

St. Xavier's College (Autonomous),  
Mumbai



Syllabus of the courses offered by the  
Department of Public Policy  
(June 2019 Onwards)



# Syllabus for M.A 1<sup>st</sup> Semester Courses in Public Policy (June 2019 onwards)

- Contents:
- Theory Syllabus for Courses:
  - PPCC0701 – PUBLIC POLICY ANALYSIS
  - PPCC0702 – INTRODUCTION TO RESEARCH METHODOLOGY
  - PPCC0703 – ETHICS AND REDISTRIBUTION
  - PPCC0704 – LAW AND PUBLIC POLICY
  
- Evaluation and Assessment guidelines.

**M.A.-I Public Policy**  
**Course Title: PUBLIC POLICY ANALYSIS**

**Course Code: PPCC0701**

**Learning Objectives:**

1. To provide students with a thorough knowledge and understanding of public policy on both a theoretical and practical level.
2. To analyze the politics, institutions, norms and actors involved in agenda setting, legitimation, and decision-making in public policy.
3. To learn to utilize analytical frameworks to explain how the policymaking process works and apply them to real world issues by providing solutions to real world problems.
4. To help students understand nuances of policy formulation, implementation and evaluation.

**Number of lectures: 60**

**Unit 1** (15 lectures)

**Understanding Public Policy Analysis, Definitions and Frameworks**

Defining Public Policy;  
Categories of Public Policy;  
Methodological Difficulties in Studying Public Policy

**Unit 2** (20 lectures)

**Approaches to the Study of Public Policy**

The Stages Model of Policy Process;  
Kingdon's Window of Opportunity Model;  
Advocacy Coalition Framework;  
Punctuated Equilibrium;  
Group or Pluralist and Elite Theory Theories of Decision Making  
Bardach's Eightfold Path to Problem Solving and Policy Analysis;

**Unit 3** (15 lectures)

**Actors in Public Policy and Practical Applications of Policy Analysis**

Legislature and Executive;  
Interest Groups;  
Judiciary;  
Bureaucracy;  
Practical Applications: Green Revolution; Who Changed Delhi's Air? How the State Changed.

**Unit 4** (10 lectures)

**Implementation and Policy Evaluation**

Implementation: Approaches and Models - Top-Down Rational System Approaches, Bottom-Up Approaches: Challenges and Gaps;  
Policy Impact, Evaluation and Change

### **List of Recommended Reference Books and Articles**

1. Anderson, J.E. (2014). *Public Policy Making*. Cengage Learning.
2. Ayyar, R. V. V. (2009). *Public Policymaking in India*. Pearson.
3. Bardach, Eugene (2011). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. CQ Press College.
4. Birkland, Thomas A. (2011). *Policy Process: Theories, Concepts, and Models of Policy Making*. Routledge.
5. DeLeon, Peter & DeLeon, Linda (2002). What Ever Happened to Policy Implementation? An Alternative Approach. *Journal of Public Administration Research and Theory*, 12 (4), pp. 467-492.
6. Givel, Michael (2010). The Evolution of the Theoretical Foundations of Punctuated Equilibrium Theory in Public Policy. *Review of Policy Research*. 27(2).
7. Greenberg, D.G., Miller, A. J., Mohr B. L. & Vladeck, B. C. (1977). Developing Public Policy Theory: Perspectives from Empirical Research. *The American Political Science Review*, 71 (4), pp.1532-1543.
8. Kingdon, John. 'Agendas, Alternatives, and Public Policies, 'Update Edition (2nd Edition) (Longman Classics in Political Science), Pearson
9. Lipsky, Michael (2010). *Street Level Bureaucracy: Dilemma of the Individual in Public Services*. Russell Sage Foundation.
10. Narian, U. & Bell, R.G. (2006). Who changed Delhi's Air? *Economic and Political Weekly*, pp.1584-88.
11. Peter DeLeon and Linda DeLeon, 'What Ever Happened to Policy Implementation? An Alternative Approach', *Journal of Public Administration Research and Theory*, 12 4: 467-492, 2002
12. Sengupta, M. (2008). How the State changed its Mind: Power, Politics and the Origins of India's Market Reforms. *Economic and Political Weekly*, pp.35-42.
13. Stillman Richard. *Public Administration: Concepts and Cases*, Wadsworth, Cengage Learning, Ninth Edition
14. Stone Deborah- *Policy Paradox: The Art of Politic/al Decision Making*, Norton & Co. 3rd ed. 2012.

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**M.A.-I Public Policy**

**Course Code: PPCC0702**

**Course Title: INTRODUCTION TO RESEARCH METHODOLOGY**

**Learning Objectives:**

1. To introduce students to research methodology and equip them with the necessary perspective and tools to conduct meaningful research in the field of public policy.
2. To provide students with a set of tools for research and then critically engage with fundamental research questions.
3. To contextualize statistical analysis into the framework of research methodology so that students begin to act like public policy researchers.

**Number of lectures: 60**

**Unit 1**

**(20 lectures)**

**Philosophy of Social Research**

Ontology, Epistemology and the Scientific Method;  
Introduction to Formal Logic;  
Theories, Hypotheses, Concepts, Data and Measurements;  
The Research Process; Choice of Research Design;  
Research Ethics.

**Unit 2**

**(10 lectures)**

**Data Collection Methods**

Data Collection Methods;  
Survey Method; Questionnaire Design;  
Field Research: Observation, Participant Observation and Ethnography.

**Unit 3**

**(15 lectures)**

**Basic Statistical Concepts**

Introduction to Statistics and Data analysis: Averaging versus Variation, Modern Statistics as Data Science, Frequency Distribution, Tabulation and Diagrammatic and Graphical Presentation of Data;  
Basic Descriptive Statistics: Different Central Tendencies – Mean, Median & Mode, Different Methods for Mean - Arithmetic, Harmonic and Geometric.  
Measures of Dispersion: Inter-Quartile Range, Variance, Standard Deviation, Coefficient of Variation, Skewness and Kurtosis.

**Unit 4**

**(15 lectures)**

**Workshop on Academic Writing**

Developing the Art of Thinking, Reading and Writing like a Researcher;  
How to write a Research Proposal and a Research Report.

**List of Recommended Reference Books**

**Note:** The classroom lectures will be supplemented with discussions over articles of contemporary policy relevance published in national journals such as EPW, along with various government and non-government databases including NSSO, Census, IHDS, NFHS, etc.

1. Berg, Bruce L, (2001), Writing Research Papers: Sorting the Noodles from the Soup, in Qualitative Research Methods for the Social Sciences, Allyn and Bacon, Boston.
2. Beteille, Andre, (1972), The Tribulations of Fieldwork, Economic and Political Weekly, 7 (31/33), pp.1509-1516.
3. Dreze, Jean, (2002), On Research and Action, Economic and Political Weekly, 37 (9), pp. 817-819.
4. Gupta, S.P., (2014), Statistical Methods, Sultan Publication
5. Hatekar, N., (2010), Principles of Econometrics: An Introduction (Using R), Sage Publications.
6. Omvedt, Gail, (1979), The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Labourer. Signs, 4 (4), The Labor of Women: Work and Family (Summer, 1979), pp. 763-774.
7. Popper, Karl, (1963), Conjectures and Refutations: The Growth of Scientific Knowledge. Routledge and Kegan Paul, London.
8. Ruane J.M.,(2005), *Essentials of Research Methods: A Guide to Social Science Research*.
9. Srinivas, M. N. (1975), Village Studies, Participant Observation and Social Science Research in India. Economic and Political Weekly, 10 (33/35), pp.1387-1394.
10. Weiss , Neil, (2010), Introductory Statistics, Pearson

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**M.A.-I Public Policy**  
**Course Title: ETHICS AND REDISTRIBUTION**

**Course Code: PPCC0703**

**Learning Objectives:**

1. To introduce students to the way our world is unequally structured along varied axes
2. To enable students to critically examine ideologies and practices that have sought inequality and ensure greater inclusion.

**Number of lectures: 60**

**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 Reference Books**

1. 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>.
2. 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.
3. Kelman, Steven, (1981), "Cost-Benefit Analysis: An Ethical Critique", from AEI Journal on Government and Society Regulation (January/February), pp. 33—40.

4. Parekh, Bhikhu, (2003), "Contemporary Liberal Responses to Diversity" - In Derek Matravers & Jonathan E. Pike (eds.), Debates in Contemporary Political Philosophy: An Anthology. Routledge.
5. Sandel, Michael, (2010), What Is the Right Thing to Do, Penguin.
6. Sen, Amartya, (1979), "Utilitarianism and Welfarism", The Journal of Philosophy, (Vol. 76, No. 9, September), pp 463-489.
7. 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>.
8. Wasserstrom, Richard, (1977), "Racism, Sexism and Preferential Treatment: An Approach to the Topics", UCLA Law Review, Vol. 24, No. 3 (February).
9. Wolff, Jonathan, (2003) "Class, History, and Capital" from Why Read Marx Today?, Oxford University Press.

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**M.A.-I Public Policy**  
**Course Title: LAW AND PUBLIC POLICY**

**Course Code: PPCC0704**

**Learning Objectives:**

1. To get students to understand the connection of public policy with law and the role of the judiciary.
2. To expose students to the intricacies of administrative and constitutional law, the functioning of parliamentary procedures and the exercise of administrative discretion in execution of policies.
3. To help students develop a perspective on comparative law, international law and arbitration mechanisms between nations, natural justice and regulatory institutions.

