, Sage.

R.S. Yadav and S. Dhanda (eds) (2009) *"India's Foreign Policy: Contemporary Trends"*, New Delhi: Shipra Publications.

S. Ganguly and M.S. Pardesi, *"Explaining Sixty Years of India's Foreign Policy"*, *India Review*, Vol.8 (1) pp.4-19.

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Sumit Ganguly (ed) (2016), *Engaging the World-Indian Foreign Policy since 1947*, New Delhi, Oxford University Press.

U. Shankar, *"India's Afghan Policy: An Evaluation"*, *Contemporary Central Asia*, vol. VI, No. 1-2, pp. 55-73.

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

Course: 7.OPPL09: SUSTAINABILITY IN INDIAN KNOWLEDGE SYSTEMS		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Description:		
	This course examines the concept of sustainability as embedded in traditional Indian knowledge systems (IKS), focusing on environmental stewardship, resource management, agricultural practices, architecture, medicine and social organization. Drawing from ancient texts, traditional practices and philosophical traditions, the course explores holistic approaches to living in harmony with nature. It further analyzes how these traditional models can inform contemporary sustainability efforts in fields such as environmental policy, conservation, healthcare, agriculture and urban planning. Students will critically engage with classical and contemporary case studies to appreciate the relevance of IKS to modern global sustainability challenges.	
Prerequisite:		
	Undergraduate degree in Environmental Studies, Social Sciences, Humanities, Indian Studies, Philosophy, or any related field. Basic understanding of environmental issues and Indian history is recommended but not mandatory.	
Course Objectives:		
	The course proposes to introduce students to the rich traditions of sustainable practices and ecological wisdom embedded in Indian knowledge systems. It aims to explore ancient Indian perspectives on environmental balance, resource conservation, and holistic health, highlighting their scientific, cultural and ethical foundations. The course seeks to develop a critical understanding of how these traditional approaches align with and offer alternatives to modern concepts of sustainability. Through analytical engagement with classical texts, traditional practices,	

	and modern policy discussions, students will learn to appreciate the relevance of traditional knowledge in crafting sustainable solutions for contemporary global and local challenges.
Course Outcomes: The students will be able to	
1	Understand the philosophical and practical foundations of sustainability within Indian knowledge traditions.
2	Analyze ancient Indian approaches to environment, health, agriculture and architecture in the context of sustainability.
3	Assess the relevance of traditional practices for addressing modern environmental and social challenges.
4	Develop policy recommendations that integrate traditional sustainable practices with contemporary needs.
5	Engage in interdisciplinary research connecting Indian knowledge systems to global sustainability discourses.
Course Contents	
	Unit I: Foundations of Sustainability in Indian Philosophy a) Concept of Prakriti (Nature) and its Sanctity b) <i>Rta</i> (Cosmic Order), <i>Dharma</i> (Duty), and <i>Pancha Mahabhutas</i> (Five Elements) c) Eco-centric Values in Vedas, Upanishads, Jainism, Buddhism and Vaishnavism d) Sacred Geography and Cultural Landscapes (Forests, Rivers, Mountains) e) Principles of Non-violence (Ahimsa) and Ecological Balance Unit II: Traditional Knowledge and Sustainable Practices a) Traditional Water Management Systems: Stepwells, Tanks, Rainwater Harvesting b) Forest Conservation: Sacred Groves (<i>Devrai</i>), Community Protection and Biodiversity Preservation c) Sustainable Agricultural Practices: Crop Diversity, Rain-fed Farming, Organic Farming and Panchagavya d) Festivals and Rituals Promoting Ecological Harmony e) Traditional Veterinary and Health Systems (Ayurveda, Siddha, Unani) Unit III: Traditional Knowledge and Policy Integration a) Principles of Vastu Shastra and Sustainable Architecture b) Traditional Crafts, Handloom and Eco-Friendly Technologies c) Traditional Models of Renewable Energy and Resource Utilization d) Traditional Strategies for Climate Adaptation and Resilience e) Role of Local Knowledge in Disaster Resilience f) Role of Local Communities in Biodiversity Protection and Conservation g) Policy Recognition of Traditional Knowledge: Forest Rights Act, Biodiversity Act Unit IV: Contemporary Relevance and Sustainability Policy a) Relevance of Indian Knowledge Systems in SDGs, Climate Action and Environmental Governance b) Integration of Traditional Ecological Knowledge in Environmental Education c) Case Studies: Chipko Movement, Bishnoi Environmental Ethics and Narmada Bachao Andolan d) Future Pathways: Blending Traditional Wisdom and Scientific Innovations for Sustainable

	Public Policy					
Readings						
	Agarwal, A., & Narain, S. (1997). <i>Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems</i>. Centre for Science and Environment. Baviskar, A. (2005). <i>In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley</i>. Oxford University Press. Gadgil, M., & Guha, R. (1993). <i>This Fissured Land: An Ecological History of India</i>. University of California Press. Shiva, V. (1991). <i>Ecology and the Politics of Survival: Conflicts over Natural Resources in India</i>. SAGE Publications. Silverman, S. (2007). <i>Vastu: Transcendental Home Design in Harmony with Nature</i>. Gibbs Smith. Ubale, S., & Badade, K. (2024). Cultural Roots of Conservation: Indigenous Knowledge in Environmental Sustainability. <i>Indian Journal of Integrated Research in Law</i>, 4(6), 414–432.					
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 7.0PPL11: E- GOVERNANCE		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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	Familiarize with the key concepts and theories of e-governance.
2	Understand the models of e-governance, the National e-governance Plan.
3	Examine the application of IT in diverse spheres of administration.
Course Contents	
	Unit I: Foundations and Theoretical Frameworks of E-Governance - Difference between E-Government and E-Governance - Understanding Digital Governance - E-Government as an Information System: Meaning and Benefits - E-Government Life Cycle - Online and Electronic Service Delivery Models - Evolution, Scope, and Content of E-Governance - Types of E-Governance: G2C (Government to Citizen), G2B (Government to Business), G2G (Government to Government) - Present Global Trends and Comparative Growth in E-Governance Unit II: Models and Legal Framework of E-Governance - E-Governance Models: - General Information Dissemination Model - Critical Information Dissemination Model - Advocacy Model - Interactive Model - Legal Framework of E-Governance in India: - Introduction to Information Systems (DBMS, Resource Mapping) - IT Act 2000: Key Provisions and Relevance - Right to Information Act: Citizen Access and Transparency - National E-Governance Plan (NeGP) - Digital India Mission and Vision Unit III: Sectoral Applications of E-Governance - E-Governance in Rural Development and Empowerment - E-Governance in Urban Administration and Smart Cities - Role of E-Governance in Economic Development and Service Delivery - Emergence of E-Democracy: Digital Participation and Accountability

