



Syllabus
Fourth Semester Courses in MA
Public Policy
2024 - 2025
(November 2024 onwards)

- **Syllabus for Core Courses**

- o PAPPY6504CR1– Development & Public Policy
- o PAPPY6505CR1 – Comparative Public Policy
- o PAPPY6506CR1– Ethics & Public Policy

- **Evaluation and Assessment Guidelines**



APPROVED SYLLABUS

Alvinda
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AUTONOMOUS
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M.A. II Public Policy		
Course Title: DEVELOPMENT AND PUBLIC POLICY		
Course Code: PAPPY6504CR1		
Credits: 4 (60 hr)		
No.	Course Objectives	
1	To Introduce students to Development Debates as they impact the framing of Public Policy.	
2	To enable students to critically think through their ideas on Development, thus fostering an ability to frame policies accordingly.	
3	To see how States, the international regulatory bodies and aid agencies have configured the world in particular ways that have resulted in state action that impinges on the everyday life of its populaces.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Demonstrate a thorough knowledge and understanding of Development Debates.	Remembering
2	Explain how Development Debates influence policy making.	Understanding
3	Apply Development Theory to the writing of policy.	Applying
4	Analyse the varied components of development related policymaking.	Analyzing
5	Write evaluative reports of various types of projects undertaken for different social and economic outcomes	Evaluating
6	Formulate new policies given expected outcomes.	Creating



Unit 1. Introduction & Colonial Traces [15 lectures]

- a) Introduction to notion of Development.
- b) Colonial ideas of Development.
- c) Modernization theories (Sociological, Psychological, Economic)
- d) Colonial and Post Independence Nehruvian Policies (some case studies)

Unit 2. Marxist Critiques [15 Lectures]

- a) Dependency Theory
- b) World Systems Theory
- c) Extractivist Paradigms
- d) Policy Case studies from Latin America

Unit 3. Post Development Debates [15 Lectures]

- a) Globalization and its Discontents
- b) Post Development Discourse
- c) Bridging Enlightenment and Post-Modern Perspectives.
- d) Policy case studies

Unit 4. Contemporary Aspirations [15 Lectures]

- a) Capabilities approach
- b) Feminist interventions.
- c) Sustainability, environmental concerns.
- d) Policy case studies

List of Recommended References:

Appadurai, Arjun. (2004). "The capacity to aspire: culture and the terms of recognition." In Vijayendra Rao and Michael Walton (eds) *Culture and Public Action*, Stanford: Stanford University Press.

Brett, E.A. (2009.) *Reconstructing Development Theory*. Basingstoke: Palgrave Macmillan.

Bull, Benedict & Aguilar-Stoen, Mariel (eds.) (2023) *Handbook on International Development and the Environment*. Massachusetts: Edward Elgar Publishing Limited.

Chang, H.J. (2002.) *Kicking Away the Ladder – Development Strategy in Historical Perspective*. London: Anthem Press.

Cimadamore, Alberto; Koehler, Gabriele & Pogge, Thomas (eds.) (2016). *Poverty and the Millennium Development Goals: A Critical Look Forward*. London: Zed Books.

Chew, Sing C. & Denmark, Robert A. (1996.) *The Underdevelopment of Development*. London: Sage Pub.

Featherstone Mike (ed). *Global Culture, Nationalism, Globalisation and Modernity*. London: OUP