**Number of lectures: 60**

**Unit 1** **(15 lectures)**

**Constitutional Law**

Features of the Constitution;  
Fundamental Rights / Duties, Directive Principles of State Policy;  
Federal Polity;  
Amendments to the Constitution.

**Unit 2** **(15 lectures)**

**Administrative Law and the Regulatory State**

Parliamentary Democracy and the Law-making Process;  
Role of Executive, Legislature and Judiciary;  
Judicial Review of Executive Action, Judicial Activism, PIL;  
Administrative Discretion and Tribunals;  
Role of Regulatory Bodies in furthering Public Policy – RBI, TRAI, SEBI, IRDA;  
Competition Commission

**Unit 3** **(15 lectures)**

**Typologies of Public Policies and Law**

Approaches to Law-making;  
Environment and Law, Social Movements and Law;  
Civil Rights, Privacy, Censorship, Laws relating to Reproduction, Surrogacy and LGBT.

**Unit 4** **(15 lectures)**

**International Humanitarian Law and Treaties**

Principles of Natural Justice;  
CEDAW, UNHCR (Genocide, Refugees);  
UDHR, ICCPR, ICESCR, ICJ;  
WTO and its Agreements – TRIPS, TRIMS, AoA and GATS.

**List of Recommended Reference Books**

1. Basu, Durga Das (2015). Introduction to the Constitution of India. 22<sup>nd</sup> Edition, Gurgaon: LexisNexis.
2. Jain, M. P. (2013). Principles of Administrative Law. Volume 1 and 2. Gurgaon: LexisNexis.
3. Massey, I. P. (1999). Administrative Law. 7<sup>th</sup> edition, New Delhi: Eastern Book Company.
4. Seervai, H.M. (2013). Constitutional Law of India. 3<sup>rd</sup> edition, Delhi: Universal Law Publication.

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**Evaluation and Assessment: PPCC0701, PPCC0702, PPCC0703 and PPCC0704 courses**

**Evaluation (Theory): Total marks per course - 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. Total marks per question with choice -20 to 25.

**Template for PPCC0701 Course End Semester Examination in Semester 7**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	7	8	0	15
2	5	5	5	15
3	7	8	0	15
4	5	5	5	15
<b>-TOTAL - Per objective</b>	24	26	10	<b>60</b>
<b>% WEIGHTAGE</b>	40	43.33	16.66	<b>100%</b>

**Template for PPCC0702 Course End Semester Examination in Semester 7**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	8	7	0	15
2	8	7	0	15
3	7	8	0	15
4	7	8	0	15
<b>-TOTAL - Per objective</b>	30	30	0	<b>60</b>
<b>% WEIGHTAGE</b>	50	50	0	<b>100%</b>

**Template for PPCC0703 Course End Semester Examination in Semester 7**

<b>UNITS</b>	<b>KNOWLEDGE</b>	<b>UNDERSTANDING</b>	<b>APPLICATION and ANALYSES</b>	<b>TOTAL MARKS- Per unit</b>
<b>1</b>	5	5	5	15
<b>2</b>	7	8	0	15
<b>3</b>	7	8	0	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	24	26	10	<b>60</b>
<b>% WEIGHTAGE</b>	40	43.33	16.66	<b>100%</b>

**Template for PPCC0704 Course End Semester Examination in Semester 7**

<b>UNITS</b>	<b>KNOWLEDGE</b>	<b>UNDERSTANDING</b>	<b>APPLICATION and ANALYSES</b>	<b>TOTAL MARKS- Per unit</b>
<b>1</b>	5	10	0	15
<b>2</b>	5	10	0	15
<b>3</b>	5	5	5	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	20	30	10	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	50	16.66	<b>100%</b>

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**ASSESSMENT OF WRITTEN ASSIGNMENT- TYPE - I**

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

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 %  12	<b>Content</b> 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 %  06	<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 ----- 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%  01	<b>Vocabulary</b>  ----- Marks -----	Richness of vocabulary  1	Very good range of vocabulary with some errors  1	Good range of vocabulary with some errors  0.5	Small range of vocabulary with errors  0.5	Little of no effort to demonstrate vocabulary knowledge  0
5%  01	<b>Grammar, spellings, mechanics</b>  ----- Marks -----	Grammar, spellings punctuations correct  1	Very few errors  1	Some errors  0.5	Many errors  0.5	No effort  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 \_\_\_\_\_ Roll No \_\_\_\_\_

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 %  10	<b>Content</b> 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 %  06	<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 ----- 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%  02	<b>Vocabulary</b> ----- Marks -----	Richness of vocabulary  2	Very good range of vocabulary with some errors  1.5	Good range of vocabulary with some errors  1	Small range of vocabulary with errors  1	Little of no effort to demonstrate vocabulary knowledge  0.5
10%  02	<b>Grammar, spellings, mechanics</b> ----- Marks -----	Grammar, spellings punctuations correct  2	Very few errors  1.5	Some errors  1	Many errors  1	No effort  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 \_\_\_\_\_ Roll No \_\_\_\_\_

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 colour 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 <i>and</i> too slow or too rushed	Too long <i>or</i> too short	Had to be stopped <i>or</i> 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 <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 06 marks.

**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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
07		7.0	6.0 / 5.0	4.0 / 3.0	2.0	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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	2.0	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> 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 of the Faculty \_\_\_\_\_



St. Xavier's College, Mumbai.

**ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -B**

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

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 colour 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 <i>and</i> too slow or too rushed	Too long <i>or</i> too short	Had to be stopped <i>or</i> 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 <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%	<b>Knowledge and Understanding Innovation</b> 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%	<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	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> 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

## For M.A 2<sup>nd</sup> Semester Courses in

### Public Policy

### (June 2019 onwards)

- Contents:
- Theory Syllabus for Courses:
  - PPCC0801 – ECONOMY, SOCIETY AND PUBLIC POLICY
  - PPCC0802 – QUANTITATIVE METHODS AND DATA ANALYTICS
  - PPEC0801 – ENVIRONMENT AND PUBLIC POLICY
  - PPEC0802 – GENDER AND PUBLIC POLICY
  - PPEC0803 – HEALTH POLICY
  
- Evaluation and Assessment guidelines.

**M.A.-I Public Policy**

**Course Code: PPCC0801**

**Course Title: ECONOMY, SOCIETY AND PUBLIC POLICY**

**Learning Objectives:**

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.

**Number of lectures: 60**

**Unit 1**

**(15 lectures)**

**Economic and Political Systems: A Historical View**

Economics and the Economy;  
The Capitalist Revolution;  
Measuring Income and Living Standards.

**Unit 2**

**(15 lectures)**

**Social Interactions and Economic Outcomes: Institutions, Fairness and Efficiency**

Technology, Population and Growth;  
Innovation and Profit;  
Handling Stagnation.

**Unit 3**

**(15 lectures)**

**Labour, Work and Employment: Wellbeing and Scarcity**

Labour and Production;  
Opportunity Cost;  
Decision Making and Choices.

**Unit 4**

**(15 lectures)**

**The Firm: Employees, Managers and Owners**

Firms, Markets and Division of Labour;  
Determinants of Factor Rewards;  
Objectives of Firms.

**List of Recommended Reference Books**

Note: Core-econ is the basic book. It can be found at [www.core-econ.org](http://www.core-econ.org).

15. Ahuja, H.L., (2010), Advanced Economic Theory, S. Chand
16. Koutsoyiannis, A., (1996), Modern Microeconomics, Macmillan
17. Mankiw, G, (2007), Principles of Microeconomics, Thomson South-Western
18. Roll, Eric, (1992), History of Economic Thought, Faber and Faber
19. Sen, Amartya, (2010), The Idea of Justice, Penguin

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**M.A.-I Public Policy** **Course Code: PPCC0802**  
**Course Title: QUANTITATIVE METHODS AND DATA ANALYTICS**

**Learning Objectives:**

1. To acquaint students with the basic statistical tools needed for analyzing data so as to evaluate the socio-economic impact of public policy and further evidence-based research.
2. To contextualize statistical analysis into the framework of research methodology to enable students to think like a quantitative researcher.

**Number of lectures: 60**

**Unit 1** **(15 lectures)**

**Probability and Statistical Distribution; Inferential Statistics**

Basics of Probability and Probability Distributions, Addition and Multiplication Theorems, Binomial Distribution, Normal Distribution, Poisson Distribution; t-Distribution; Formulation of Statistical Hypothesis; Type I and Type II Errors; ANOVA; Non-Parametric Tests, Chi Square Test of Independence and Goodness of Fit.

**Unit 2** **(15 lectures)**

**Correlation and Regression; Basic Econometrics**

Correlation Analysis; Classical Linear Regression Model; Multiple and Logistic Regression; Multicollinearity; Autocorrelation and Heteroscedasticity; Estimation using Regression and Standard Error of Estimate.

**Unit 3** **(15 lectures)**

**Practical Issues in Quantitative Research**

Sampling Techniques, Random and Non-Random Sampling Methods; Sampling Errors; Secondary Data; Use of Secondary Data in Quantitative Research; Survey Methodology; Types of Data Available from NSSO, Census of India and Other Sources; Capturing Inequality: Lorenz Curve and Gini Co-efficient.

