



**Syllabus**  
**Third Semester Courses in MA**  
**Public Policy**  
**2024 – 2025**  
**(June 2024 onwards)**

- **Syllabus for Core Courses**
  - PAPPY6501CR1– Economic Institutions and Public Policy
  - PAPPY6502CR1 – Project Planning, Management & Evaluation
  - PAPPY6503CR1– Technology and Public Policy
- **Evaluation and Assessment Guidelines**



**APPROVED SYLLABUS**

**PRINCIPAL**  
**ST. XAVIER'S COLLEGE**  
**AUTONOMOUS**  
**MUMBAI - 400 001.**

<b>M.A. II Public Policy</b>		
<b>Course Title: ECONOMIC INSTITUTIONS AND PUBLIC POLICY</b>		
<b>Course Code: PAPPY6501CR1</b>		
<b>Credits: 4 (60 hr)</b>		
<b>No.</b>	<b>Course Objectives</b>	
1	To provide the students the skills to do quantitative analysis of social and economic policy.	
2	To bring in a multidisciplinary to the study of economics and develop a policy and problem-solving orientation.	
<b>CO</b>	<b>Course Outcomes On completing the course, the learner will be able to</b>	<b>Bloom's Taxonomy Level (BT level)</b>
1	Know how to engage in qualitative and quantitative outcome analysis with economic data.	Remembering
2	Understand the various macroeconomic institutions and their policies that impact the running of an economy.	Understanding
3	To use the tools provided to study the impact of global economic institutions on the functioning of any economy.	Applying
4	Analyze a policy document for its ability to create an inclusive society.	Analyzing
5	To evaluate how a policy promotes inclusiveness	Evaluating
6	To create a policy document that promotes the formation of an inclusive society.	Creating





**Unit 1** [15 lectures]

**Factor Markets and Public Policy**

- a) Employment Policy;
- b) Labour Unions;
- c) Labour Market Policies.

**Unit 2** [15 lectures]

**Financial Markets and Development**

- a) Money and Capital Markets;
- b) Central Banking;
- c) Globalization and Financial Mobility.

**Unit 3** [15 lectures]

**Market Failures**

- a) Conceptualization of Market Failures;
- b) Types of Market Failures;
- c) Policies to Mitigate Market Failures

**Unit 4** [15 lectures]

**Government Intervention in the Economy**

- a) Government as an Economic Actor;
- b) Public Finance Management;
- c) Role of Government in Global Trading

**List of Recommended References :**

CoreEcon (2024) *The Economy 2.0: Economics for a changing world*. <https://core-econ.org/the-economy/> Accessed on 28<sup>th</sup> Feb. 2024

Dornbusch, R.; Fischer, S. and Startz, R. (2018), *Macroeconomics*, Delhi: MacGraw Hill.

Hatekar, N., (2010), *Principles of Econometrics: An Introduction (Using R)*, London: Sage Publications.

Krugman, P., Maurice, Obstfeld, (2015), *International Economics – Theory and Policy*, London: Pearson

Mankiw, G, (2007), *Principles of Microeconomics*, Mason, US: Thomson South-Western



**Evaluation and Assessment:** PAPPY6501CR1

**Evaluation (Theory): Total marks per course - 100.**

**CIA- 40 marks**

CIA 1: Written Test / Assignment / Presentation / Field Trip & Report -20 marks

CIA 2: Written Test / Assignment / Presentation / Field Trip & Report -20 marks

**End Semester Examination – 60 marks**

One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 25.

OR

Written Project with Viva for 60 Marks.

Distribution of Bloom's Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
*Percentage	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %





<b>M.A. II Public Policy</b>		
<b>Course Title: PROJECT PLANNING, MANAGEMENT AND EVALUATION</b>		
<b>Course Code: PAPPY6502CR1</b>		
<b>Credits: 4 (60 hr)</b>		
<b>No.</b>	<b>Course Objectives</b>	
1	To introduce students to the theoretical and practical aspects of project planning, management and evaluation, focusing on India.	
2	To skill students in learning how to define project objectives and planning / management tools requires a multidisciplinary and creative approach.	
3	To help students comprehend the various methods of cost-effective project selection. And the various methods of project evaluation, assessment, and planning.	
<b>CO</b>	<b>Course Outcomes</b> <b>On completing the course, the learner will be able to</b>	<b>Bloom's Taxonomy Level (BT level)</b>
1	Know how to handle the theoretical and practical aspects of a project's overall management.	Remembering
2	Understand how Project Objectives are defined.	Understanding
3	Apply the Various Tools Needed to handle projects in a multidisciplinary manner	Applying
4	Use various methods to analyze the cost-effectiveness of a project	Analyzing
5	Write evaluative reports of various types of projects undertaken for different social and economic outcomes	Evaluating
6	Design a project keeping in mind desired policy outcomes	Creating