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- Hammett, Daniel. (2024) *Global Development: The Basics*. New York: Routledge
- Harrison David. (1988) *The Sociology of Modernisation and Development*. London: Routledge Pub.
- Kohli, A. (2004.) *State-Directed Development: Political Power and Industrialisation in the Global Periphery*. Cambridge: Cambridge University Press.
- Milanovic, Branko, (2003) "The Two Faces of Globalization: Against Globalization as We Know It," *World Development* Vol. 31, No. 4, pp. 667–683.
- Peet, Richard & Hartwick, Elaine. (2009) *Theories of Development: Contentions, Arguments, Alternatives*. 2nd Ed. New York: The Guilford Press.
- Reinert, E. (2007.) *How Rich Countries Got Rich...and Why Poor Countries Stay Poor*. London: Constable.
- Prosser, Erica. (2010) "Applied Post-Development Theory: Case Study of Enda Graf Sahel," *The Lehigh Review*, Vol. 18, pp. 34-43.
- Seligson, Mitchell A. & Passe-Smith, John T. (ed). (2014) *Development and Underdevelopment: The Political Economy of Global Inequality*. 5th Ed. Boulder: Lynn Rienner Pub.
- Sen, Amartya. (2000) *Development as Freedom*. London: Anchor
- So, Alvin Y. (1990.) *Social Change and Development: Modernisation, Dependency Theory and World System Theory*. London: Sage Publications.
- Srivastava S.P. (ed). (1998.) *The Development Debate: Critical Perspectives*. Jaipur: Rawat Publications.



Evaluation: Total marks 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.

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 %



M.A. II Public Policy		
Course Title: COMPARATIVE PUBLIC POLICY		
Course Code: PAPPY6505CR1		
Credits: 4 (60 hr)		
No.	Course Objectives	
1	To introduce students to capturing the intent and so understanding the content of public policies across countries and across ideologies.	
2	To enable students to critically evaluate substantive aspects public policy across time and national spaces.	
3	To apply the best practices of the various policy formats towards the formulation of effective policies that brings about humane outcomes.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Demonstrate a thorough knowledge and understanding of Public Policy curation.	Remembering
2	Analyse the ways in which a country's Public Policy has been influenced by both endogenous pressures (= domestic exigencies) and exogenous forces (= global constraints), with special reference to India.	Understanding
3	To be able to present analytical and critical reports on public policies outcomes in the context of domestic (national and regional) strains and stresses as well as global compulsions.	Applying
4	Analyse the varied components of policymaking.	Analyzing
5	Evaluate the policy for its expected outcomes.	Evaluating
6	Formulate new policies based on a comparative perspective.	Creating

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Unit 1. Historical overview of public policy structures

[15 lectures]

- a) Introduction to the structuring of public policies with reference to the socio-cultural-politico-economic underpinnings of the country.
- b) Public policy framework adopted in ancient and medieval times.
- c) Public policy structures during the colonial period.
- d) Public policy formulation in the modern era.

Unit 2. Impact of Ideology on the architecture of public policy

[15 Lectures]

- a) Linkages between ideology and policy making
- b) Impact of capitalism on public policy's content and trajectory
- c) Influence of socialism on public policy's orientation
- d) Consequences of increasing regionalism on public policy's formulation

Unit 3. Public Policy practices in major economies

[15 Lectures]

- a) Role of nationalistic leanings on public policy construction
- b) Public policy in the USA
- c) Public policy in China
- d) Public policy in the SAARC nations (excluding India) (for Group Assignments)

Unit 4. Evaluation of public policy outcomes

[15 Lectures]

- a) Qualitative appraisal methods for public policy impacts
- b) Cost-Benefit Analysis of public policy's outcomes
- c) Input-Output Analysis with respect to public policy configurations
- d) Application of Game Theory to public policy evaluations



List of Recommended References:

- Calnitsky, David, (2022), "The Policy Road to Socialism," *Critical Sociology*, Vol 48(3)
- French Counsel of Economic Affairs, (2013), "Public Policy Evaluation (2013)", *Notes Du Conseil D'Analyse Economique* Vol 1, Issue 1
- Friedman, Milton, (1982), *Capitalism and Freedom*, The University of Chicago Press
- Hayek, Friedrich von, (1944), *The Road to Serfdom*, Routledge, UK
- Iyer, Lakshmi, (2004), *The long-term impact of colonial rule: evidence from India*, Harvard Business School, Boston MA
- Knutson, Kate, (2023), *An Introduction to US Public Policy: Theory and Practice*, Pressbook (Online Book) URL: <https://mlpp.pressbooks.pub/introtouspublicpolicy/>
- Lee, Pugalis, (2016), "New Regional Development Paradigms: An Exposition of Place-Based modalities," *Australasian Journal of Regional Studies*, Vol 22, No. 1
- Ifikhar Lodhi, (2021), "Globalisation and public policy: bridging the disciplinary and epistemological boundaries," *Policy and Society*, Vol. 40, No. 4, Routledge
- Martin, K, Keith Lee, John Powel, (2000), *Public Policy: Origins, Practice and Analysis*, University of North Georgia
- Maxwell, Joseph, (ND), *The Value of Qualitative Inquiry for Public Policy*, George Mason University, USA
- Mayroudeas, S, (2019), *Globalization and Public Policy*, IJOPEC Publication Ltd
- Shanhaz, Rubina, (2021), "Kautilya's *Arthashastra*: Art of Governance and Policy Making," *Quest Journals, Journal of Research in Humanities and Social Science* Volume 9, Issue 7
- Stern, Nicholas, (1991), *Public Policy and the Economics of Development*, *European Economic Review*, LSE, London
- Torres, A C., (1989), *The Capitalist State and Public Policy Formulation*, *British Journal of Sociology of Education*, Taylor and Francis Group
- Venetoklis, Takis, (2002), *Public Policy Evaluation: Introduction to Quantitative Methodologies*, Government Institute for Economic Research, Helsinki
- Yalmanov, N, (2020), *Public Policy and Policy Making*, XXIII International Conference Culture, Personality, Society in the Conditions of Digitalization: Methodology and Experience of Empirical Research Conference



Evaluation: Total marks 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.

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 %



M.A. II Public Policy		
Course Title: ETHICS AND PUBLIC POLICY		
Course Code: PAPPY6506CR1		
Credits: 4 (60 hr)		
No.	Course Objectives	
1	To introduce students to the ethical concerns of policy making.	
2	To enable students to critically examine the ethical and normative values that undergird our society.	
3	To build in our ethical concerns in the formulation of effective policies that bring about humane outcomes.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	To know the different theoretical perspectives in ethical thought.	Remembering
2	Develop a sense of the meaning and depth of the terms justice and ethics.	Understanding
3	Learn How to Engage with and Correlate Various Political Theories with Ethics and Justice.	Applying
4	Analyse the ethical implications of a particular policy.	Analyzing
5	Evaluate what kind of ethical presuppositions a particular policy exhibits.	Evaluating
6	Create policies that fit a particular ethical paradigm.	Creating

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Unit 1

[15 lectures]

Theories of Ethics and Political Justice

Utilitarianism, Deontology;

Contractarian Liberalism: The Social Contract Theory, Rawls' Theory of Justice;

Rights, Distributive Justice, Socialism.

Unit 2

[15 lectures]

Normative Concepts in Social and Political Theory

Liberty, Autonomy;

Equality, Efficiency;

Exploitation.

Unit 3

[15 lectures]

Ethical Issues in Public Policy

Public and Private Spheres;

Deliberation and Democracy;

Markets and Morality;

Multiculturalism and Citizenship, Affirmative Action.

Unit 4

[15 lectures]

Ethics in Policy-Making

The Problem of Dirty Hands;

Deception and Secrecy;

Disobedience; Whistleblowing.



List of Recommended References:

Bethke, Elshtain, Jean, (1974), "Moral Woman and Immoral Man: A Consideration of the Public-Private Split and Its Political Ramifications" - <https://doi.org/10.1177/003232927400400402>.

Elster, Jon, (1986), "The Market and the Forum: Three Varieties of Political Theory", in Foundations of Social Choice Theory, ed. Elster and Aanund Hyland, pp. 103-32, Cambridge University Press.

Kelman, Steven, (1981), "Cost-Benefit Analysis: An Ethical Critique", from AEI Journal on Government and Society Regulation (January/February), pp. 33—40.