**Unit 4** **(15 lectures)**

**Training in Data Analysis Software**

R-Programming Software

**List of Recommended Reference Books**

11. Hatekar, Neeraj (2010). Principles of Econometrics: An Introduction (Using R). New Delhi: Sage Publications.
12. Huff, Darrell (1993). How to Lie with Statistics. New York: W W Norton.
13. Mukherjee, Chandan, Howard White & Marc Wuyts (1997). Econometrics and Data Analysis for Developing Countries. New York: Routledge.
14. Nagar, A. L. & R. K. Das (2014). Basic Statistics. New Delhi: Oxford University Press.
15. Weiss, Neil A (2016). Introductory Statistics: Global Edition. Essex: Pearson Education.

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**M.A.-I Public Policy**

**Course Code: PPEC0801**

**Course Title: ENVIRONMENT AND PUBLIC POLICY**

**Learning Objectives:**

1. To understand the causes of environmental degradation, links between environment and development and international environment policy debates.
2. To gain knowledge of environmental governance, environmental laws, judicial pronouncements and policies in India.
3. Engage in ethical decision making and critical thinking in providing solutions to environmental problems.

**Number of lectures: 60**

**Unit 1**

**(15 lectures)**

**Understanding the Links Between Environment and Development**

Causes of Environmental Destruction: The Eco-Simplification and Contamination Perspectives; Environmental Driving Forces: Role of Population, Technology, Affluence and Poverty, Anthropocentrism, Contempo-centrism; Political Economy: Market Failure; Failure to have Markets; Common Property Resources

**Unit 2**

**(15 lectures)**

**Environmental Protection Principles**

Sustainable Development;  
The Polluter Pays Principle;  
The Precautionary Principle.

**Unit 3**

**(15 lectures)**

**International Environment Policy Debates**

Stratospheric Ozone Depletion;  
Energy and Climate Change.

**Unit 4**

**(15 lectures)**

**Administrative Framework, Policies and Judiciary**

Legal and Regulatory Framework for Environmental Protection in India;  
Assessment of Environmental Policy and MOEF; Environmental Impact Assessment (EIA);  
Judicial Pronouncements; National Green Tribunal, Case Study: The Bhopal Gas Tragedy

**List of Recommended Reference Books**

1. Cochran C.L. & Malone E., (2007), Public Policy: Perspectives and Choices, Viva Books, New Delhi
2. Giddens A. and Sutton P.W., (2013), The Environment in Sociology, Wiley India.
3. Gitanjali Nain Gill, 'Environmental Justice in India: The National Green Tribunal and Expert Members,' in Transnational Environmental Law, 5:1 (2016), pp. 175–205 © 2015 Cambridge University Press.
4. Guha, Ramchandra, & Juan, Martinez-Allez, (1998), Varieties of Environmentalism:

- Essays North and South, Oxford University Press, New Delhi.
5. Hardin, Garrett, (2009), The Tragedy of the Commons. In Reynolds, Blackmore and Smith (ed.) The Environmental Responsibility Reader, Zed Books London.
  6. Harris, Paul G., (2014), Routledge Handbook of Global Environmental Politics.
  7. Hempel, Lamport C., (1998), Environmental Governance: The Global Challenge. East West Press, New Delhi.
  8. Ministry of Environment and Forests: National Environment Policy, 2006.
  9. Ministry of Environment and Forests: Strategic Plan, 2012- 13 to 2016-17.
  10. Ostrom, Elinor, Dietz, Thomas, & Stern, Paul, (2009), The Struggle to Govern the Commons.' in Reynolds, Blackmore and Smith ed. "The Environmental Responsibility Reader", Zed Books, London, 2009
  11. Pepper, D., (2000), Environmentalism. In Browning G., et al, Understanding Contemporary Society: Theories of the Present, Sage Publications, London.
  12. Rangarajan, M. (ed.), (2008), Environmental Issues in India: A Reader, Dorling Kindersley India.
  13. Richard J Stillman II, 'Public Administration: Concepts and Cases, Wadsworth, Cengage Learning, Ninth Edition
  14. Sharon, Beder, (2007), Environmental Principles and Policies - An Interdisciplinary Introduction. Earthscan, New Delhi.
  15. Susan Baker, 'Sustainable Development,' Routledge, 2006.
  16. The World Bank, (1992), World Development Report 1992: Development and the Environment, The World Bank, Washington, DC.
  17. The World Bank, (2009), World Development Report 2010: Development and Climate Change, The World Bank, Washington, DC.
  18. Zia Mody, 'Justice Delayed: The Loss through Law, UCC vs UOI, 1989 in 10 Judgements That Changed India, Penguin India, 2013

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**M.A.-I Public Policy**  
**Course Title: GENDER AND PUBLIC POLICY**

**Course Code: PPEC0802**

**Learning Objectives:**

1. To get students to understand the economic, social and political structures that underscore gender inequity as well as explore available policy mechanisms to mitigate it.
2. To understand that public policies are not only an important component in the ongoing construction of gender differences but also a site where gender issues are renegotiated.

**Number of lectures: 60**

**Unit 1** (15 lectures)

**Perspectives on Gender**

Gender as a social construct;

Theoretical Analysis of Gender

Gender and Social Stratification: How and why do men and women differ?

**Unit 2** (15 lectures)

**Administrative Framework and Gender**

Government Mechanism, National Commission for Women;

Laws with Respect to Gender – Inheritance, Adoption, Child Marriage, Surrogacy.

**Unit 3** (15 lectures)

**Political Issues and Gender**

Politics of Identity, Women Movements and the State;

Violence against Women – Laws to counter this issue.

**Unit 4** (15 lectures)

**Economic Issues and Gender**

Poverty, Work force and Gender Budgeting;

Government Schemes for Women Empowerment.

**List of Recommended Reference Books and Articles**

5. Aruna Gnanadason, 'Resisting Injustice Seeking New Ways to Speak!' Crosscurrents, June 2016, pp.215-226.
6. Anuradha Seth, 'Gender Equality and Inclusive Growth,' ILO Presentation, Nov 12, 2019
7. Bhumika Jhamb, Yamini Mishra, 'Gender Responsive Budgeting in India:Time to Ask Questions December 12, 2015 vol 1 no 50 EPW Economic & Political Weekly, pp. 55-62
8. Campbell, P, J., Mackinnon, A. and Stevens, C. R., (2010), An Introduction to Global Studies. Wiley Blackwell.
9. Devaki Jain and Diane Elson edited, 'Harvesting Feminist Knowledge For Public Policy, Rebuilding Progress,' Sage, 2011.
10. Geetanjali Misra, Vrinda Marwah, 'Reflections on Inclusion of Men in Women's Rights Programmes,' Economic & Political Weekly EPW March 28, 2015 vol 1 no 13, pp. 62-68
11. John J. Macionis, Sociology,' Sixteenth Edition, Global Edition, Pearson,2018.
12. Johnson, Allan, G., (2001), Human Arrangements: An Introduction to Sociology, Brown and Benchmark Publishers.



13. Laxmi Murthy, 'From Mathura to Bhanwari,' June 8, 2013 Vol XLVIII no 23 EPW Economic & Political Weekly, pp 16-18.
14. Maggie Humm, 'Feminisms: A Reader,' Routledge, 2014
15. Marini, Margaret Mooney, (1990), Sex and Gender: What Do We Know? Sociological Forum, 5 (1), pp. 95-120.
16. Mazumdar, Veena, Political Ideology of the Women's Movement's Engagement with Law', Retrieved from [www.cwdw.ac.in/OCPaper/ PoliticalideologyVM.pdf](http://www.cwdw.ac.in/OCPaper/PoliticalideologyVM.pdf)
17. Nivedita Menon, 'State/Gender/Community: Citizenship in Contemporary India,' Economic and Political Weekly, Vol. 33, No. 5 (Jan. 31 - Feb. 6, 1998), pp. PE3-PE1
18. Nivedita Menon, 'Elusive 'Woman': Feminism and Women's Reservation Bill Author(s): Economic and Political Weekly, Vol. 35, No. 43/44 (Oct. 21 - Nov. 3, 2000), pp. 3835-3839
19. Sadhana, Arya. The National Commission for Women: A Study in Performance, [www.cwds.ac.n/OCPaper/NCWreport.pdf](http://www.cwds.ac.n/OCPaper/NCWreport.pdf)
20. Shampa Bhattacharjee, Viktoria Hnatkovska and Amartya Lahiri, 'The Evolution of Gender Gaps in India,' In NCAER INDIA POLICY FORUM 2014/15 VOL 11
21. Shilpa Phadke, 'Thirty Years On Women's Studies Reflects on the Women's Movement,' Economic and Political Weekly October 25, 2003, pp. 4567-4576
22. The National Commission for Women, Laws Related to Women in India, <http://ncw.nic.in/fromLawsRelatedtoWomen.aspx>
23. The National Mission for the Empowerment of Women, Ministry of Women and Child Development, GoI website <http://www.nmew.gov.in/>
24. World Bank (2012), 'World Development Report: Gender Equality and Development', Washington D.C.

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**M.A.-I Public Policy**  
**Course Title: HEALTH POLICY**

**Course Code: PPEC0803**

**Learning Objectives:**

1. To learn to use strategies and techniques of health policy analysis, including how to analyze, frame and synthesize information about a problem, develop alternative solutions, and recommend a course of action.
2. To learn about key health issues in India including the health status, health outcomes, health systems, government and other health programs, and various policy options to address the most pressing needs.