**Unit 1**

[15 lectures]

**Basics of Project Planning and Management**

- a) What is a Project? Definition of a Project, why do Projects fail? Why are Projects undertaken?
- b) What are Project Manager's roles and responsibilities?
- c) Project Stakeholder Management: Identification of Stakeholders, Analysis of Stakeholder needs and expectations, Challenges in managing Stakeholder's expectations;
- d) Scope and Requirements of Management: Difference between Requirements and Scope, Scope and Requirements Management Planning, how to collect Project Requirements, how are Project Requirements prioritised? Change Management Process; Change Control Board.

**Unit 2**

[15 lectures]

**Components of Project Management**

- a) Schedule Management: Developing a Schedule Management Plan, Understand Project Critical Path, Resource Levelling, Fast Tracking and Crashing of Schedule, Understand 'Slack' or 'Float', Baseline of Schedule, Monitor, Control and Re-Schedule;
- b) Cost Management, Estimation and Earned Value Management: What is Project Cost Management? Defining the c) Cost Baseline, Concept of Earned Value, Earned Value Analysis, Reporting Project Costs as per EVA, Forecasting Project Costs and deviations, Cost Control;
- d) Project Risk Management and Quantitative Techniques: What is a Risk Management Plan and how to create a good plan? Qualitative Risk Analysis, Risk Response Planning, Negative Risks – Mitigation, Avoidance, Positive Risks – Enhance, Exploit, Accept, Share, Monitoring Risks;

**Unit 3**

[15 lectures]

**Emerging Issues**

- a) Project Communication Management: What is Communication? Communications Channels, and Technologies;
- b) Quality Management: Developing a Quality Management Plan, Manage and Control Quality, Resource
- c) Resource Management
- d) Procurement Management: What are the essential documents and processes? Understand the legal or statutory requirements, how to conduct procurement? Vendor selection, how to monitor and finally close a contract.

**Unit 4**

[15 lectures]

**Project Integration**

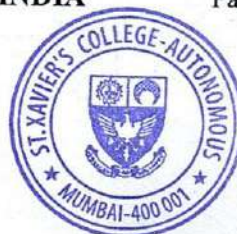
- a) Project Integration Management: A look at Project Management as an integrated activity of Initiating,
- b) Planning, Executing, Monitoring/Controlling and Closing Processes.
- c) Selection of Project Execution Methodology, what is a Project Charter (where it all starts), Understanding 'Progressive Elaboration'.
- d) Fieldwork parameters.





**List of Recommended References :**

- Barrow, C.J., (1997), *Environmental and Social Impact Assessment*. London: Routledge.
- Chandra, Prasanna, (2017), *Projects: Planning, Analysis, Selection, Financing, Implementation, and Review*. New Delhi: McGraw Hill.
- Haan, de Arjan, (2009), *How the Aid Industry Works: An Introduction to International Development*, Delhi: Kumarian Press.
- International Finance Corporation, (2002), *Handbook for Preparing a Resettlement Action Plan*. Washington: IFC.
- Little, I.M.D. and Mirrlees, J.A., (1974), *Project Appraisal and Planning for Developing Countries*. New Delhi: Oxford and IBH Publishing Company.
- Morris, P. and Therivel, R., (1996), *Methods of Environmental Impact Assessment*. London: UCL Press.
- Musgrave, R.A., and Musgrave, P.B., (1989), *Public Finance in Theory and Practice*. New Delhi: McGraw- Hill International Editions.
- Pearce, D.W, (1971), *Cost-Benefit Analysis*. Melbourne: Macmillan Press.
- Punmia, B.C. & Khandelwal, K. K., (2016), *Project Planning and Control with PERT and CPM*. New Delhi: Laxmi Publications.
- Roman, D. D., (1986), *Managing Projects: A Systems Approach*. New York: Elsevier Science Publishing Company.
- Taha, Hamdy A., (2002), *Operation Research: An Introduction*. Seventh Edition, New Delhi: Pearson Education.
- United Nations, (1978), *Guide to Practical Project Appraisal: Social Benefit-Cost Analysis in Developing Countries*. Bombay: Oxford and IBH Publishing Company.
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**Evaluation and Assessment: PAPPY6502CR1**

**Evaluation (Theory): Total marks per course - 100.**

**CIA- 40 marks**

CIA 1: Written Test / Assignment / Presentation / Field Trip & Report -20 marks

CIA 2: Written Test / Assignment / Presentation / Field Trip & Report -20 marks

**End Semester Examination – 60 marks**

One question from each unit for 15 marks, with internal choice. Total marks per question with choice -20 to 25.