Unit IV: Case Studies, Implementation, and Challenges

a) Case Studies of E-Governance Initiatives in India:

- Computerization in Andhra Pradesh
- Akshaya (E-Literacy) Program in Kerala
- BHOOMI – Land Records Digitization in Karnataka
- STAR – Property Registration in Tamil Nadu
- eMitra – Digital Services in Rajasthan
- e-District Project – Administrative Automation

b) Implementation Issues and Challenges:

- Key Success Factors in E-Governance
- Indicators for Implementation: Infrastructure, Institutional Capacity, and Governance
- Assessing E-Readiness and Bridging the Digital Divide
- Critical Implementation Factors: Technology, People, Process, Resources
- Overcoming Legal Barriers and Resistance to Change
- Addressing Skill Gaps, Competency Challenges, and Ethical Issues

Readings

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

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*, 1stedn, 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 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: 7.OPPL12: INTELLECTUAL PROPERTY RIGHTS		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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 militates 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	Analyze the concept, scope, and theoretical foundations of intellectual property rights and examine their role in innovation and development.	
2	Apply legal analysis by interpreting Indian and international intellectual property laws, treaties, and case precedents.	
3	Evaluate the applicability and effectiveness of intellectual property laws in balancing creators' rights, industry interests, and societal welfare.	
4	Develop an ethical perspective on intellectual property governance by assessing issues relating to traditional knowledge, biodiversity, and public interest.	
Course Contents		
	Unit I – Foundations of Intellectual Property Rights and International Frameworks a) Meaning, scope, and rationale for protection of Intellectual Property Rights b) Traditional , biotechnology, digital innovations c) International frameworks and organizations	

- d) Indian Knowledge Systems and Intellectual Property

Unit II – Copyright and Trademark Law in India

a) Copyright Law

- Scope: literary, musical, dramatic works, films, software
- Infringement and fair use
- Digital piracy and internet issues
- Remedies and enforcement

b) Trademark Law

- Definition, registration, and protection
- Well-known marks, passing off, honest concurrent use
- Commercial and consumer rights
- Remedies and case law

Unit III – Patent Law and Contemporary Dimensions

- a) Concept and evolution of patent law in India
- b) Patentable subject matter: biotechnology, software, AI
- c) Patent filing process, PCT, opposition
- d) Infringement, remedies, compulsory licensing
- e) Comparative overview: U.S. and European systems
- f) Patents, development, technology transfer, environment

Unit IV – Emerging Issues and Related Domains

- a) Geographical indications: registration and rights
- b) Plant Varieties and Farmers' Rights
- c) Biological diversity and National Biodiversity Authority
- d) Semiconductor integrated circuits and layout design
- e) Industrial designs and overlap with copyright

Readings

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

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

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

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

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

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

The Semiconductor Integrated Circuits Layout Design Act, 2000.

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

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

The Biological Diversity Act, 2002.

The Designs Act, 2000.

Vashishta – Law and Practice of Intellectual Property in India, 1999

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

Correa, Carlos 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

SEMESTER- IV

Course: 7.OPPL13: PUBLIC FINANCE		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	The course is designed to provide students with a comprehensive understanding of the theory and practice of public finance in the context of India’s political economy. It aims to develop critical insights into government intervention, resource allocation, fiscal policy instruments and budgetary processes. The course explores key concepts such as market failure, public goods and social welfare while also emphasizing citizens’ engagement in economic decision-making. Additionally, students will study public budgeting practices, fiscal responsibility frameworks and contemporary policy issues including taxation, social sector spending and fiscal federalism in India. The course prepares students to analyze, evaluate and contribute to effective public financial governance and policy formulation. The course will also 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	Understand the foundational concepts of public finance, including government intervention, efficiency, equity and public goods.	
2	Analyze the rationale for collective decision-making and apply cost-benefit and cost-effective analysis to public projects.	
3	Evaluate public budgeting processes and fiscal responsibility mechanisms in India, including reforms and performance-based approaches.	
4	Assess the functioning and challenges of India’s fiscal and monetary policy frameworks, tax system and expenditure priorities in social sectors.	
5	Examine the dynamics of fiscal federalism and understand the financial structures of state and local governments in India.	
Course Contents		
	Unit I: Foundations of Public Finance and Government Intervention a) Basic Concepts in Public Finance b) Government Intervention in the Economy: Rationale and Mechanisms c) Pareto Efficiency, Equity, and the Idea of Social Welfare d) Market Failures and the Role of the State e) Public Goods and Externalities f) Public Expenditures: Types and Trends g) Revenue Sources and Tax Instruments	

- h) Understanding Public Debt and Its Implications
- i) Public Finance in Ancient India: Concepts, Theory and Practices, Relevance in modern day world

Unit II: Citizen Engagement and Economic Decision-Making

- a) Citizen's Articulation in Fiscal Policy
- b) Collective Action and the Public Interest
- c) Aggregating Preferences in Democratic Settings
- d) Cost-Benefit Analysis in Public Projects
- e) Cost-Effective Analysis for Social and Welfare Schemes

Unit III: Public Budgeting and Fiscal Responsibility

- a) Concepts and Theories of Budgeting
- b) Budgeting Practices: Traditional, Zero-Based Budgeting (ZBB), Performance and Outcome Budgeting
- c) Reforms in India's Budgeting Process
- d) Analysis of Budgetary Deficits and Implications for Fiscal Health
- e) Fiscal Responsibility and Budget Management (FRBM) Act: Overview and Critique

Unit IV: Policy Instruments and Fiscal Federalism

- a) Overview of Monetary and Fiscal Policies in India
- b) Current Issues in India's Tax System and GST Reforms
- c) Trade Policy and Industrial Policy: Fiscal Linkages
- d) Social Sector Spending: Education, Health, Welfare
- e) Principles and Practice of Fiscal Federalism in India
- f) Understanding State and Local Government Finances

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

Musgrave, R.A. and P.B. Musgrave, Public Finance in Theory and Practice, McGraw Hill, 1989.