**Number of lectures: 60**

**Unit 1**

**(15 lectures)**

**Theoretical Understanding of Health and Public Policy**

An Economic Perspective on Public Health in India; Disparities in Health Outcomes; Health Planning; Health Statistics in India; Understanding Public Health Policy; Global health; Role of International Agencies in Health Policies in India

**Unit 2**

**(15 lectures)**

**Public Health System in India**

Overview of Public Health Policy in India – Pre-Independence till Launch of National Rural Health Mission in 2005; Public Health System in India – Government Agencies and Budgets; Primary and Tertiary Care; National Health Mission; National Health & Nutrition Programmes– Programmes/Schemes related to Communicable & Non-Communicable Diseases; RMNCH+A; ICDS scheme; Public Distribution System; Private Sector in Health – Nature of Sector; Regulation of Private Healthcare Providers - Clinical Establishment Act; Public-Private Partnerships

**Unit 3**

**(15 lectures)**

**Social Determinants of Health**

Introduction to Social Determinants of Health; Health Vulnerabilities owing to Poverty, Caste, Tribe, Location; Gender as a Social Determinant of Health; Gender's Interaction with other Determinants of Health; Women's Health Movement in India; Abortion; Sex Selection and Violence against Women; Occupational Health - Workers Health; Health Hazards & Safeguards; Environmental Health Concerns

**Unit 4**

**(15 lectures)**

**Social Science Research in Health Policy**

Different kinds of Research in Public Health - Action Research; Policy Analysis; Randomised Control Trials; Ethnography; Visit to Dilaasa Crisis Centre in Bhabha Hospital, Bandra.

### **List of Recommended Reference Books**

1. Baggot, R., (2000), Analysing Public Health' in Public Health: Policy and Politics
2. Balasubramaniam & Santhi, (2011), How does NRHM help tribal women? A study of financial incentives for maternal health services in Heggadadevanakote taluk, Mysore district, Karnataka.
3. Baru, R., (2013), Challenges for Regulating the Private Health Services in India for Achieving Universal Health Care. Indian Journal of Public Health, 57(4).
4. Coggon, J., (2012), Public Health Policy. In What Makes Health Public: A Critical Evaluation of Moral, Legal and Political Claims in Public Health
5. Das Gupta, Monica, (2005), Public Health in India: An Overview, World Bank Policy Research Working Paper 3787, December.
6. Deosthali, Padma et. al, (2011), Poor standards of care in small, private hospitals in Maharashtra, India: implications for public-private partnerships for maternity care. Reproductive Health Matters, 19(37), pp.32-41.
7. Khanday, Zamrooda & Tanwar, Yavnika, (2013), Exploring Religion based Discrimination in Health Facilities in Mumbai, CEHAT, Mumbai.
8. Nandraj, S.et. al., (2001), Private Health sector in India. CEHAT, IIT Madras and CSMCH-JNU.
9. Peter Berman, Rajeev Ahuja, Laveesh Bhandari, (2010), The Impoverishing Effect of Healthcare Payments in India: New Methodology and Findings. Economic and Political Weekly, 45 (16), pp.65-71.
10. Philips, S. P., (2005), Defining and measuring gender: A social determinant of health whose time has come, International Journal on Equity in Health, 4:11.
11. Qadeer, Imrana, (2011), Public Health in India: Critical Reflections. Daanish Books, New Delhi.
12. Rama Baru, Arnab Acharya, Sanghmitra Acharya, A K Shiva Kumar, K Nagaraj, (2010), Inequities in Access to Health Services in India: Caste, Class and Region. Economic and Political Weekly, 45 (38), pp.49-58.
13. Ramaiah, A., (2015), Health Status of Dalits in India, Economic and Political Weekly, 50 (43), pp. 70-74.
14. Rao, Mohan, Godajkar, Prachin, Baru, Rama, Bisht, Ramila, Mehrotra, Ritu Priya, Dasgupta, Rajib, Reddy, Sunita, & Bajpai, Vikas, (2015), Draft National Health Policy 2015: A Public Health Analysis, Economic and Political Weekly, 50(17).
15. Sen, G., Ostlin, P., & George, A., (2007), Unequal, Unfair, Ineffective and Inefficient Gender Inequity in Health: Why it exists and how we can change it – Final Report to the WHO Commission on Social Determinants of Health.
16. Sen, Kasturi & Koivusalo, Meri, (1998), Health Care Reforms and Developing Countries: A Critical Overview, International Journal of HP & M, pp 199-215.
17. Whitehead, Margaret (1992). The Concepts and Principles of Equity and Health. Regional Office Copenhagen, WHO.

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**Evaluation and Assessment: PPCC0801, PPCC0802, PPEC0801, PPEC0802 and PPEC0803 courses**

**Evaluation (Theory): Total marks per course - 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. Total marks per question with choice -20 to 25.

**Template for PPCC0801 Course End Semester Examination in Semester 8**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	8	7	0	15
2	8	7	0	15
3	8	7	0	15
4	8	7	0	15
<b>-TOTAL - Per objective</b>	32	28	0	<b>60</b>
<b>% WEIGHTAGE</b>	53.33	46.66	0	<b>100%</b>

**Template for PPCC0802 Course End Semester Examination in Semester**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	8	7	0	15
2	8	7	0	15
3	7	8	0	15
4	7	8	0	15
<b>-TOTAL - Per objective</b>	30	30	0	<b>60</b>
<b>% WEIGHTAGE</b>	50	50	0	<b>100%</b>

**Template for PPEC0801 Course End Semester Examination in Semester 8**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	5	5	15
2	7	8	0	15
3	7	8	0	15
4	5	5	5	15
<b>-TOTAL - Per objective</b>	24	26	10	<b>60</b>
<b>% WEIGHTAGE</b>	40	43.33	16.66	<b>100%</b>

**Template for PPEC0802 Course End Semester Examination in Semester 8**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	10	0	15
2	5	10	0	15
3	5	5	5	15
4	5	5	5	15
<b>-TOTAL - Per objective</b>	20	30	10	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	50	16.66	<b>100%</b>

**Template for PPEC0803 Course End Semester Examination in Semester 8**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
1	5	10	0	15
2	5	10	0	15
3	5	5	5	15
4	5	5	5	15
<b>-TOTAL - Per objective</b>	20	30	10	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	50	16.66	<b>100%</b>



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

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

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 %  10	<b>Content</b> 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 %  06	<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 ----- 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%  02	<b>Vocabulary</b> ----- Marks -----	Richness of vocabulary  2	Very good range of vocabulary with some errors  1.5	Good range of vocabulary with some errors  1	Small range of vocabulary with errors  1	Little of no effort to demonstrate vocabulary knowledge  0.5
10%  02	<b>Grammar, spellings, mechanics</b> ----- Marks -----	Grammar, spellings punctuations correct  2	Very few errors  1.5	Some errors  1	Many errors  1	No effort  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 \_\_\_\_\_ Roll No \_\_\_\_\_

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 colour 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 <i>and</i> too slow or too rushed	Too long <i>or</i> too short	Had to be stopped <i>or</i> 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 <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 06 marks.



**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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
07		7.0	6.0 / 5.0	4.0 / 3.0	2.0	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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	2.0	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> 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 of the Faculty \_\_\_\_\_

St. Xavier's College, Mumbai.

**ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -B**

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

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 colour 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%	<b>Knowledge and Understanding Innovation</b> 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%	<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	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> 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

## For M.A 3<sup>rd</sup> Semester Courses in

### Public Policy

### (June 2019 onwards)

- Contents:
- Theory Syllabus for Courses:
  - PPCC0901 – ECONOMIC INSTITUTIONS AND PUBLIC POLICY
  - PPCC0902 – PROJECT PLANNING, MANAGEMENT AND EVALUATION
  - PPEC0901 – URBAN PLANNING POLICY
  - PPEC0902 – RURAL POLICY
  - PPEC0903 – FOREIGN POLICY
  
- Evaluation and Assessment guidelines.

**M.A.-I Public Policy**

**Course Code: PPCC0901**

**Course Title: ECONOMIC INSTITUTIONS AND PUBLIC POLICY**

**Learning Objectives:**

5. To provide the students the skills to do quantitative analysis of social and economic policy.
6. To bring in a multidisciplinary to the study of economics and develop a policy and problem solving orientation.

**Number of lectures: 60**

**Unit 1**

**(15 lectures)**

**Factor Markets and Public Policy**

Employment Policy;  
Labour Unions;  
Labour Market Policies.

**Unit 2**

**(15 lectures)**

**Financial Markets and Development**

Money and Capital Markets;  
Central Banking;  
Globalization and Financial Mobility.

**Unit 3**

**(15 lectures)**

**Market Failures**

Conceptualization of Market Failures;  
Types of Market Failures;  
Policies to Mitigate Market Failures

**Unit 4**

**(15 lectures)**

**Government Intervention in the Economy**

Government as an Economic Actor;  
Public Finance Management;  
Role of Government in Global Trading

**List of Recommended Reference Books**

Note: Core-econ is the basic book. It can be found at [www.core-econ.org](http://www.core-econ.org).