OR

Written Project with viva for 60 Marks.

Distribution of Bloom's Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
*Percentage	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %





<b>M.A. II Public Policy</b>		
<b>Course Title: TECHNOLOGY AND PUBLIC POLICY</b>		
<b>Course Code: PAPPY6503CR1</b>		
<b>Credits: 4 (60 hr)</b>		
<b>No.</b>	<b>Course Objectives</b>	
1	To learn how technology and data science can be harnessed to aid creation and implementation of policies.	
2	To understand how technology has been used in the past and analyze the strengths and pitfalls of some select implementations.	
3	To understand how to apply a social and ethical lens when implementing technology in service of public good.	
<b>CO</b>	<b>Course Outcomes</b> <b>On completing the course, the learner will be able to</b>	<b>Bloom's Taxonomy Level (BT level)</b>
1	Exhibit a comprehensive knowledge of current public sector technology platforms in India	Remembering
2	To understand how technology has been and can be implemented in public goods and services, and understand why past examples succeeded or failed.	Understanding
3	Attain a design thinking perspective for solving problems, by understanding needs and prioritizing them.	Applying
4	Understand how issues such as data privacy, accessibility, ethics, and community buy-in matter, Analyse if present policies with respect to technology factor these in.	Analyzing
5	Evaluate if the policy is inclusive and community-focused.	Evaluating
6	Be equipped to tackle the constantly evolving nature of emerging technologies and exhibit the ability to formulate policy in long term perspectives vs stop gap approaches.	Creating



**Unit 1**

[15 lectures]

**Introduction to Technology in Public Policy, Implications of policy at state, central and local levels**

- a) Course overview and expectations - Why should public policy professionals be technologically literate.
- b) Evolving Landscape – Technology and human society: A brief history of technological progress and its impact
- c) History of Technology in Public Service: Global and Indian Perspectives
- d) Discussion of emerging factors such as AI, blockchain

**Unit 2**

[15 lectures]

**Implementation of Technology and reviewing real life examples**

- a) Understanding Technology Fundamentals relevant to public policy
- b) Design thinking for successfully technology implementations
- c) Real-World Examples: Technology in Action - Case studies
- d) Building Capacity and Fostering Collaboration

**Unit 3**

[15 lectures]

**Navigating the Ethical Landscape of Technology in Public Policy**

- a) Accessibility and Equitability of digital programs and services
- b) Community Engagement in the public policy process
- c) Data Privacy and Security in the Public Sphere
- d) Understanding Algorithmic Bias and Fairness in Public Policy

**Unit 4**

[15 lectures]

**Future of technology in the public sphere – Examining emerging trends**

- a) Artificial Intelligence and the Public Sphere: Opportunities and Challenges - A Critical Examination
- b) Beyond AI: Exploring the Potential of Emerging Technologies – Blockchain, IoT and Big Data and Analytics
- c) Navigating the Regulatory Landscape in a Digital Age - Need for robust regulatory frameworks and interventions to ensure equity
- d) Emerging economies - sharing and gig economies and the future of work.
- e) Shaping the Future: Smart Cities and Communities