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

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

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

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

Government of India, Report of the 14th Finance Commission.

Economic Survey, Government of India (latest).

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: 7.0PPL14: COMPARATIVE PUBLIC POLICY		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 4 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 4
		Total: 4
Course Objective:		
	The course aims to introduce students to the key concepts, evolution, and relevance of comparative public policy as a distinct area of study within political science and public administration. It is designed to familiarize students with the major theoretical frameworks and analytical tools used to compare policies across different political systems. Special emphasis is placed on understanding the institutional structures, governance mechanisms and policy actors in India, China and the United States. The course also facilitates a comparative exploration of specific policy areas—such as water, climate, and energy—enabling students to critically evaluate how diverse political, economic and social contexts shape policy formulation and implementation across countries.	
Course Outcomes: The students will be able to		
1	Understand the origin, scope and significance of comparative public policy as a field of inquiry.	
2	Apply theoretical frameworks such as the Advocacy Coalition Framework, Institutionalism, Discursive Approach and Punctuated Equilibrium Theory to real-world policy scenarios.	
3	Analyze the structure and functioning of policy-making institutions and actors in India, China and the United States.	
4	Compare sectoral policies—especially in water, climate and energy—across countries and evaluate their outcomes in light of domestic and global challenges.	
5	Develop analytical skills for policy research and gain a deeper understanding of cross-national governance practices.	

Course Contents	
	Unit I: Foundations of Comparative Public Policy a) Introduction to Comparative Public Policy b) Scope and Relevance of Comparative Policy Studies Unit II: Theoretical Approaches and Frameworks a) Advocacy Coalition Framework (ACF) b) Institutionalism (Historical, Rational Choice, and Sociological) c) Discursive Approach to Policy Analysis d) Punctuated Equilibrium Theory (PET) and Policy Change Unit III: Governance and Policy-Making Actors in Comparative Perspective a) Institutional Structures and Policy Actors in: • India • China • The United States • Russia b) Role of Non-Governmental Actors: Media, Civil Society, Think Tanks and Interest Groups Unit IV: Comparative Analysis of Sectoral Policies a) Water Policy: Access, Regulation and Resource Management b) Climate Policy: Commitments, Instruments and Implementation Mechanisms c) Energy Policy: Sustainability, Security and Transition Strategies
Readings	
	Gary P. Freeman, "National Styles and Policy Sectors: Explaining Structured Variation," <i>Journal of Public Policy</i> 5, 4 (October 1985): 467-96. R. Kent Weaver, "The Politics of Blame Avoidance," <i>Journal of Public Policy</i> 6, 4 (October 1986): 371-98. Thomas Ferguson, "From Normalcy to New Deal: Industrial Structure, Party Competition, and American Public Policy in the Great Depression," <i>International Organization</i> 38, 1 (Winter 1984): 41-94. Jacob S. Hacker and Paul Pierson, "Business Power and Social Policy: Employers and the Formation of the American Welfare State," <i>Politics & Society</i> 30, 2 (June 2002): 277-325. Jonas Pontusson, "From Comparative Public Policy to Political Economy: Putting Political Institutions in their Place and Taking Interests Seriously," <i>Comparative Political Studies</i> 28, 1 (April 1995): 117-47. Paul Pierson, "When Effect Becomes Cause: Policy Feedback and Political Change," <i>World Politics</i> 45, 4 (July 1993): 595-628. Simon Reich, "The Four Faces of Institutionalism: Public Policy and a Pluralistic Perspective,"

Governance 13, 4 (October 2000): 501-22.

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

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

Yael Yishai, "Public Ideas and Public Policy: Abortion in Four Countries," Comparative Politics 25, 2 (January 1993): 207-28.

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.

PO-CO Compliance Matrix

	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						

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

Course: 7.OPPL15: ADMINISTRATIVE LAW

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

Course Objective:

This course aims to equip students with a comprehensive understanding of administrative law as a critical instrument of governance in modern democratic states. It explores the evolution, scope, and principles of administrative law, focusing on the relationship between public administration and legal accountability. Students will examine key aspects such as delegated legislation, administrative adjudication, discretionary powers, and judicial control mechanisms. The course also delves into the liability of the state, principles of natural justice, and the institutional mechanisms available for grievance redress and public accountability. Through case studies and legal analysis, students will develop a strong foundation to critically assess the legal norms that govern the functioning of the executive and administrative machinery in India.

Course Outcomes: The students will be able to	
1	Understand the evolution, scope, and relevance of administrative law in the context of governance and state functions.
2	Analyze the legal framework governing delegated legislation, administrative discretion and quasi-judicial processes.
3	Evaluate the role and procedures of administrative tribunals and the application of natural justice principles in decision-making.
4	Assess judicial remedies available against administrative action and the grounds for judicial review.
5	Examine the mechanisms of state liability, transparency, and grievance redress including the roles of Lokpal, Lokayukta and parliamentary committees.
Course Contents	
	Unit I: Evolution and Scope of Administrative Law - Concept of Rajdharma and ethical governance in ancient Bharat - Functions of the Modern State and the Rise of Administrative Governance - Emergence of Administration as the Fourth Branch of Government - Necessity of Delegation of Powers to the Executive - Definition, Nature, and Scope of Administrative Law - Relationship Between Administrative Law and Constitutional Law - Administrative Deviance: Corruption, Nepotism, Maladministration - Privatization and Its Impact on Administrative Law Unit II: Legislative and Quasi-Legislative Functions of Administration - Delegated Legislation: Need, Constitutionality, and Scope - Requirements for Valid Delegated Legislation: - Public Participation and Consultation - Publication and Transparency - Instruments of Administrative Rule-Making: Circulars, Directions, Policy Statements - Legislative Oversight: - Laying Procedures and Legislative Committees - Hearings before Legislative Committees - Judicial Control and Limits of Delegated Legislation - Sub-delegation and Its Legal Boundaries Unit III: Administrative Adjudication and Discretionary Powers - Need for Devolution of Adjudicatory Functions to Administrative Bodies - Administrative Tribunals: Constitution, Powers and Procedures - Quasi-Judicial vs. Administrative Functions - Principles of Natural Justice - Administrative Appeals and Institutional Decision-Making - Exercise and Control of Administrative Discretion Unit IV: Judicial Remedies, Liability, and Grievance Redress Mechanisms - Judicial Control of Administrative Action: - Grounds: Ultra Vires, Jurisdictional Errors, Violation of Natural Justice, Legitimate Expectation - Remedies: Writs, Declaratory Judgments, Injunctions, Compensation