20. Hatekar, N., (2010), Principles of Econometrics: An Introduction (Using R), Sage Publications.
21. Mankiw, G, (2007), Principles of Microeconomics, Thomson South-Western
22. Krugman, P., Maurice, Obstfeld, (2015), International Economics – Theory and Policy, Pearson
23. Dornbusch, R, S. Fisher, R. Startz, (2018), Macroeconomics, MacGraw Hill.

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**M.A.-I Public Policy**

**Course Code: PPCC0902**

**Course Title: PROJECT PLANNING, MANAGEMENT AND EVALUATION**

**Learning Objectives:**

3. To introduce students to the theoretical and practical aspects of project planning, management and evaluation, focusing on India.
4. To skill students in learning how to define project objectives and planning / management tools requires a multidisciplinary and creative approach.
5. To help students comprehend the various methods of cost-effective project selection. And the various methods of project evaluation, assessment, and planning.

**Number of lectures: 60**

**Unit 1**

**(15 lectures)**

**Basics of Project Planning and Management**

What is a Project? Definition of a Project, Why do Projects fail?, Why are Projects undertaken?, What are Project Manager's roles and responsibilities?;

Project Stakeholder Management: Identification of Stakeholders, Analysis of Stakeholder needs and expectations, Challenges in managing Stakeholder's expectations;

Scope and Requirements 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**

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;

Cost Management, Estimation and Earned Value Management: What is Project Cost Management?, Defining the Cost Baseline, Concept of Earned Value, Earned Value Analysis, Reporting Project Costs as per EVA, Forecasting Project Costs and deviations, Cost Control;

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**

Project Communication Management: What is Communication?, Communications Channels, and Technologies;

Quality and Resource Management: Developing a Quality Management Plan, Manage and Control Quality, Resource Management;

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**

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

### **List of Recommended Reference Books**

16. Barrow, C.J., (1997), Environmental and Social Impact Assessment, Arnold, London.
17. Chandra, Prasanna, (2017), Projects: Planning, Analysis, Selection, Financing, Implementation, and Review, McGraw Hill, New Delhi.
18. Haan, de Arjan, (2009), How the Aid Industry Works: An Introduction to International Development, Kumarian Press.
19. International Finance Corporation, (2002), Handbook for Preparing a Resettlement Action Plan, IFC, Washington.
20. Little, I.M.D. and Mirrlees, J.A., (1974), Project Appraisal and Planning for Developing Countries, Oxford and IBH Publishing Company, New Delhi.
21. Morris, P. and Therivel, R., (1996), Methods of Environmental Impact Assessment, UCL Press, London.
22. Musgrave, R.A., and Musgrave, P.B., (1989), Public Finance in Theory and Practice, McGraw-Hill International Editions, New Delhi, Chapters 9-10.
23. Pearce, D.W, (1971), Cost-Benefit Analysis, Macmillan Press, Melbourne.
24. Punmia, B.C. & Khandelwal, K. K., (2016), Project Planning and Control with PERT and CPM, Laxmi Publications, New Delhi:
25. Roman, D. D., (1986), Managing Projects: A Systems Approach, Elsevier Science Publishing Company, New York.
26. Taha, Hamdy A., (2002), Operation Research: An Introduction. Seventh Edition, Pearson Education, New Delhi.
27. United Nations, (1978), Guide to Practical Project Appraisal: Social Benefit-Cost Analysis in Developing Countries, Oxford and IBH Publishing Company, Bombay.

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**M.A.-I Public Policy**  
**Course Title: URBAN PLANNING POLICY**

**Course Code: PPEC0901**

**Learning Objectives:**

1. To bring students into direct contact with the critical urban challenges of our time.
2. To equip prospective urban planners with the perspective to balance development, community needs and social justice, provision of critical public services, sustainability and security.

**Number of lectures: 60**

**Unit 1** **(15 lectures)**  
**The Foundations of Urban Theory**  
Weber, Tonnies, Simmels;  
The Chicago School, Urban Ecology and Urbanism as a Way of Life;  
Henry Lefebvre and David Harvey: Right to the City;  
Saskia Sassen: The Global City

**Unit 2** **(15 lectures)**  
**Urbanization and Development**  
Urban Trends in the Developed World: Suburbanization, Inner City Decay, Urban Renewal;  
Challenges of Urbanization in the Developing World with special reference to India;  
Towards the Sustainable City.

**Unit 3** **(15 lectures)**  
**Urban Governance**  
Approaches to the Study of Urban Politics and Governance;  
Local Urban Governance;  
Case Study: Municipal Corporation of Greater Mumbai (MCGM).

**Unit 4** **(15 lectures)**  
**Current Issues in Urban Planning**  
Water and Sanitation in Urban India;  
Urban Transport Planning;  
Urban Land Use: The Challenges of Slums and Forced Evictions;  
Urban Reforms in India: JNNURM, SMART Cities, Affordable Housing

**List of Recommended Reference Books and Articles**

19. Amita Bhide and Himanshu Burte, 'Smarter Urbanisation, Not (just) Smart Cities,' Published by National Centre for Advocacy Studies, Pune.
20. Anthony Giddens Sutton, "Sociology", Seventh Edition, Wiley.
21. Ahluwalia, Isher Judge, (2014), 'Transforming Our Cities – Post Cards of Change', Harper Collins, New Delhi.
22. Ahluwalia, Isher Judge et al. (ed.), (2014), Urbanisation in India; Challenges, Opportunities and the Way Forward, Sage Publications.



23. Harvey, David, (2008), The Right to the City, New Left Review, 53, , Sept Oct, 2008.
24. Harvey, D, (1985), The Urbanization of Capital, Oxford University Press, New York.
25. Kharola, P. S., (2013), Analysing the Urban Public Transport Policy Regime in India, Economic and Political Weekly, 48.
26. Nath, V.,(1997), Redefining Urban Politics, Economic and Political Weekly, 32(44/45).
27. Sivaramakrishnan, K. C., (2013), Revisiting the 74th Constitutional Amendment for Better Metropolitan Governance, Economic and Political Weekly, 48(13).
28. Parker, Simon, (2004), Urban Theory and the Urban Experience; Encountering the City, Routledge.
29. Excreta Matters Vol. 1 & 2, 7th SOE Report by CSE UNESCO House, New Delhi, India.
30. Shailaja Fennell, John Holmes, Bernie Jones,' Smart Cities Need Smart Villages,' MARCH 24, 2018 vol LLII no 12 EPW Economic & Political Weekly
31. The City Reader, Fifth edition, Edited by Richard T. LeGates and Frederic Stout, Routledge
32. United Nations Educational, Scientific and Cultural Organization, (2011), Urban Policies and the Right to the City in India Rights, Responsibilities and Citizenship, UNESCO House B5/29 Safdarjung Enclave New Delhi, India.
33. Vidyadhar Pathak, 'New Development Plan: Throwing Baby with the Bathwater,' in Mumbai Reader 18, UDRI

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**M.A.-I Public Policy**  
**Course Title: RURAL POLICY**

**Course Code: PPEC0902**

**Learning Objectives:**

1. To familiarize the students with the dynamics of political, economic and social change in rural India.
2. To acquaint the students with key reasons why government programmes have not been as effective in achieving their goals and explore what can spur growth and development in the rural sector.
3. To introduce students to various approaches to study agriculture and rural transformation including Marxist, populist, neo-populist and neo-classical schools of thought.
4. To introduce the students to the problems of rural India from a historical perspective.
5. To help students to develop a comprehensive account of agricultural and rural development programmes and schemes in the country.

**Number of lectures: 60**

**Unit 1** (15 lectures)

**Theories and Perspectives on Rural Development**

Political Economy, Agrarian Reforms and Rural Development;  
Approaches to Studying Rural Transformation: Marxist, Populist, Neo-Populist and Neoclassical.

**Unit 2** (15 lectures)

**Agriculture and Rural Sector During Pre-Colonial and Colonial Periods**

The Pre-Colonial Period;  
The Colonial Period;  
The National Movement.

**Unit 3** (15 lectures)

**Agriculture and Rural Sector After Independence**

Agrarian Economy after Independence  
Agrarian and Land Reforms;  
Green Revolution and Class Structure of Rural India;  
Economic Reforms, Agriculture and Rural Society;  
Globalisation and Rural Society: Select International Experiences.

**Unit 4** (15 lectures)

**Rural Development in India: Select Contemporary Issues**

Agrarian Crisis;  
Land Policy;  
Agricultural Labour;  
Rural Credit Policy;  
Non-Farm Sector.