**List of Recommended References**

- Centre for Internet and Society (2012). *Open government data study: India*.
- Diamond, Jared (2017) *Guns, Germs & Steel: The Fates of Human Societies*. New York: W. W. Norton and Co.
- Frey, Carl Benedikt, (2019), *The Technology Trap: Capital, Labor, and Power in the Age of Automation*. Princeton: Princeton University Press.
- Goldsmith, Stephen and Crawford, Susan. (2014) *The Responsive City: Engaging Communities through Data-Smart Governance*. San Francisco: John Wiley & Sons, Inc.
- Goldstein, Brett and Dyson, Lauren (eds. ), (2013), *Beyond Transparency*. San Francisco: Code for America Press.
- Harrell, Cyd, (2020), *A Civic Technologist's Practice Guide*. San Francisco: Five Seven Five Books.
- Heller, Nathan. (2017) "Estonia, the Digital Republic" *The New Yorker*. December 12, 2017.
- IAMAI and Kantar, (2022), "Internet in India 2022,"
- Johnson, Clay and Reed, Harper. (2013), "Why the Government Never Gets Tech Right." *New York Times*, October 25, 2013
- Kumaraguru, Ponnurangam & Cranor, Lorrie., (2006). *Privacy in India: Attitudes and awareness*. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2188749](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2188749)
- Liedtka, Salzman and Azer (2017), *Design Thinking for the Greater Good: Innovation in the Social Sector*. Columbia: Columbia University Press.
- McCann, Lauranellen, (2015), *Experimental Modes of Civic Engagement in Civic Tech: Meeting people where they are*. Chicago: Smart Chicago Collaborative.
- O'Kane, Josh, (2022), *Sideways: The City Google Couldn't Buy*. Toronto: Random House of Canada.
- Scott, James C., (1998), *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Yale: Yale University Press.
- Stone, Deborah, (2001), *Policy Paradox: The Art of Political Decision Making*. New York: W. W. Norton & Company.



**Evaluation and Assessment: PAPPY6503CR1**

**Evaluation (Theory): Total marks per course - 100.**

**CIA- 40 marks**

CIA 1: Written test/Assignment/Project -20 marks

CIA 2: Policy Memo/written test/assignment/Project -20 marks

**Final End Semester Evaluation – 60 marks**

One question from each unit for 15 marks, with internal choice.

Or, A Project that will be evaluated based on the report submitted and viva,

Or, Case study analysis with a formulation of Policy recommendations.

Distribution of Bloom's Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
*Percentage	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %





## Evaluation and Assessment Guidelines for all courses of the 3<sup>rd</sup> Semester

St. Xavier's College, Mumbai.

### ASSESSMENT OF WRITTEN ASSIGNMENT- TYPE - I

Dept. of Public Policy; Course Code \_\_\_\_\_ Date \_\_\_\_\_ UID No \_\_\_\_\_

Name of Student: \_\_\_\_\_ Marks \_\_\_\_\_ / 20

Title of Assignment: \_\_\_\_\_

**Assessment Grid:** Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows. In boxes that have more than one set of marks, cancel out the marks that are not applicable and circle the correct marks.

**Assessment of Written Assignment: 20 Marks**

100%	ASSIGNMENT	80-100% (17-20 Marks)	60-80% (13-16 Marks)	40- 60% (9-12 Marks)	20-40% (5-8 Marks)	0-20% (0-4 Marks)
60 %	<b>Content</b> Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned	Excellent	Good	Satisfactory	Poor	Very Poor
12	----- Marks -----	12 / 11 / 10	9 / 8	7 / 6	5 / 4	3 / 2 / 1
30 %	<b>Organization</b> Effective presentation, logical format, clear statement of ideas, relevant details, sequence of information and ideas could be easily followed, references / footnotes / endnotes	Effective organization	Few problems	Many problems	Inadequate presentation. Ineffective format, communication of ideas, lack of relevant details – but an attempt	No attempt to organize
06	----- Marks -----	6	5	4	3	2
5%	<b>Vocabulary</b>	Richness of vocabulary	Very good range of vocabulary with some errors	Good range of vocabulary with some errors	Small range of vocabulary with errors	Little of no effort to demonstrate vocabulary knowledge
01	----- Marks -----	1	1	0.5	0.5	0
5%	<b>Grammar, Spellings, Mechanics</b>	Grammar, spellings punctuations correct	Very few errors	Some errors	Many errors	No effort
01	----- Marks -----	1	1	0.5	0.5	0

Comments:

Name and Signature of Faculty \_\_\_\_\_



St. Xavier's College, Mumbai.  
**ASSESSMENT OF WRITTEN ASSIGNMENT- TYPE - II**

Dept. of Public Policy; Course Code \_\_\_\_\_ Date \_\_\_\_\_ UID No \_\_\_\_\_

Name of Student: \_\_\_\_\_ Marks \_\_\_\_\_ / 20

Title of Assignment: \_\_\_\_\_

**Assessment Grid:** Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows. In boxes that have more than one set of marks, cancel out the marks that are not applicable and circle the correct marks.