b) Liability of the State: • Tortious and Contractual Liability • Sovereign vs. Non-Sovereign Functions • Statutory Immunity and State Privileges c) Transparency and Accountability: • RTI Act, Estoppel and Waiver d) Grievance Redress Mechanisms: • Ombudsman, Lokpal, Lokayukta, Vigilance Commission • Role of Parliamentary Committees, Public Inquiries and Civil Society						
Readings						
C.K Allen, Law and Orders (1985) D.D Basu, Comparative Administrative Law (1998) M.A Fazal, Judicial Control of Administrative Action in India, Pakistan and Bangladesh (2000), Butterworths – India Franks, Report of the Committee on Administrative Tribunals and Inquiries, HMSO, 1959 Peter Cane, An Introduction to Administrative Law (1996), Oxford Wade, Administrative Law, Universal Publications, Delhi J.C Garner, Administrative Law (1989), Butterworths (ed B.L Jones) M.P Jain, Cases and Materials on Indian Administrative Law, Vol.I and Vol. II (1996), Universal Publications, Delhi. M.P Jain & S.N Jain, Principles of Administrative Law (1997), Universal Publications, Delhi. S.P Sathe, Administrative Law (1998) Butterworths, India (Delhi). De Smith, Judicial Review of Administrative Action (1995) Sweet and Maxwell. Indian Law Institute, Cases and Materials on Administrative Law in India, Vol. 1 (1996), Delhi.						
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 7.OPPL16: Writing Policy Briefs, Legislative Briefs and Memos		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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 equip students with the practical skills and analytical frameworks necessary for effective policy communication. It focuses on the structured writing of policy briefs, legislative briefs, and policy memos—three key formats used to inform and influence policymakers, legislators, and public institutions. The course emphasizes clarity, conciseness, and evidence-based argumentation, enabling students to translate complex policy issues into accessible, actionable documents tailored to diverse stakeholders. Students will learn to identify policy problems, evaluate alternative solutions, and craft persuasive recommendations, while also understanding the institutional and political contexts in which these documents are used. Through guided writing exercises, peer reviews, and simulated assignments, the course encourages both strategic thinking and professional writing proficiency essential for careers in policy analysis, governance, advocacy and research.	
Course Outcomes: The students will be able to		
1	Develop clear, concise and persuasive policy briefs, legislative briefs and memos designed to specific audiences, including policymakers and stakeholders.	
2	Demonstrate proficiency in structuring and presenting policy documents that align with institutional objectives and real-world policy contexts.	
3	Analyze complex policy issues and synthesize relevant evidence to present actionable recommendations in professional policy writing formats.	
Course Contents		
	Unit I: Introduction to Public Policy Analysis and Writing Tools a) Understanding the Basics of Public Policy Analysis b) Core Concepts and Analytical Skills Required for Policy Work c) Reasons for Writing Effective Policy Documents d) Significance of Clear and Evidence-Based Policy Communication e) Tools and Techniques of Policy Writing f) Setting Objectives and Measuring Lessons Achieved through Policy Documents Unit II: Writing Policy Briefs and Legislative Briefs a) Structure and Purpose of Policy Briefs b) Types of Policy Briefs: Issue Briefs, Advocacy Briefs, Research Summaries c) Writing Legislative Briefs: Audience, Clarity, and Relevance d) Incorporating Stakeholder Perspectives and Legislative Contexts e) Best Practices for Presenting Policy Evidence to Lawmakers Unit III: Writing Policy Memos a) Purpose and Use of Policy memorandum in Government and Institutions b) Structure of an Effective Policy Memo c) Addressing Decision-Makers and Framing Actionable Recommendations d) Tone, Formatting, and Visual Tools in Memos	

e) Peer Feedback and Revision Techniques for Professional Memos Unit IV: Case Study and Writing Workshop a) Case Study-Based Policy Analysis Exercise b) Guided Workshop: Drafting, Reviewing, and Refining a Policy Document c) Simulated Writing Assignments: Real-World Policy Issues d) Group Projects and Collaborative Editing e) Final Submission: Policy Brief, Legislative Brief, or Policy Memo						
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: 7.0PPL17: DISSERTATION-II		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED

Practical: 4 hrs per week	Viva Voce and Report: 60 marks Internal Assessment: 40 marks	Practical: 4				
		Total: 4				
Course Objective:						
	Dissertation-II is designed to provide students with the opportunity to undertake independent, in-depth research on a topic of academic or policy relevance within their field of study. Building upon the groundwork laid in Dissertation-I, this phase focus on final data analysis, interpretation and the structured writing of the dissertation. The course aims to enhance students’ capabilities in critical thinking, academic writing, research methodology and presentation of evidence-based arguments. Through guided supervision, students are expected to produce a comprehensive and original dissertation that reflects academic rigor, methodological soundness and relevance to contemporary debates or policy challenges.					
Course Outcomes: The students will be able to						
1	Conduct independent research using appropriate theoretical frameworks and methodologies.					
2	Analyze and interpret primary and/or secondary data in relation to the research objectives.					
3	Structure and present a coherent dissertation with well-defined chapters, literature review, methodology, analysis, and conclusions.					
4	Demonstrate the ability to critically engage with academic literature and empirical findings.					
5	Communicate research outcomes through academic writing and oral defense.					
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
*1: Low, 2: Medium, 3: High						