### **List of Recommended Reference Books**

25. Borras Jr., S.M., Kay, Cristóbal & Akram-Lodhi, A. Haroon, (2007), *Agrarian Reform and Rural Development: Historical Overview and Current Issues*, ISS/UNDP Land, Poverty and Public Action Policy Paper No. 1, The Hague: ISS.
26. Bhattacharya, Neeladri (2003). *Labouring Histories: Agrarian Labour and Colonialism*, NLI Research Study Series 049 / 2003, Noida: V. V. Giri National Labour Institute
27. Chakravarti, A. K. (1973). Green Revolution in India. *Annals of the Association of American Geographers*, 63 (3),pp.319-330.
28. Dantwala, M. L., (1979), *Agricultural Policy in India since Independence*, in Shah C. H. (ed.) *Agricultural Development of India: Policy and Problems*, Orient Longman, Bombay.
29. Ghosh, Jayati, (2005), *Trade Liberalization in Agriculture: An Examination of Impact and Policy Strategies with Special Reference to India*, Occasional Paper, Human Development Report Office.
30. Habib, Irfan, (1975), "Colonialization of the Indian Economy, 1757 – 1900", *Social Scientist*, Vol. 3, No. 8, pp. 23-53.
31. Patanik, U., (1983), On the Evolution of the Class of Agricultural Labourers in India, *Social Scientist*, 11 (7), pp. 03-24.
32. Ramakumar, R, (2010), Continuity and Change: Notes on Agriculture in 'New India'. In Anthony D'Costa (ed.), *A New India? Critical Perspectives in the Long Twentieth Century*, Anthem Press, London.
33. Reddy, D. Narasimha & Srijit Mishra (2009) (ed.). *Agrarian crisis in India*, New Delhi
34. Schultz, Theodore (1974). *Transforming Traditional Agriculture*, New Haven: Yale University Press.
35. Suri, K. C. (1987). The Agrarian Question in India during the National Movement, 1885-1947. *Social Scientist*, 15 (10), pp.25-50.
36. Thorner, Daniel & Alice Thorner (1962). *Land and Labour in India*, Mumbai: Asia Publishing House.

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**M.A.-I Public Policy**  
**Course Title: FOREIGN POLICY**

**Course Code: PPEC0903**

**Learning Objectives:**

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.

**Number of lectures: 60**

**Unit 1** **(15 lectures)**

**Theoretical Approaches to World Politics**

Liberalism; Challenges to the Liberal Order; Rise of Populism

Realism

Alternative Theories

**Unit 2** **(15 lectures)**

**Foreign Policy Decision Making**

Determinants of State's Foreign Policy Behaviour;

Three Models of Decision Making: Rationale, Bureaucratic Politics, History-Making Individuals;

Instruments of Influence: Diplomacy and Bargaining, Use of Military, Influence based on Economic Resources. Concept of National Interest.

**Unit 3** **(15 lectures)**

**Historical Context of Foreign Policy**

The Evolution of International Society

International History 1900-90

Post-Cold War Scenario

**Unit 4** **(15 lectures)**

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

Principles and Objectives of India's Foreign Policy;

Foreign Policy Apparatus and Decision Making;

National Security;

Foreign Policy Challenges Facing India in the 21st Century: Terrorism; India and Its Neighbors;

Balancing Relations with USA and China.

**List of Recommended Reference Books and Articles**

1. Baylis, John, Smith, Steve & Owens, Patricia, (2013), The Globalization of World Politics: An Introduction, OUP.
2. Chatterjee, Manjari Miller, (2013), India's Feeble Foreign Policy, Foreign Affairs, 00157120, 92(3).
3. Graham Allison, 'Conceptual Models and the Cuban Missile Crisis,' American Political Science Review 63(3),1969, pp. 689-718

4. Heywood, Andrew, (2011), Global Politics, Palgrave MacMillan.
5. Keigley, Jr. Charles W., & Wittkop, Eugene R. (2000). World Politics: Trend and Transformation, St. Martin's Press.
6. Kanti Bajpai & Byron Chong (2019) India's Foreign Policy Capacity, Policy
7. Design and Practice, 2:2, 137-162
8. Mohan Malik, 'Balancing Act: The China-India-USA Triangle in World Affairs, Spring 2018, pp 46-57.
9. Poorvi Chitalkar and David M. Malone, 'Democracy, Politics and India's Foreign Policy,' Canadian Foreign Policy Journal, Vol 17, No. 1, March 2011, pp.75-91
10. Shiv Shankar Menon, 'Choices: Inside the making of India's Foreign Policy,' 2016, Penguin Books India, pp. 87-120
11. Rajiv Sikri, Challenge and Strategy: Rethinking India's Foreign Policy, Sage Publications, 2009
12. Robert D. Blackwill and Ashley J Tellis, 'The India Dividend,' in Foreign Affairs, September/October 2019, pp 173-183
13. Russett, Bruce & Starr, Harvey (1985). World Politics: The Menu for Choice, Freeman & Company, New York
14. Sumit Ganguly, 'India's Emerging Security Policy,' in Brown Journal of World Affairs, Fall/Winter 2016, Vol XXIII, Issue 1
15. Sumit Ganguly and S. Paul Kapoor, 'The Myth of Indian Restraint,' in National Interest, July August 2019, pp. 33-43
16. Taru Dalmia and David M. Malone, 'Historical influences on India's foreign policy,' International Journal, Vol. 67, No. 4, Canada after 9/11 (Autumn 2012), pp. 1029- 1049, Sage Publications
17. The Oxford Handbook of Indian Foreign Policy, edited by David Malone, C Raja Mohan and Srinath Raghavan, OUP, 2015

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**Evaluation and Assessment: PPCC0901, PPCC0902, PPEC0901, PPEC0902 and PPEC0903 courses**

**Evaluation (Theory): Total marks per course - 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. Total marks per question with choice -20 to 25.

**Template for PPCC0901 Course End Semester Examination in Semester 9**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	8	7	0	15
2	8	7	0	15
3	8	7	0	15
4	8	7	0	15
<b>-TOTAL - Per objective</b>	32	28	0	<b>60</b>
<b>% WEIGHTAGE</b>	53.33	46.66	0	<b>100%</b>

**Template for PPCC0902 Course End Semester Examination in Semester 9**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	8	7	0	15
2	8	7	0	15
3	7	8	0	15
4	7	8	0	15
<b>-TOTAL - Per objective</b>	30	30	0	<b>60</b>
<b>% WEIGHTAGE</b>	50	50	0	<b>100%</b>

**Template for PPEC0901 Course End Semester Examination in Semester 9**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
<b>1</b>	5	5	5	15
<b>2</b>	7	8	0	15
<b>3</b>	7	8	0	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	24	26	10	<b>60</b>
<b>% WEIGHTAGE</b>	40	43.33	16.66	<b>100%</b>

**Template for PPEC0902 Course End Semester Examination in Semester 9**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
<b>1</b>	5	10	0	15
<b>2</b>	5	10	0	15
<b>3</b>	5	5	5	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	20	30	10	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	50	16.66	<b>100%</b>

**Template for PPEC0903 Course End Semester Examination in Semester 9**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
<b>1</b>	5	10	0	15
<b>2</b>	5	10	0	15
<b>3</b>	5	5	5	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	20	30	10	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	50	16.66	<b>100%</b>

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

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

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 %  12	<b>Content</b> 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 %  06	<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 ----- 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%  01	<b>Vocabulary</b>  ----- Marks -----	Richness of vocabulary  1	Very good range of vocabulary with some errors  1	Good range of vocabulary with some errors  0.5	Small range of vocabulary with errors  0.5	Little of no effort to demonstrate vocabulary knowledge  0
5%  01	<b>Grammar, spellings, mechanics</b>  ----- Marks -----	Grammar, spellings punctuations correct  1	Very few errors  1	Some errors  0.5	Many errors  0.5	No effort  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 \_\_\_\_\_ Roll No \_\_\_\_\_

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 %  10	<b>Content</b> 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 %  06	<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 ----- 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%  02	<b>Vocabulary</b> ----- Marks -----	Richness of vocabulary  2	Very good range of vocabulary with some errors  1.5	Good range of vocabulary with some errors  1	Small range of vocabulary with errors  1	Little of no effort to demonstrate vocabulary knowledge  0.5
10%  02	<b>Grammar, spellings, mechanics</b> ----- Marks -----	Grammar, spellings punctuations correct  2	Very few errors  1.5	Some errors  1	Many errors  1	No effort  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 \_\_\_\_\_ Roll No \_\_\_\_\_

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 colour 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 <i>and</i> too slow or too rushed	Too long <i>or</i> too short	Had to be stopped <i>or</i> 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 <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 06 marks.

**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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
07		7.0	6.0 / 5.0	4.0 / 3.0	2.0	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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	2.0	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> 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 of the Faculty \_\_\_\_\_

St. Xavier's College, Mumbai.

**ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -B**

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

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 colour 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%	<b>Knowledge and Understanding Innovation</b> 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%	<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	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> 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

## For M.A 4<sup>th</sup> Semester Courses in

### Public Policy

### (June 2019 onwards)

- Contents:
- Theory Syllabus for Courses:
  - PPCC1001 – DEVELOPMENT AND PUBLIC POLICY
  - PPCC1002 – DISSERTATION WRITING
  - PPEC1001 – GLOBALIZATION AND LABOUR POLICY
  - PPEC1002 – MEDIA AND PUBLIC POLICY
  - PPEC1003 – EDUCATION POLICY
  
- Evaluation and Assessment guidelines.

**M.A.-I Public Policy**

**Course Code: PPCC1001**

**Course Title: DEVELOPMENT AND PUBLIC POLICY**

**Learning Objectives:**

1. The course would introduce the concept of development from a heterodox perspective while discussing the idea of development through the writings of major thinkers, including classical and contemporary theorists.
2. The centrality of the state has been questioned and challenged by a host of ideas and institutions. The course would take a closer look at the debates around state and markets in the context of the emergence of “welfare state” and “developmental state” in the post second world war period.
3. The course would present summary accounts of development experiences of developed and currently developing nations.