**Assessment of Written Assignment: 20 Marks**

100%	ASSIGNMENT	80-100% (17-20 Marks)	60-80% (13-16 Marks)	40- 60% (9-12 Marks)	20-40% (5-8 Marks)	0-20% (0-4 Marks)
50 %	<b>Content</b> Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned	Excellent	Good	Satisfactory	Poor	Very Poor
10	----- Marks -----	10 / 9	8 / 7	6 / 5	4 / 3	2 / 1
30 %	<b>Organization</b> Effective presentation, logical format, clear statement of ideas, relevant details, sequence of information and ideas could be easily followed, references / footnotes / endnotes	Effective organization	Few problems	Many problems	Inadequate presentation. Ineffective format, communication of ideas, lack of relevant details – but an attempt	No attempt to organize
06	----- Marks -----	6 / 5	4	3	2	1
10%	<b>Vocabulary</b>	Richness of vocabulary	Very good range of vocabulary with some errors	Good range of vocabulary with some errors	Small range of vocabulary with errors	Little of no effort to demonstrate vocabulary knowledge
02	----- Marks -----	2	1.5	1	1	0.5
10%	<b>Grammar, spellings, mechanics</b>	Grammar, spellings punctuations correct	Very few errors	Some errors	Many errors	No effort
02	----- Marks -----	2	1.5	1	1	0.5

Comments:

Name and Signature of Faculty \_\_\_\_\_

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St. Xavier's College, Mumbai.

**ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -A**

Dept. of Public Policy; Course Code \_\_\_\_\_ Date \_\_\_\_\_ UID No \_\_\_\_\_

Name of Student: \_\_\_\_\_ Marks \_\_\_\_\_ / 20

Title of oral presentation: \_\_\_\_\_

**Assessment Grid:** Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows

**Presentation: 30 % (06 marks)**

30%	PRESENTATION	80-100%	60-80%	40- 60%	20-40%	0-20%
10 %	<b>Presentation skills</b>	Varied rate of delivery, Changed pitch for emphasis, No distracting mannerisms, good eye contact, Confident body language, Connected with audience	Good but a few weaknesses	Good but a few weaknesses with one pronounced weakness	Several Weaknesses	No speech variation, distracting mannerisms, no eye contact, dull, and reading from notes/visual aids
2.0	----- Marks -----	2.0	1.5	1.0	1.0	0.5
10 %	<b>Use of Visuals (Efforts to Aid Presentation)</b>	Very good, relevant visuals, good font size/ image size, Appropriate number of words and images per slide, good color schemes	Good but a few weaknesses	Good but a few weaknesses with one pronounced weakness	Several Weaknesses	Very poor visuals, visuals did not contribute to the presentation
2.0	----- Marks -----	2.0	1.5	1.0	1.0	0.5
5%	<b>Timing and Pace of Talk</b>	Right length and well-paced	Right Length but too slow or too rushed	Long or short <b>and</b> too slow or too rushed	Too long <b>or</b> too short	Had to be stopped <b>or</b> less than 50% of the allocated time
01	----- Marks -----	1.0	0.5	0.5	0	0
5%	<b>Audibility and Comprehensibility</b>	Very clear and very precise	Clear, quite precise	Almost inaudible <b>and</b> difficult to understand	Almost inaudible <b>or</b> very difficult to understand	Inaudible <b>or</b> completely incomprehensible
01	----- Marks -----	1.0	1.0	0.5	0.5	0

Total marks for presentation: \_\_\_\_\_ out of 06 marks.

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**Content: 70% (14 Marks)**

70%	CONTENT	80-100%	60-80%	40- 60%	20-40%	0-20%
35%	<b>Knowledge and Understanding Innovation</b> Impression of wide reading, good knowledge and complete understanding 07 ----- Marks -----	Excellent 7.0	Good 6.0 / 5.0	Satisfactory 4.0 / 3.0	Poor 2.0	Very Poor 1.0
10%	<b>Structure of Presentation</b> Logical Structure, Clear Introduction, Body and Relevant Conclusion, sequence of information and ideas could be easily followed, Citation of source material 02 ----- Marks -----	Excellent 2.0	Good 2.0	Satisfactory 1.0	Poor 0.5	Very Poor 0.5
5%	<b>Key Points/ Themes</b> Identified Key Points, Kept to the points throughout the presentation- did not wander 01 ----- Marks -----	Excellent 1.0	Good 1.0	Satisfactory 0.5	Poor 0.5	Very Poor 0
10%	<b>Ability to answer Questions</b> Answers accurate and full of confidence 02 ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0
10%	<b>Creation of Interest/ Audience Participation</b> Created interest in the topic 02 ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 1.0	Very Poor 0.5

Total for content: \_\_\_\_\_ out of 14; Total marks for oral presentation: \_\_\_\_\_ out of 20

Comments:

Name of the Faculty \_\_\_\_\_.