Course: UHV-II: UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY AND ETHICAL HUMAN CONDUCT		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
Theory: 3 hrs per week	End Semester Examination: 60 marks Internal Assessment: 40 marks	Theory: 3
		Total: 3
Course Category: Audit	Pre-requisites: None. Universal Human Values - I	

	(Desirable)	
Human Values Courses:		
	During the Induction Program, students would get an initial exposure to human values through Universal Human Values – I. This exposure is to be augmented by this compulsory full semester foundation course.	
Course Objective:		
1	Development of a holistic perspective based on self- exploration about themselves (human being), family, society and nature/existence.	
2	Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence.	
3	Strengthening of self-reflection.	
4	Development of commitment and courage to act.	
Course Outcomes: The students will be able to		
	Become more aware of themselves, and their surroundings (family, society and nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind. They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to- day settings in real life, at least a beginning would be made in this direction. This is only an introductory foundational input. It would be desirable to follow it up by a) faculty-student or mentor-mentee programs throughout their time with the institution b) Higher level courses on human values in every aspect of living. E.g. as a professional	
Course Contents		
	Unit 1 : Course Introduction - Need, Basic Guidelines, Content and Process for Value Education 1. Purpose and motivation for the course, recapitulation from Universal Human Values-I. 2. Self-Exploration—what is it? - Its content and process; ‘Natural Acceptance’ and Experiential Validation- as the process for self-exploration. 3. Continuous Happiness and Prosperity- A look at basic Human Aspirations 4. Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority. 5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario 6. Method to fulfil the above human aspirations: understanding and living in harmony at various levels. Include practice sessions to discuss natural acceptance in human being as the innate	

acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on liking-disliking.

Understanding Harmony in the Human Being - Harmony in Myself!

1. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'.
2. Understanding the needs of Self ('I') and 'Body' - happiness and physical facility.
3. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer).
4. Understanding the characteristics and activities of 'I' and harmony in 'I'.
5. Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail.
6. Programs to ensure Sanyam and Health.

Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease.

Unit 2: Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship

1. Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship
2. Understanding the meaning of Trust; Difference between intention and competence
3. Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship
4. Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals
5. Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.

Include practice sessions to reflect on relationships in family, hostel and institute as extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives.

Understanding Harmony in the Nature and Existence – Whole existence as Coexistence

1. Understanding the harmony in the Nature
2. Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature.
3. Understanding Existence as Co-existence of mutually interacting units in all- pervasive space.
4. Holistic perception of harmony at all levels of existence.
5. Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and role of technology etc.

Unit 3: Implications of the above Holistic Understanding of Harmony on Professional Ethics

	1. Natural acceptance of human values 2. Definitiveness of Ethical Human Conduct 3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order 4. Competence in professional ethics: a) Ability to utilize the professional competence for augmenting universal human order b) Ability to identify the scope and characteristics of people friendly and eco-friendly production systems c) Ability to identify and develop appropriate technologies and management patterns for above production systems. 5. Case studies of typical holistic technologies, management models and production systems 6. Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and manager. b) At the level of society: as mutually enriching institutions and organizations 7. Sum up Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions e.g. to discuss the conduct as an engineer or scientist etc.
Readings	
	Text Book 1. Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010. Reference Books 1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999. 2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004. 3. The Story of Stuff, Annie Leonard, Free Press, 2011 4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi. 5. Small is Beautiful - E. F Schumacher. 6. Slow is Beautiful - Cecile Andrews 7. Economy of Permanence - J C Kumarappa 8. Bharat Mein Angreji Raj - PanditSunderlal 9. Rediscovering India - by Dharampal 10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi 11. India Wins Freedom - Maulana Abdul Kalam Azad 12. Vivekananda - Romain Rolland (English) 13. Gandhi - Romain Rolland (English)

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

Course: 7.OPPL18: SOCIAL POLICIES IN INDIA		
TEACHING SCHEME	TEACHING SCHEME	TEACHING SCHEME
Theory: 4 hrs per week	Theory: 4 hrs per week	Theory: 4 hrs per week
		Total: 4
Course Objective:		
	This course is designed to provide postgraduate students with a comprehensive understanding of the evolution, formulation, and implementation of social policies in India. It explores the constitutional and legislative foundations of social policy, examining its role in promoting social justice, equity and inclusive development. Through a detailed study of sectoral policies—such as health, education, food security, housing and social security—the course enables students to critically assess the impact of social policy on marginalized and vulnerable populations. Additionally, it engages students with contemporary debates on governance reforms, welfare delivery mechanisms and the intersection of policy with issues of inequality, exclusion and human rights.	
Course Outcomes: The students will be able to		
1	Understand the conceptual foundations and legal frameworks that guide social policy formulation in India.	
2	Analyze the interrelationship between social policy, constitutional provisions, and social legislation.	
3	Evaluate key sectoral policies and their effectiveness in addressing poverty, inequality, and social exclusion.	
4	Examine the role of institutions, laws, and public programs in delivering social justice and welfare.	
5	Engage with emerging debates and challenges in the implementation of inclusive and sustainable social policies.	
Course Contents		
	Unit I: Foundations of Social Policy and Legal Framework a) Concept, Scope, and Objectives of Social Policy b) Classical Indian Sources of Law and Social Regulation c) Relationship between Social Policy, Social Legislation, and Social Justice d) Indian Legal and Institutional Framework:	

- Kinds of Law: Substantive, Procedural, Civil, and Criminal
 - Legislative Process and Judicial Review in India
- e) Constitutional Basis of Social Policy:
- Fundamental Rights and Directive Principles of State Policy
 - Fundamental Duties and Writ Provisions

Unit II: Social Legislation and Policy Instruments

- a) Social Legislation as a Tool of Social Control and Transformation
- b) Key Legal Instruments Supporting Social Policies:
- Right to Information (RTI) Act
 - Environment Protection Legislation
 - Land Reforms and Anti-Corruption Frameworks
 - Consumer Protection Laws
- c) Policy Implementation Challenges: Federalism, Bureaucracy, and Governance