**Number of lectures: 60**

**Unit 1**

**(15 lectures)**

**Introduction to Development**

Concept of Development; Income versus Entitlements; Development as Freedom  
Development in a Comparative Framework; Modern Economic Growth; Structural Transformation  
Backwardness and Underdevelopment; Colonialism

**Unit 2**

**(15 lectures)**

**Development Models and Policy**

Classical Political Economy: Adam Smith, David Ricardo, Thomas Malthus and Karl Marx  
Post- Second World War Development Theory and Policy  
Alternative Models; Neo-Marxism; Dependency; World Systems Theory  
Contemporary Development Models

**Unit 3**

**(15 lectures)**

**From Welfare State to Developmental State; Washington Consensus; State and Markets**

State versus Markets  
“Welfare” and “Developmental” State  
Old and New Institutional Economics  
Washington Consensus; Globalisation and Development  
Inclusive Growth and Human Development  
Post Development

**Unit 4**

**(15 lectures)**

**Development Policies and Experiences: Selected Case Studies**

Old Developed nations; Britain, Germany, France, USA  
USSR and Japan  
Newly Industrialised nations in East Asia (*Asian Tigers*) and Latin America: South Korea, Taiwan, Singapore, Hong Kong, Brazil, Argentina  
China and India.

### **List of Recommended Reference Books**

24. Baran, P., (1952), On the political economy of backwardness, *Manchester School of Economic and Social Studies*, 20, pp. 66-84.
25. Bhalla, S, (2017), Devaluing to Prosperity – Misaligned currencies and their growth consequences, Peterson Institute for International Economics
26. Ghosh, Jayati, (1995), State Intervention in the Macroeconomy, in Prabhat Patnaik (ed.). *Macroeconomics*, Oxford University Press, New Delhi, pp. 146-186.
27. Heilbroner, Robert, (1953/2000), *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*, Revised 7th Edition, Penguin Books, London.
28. Nayyar, Deepak, (1998), Economic Development and Political Democracy: Interaction of Economics and Politics in Independent India, *Economic and Political Weekly*, 33 (49), pp. 3121-3131.
29. Patnaik, Utsa, (1982), Neo-Marxian Theories of Capitalism and Underdevelopment: Towards a Critique. *Social Scientist*, 10 (11), November, pp.3-32.
30. Polanyi, Karl, (1944, 1957:2001), *The Great Transformation: The Political and Economic Origins of Our Time*, Beacon Press, Boston.
31. Sen, Amartya, (1993), The Concept of Development. In Chenery, Hollis and Srinivasan, T. N. (eds.), *Handbook of Development Economics: Volume 1*, North-Holland London, pp.9-26.
32. Sen, Amartya, (2000), *Development as Freedom*, Oxford University Press, New Delhi.
33. Todaro, M. P., & Smith, S.C., (2006), *Economic Development*, Addison Wesley, Boston and London, 9<sup>th</sup> Edition.
34. UNDP Human Development Reports for the years 1990 & 1996, Oxford University Press.
35. Wallerstein, I., (1979), *The Capitalist World Economy*, Cambridge University Press.
36. Williamson, John, (2004), "A Short History of the Washington Consensus", Paper presented at the conference titled, "From Washington Consensus towards a new Global Governance", September, Barcelona.
37. World Development Reports for the years 1990 and 2000, Oxford University Press

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**M.A.-I Public Policy**  
**Course Title: DISSERTATION WRITING**

**Course Code: PPCC1002**

**Learning Objectives:**

1. To apply the learnings of the public policy courses to some real time issue or problem
2. To encourage students to undertake primary research and then undertake the writing of research papers /reports.

**GENERAL INSTRUCTIONS**

1. Students are expected to choose a topic at the start of the 3<sup>rd</sup> semester and a lecturer is allotted on the basis of the topic chosen.
2. The topic has to have a policy anchor.
3. During the 3<sup>rd</sup> semester, the students are expected to begin developing a reading list (literature review) on the topic chosen.
4. The topic is finalized at the start of the 4<sup>th</sup> semester and the student is then expected to report to the allotted lecturer on a weekly basis.
5. A hard bound copy as well as a soft copy of the dissertation (maximum 10000 words) together with a 1000 word synopsis (3 copies) must be handed in on a date chosen in the 1<sup>st</sup> week of April of the 4<sup>th</sup> semester.
6. The vivas will be conducted by the end of the 2<sup>nd</sup> week of April.

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**M.A.-I Public Policy**

**Course Code: PPEC1001**

**Course Title: GLOBALIZATION AND LABOUR POLICY**

**Learning Objectives:**

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 mobilisations 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.

**Number of lectures: 60**

**Unit 1**

**(15 lectures)**

**Labour in Theory and History**

Introduction to the idea of labour policy;  
Ideological thinking on the role of labour in the working of an economy;  
The labour policy theories;  
The evolution of industrial labour.

**Unit 2**

**(15 lectures)**

**Evolution of Industrial Labour in India**

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

**Unit 3**

**(15 lectures)**

**Labour Movement in India**

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

**Unit 4**

**(15 lectures)**

**Labour Under Globalisation**

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

### **List of Recommended Reference Books**

1. Agarwala, Rina, (2008), Reshaping the Social Contract: Emerging Relations between the State and Informal Labor in India, *Theory and Society*, Vol. 37, No. 4, pp. 375-408.
2. ABakshi, Rajni, (1986), *The Long Haul: The Bombay Textile Workers Strike of 1982-83*, BUILD Documentation Centre, Bombay:.
3. Banerjee, Nirmala and Swasti Mitter, (1998), Women Making a Meaningful Choice: Technology and New Economic Order. *Economic and Political Weekly*, December 9, pp. 3247-3256.
4. Bhattacharya, Saumyajit, (2007), Vicissitudes of the Relationship between State, Labour and Capital: An Appraisal of Neoliberal Labour Market Reforms in India and Beyond, *Labour, Capital and Society*, Vol 40, No 1-2.
5. Breman, Jan, (1999a), The Study of Industrial Labour in Post-Colonial India- The Formal Sector: An Introductory Review, *Contributions to Indian Sociology*. Vol. 33, No 1-2.
6. Breman, Jan, (1999b), The Study of Industrial Labour in Post-Colonial India- The Formal Sector: A Concluding Review, *Contributions to Indian Sociology*. Vol. 33, No 1-2.
7. Breman, Jan (2003), "The Birth of an Industrial Workforce", *The Making and Unmaking of an Industrial Working Class: Sliding Down the Labour Hierarchy in Ahmedabad, India*, Oxford University Press, New Delhi. Chapter 1.
8. Breman, Jan, (2016), *At Work in the Informal Economy of India: A Perspective from the Bottom Up*, Oxford University Press, New Delhi.
9. Engels, Friedrich, (1845). *The Condition of the Working Class in England*.
10. ILO Reports
11. Marx, Karl, (1844), "Wages of Labour" and "Estranged Labour", In *Economic and Philosophic Manuscripts*.
12. Morris, D Morris, (1955), Labor Discipline, Trade-Unions, and the State in India, *Journal of Political Economy*, Vol. 63, No. 4 (Aug., 1955), pp. 293-308.
13. Patnaik, Prabhat, (1979), Industrial Development in India since Independence, *Social Scientist*, Vol. 7, No. 11 (Jun., 1979), pp. 3-19.
14. Reports of the National Commission for Enterprises in the Unorganised Sector (NCEUS). Available at <http://dcmsme.gov.in/NCEUS.html>.
15. World Development Report, 2019

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**M.A.-I Public Policy**  
**Course Title: MEDIA and PUBLIC POLICY**

**Course Code: PPEC1002**

**Learning 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.

**Number of lectures: 60**

**Unit 1**

**(15 lectures)**

**Conceptualization and Evolution of Mass Media**

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

**Unit 2**

**(15 lectures)**

**Comparative Media Systems**

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

**Unit 3**

**(15 lectures)**

**Impact of Globalization on Media Structure**

Manufacturing Consent: The Propaganda Model;  
Media Globalization: Understanding Media Theory;  
India: Political Economy of the Media.

**Unit 4**

**(15 lectures)**

**Media Laws and Regulations in India**

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

**List of Recommended Reference Books**

1. Agee, Warren K., Ault, Phillip H. & Emery, Edwin, (1988), *Introduction to Mass Communications*, Harper and Row, USA.
2. Broad-banned internet; Countries are increasingly willing to censor speech online in The Economist, Nov 7th, 2019
3. Diana Owen, 'The New Media's Role in Politics', Article from the book *The Age of Perplexity: Rethinking the World We Knew*  
(<https://www.bbvaopenmind.com/en/books/the-age-of-perplexity/>)