Signature of the Faculty \_\_\_\_\_





St. Xavier's College, Mumbai.

**ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -B**

Dept. of Public Policy; Course Code \_\_\_\_\_ Date \_\_\_\_\_ UID No \_\_\_\_\_

Name of Student: \_\_\_\_\_ Marks \_\_\_\_\_ / 20

Title of oral presentation: \_\_\_\_\_

**Assessment Grid:** Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows

**Presentation: 40 % (8 marks)**

40%	PRESENTATION	80-100%	60-80%	40- 60%	20-40%	0-20%
15 %	<b>Presentation skills</b>	Varied rate of delivery, Changed pitch for emphasis, No distracting mannerisms, good eye contact, Confident body language, Connected with audience	Good but a few weaknesses	Good but a few weaknesses with one pronounced weakness	Several Weaknesses	No speech variation, distracting mannerisms, no eye contact, dull, and reading from notes/visual aids
03	----- Marks -----	3.0	2.5	2.0	1.5	1.0
15 %	<b>Use of Visuals (Efforts to Aid Presentation)</b>	Very good, relevant visuals, good font size/ image size, Appropriate number of words and images per slide, good color schemes	Good but a few weaknesses	Good but a few weaknesses with one pronounced weakness	Several Weaknesses	Very poor visuals, visuals did not contribute to the presentation
03	----- Marks -----	3.0	2.5	2.0	1.5	1.0
5%	<b>Timing and Pace of Talk</b>	Right length and well-paced	Right Length but too slow or too rushed	Long or short <b>and</b> too slow or too rushed	Too long <b>or</b> too short	Had to be stopped <b>or</b> less than 50% of the allocated time
01	----- Marks -----	1.0	1.0	0.5	0.5	0
5%	<b>Audibility and Comprehensibility</b>	Very clear and very precise	Clear, quite precise	Almost inaudible <b>and</b> difficult to understand	Almost inaudible <b>or</b> very difficult to understand	Inaudible <b>or</b> completely incomprehensible
01	----- Marks -----	1.0	1.0	0.5	0.5	0

Total marks for presentation: \_\_\_\_\_ out of 08 marks.



**Content: 60% (12 Marks)**

60%	CONTENT	80-100%	60-80%	40- 60%	20-40%	0-20%
25% 05	<b>Knowledge and Understanding Innovation</b> Impression of wide reading, good knowledge and complete understanding ----- Marks -----	Excellent 5.0	Good 4.0	Satisfactory 3.0	Poor 2.0	Very Poor 1.0
10% 02	<b>Structure of Presentation</b> Logical Structure, Clear Introduction, Body and Relevant Conclusion, sequence of information and ideas could be easily followed, Citation of source material ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0.5
5% 01	<b>Key Points/ Themes</b> Identified Key Points, Kept to the points throughout the presentation- did not wander. ----- Marks -----	Excellent 1.0	Good 1.0	Satisfactory 0.5	Poor 0.5	Very Poor 0
10% 02	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0
10% 02	<b>Creation of Interest/ Audience Participation</b> Created interest in the topic. ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0

Total for content: \_\_\_\_\_ out of 12; Total marks for oral presentation: \_\_\_\_\_ out of 20

Comments:

Name of the Faculty \_\_\_\_\_.

Signature of the Faculty \_\_\_\_\_

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**APPROVED SYLLABUS**







**Syllabus**  
**Third Semester Courses in MA**  
**Public Policy**  
**2024 – 2025**  
**(June 2024 onwards)**

- **Syllabus for Elective Courses:**
  - PAPPY6501EL1– Foreign Policy
  - PAPPY6502EL1– Globalisation and Labour Policy
- **Evaluation and Assessment Guidelines**