Parekh, Bhikhu, (2003), "Contemporary Liberal Responses to Diversity" - In Derek Matravers & Jonathan E. Pike (eds.), Debates in Contemporary Political Philosophy: An Anthology. Routledge.

Sandel, Michael, (2010), What Is the Right Thing to Do, Penguin.

Sen, Amartya, (1979), "Utilitarianism and Welfarism", The Journal of Philosophy, (Vol. 76, No. 9, September), pp 463-489.

Walzer, Michael, (1973), "Political Action: The Problem of Dirty Hands", Philosophy & Public Affairs, Vol. 2, No. 2 (Winter), pp. 160-180, Published by: Wiley-Blackwell Stable - <http://www.jstor.org/stable/2265139>.

Wasserstrom, Richard, (1977), "Racism, Sexism and Preferential Treatment: An Approach to the Topics", UCLA Law Review, Vol. 24, No. 3 (February).

Wolff, Jonathan, (2003) "Class, History, and Capital" from Why Read Marx Today?, Oxford University Press.



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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.

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

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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 3rd Semester

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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 %	Content Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
12		12 / 11 / 10	9 / 8	7 / 6	5 / 4	3 / 2 / 1
30 %	Organization Effective presentation, logical format, clear statement of ideas, relevant details, sequence of information and ideas could be easily followed, references / footnotes / endnotes ----- Marks -----	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		6	5	4	3	2
5%	Vocabulary ----- Marks -----	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		1	1	0.5	0.5	0
5%	Grammar, Spellings, Mechanics ----- Marks -----	Grammar, spellings punctuations correct	Very few errors	Some errors	Many errors	No effort
01		1	1	0.5	0.5	0

Comments:

Name and Signature of Faculty _____

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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 %	Content 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 %	Organization 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%	Vocabulary	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%	Grammar, spellings, mechanics	Grammar, spellings punctuations correct	Very few errors	Some errors	Many errors	No effort
02	----- Marks -----	2	1.5	1	1	0.5

Comments:

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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 %	Presentation skills	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 %	Use of Visuals (Efforts to Aid Presentation)	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%	Timing and Pace of Talk	Right length and well-paced	Right Length but too slow or too rushed	Long or short and too slow or too rushed	Too long or too short	Had to be stopped or less than 50% of the allocated time
01	----- Marks -----	1.0	0.5	0.5	0	0
5%	Audibility and Comprehensibility	Very clear and very precise	Clear, quite precise	Almost inaudible and difficult to understand	Almost inaudible or very difficult to understand	Inaudible or 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%	Knowledge and Understanding Innovation 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%	Structure of Presentation 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%	Key Points/ Themes 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%	Ability to answer Questions Answers accurate and full of confidence 02 ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0
10%	Creation of Interest/ Audience Participation 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 _____



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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 %	Presentation skills	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 %	Use of Visuals (Efforts to Aid Presentation)	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%	Timing and Pace of Talk	Right length and well-paced	Right Length but too slow or too rushed	Long or short and too slow or too rushed	Too long or too short	Had to be stopped or less than 50% of the allocated time
01	----- Marks -----	1.0	1.0	0.5	0.5	0
5%	Audibility and Comprehensibility	Very clear and very precise	Clear, quite precise	Almost inaudible and difficult to understand	Almost inaudible or very difficult to understand	Inaudible or completely incomprehensible
01	----- Marks -----	1.0	1.0	0.5	0.5	0

Total marks for presentation: _____ out of 08 marks.