Unit III: Sectoral Social Policies in India

- a) Health Policy
- b) Education Policy:
- c) Food Security
- d) Housing and Land Policy
- e) Water and Irrigation

Unit IV: Inclusive Development and Emerging Social Policy Domains

- a) Affirmative Action and Social Justice
- b) Poverty Alleviation and Rural Development
- c) Social Security and Welfare Transfers
- d) Recent Debates

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

Course: 7.OPPL19: EDUCATION POLICY IN INDIA		
TEACHING SCHEME	TEACHING SCHEME	TEACHING SCHEME
Theory: 4 hrs per week	Theory: 4 hrs per week	Theory: 4 hrs per week
		Total: 4
Course Objective:		
	This course aims to provide postgraduate students with an in-depth understanding of the evolution, structure, and impact of education policies in India. It explores major policy developments from the post-independence era to the present, including the role of key commissions, constitutional provisions and governance mechanisms in shaping educational reforms. The course emphasizes critical analysis of sectoral priorities such as school education, higher education, inclusive education and vocational training. Special attention is given to the National Education Policy (NEP) 2020 and its implications for access, equity, quality and governance of education in India. Students are encouraged to engage with policy debates, implementation challenges and models of reform from both national and sub-national perspectives.	
Course Outcomes: The students will be able to		
1	Understand the historical evolution and constitutional foundations of education policy in India.	
2	Analyze the objectives, structure, and outcomes of major national education policies and commissions.	
3	Examine governance frameworks and institutional roles in shaping and implementing education reforms.	
4	Evaluate contemporary issues such as access, equity, and inclusion in school and higher education.	
5	Assess the vision, goals, and implementation challenges of the National Education Policy 2020.	
Course Contents		
	Unit I: Evolution of Educational Reforms in Post-Independence India a) Role of the Social Sector and Educational Priorities in Nation-Building b) Kothari Commission (1964–66): Vision and Recommendations	

- c) National Policies on Education (1968, 1986, 1992): Frameworks and Shifts
- d) Yash Pal Committee Report: Reforming Higher Education

Unit II: Higher Education Policies and Governance

- a) Educational Committees and Commissions:
 - Kothari Commission to Yash Pal Committee
 - National Knowledge Commission and its Impact
- b) Role of Universities in Policy and Reform
- c) Structural and Policy Challenges in Higher Education

Unit III: Governance of Education and Inclusive Frameworks

- a) Governance Structure of Higher Education:
 - Ministry of Education and Allied Ministries
 - Role of Regulatory Bodies: UGC, AICTE, NAAC, NCTE
- b) Right to Education (RTE) Act: Vision, Implementation, and Challenges
- c) Institutional Frameworks for Child Rights and Inclusive Education

Unit IV: Inclusion, Equity, and Emerging Trends in Indian Education

- a) Inclusion and Exclusion in Education:
 - Access Issues for Women, SCs, STs, OBCs, EWS and Persons with Disabilities
 - Governance Challenges and Best Practice Case Studies
- b) Recent Trends and the National Education Policy (NEP) 2020:
 - Key Principles, Goals, and Reforms
 - Structural Changes in School and Higher Education

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)

Anandkrishnan, 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: 7.0PPL20: INDIAN ECONOMIC THOUGHT AND PUBLIC POLICY

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

Course Description:

This course explores the development of economic ideas in Indian civilization from ancient to modern times and their influence on contemporary public policy. Students will examine traditional frameworks like Arthashastra, village economy models, Traditional systems of trade and commerce, and the transition to colonial and post-colonial economic thinking. The course connects classical Indian economic thought with modern debates on welfare, development, and governance, critically assessing how traditional ideas continue to inform or contrast with current policy frameworks. A strong emphasis will be placed on analyzing primary texts, historical practices, and policy transitions to offer a holistic understanding of India's economic and governance systems.

Prerequisite:

Undergraduate degree in Economics, Political Science, History, Public Policy, or related disciplines. Familiarity with basic concepts of economic theory and Indian history is recommended but not mandatory.

Course Objectives:

The course aims to familiarize students with the evolution of Indian economic thought and its

	relationship with public policy formulation over time. It aims to introduce students to traditional economic philosophies found in ancient and medieval India, the impacts of colonial economic structures and the reassertion of native ideas in modern development policies. Through critical engagement with key texts like Arthashastra, Dharmaśāstra and writings of thinkers such as Gandhi and Ambedkar, the course will enable students to appreciate the diversity of Indian economic thought and analyze its relevance to contemporary governance, development strategies, and public policymaking.
Course Outcomes: The students will be able to	
1	Understand the foundations of economic thought in ancient, medieval, and colonial India.
2	Analyze key Indian economic texts and their influence on social and political organization.
3	Evaluate the impact of indigenous economic models on modern Indian public policy.
4	Compare traditional Indian economic systems with modern capitalist and welfare models.
5	Engage with policy debates relating to development, redistribution, and governance from an Indian perspective.
Course Contents	
	Unit I: Foundations of Indian Economic Thought - Economic Ideas in Vedic and Post-Vedic Literature - Arthashastra of Kautilya: Principles of State Economy, Taxation, Revenue Administration, and Trade - Concept of <i>Artha</i> (Material Well-being) and its Role in Public Welfare - Economic Aspects of <i>Dharmaśāstra</i>: Property, Labour, and Redistribution Mechanisms - Guilds (<i>Shrenis</i>), Local Economic Autonomy, Markets and Trade in Ancient and Medieval India Unit II: Traditional Models of Economy and Public Welfare - Agricultural and Irrigation Systems in Ancient India - Urban Planning and Trade Practices (Mauryan and Gupta Periods) - Ethical Dimensions of Economic Life: Dana (Charity), Bhoga (Consumption) and Aparigraha (Non-possessiveness) - Maritime Trade and India's Global Economic Relations (Silk Route, Indian Ocean Trade) Unit III: Colonial Impact and the Shift in Economic Thought - Impact of Colonialism on the Indian Traditional Economy: - Land Revenue Systems (Permanent Settlement, Ryotwari, Mahalwari) - Deindustrialization and Decline of Indigenous Industries - Drain of Wealth Theory and Early Economic Nationalism - Political Economy of the Freedom Struggle: - Dadabhai Naoroji and Economic Critique of British Rule - R.C. Dutt and the Economic History of India - M.G. Ranade and Political Economy of Reform - Gandhian Economic Thought and the Swadeshi Movement: - Principles of Self-Reliance and Village Industries