**APPROVED SYLLABUS**

**PRINCIPAL**  
**ST. XAVIER'S COLLEGE**  
**AUTONOMOUS**  
**MUMBAI - 400 001.**

<b>M.A. II Public Policy</b>		
<b>Course Title: FOREIGN POLICY</b>		
<b>Course Code: PAPPY6501EL1</b>		
<b>Credits: 4 (60 hr)</b>		
<b>No.</b>	<b>Course Objectives</b>	
1	To provide an understanding of the different theoretical and public policy perspectives on foreign policy decision making.	
2	To assist students in developing a conceptually and empirically informed understanding of the debates surrounding foreign policy.	
3	To enable students to analyze and evaluate current international security, economic and political challenges and recommend policies to the government to meet these challenges.	
<b>CO</b>	<b>Course Outcomes</b> <b>On completing the course, the learner will be able to</b>	<b>Bloom's Taxonomy Level (BT level)</b>
1	Know the key approaches and theories of foreign policy analysis and international politics and apply them to empirical case studies.	Remembering
2	Understand the roles of the three branches of government, the activities of bureaucratic agencies, non-governmental agencies and public opinion affect foreign policy.	Understanding
3	Identify the philosophical, historical, and cultural sources of Indian foreign policy.	Applying
4	Analyse the contexts, pressures and constraints which foreign policy makers have to deal with.	Analyzing
5	Evaluate current international security, economic and political challenges and recommend tools of Indian statecraft required to meet these challenges.	Evaluating
6	Write a policy brief on topics related to emerging threats and issues; nuances of geographic areas; and general issues about the foreign policy environment (national and international).	Creating





**Unit 1**

**Introduction to Theoretical Perspectives**

[15 lectures]

- a) Theoretical Approaches to World Politics
- b) Liberalism; Challenges to the Liberal Order; Rise of Populism
- c) Realism
- d) Alternative Theories

**Unit 2**

**Foreign Policy Decision Making**

[15 lectures]

- a) Determinants of State's Foreign Policy Behaviour;
- b) Three Models of Decision Making: Rationale, Bureaucratic Politics, History-Making Individuals;
- c) Instruments of Influence: Diplomacy and Bargaining, Use of Military, Influence based on Economic
- d) Resources. Concept of National Interest.

**Unit 3**

**Historical Context of Foreign Policy**

[15 lectures]

- a) The Evolution of International Society
- b) International History 1900-90
- c) Post-Cold War Scenario

**Unit 4**

**India's Foreign Policy [Case Studies: USA, China, Russia]**

[15 lectures]

- a) Principles and Objectives of India's Foreign Policy;
- b) Foreign Policy Apparatus and Decision Making;
- c) National Security;
- d) Foreign Policy Challenges Facing India in the 21st Century: Terrorism; India and Its Neighbors; Balancing Relations with USA and China.

**List of Recommended References:**

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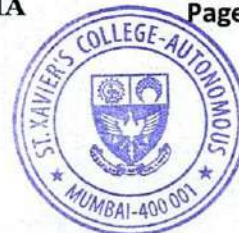
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**Evaluation: Total marks 100.**

**CIA- 40 marks**

CIA 1: Written test -20 marks

CIA 2: Written Test / Assignment / Presentation / Field Trip & Report -20 marks

**End Semester Examination – 60 marks**

One question from each unit for 15 marks, with internal choice.

Distribution of Bloom's Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
*Percentage	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %



<b>M.A. II Public Policy</b>		
<b>Course Title: GLOBALIZATION AND LABOUR POLICY</b>		
<b>Course Code: PAPPY6502EL1</b>		
<b>Credits: 4 (60 hr)</b>		
<b>No.</b>	<b>Course Objectives</b>	
1	To introduce students to the question of labour in development and its diverse meanings in the context of policy making in India. And discuss the category of labour in a historical and theoretical perspective.	
2	To provide a brief history of the evolution of industrial labour and mobilizations in India.	
3	To discuss the labour movement in India with special reference to Bombay along with a discussion on gender.	
4	To examine the evolution and current state of the labour question in India under neoliberal globalization.	
<b>CO</b>	<b>Course Outcomes On completing the course, the learner will be able to</b>	<b>Bloom's Taxonomy Level (BT level)</b>
1	Know the key approaches and theories of foreign policy analysis and international politics and apply them to empirical case studies.	Remembering
2	Understand the roles of the three branches of government, the activities of bureaucratic agencies, non-governmental agencies and public opinion affect foreign policy.	Understanding
3	Identify the philosophical, historical, and cultural sources of Indian foreign policy.	Applying
4	Analyse the contexts, pressures and constraints which foreign policy makers have to deal with.	Analyzing
5	Evaluate current international security, economic and political challenges and recommend tools of Indian statecraft required to meet these challenges.	Evaluating
6	Write a policy brief on topics related to emerging threats and issues; nuances of geographic areas; and general issues about the foreign policy environment (national and international).	Creating





**Unit 1**

[15 lectures]

**Labour in Theory and History**

- a) Introduction to the idea of labour policy;
- b) Ideological thinking on the role of labour in the working of an economy;
- c) Labour policy theories;
- d) The evolution of industrial labour.