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Content: 60% (12 Marks)

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

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

Comments:

Name of the Faculty _____

Signature of the Faculty _____





Syllabus
Fourth Semester Courses in MA
Public Policy
2024 - 2025
(November 2024 onwards)

- **Syllabus for Elective Courses:**
 - PAPPY6503EL1– Education Policy
 - PAPPY6504EL1– Media & Public Policy
- **Evaluation and Assessment Guidelines**



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M.A. II Public Policy		
Course Title: EDUCATION POLICY		
Course Code: PAPPY6503EL1		
Credits: 4 (60 hr)		
No.	Course Objectives	
1	To introduce students to the philosophy of education and its diverse meanings in the context of policy making in India.	
2	The goal of the course is to enable the students to understand and analyze education policy from a problem solving approach that includes developing alternative solutions.	
3	To discuss some pertinent issues such as debates in curriculum and pedagogy; globalization and higher education; efficiency versus equity; student politics and reservation policy.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Know the different philosophies of Education and bring out its diverse connotations.	Remembering
2	To understand the different Educational Policies that have been enacted in India.	Understanding
3	To critically engage with the impact of Globalization on education practices and policies.	Applying
4	To Analyze different education policies and their impact used in different socio-econ-politico situations.	Analyzing
5	To evaluate the implications of the debates around the framing of curriculum and pedagogy.	Evaluating
6	To write critical reports on various aspects of education policies as practiced in different types of economies and economic situations and to create educational policy proposals.	Creating



Unit 1 [15 Lectures]

Philosophy and Theories of Education

- a) Dewey's Education and Democracy; Educational Philosophy of Phule and Ambedkar
- b) Gandhi and Tagore
- c) Marx and Freire

Unit 2 [15 lectures]

Education Systems

- a) Debates on Education in Colonial India
- b) Orientalists and Anglicists
- c) Nationalist Movement and Education

Unit 3 [15 lectures]

Major Policy Initiatives Post-Independence in India

- a) Kothari Commission & National Policy on Education (NPE) 1968
- b) National Policy of Education 1986, as amended in 1992
- c) Sarva Shiksha Abhiyan, Right to Education and NPE 2016, A Review of the Status of Education in India.

Unit 4 [15 lectures]

Selected Contemporary Issues in Education

- a) Debates in Curriculum and Pedagogy
- b) Globalization and Higher Education; Efficiency versus Equity; Student Politics
- c) Issues of Diversity and Inequality in Society; Specific groups such as Dalits, Tribals and Women

List of Recommended References

Apple, M.W., & Beane, J.A., (2007), *Democratic Schools: Lessons in Powerful Education*. Portsmouth: Heinemann.

Das, Suranjan, (2007), *The Higher Education in India and the Challenge of Globalisation*, *Social Scientist*, Vol. 35, No. 3/4, pp. 47-67.

Dewey, J., (2004), *Democracy and Education: An Introduction to the Philosophy of Education*, Aakar Books, New Delhi.

Freire, P., (2000), *Pedagogy of the Oppressed*. 30th anniversary edition. New York: Continuum.

GOI (2016). Some Inputs for Draft National Education Policy 2016. *Higher Education for the Future*, 4(2), <https://doi.org/10.1177/2347631117706276>

GOI. (1986). *National Policy of Education*. New Delhi: Ministry of Education.

GOI. (2011). *Sarvashikshaabhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009*. New Delhi: Ministry of Education.



Govinda, R., (2011), *Who goes to school? Exploring exclusion in Indian education*, New Delhi: Oxford University Press.

Kabir, Humayun, (1956), Continuity of Tradition in Indian Educational Thought, *Philosophy East and West*, Vol. 6, No. 1, pp.13-33.

Kumar, K., (2005), *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, New Delhi: Sage Publications.

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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 %



M.A. II Public Policy		
Course Title: MEDIA AND PUBLIC POLICY		
Course Code: PAPPY6504EL1		
Credits: 4 (60 hr)		
No.	Course Objectives	
1	To explore the extent and circumstances under which the media affects public opinion and public policy in a democracy.	
2	To identify differences among media structures of nations under differing political ideologies and study the effects of globalization on media structures and policy.	
3	To study laws and regulations that affect the print and broadcast media and how laws and policies have evolved to govern new media forms.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Know the extent and circumstances under which the media affects public opinion and public policy in a democracy.	Remembering
2	Understand how laws and policies are changing to govern new media forms in India and other parts of the world.	Understanding
3	Study the effects of globalization on media structures and policy in India.	Applying
4	Identify differences among media structures of nations under differing political ideologies.	Analyzing
5	Critically evaluate laws and regulations and policies that affect the print, broadcast and digital media in India.	Evaluating
6	Formulate a media regulation model for India.	Creating