• Concept of Trusteeship and Economic Decentralization • Village Swaraj: Localized Economies and Self-Governance d) B.R. Ambedkar's Economic Vision: • Critique of Economic Inequality • Advocacy for Social Justice and Inclusive Economic Policies e) Nehruvian Planning and the Mixed Economy Model: • Role of the Public Sector, Land Reforms, and the Green Revolution f) Post-Liberalization Economic Shifts: • Growth Paradigms, Welfare and Globalization Debates Unit IV: Contemporary Relevance and Policy Challenges a) Welfare Policies and Economic Justice: MNREGA, Food Security and Affirmative Action b) Traditional Models vs. Global Capitalism: Debates on Sustainability, Inequality and Local Economies c) Revitalizing Traditional Economic Ideas: • Rural Development and Local Self-Governance (Panchayati Raj, Cooperatives) • Traditional Models in Modern Development Initiatives d) Sustainable Development Goals (SDGs) and Lessons from Indian Economic Traditions						
Readings						
Kangle, R. P. (1997). The Kautiliya Arthashastra, Part III: A Study. Motilal Banarsidass. Sharma, R. S. (1965). Indian Feudalism. Macmillan Publishers. Naoroji, D. (1901). Poverty and Un-British Rule in India. Swan Sonnenschein & Co. Dutt, R. C. (1902). The Economic History of India under Early British Rule. Kegan Paul. Gandhi, M. K. (1945). Constructive Programme: Its Meaning and Place. Navajivan Publishing House. Ambedkar, B. R. (1945). Annihilation of Caste. Arnold Publishers. Chandra, B. (1982). India's Struggle for Independence. Penguin Books. Panagariya, A. (2008). India: The Emerging Giant. Oxford University Press.						
PO-CO Compliance Matrix						
	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
*1: Low, 2: Medium, 3: High						

Course: 7.0PPL22: GOVERNANCE AND LEADERSHIP		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED
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 provide students with a comprehensive understanding of the theoretical foundations, practical strategies, and evolving challenges in governance and leadership, particularly in the public sector. It aims to equip students with conceptual clarity on good governance frameworks and modern management tools like MBO, TQM and BPR, while also exploring a range of leadership theories, styles and models. Emphasis is placed on building leadership competencies, personal leadership development and the ability to lead institutional change. Through real-world examples and case studies—especially from the Indian context—students will learn how effective leadership can drive innovation, ethical governance and inclusive development.	
Course Outcomes: The students will be able to		
1	Understand the principles and strategies of good governance and their relevance in public sector reform.	
2	Analyze classical and contemporary leadership theories and apply them to administrative and policy contexts.	
3	Develop core leadership skills and competencies necessary for managing teams, resolving conflicts, and driving performance.	
4	Evaluate leadership styles in relation to organizational change, learning processes, and institutional development.	
5	Assess real-world governance and leadership challenges in India and propose effective solutions using participatory and ethical approaches.	
Course Contents		
	Unit I: Governance and Strategic Management Tools a) Concepts of Good Governance: Principles and Applications b) Governance Models in Classical Indian Thought c) Governance Models in Public Administration d) Strategic Tools for Governance Improvement: - Management by Objectives (MBO) - Total Quality Management (TQM) - Business Process Reengineering (BPR) e) Linking Governance and Leadership for Institutional Effectiveness Unit II: Foundations and Theories of Leadership a) Basic Concepts and Definitions of Leadership b) Classical and Contemporary Leadership Theories:	

	• Trait Theory • Behavioural Theory • Contingency Theory • Transformational Leadership c) Leadership Styles and Situational Models d) Appreciative Inquiry and Appreciative Leadership Unit III: Leadership Skills, Competencies, and Development a) Core Leadership Skills: Communication, Visioning, Negotiation, Conflict Resolution b) Leadership Competencies in Public Administration c) Improving Leadership Attributes: Self-Awareness, Emotional Intelligence, Decision-Making d) Personal Leadership and Learning to Learn e) Attributes of Effective and Ethical Leadership Unit IV: Leadership in Change and Public Sector Governance a) Leading Change in Public Institutions: Strategies and Tools b) People's Reactions to Change and Resistance Management c) Leadership Challenges in the Indian Public Sector d) Governance Innovations through Leadership: Citizen-Centric Approaches and Digital Tools e) Leadership for Inclusive and Participatory Governance
	Readings
	Avolio, Bruce J., Fred O. Walumbwa & Todd J. Weber, <i>“Leadership: Current Theories, Research, and Future Directions”</i>. <i>Annual Review of Psychology</i> 60 (2009): 422. Beukman, T.L. <i>Leadership in Transformation</i> (University of Pretoria: University of Pretoria, 2005). Fugate M, Kinicki AJ, Prussia GE. “Employee coping with organisational change: An examination of alternative theoretical perspectives and models”, <i>Personnel Psychology</i>, 61 (2008), 1–36. Fugate M, Kinicki AJ, Scheck CL. “Coping with an organisational merger over four stages”, <i>Personnel Psychology</i>, 55 (2002), 905–928. Gary Yukl, <i>Leadership in Organisation</i>. 6th edition. (New Jersey: Pearson, 2006). Bill Thrall, Ken Blanchard, <i>The Accent of a Leader</i>, Josses Bass, 1st Ed, 1999. Bruce J. Avolio Francis & J. Jamarino, <i>Transformational and Charismatic Leadership</i>, Amsterdam (available at ECSC main library), 2002. Bruce J. Avolio, <i>Leadership Development in Balance: Made or Born?</i> Lawrence Erlbaum Associates, Inc, 2005. Edward E. Lawler & Christopher G. Worley, <i>Built to Change: How to Achieve Organizational Effectiveness</i>, Jossy Bass, 1st Ed., 2006. Howard Behar & James A. Austry, <i>The Servant Leader</i>, Three reverse, 1st Ed., 2001. Jo Owen, <i>The Leadership Skills Handbook – 50 Key Skills from 1000 Leaders</i>, 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: 7.OPPL23: INDIA'S ENVIRONMENT AND CLIMATE CHANGE POLICIES

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

Course Objective:

This course aims to provide students with a comprehensive understanding of environmental governance and climate change policy at both national and global levels. It explores the evolution of India's environmental policies, key legal frameworks and institutional mechanisms for environmental protection and climate mitigation. The course also examines major international agreements and organizations shaping global climate discourse, such as the UNFCCC, IPCC and Kyoto Protocol. Special emphasis is placed on India's role in climate diplomacy, climate finance and the formulation and implementation of domestic climate action plans. Through critical engagement with policy documents, debates and case studies, students will develop the ability to assess policy effectiveness, institutional coordination and the challenges of sustainable development in a climate-constrained world.