4. Divan, Madhavi Goradia, (2006), *Facets of Media Law*, New Eastern Book Company, New Delhi.
5. Entman, Robert M, 'Framing: Toward clarification of a fractured paradigm,' *Journal of Communication*; Autumn 1993; 43, 4; ABI/INFORM Global pg. 51-58.
6. Herman, S. Edward., & Chomsky, Noam, (1994), *Manufacturing Consent*. Pantheon Books.
7. Iyer, Venkat, (2000), *Mass Media Laws and Regulations in India*, Singapore: AMIC.
8. Khandekar, Kohli, Vanita, (2006), *The Indian Media Business*, Response Books.
9. Mark Feldstein, "Watergate Revisited" in *AJR*, August/ September 2004
10. Maxwell E. McCombs and Donald L. Shaw, 'The Agenda-Setting Function of Mass Media', *The Public Opinion Quarterly* Vol. 36, No. 2 (Summer, 1972), pp. 176-187, OUP
11. McQuail, Denis, (1994), *Mass Communications Theory: An Introduction*. Sage Publications.
12. Media and Political Systems:  
<http://wps.ablongman.com/wps/media/objects/23/23961/ch22.pdf>
13. Rahul De, 'India's Liberalisation and Newspapers; Public Discourse around Reforms', in *Economic & Political Weekly EPW* JULY 8, 2017 vol LII No 27
14. Ray, Eldon Hiebert, Ungurait, Donald F., & Bohn, Thomas W., (1988), *Mass Media: An Introduction to Modern Communication*, Longman, New York & London.
15. Recommendations on Issues Relating to Media Ownership New Delhi: August 12, 2014  
[https://traai.gov.in/sites/default/files/Recommendations\\_on\\_Media\\_Ownership.pdf](https://traai.gov.in/sites/default/files/Recommendations_on_Media_Ownership.pdf) Pages 30 to 74
16. Reddy, G. Gopal, (2006), Media and Public Policy, *The Indian Journal of Political Science*, 67 (2), pp. 295-302.
17. Stuart Soroka (McGill University) Andrea Lawlor (McGill University) Stephen Farnsworth (University of Mary Washington) Lori Young (University of Pennsylvania), 'Mass Media and Policymaking', <http://www.snsoroka.com/files/Media&Policymaking.pdf>
18. Thomas, Pradip, (2010), *Political Economy of Communications in India*. Sage Publications.
19. Udapa, Sahana, (2012), Beyond Acquiescence and Surveillance: New Directions for Media Regulation. *Economic and Political Weekly*, 46 (4), January 28.

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**M.A.-I Public Policy**

**Course Code: PPEC1003**

**Course Title: EDUCATION POLICY**

**Learning 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 analyse 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; globalisation and higher education; efficiency versus equity; student politics and reservation policy.

**Number of lectures: 60**

**Unit 1**

**(15 lectures)**

**Philosophy and Theories of Education**

Dewey's Education and Democracy; Educational Philosophy of Phule and Ambedkar  
Gandhi and Tagore  
Marx and Freire

**Unit 2**

**(15 lectures)**

**Education Systems: Debates on Education in Colonial India**

Orientalists and Anglicists  
Nationalist Movement and Education

**Unit 3**

**(15 lectures)**

**Major Policy Initiatives Post-Independence in India**

Kothari Commission & National Policy on Education (NPE) 1968  
National Policy of Education 1986, as amended in 1992  
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**

Debates in Curriculum and Pedagogy  
Globalisation and Higher Education; Efficiency versus Equity; Student Politics  
Issues of Diversity and Inequality in Society; Specific groups such as Dalits, Tribals and Women

**List of Recommended Reference Books**

1. Apple, M.W., & Beane, J.A., (2006), Democratic Schools: Lessons in Powerful Education.
2. Das, Suranjan, (2007), The Higher Education in India and the Challenge of Globalisation, *Social Scientist*, Vol. 35, No. 3/4, pp. 47-67.
3. Dewey, J., (2004), *Democracy and Education: An Introduction to the Philosophy of Education*, Aakar Books, New Delhi.
4. Freire, P., (2000), *Pedagogy of the Oppressed*. 30<sup>th</sup> anniversary edition, Continuum,
5. GOI (2016). Some Inputs for Draft National Education Policy 2016.
6. GOI. (1986). National Policy of Education. New Delhi: Ministry of Education.
7. GOI. (2011). Sarvashikshaabhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009.

8. Govinda, R., (2011), *Who goes to school?: Exploring exclusion in Indian education*, Oxford University Press, New Delhi.
9. Kabir, Humayun, (1956), Continuity of Tradition in Indian Educational Thought, *Philosophy East and West*, Vol. 6, No. 1, pp.13-33.
10. Kumar, K., (2005), *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Sage Publications, New Delhi.
11. Kumar, Ravi, (2009), State, Inequality, and Politics of Capital: The Neoliberal Scourge in Education. In Hill, Dave & Ellen Rosskam (eds.), *The Developing World and State Education: Neoliberal Depredation and Egalitarian Alternatives*, Routledge, New York.
12. Lawton, Denis and Peter Gordon, (2002), *A History of Western Educational Ideas*, Woburn
13. Mukherjee, K. C., (1970), Tagore-Pioneer in Education. *British Journal of Educational Studies*, Vol. 18, No. 1, pp.69-81.
14. Nurullah, S. & Naik, J.P., (1962), *A Students' History of Education in India (1800-1961)*, Macmillan and Company, Calcutta.
15. Patnaik, Prabhat, (2007), Alternative Perspectives on Higher Education in the Context of Globalisation, Lecture delivered on the occasion of the First Foundation Day of the *National University of Educational Planning and Administration* at IICC, New Delhi, August 11.
16. Rege, Sharmila, (2010), Education as "Trutiya Ratna": Towards Phule-Ambedkarite Feminist Pedagogical Practice, *EPW*, Vol. 45, No. 44/45, pp. 88-98.
17. Sadgopal, Anil, (2010), Right to Education vs. Right to Education Act. *Social Scientist*, Vol. 38, No. 9/12, pp.17-50.
18. Shukla, Sureshchandra, (1997), Nationalist Educational Thought: Continuity and Change. *EPW*, Vol. 32, No. 29, pp. 1825-1831.
19. Simon, Brian, (1977), Marx and the Crisis in Education, *Marxism Today*, July, pp.195-205.
20. Singh, Amrik, (1969), The Education Commission and after, *Asian Survey*, Vol. 9, No. 10, pp. 734-741.
21. Tilak, Jandhyala B. G., (2007) The Kothari Commission and Financing of Education. *EPW*, Vol. 42, No. 10, pp. 874-882.
22. Varghese N.V. and Tilak J. B. G., (1991), *The Financing of Education in India*. ITEP Research Report No 32, Paris: International Institute for Educational Planning.

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**Evaluation and Assessment: PPCC1001, PPCC1002, PPEC1001, PPEC1002 and PPEC1003 courses**

**Evaluation (Theory): Total marks per course - 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. Total marks per question with choice -20 to 25.

**Template for PPCC1001 Course End Semester Examination in Semester 10**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	8	7	0	15
2	8	7	0	15
3	8	7	0	15
4	8	7	0	15
<b>-TOTAL - Per objective</b>	32	28	0	<b>60</b>
<b>% WEIGHTAGE</b>	53.33	46.66	0	<b>100%</b>

**Template for PPCC1002 Course End Semester Examination in Semester 10**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS-Per unit
1	8	7	0	15
2	8	7	0	15
3	7	8	0	15
4	7	8	0	15
<b>-TOTAL - Per objective</b>	30	30	0	<b>60</b>
<b>% WEIGHTAGE</b>	50	50	0	<b>100%</b>



**Template for PPEC1001 Course End Semester Examination in Semester 10**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
<b>1</b>	5	5	5	15
<b>2</b>	7	8	0	15
<b>3</b>	7	8	0	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	24	26	10	<b>60</b>
<b>% WEIGHTAGE</b>	40	43.33	16.66	<b>100%</b>

**Template for PPEC1002 Course End Semester Examination in Semester 10**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
<b>1</b>	5	10	0	15
<b>2</b>	5	10	0	15
<b>3</b>	5	5	5	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	20	30	10	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	50	16.66	<b>100%</b>

**Template for PPEC1003 Course End Semester Examination in Semester 10**

UNITS	KNOWLEDGE	UNDERSTANDING	APPLICATION and ANALYSES	TOTAL MARKS- Per unit
<b>1</b>	5	10	0	15
<b>2</b>	5	10	0	15
<b>3</b>	5	5	5	15
<b>4</b>	5	5	5	15
<b>-TOTAL - Per objective</b>	20	30	10	<b>60</b>
<b>% WEIGHTAGE</b>	33.33	50	16.66	<b>100%</b>

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

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

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 %  12	<b>Content</b> 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 %  06	<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 ----- 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%  01	<b>Vocabulary</b>  ----- Marks -----	Richness of vocabulary  1	Very good range of vocabulary with some errors  1	Good range of vocabulary with some errors  0.5	Small range of vocabulary with errors  0.5	Little of no effort to demonstrate vocabulary knowledge  0
5%  01	<b>Grammar, spellings, mechanics</b>  ----- Marks -----	Grammar, spellings punctuations correct  1	Very few errors  1	Some errors  0.5	Many errors  0.5	No effort  0

Comments:

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



St. Xavier's College, Mumbai.

**ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -A**

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

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 colour 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 <i>and</i> too slow or too rushed	Too long <i>or</i> too short	Had to be stopped <i>or</i> 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 <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 06 marks.

**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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
07		7.0	6.0 / 5.0	4.0 / 3.0	2.0	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 ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	2.0	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> 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 of the Faculty \_\_\_\_\_

St. Xavier's College, Mumbai.

**ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -B**

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

Name of Student: \_\_\_\_\_ UID No \_\_\_\_\_ 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 colour 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%	<b>Knowledge and Understanding Innovation</b> 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%	<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	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0.5
5%	<b>Key Points/ Themes</b> 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%	<b>Ability to answer Questions</b> Answers accurate and full of confidence ----- Marks -----	Excellent	Good	Satisfactory	Poor	Very Poor
02		2.0	1.5	1.0	0.5	0
10%	<b>Creation of Interest/ Audience Participation</b> 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 \_\_\_\_\_