**Unit 2**

[15 lectures]

**Evolution of Industrial Labour in India**

- a) The changing dynamics in labour policy determination over time;
- b) The emergence of various labour social securities;
- c) Gender issues and Labour Policies;
- d) Labour and the informal economy.

**Unit 3**

[15 lectures]

**Labour Movement in India**

- a) The history of labour movements across the world;
- b) The trade union movement in India (till 1991);
- c) The trade union movement in India (post 1991).

**Unit 4**

[15 lectures]

**Labour Under Globalisation**

- a) The impact of globalization on labour employment and security;
- b) The changing nature of work across the globe;
- c) The role of the ILO in securing labor's rights and benefits.

**List of Recommended References:**

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**APPROVED SYLLABUS**



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Engels, Friedrich, (1845). *The Condition of the Working Class in England*.

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**Evaluation: Total marks 100.**

**CIA- 40 marks**

CIA 1: Written test -20 marks

CIA 2: Written Test / Assignment / Presentation / Field Trip & Report -20 marks

**End Semester Examination – 60 marks**

One question from each unit for 15 marks, with internal choice.

Distribution of Bloom's Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
*Percentage	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %





**Syllabus**  
**Third Semester Courses in MA**  
**Public Policy**  
**2024 – 2025**  
**(June 2024 onwards)**

- **Syllabus for Dissertation Proposal:**
  - **PAPPY6501RP1 – Dissertation: Proposal & Preliminary Work.**
- **Evaluation and Assessment Guidelines**



**APPROVED SYLLABUS**

**PRINCIPAL**  
**ST. XAVIER'S COLLEGE**  
**AUTONOMOUS**  
**MUMBAI - 400 001.**



<b>M.A. II Public Policy</b>		
<b>Course Title: DISSERTATION: PROPOSAL AND PRELIMINARY WORK</b>		
<b>Course Code: PAPPY6501RP1</b>		
<b>Credits: 4 (60 hr)</b>		
<b>No.</b>	<b>Course Objectives</b>	
1	To be able to conceptualise and narrow down a research topic of personal and national/global significance.	
2	To assist students in developing the skill to critique existing policies and propose policy changes.	
3	To enable students to analyze and evaluate current international security, economic and political challenges and recommend policies to the government to meet these challenges.	
<b>CO</b>	<b>Course Outcomes</b> <b>On completing the course, the learner will be able to</b>	<b>Bloom's Taxonomy Level (BT level)</b>
1	Collate material that has some significance for a national or global policy context in the area the student wants to research on.	Remembering
2	Understand the different aspects that go into writing a dissertation.	Understanding
3	Identify the philosophical, historical, and cultural sources of any policy intervention.	Applying
4	Use various methods to analyze the feasibility of a policy proposal.	Analyzing
5	Evaluate the different readings in order to sift out what is necessary for the dissertation	Evaluating
6	Write a dissertation proposal fitting the requisite requirements.	Creating



**Requirements for Preliminary work of 3<sup>rd</sup> Semester:**

1. Sift through different topics of personal interest and national/global relevance. After discussing this with one's peers, experts in the field and one's lecturers to arrive at a suitable topic with a clear policy anchor.
2. Arrive at an understanding of which topic is doable, has enough data available and to learn to narrow down the topic so that it becomes a doable dissertation.
3. Learn to collect literature and find data sources for one's proposed dissertation.
4. To build up contacts for the data collection process.
5. To think through the ethical issues involved in a research project.
6. Write up a clear dissertation proposal that states clearly, the personal interest, the national/global significance, the policy anchor, suggests a brief literature list, suggests data collection methods and analytical tools, clearly delineates the hoped-for outcome of the dissertation.

**List of Recommended References:**

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McSweeney, Fiona and Williams, Dave (eds.) (2019) *Designing and Conducting Research in Social Science, Health and Social Care*. New York: Routledge

Nakray, Keerty; Alston, Margaret and Whittenbury, Kerri (eds.) (2016) *Social Science Research Ethics for a Globalizing World: Interdisciplinary and Cross-Cultural Perspectives*. New York: Routledge.

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Urban, J. B. and van Eeden-Moorefield, B. M. (2018) *Designing and Proposing Your Research Project*. Washington, DC: APA Order Department.

**Evaluation: Total marks 200.**

Distribution of Bloom's Taxonomy levels for the course assessment

Learning Levels	Remembering	Understanding	Analyzing	Application	Evaluation	Creation
*Percentage	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %	10-20 %