Unit 1

[15 lectures]

Conceptualization and Evolution of Mass Media

- a) Media Public Policy Link; Agenda Setting Function in Shaping Public Opinion
- b) Historic Press Freedoms: The Right to Print, The Right to Criticize, The Right to Report
- c) Credibility: Media and Government, Vietnam War, The Watergate Scandal, The Post Truth World

Unit 2

[15 lectures]

Comparative Media Systems

- a) Authoritarian; Libertarian; Soviet Communist System; Social Responsibility
- b) Open Closed Model; Ownership Control Model
- c) The Media Systems Paradigm; Factors that Influence the Development of Media Systems

Unit 3

[15 lectures]

Impact of Globalization on Media Structure

- a) Manufacturing Consent: The Propaganda Model;
- b) Media Globalization: Understanding Media Theory;
- c) India: Political Economy of the Media.

Unit 4

[15 lectures]

Media Laws and Regulations in India

- a) Constitutional Provisions on the Freedom of Speech and Expression
- b) Public Morals and Public Policy: Morality, Obscenity and Censorship, Defamation, Right to Privacy, Right to Information, Advertising, Hate speech.
- c) Media Regulation in India: Evolving a New Framework.

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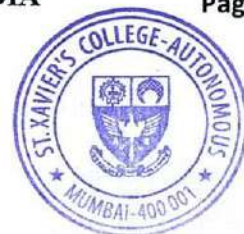
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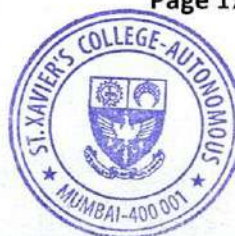
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Evaluation: Total marks 100.

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 %



Evaluation and Assessment Guidelines for Elective courses of the 3rd 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 %	Content Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned ----- Marks ----- --	Excellent 12 / 11 / 10	Good 9 / 8	Satisfactory 7 / 6	Poor 5 / 4	Very Poor 3 / 2 / 1
30 %	Organization Effective presentation, logical format, clear statement of ideas, relevant details, sequence of information and ideas could be easily followed, references / footnotes / endnotes ----- Marks ----- --	Effective organization 6	Few problems 5	Many problems 4	Inadequate presentation. Ineffective format, communication of ideas, lack of relevant details –but an attempt 3	No attempt to organize 2



5%	Vocabulary	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%	Grammar, spellings, mechanics	Grammar, spellings punctuation incorrect	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 %	Content Impression of wide reading (research), good knowledge and comprehensive understanding. Evidence of thoughtful input. Ability to critique, Bibliography mentioned ----- Marks ----- --	Excellent 10 / 9	Good 8 / 7	Satisfactory 6 / 5	Poor 4 / 3	Very Poor 2 / 1
30 %	Organization Effective presentation, logical format, clear statement of ideas, relevant details, sequence of information and ideas could be easily followed, references / footnotes / endnotes ----- Marks ----- --	Effective organization 6 / 5	Few problems 4	Many problems 3	Inadequate presentation. Ineffective format, communication of ideas, lack of relevant details –but an attempt 2	No attempt to organize 1



10 %	Vocabulary	Richness of vocabular y	Very good rangeof vocabulary with some errors	Good range of vocabulary with some errors	Small range of vocabulary with errors	Little of no effortto demonstrate vocabulary knowledge
02	----- Marks ----- --	2	1.5	1	1	0.5
10 %	Grammar, spellings, mechanics	Grammar, spellings punctuatio nscorrect	Very few errors	Some errors	Many errors	No effort
02	----- Marks ----- --	2	1.5	1	1	0.5

Comments:

Name and Signature of Faculty _____.