Course Outcomes: The students will be able to

1	Understand the conceptual foundations of environmental governance and climate change debates in India and globally.
2	Analyze key national policies and legislation such as the Environment (Protection) Act, National Environmental Policy, and EIA framework.
3	Evaluate the role and impact of international climate agreements and institutions on national policy-making.
4	Assess India's position and participation in global climate diplomacy and climate finance

	mechanisms.
5	Examine the structure and implementation of India's National and State Action Plans on Climate Change and their relevance for sustainable development.
Course Contents	
	Unit I: Environmental Governance and Policy Framework in India - Concept of Rta (Cosmic Order) and Ecological Balance - Panchamahabhuta Framework (Five Great Elements) - Concepts and Debates on Environment and Climate Change - The Environment (Protection) Act, 1986: Scope and Implementation - National Environment Policy, 2006: Objectives and Critique - Environmental Impact Assessment (EIA): Process and Public Participation - Governance Challenges in Environmental Regulation Unit II: Global Climate Governance and Institutional Architecture - International Agreements and Frameworks: - Montreal Protocol, Rio Summit, Kyoto Protocol - United Nations Framework Convention on Climate Change (UNFCCC) - Role of the Intergovernmental Panel on Climate Change (IPCC) - United Nations Security Council and the Climate Change Debate Unit III: India's Climate Policy and Global Engagements - Evolution of India's Climate Policy: Key Milestones - Role of State and Non-State Actors: Centre for Science and Environment (CSE), The Energy and Resources Institute (TERI) - India's Intended Nationally Determined Contribution (INDC) under the Paris Agreement - India's Role in North-South Climate Diplomacy - Climate Finance: India's Position and Challenges Unit IV: Domestic Climate Action and Policy Implementation - National Action Plan on Climate Change (NAPCC): Missions and Performance - State Action Plans on Climate Change (SAPCCs): Localized Climate Governance - Debates on Climate Change and Geo-engineering in the Indian Context - Policy Integration for Sustainable Development and Climate Resilience
Readings	
	Agarwal, Anil and Sunita Narain (1991) <i>Global Warming in an Unequal World: A Case of Environmental Colonialism</i> (New Delhi: Centre for Science and Environment) Barthwal-Datta, Monika (2012) <i>Understanding Security Practices in South Asia: Securitization Theory and the role of non-state actors</i> (New York: Routledge) Detraz, Nicole and Michele M. Betsill (2009), "Climate Change and Environmental Security: For Whom the discourse Shifts", <i>International Studies Perspectives</i>, Vol. 10 (3), pp. 303-320. Dubash, Navroz and Lavanya Rajamani (2015) 'Multilateral Diplomacy on Climate Change' in David A Malone, C Raja Mohan and Srinath Raghavan (eds.) <i>The Oxford Handbook of Indian Foreign Policy</i> (Oxford: Oxford University Press), 807-823 Dubash, Navroz K (2009) 'Environmentalism in the age of climate change', <i>Seminar</i>, September,

63-66

Dubash, Navroz K and Neha B Joseph (2016) 'Evolution of Institutions for Climate Policy in India', *Economic and Political Weekly*, 51:3, 44-54

Greenpeace India Society (2007) *Hiding Behind the Poor: A Report by Greenpeace on Climate Injustice*, <http://www.greenpeace.org/india/Global/india/report/2007/11/hiding-behind-the-poor.pdf>, accessed 5 July 2008

Intended Nationally Determined Contribution (INDC) (2015). *India's Intended Nationally Determined Contribution: Working Towards Climate Justice*, <http://www4.unfccc.int/ndcregistry/PublishedDocuments/India%20First/INDIA%20INDC%20TO%20UNFCCC.pdf>, accessed 5 August 2018

Joshi, Shangrila (2014) 'Environmental justice discourses in Indian climate politics', *GeoJournal*, 79, 677-691

Jasanoff, Sheila (1993) 'India at the crossroads in global environmental policy', *Global Environmental Change*, 3:1, 32-52

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

National Action Plan on Climate Change (NAPCC) (2008), <<http://pmindia.nic.in/Pg01-52.pdf>>, accessed 13 August 2009

National Environmental Policy, 2006, <http://www.moef.gov.in/sites/default/files/introduction-nep2006e.pdf>

Rajamani, Lavanya (2009) 'India and Climate Change: What India Wants, Needs, and Needs to Do', *India Review*, 8:3, 340-374.

Ramesh, Jairam (2015) *Green Signal: Ecology, Growth, and Democracy in India* (New Delhi: Oxford University Press)

Saran, Shyam (2013) 'India and Multilateralism: A Practitioner's Perspective' in Waheguru Pal Singh Sidhu, Pratap B Mehta and Bruce Jones (eds) *Shaping the Emerging World: India and the Multilateral Order* (Washington, D. C.:Brookings Institution Press), 43-56

Trombetta, Maria J (2008) 'Environmental security and climate change: analysing the discourse', *Cambridge Review of International Affairs*, 21:4, 585-602

The Environment (Protection) Act, 1986, http://www.moef.nic.in/sites/default/files/eprotect_act_1986.pdf

UNFCCC (2006) *United Nations Framework Convention on Climate Change: Handbook*, Bonn, <https://unfccc.int/resource/docs/publications/handbook.pdf>, accessed 5 August 2018.

PO-CO Compliance Matrix

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