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 Assignment: _____

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



	--	1.0		0.5	0	0
5%	Audibility and Comprehensibility	Very clear and very precise	Clear, quite precise	Almost inaudible and difficult to understand	Almost inaudible or very difficult to understand	Inaudible or completely incomprehensible
01	----- Marks -----	1.0	1.0	0.5	0.5	0

Total marks for presentation: _ out of 06 marks.



Content: 70% (14 Marks)

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

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

Comments:

Name of the Faculty _____

_____.Signature (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 Assignment: _____

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

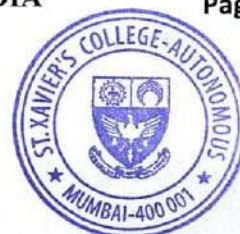
Presentation: 40 % (8 marks)

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



5%	Audibility and Comprehensibility	Very clear and very precise	Clear, quite precise	Almost inaudible <i>and</i> difficult to understand	Almost inaudible <i>or</i> very difficult to understand	Inaudible <i>or</i> 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 %	Knowledge and Understanding Innovation 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	Structure of Presentation 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	Key Points/ Themes 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	Ability to answer Questions Answers accurate and full of confidence ----- Marks -----	Excellent 2.0	Good 1.5	Satisfactory 1.0	Poor 0.5	Very Poor 0
10 % 02	Creation of Interest/ Audience Participation 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 and Signature of Faculty:





Syllabus
Fourth Semester Course in MA
Public Policy
2024 - 2025
(November 2024 onwards)

- **Syllabus for Dissertation:**
 - **PAPPY6502RP1 - Dissertation.**
- **Evaluation and Assessment Guidelines**



APPROVED SYLLABUS

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

M.A. II Public Policy		
Course Title: DISSERTATION		
Course Code: PAPPY6502RP1		
Credits: 4 (60 hr)		
No.	Course Objectives	
1	To introduce students to the art and craft of writing a dissertation. To assist students in developing the skill to critique existing policies and propose policy changes.	
2	To learn to do in-depth literature reviews as a preliminary process.	
3	To learn to choose particular data collection methods and to carry out the data collection activity.	
4	To learn to choose particular data collection methods and to carry out the data collection activity.	
CO	Course Outcomes On completing the course, the learner will be able to	Bloom's Taxonomy Level (BT level)
1	Use methods learnt in the research methods course.	Remembering
2	Understand the process of research and why it is important.	Understanding
3	Apply the theories learnt throughout the course in order to analyse the data.	Applying
4	Critically analyse the data collected.	Analyzing
5	After analysing the data, evaluate the different ways the data can be analysed and choose the relevant interpretations.	Evaluating
6	To formulate relevant policies or course-corrections to existing policy that will ensure an equitable society.	Creating



Requirements of the Dissertation Writing Process:

1. Find necessary books and articles for the literature review process. Write up a thematic literature review.
2. Reformulate the dissertation theme if necessary in the light of the literature review.
3. Decide which data collection and analysis methods will be the most relevant for the study.
4. Decide on research contacts, field of study.
5. Collect data in an ethical manner. Record them properly. Analyse this data.
6. Make relevant conclusions in the light of creating new policy or correcting existing policy.
7. Write up the dissertation in a coherent, credible, critical and creative manner.
8. Be able to defend one's dissertation through a viva voce.

List of Recommended References

Acharyya, Rajat and Bhattacharya, Nandan (eds.) (2020) *Research Methodology for Social Sciences*. New York: Routledge.

Berenson, Kathy R. (2018) *Managing your research data and documentation*. Washington, DC: APA Order Department.

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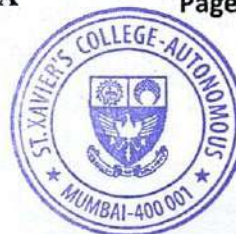
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Evaluation: Total marks 200.

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 %

