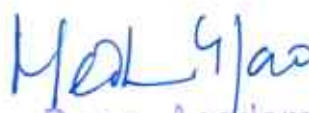




M.S. Ramaiah University of Applied Sciences
Programme Structure and Course Details
Of
MA in Public Policy
2022 Onwards

M.S. Ramaiah University of Applied Sciences
School of Social Sciences
Department of Public Policy



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M.S. Ramaiah University of Applied Sciences

Bangalore-560054

University's Vision, Mission and Objectives

The M. S. Ramaiah University of Applied Sciences (MSRUAS) will focus on student-centric professional education and motivates its staff and students to contribute significantly to the growth of technology, science, economy and society through their imaginative, creative and innovative pursuits. Hence, the University has articulated the following vision and objectives.

Vision

MSRUAS aspires to be the premier university of choice in Asia for student centric professional education and services with a strong focus on applied research whilst maintaining the highest academic and ethical standards in a creative and innovative environment

Mission

Our purpose is the creation and dissemination of knowledge. We are committed to creativity, innovation and excellence in our teaching and research. We value integrity, quality and teamwork in all our endeavors. We inspire critical thinking, personal development and a passion for lifelong learning. We serve the technical, scientific and economic needs of our Society.

Objectives

1. To disseminate knowledge and skills through instructions, teaching, training, seminars, workshops and symposia in Engineering and Technology, Art and Design, Management and Commerce, Health and Allied Sciences, Physical and Life Sciences, Arts, Humanities and Social Sciences to equip students and scholars to meet the needs of industries, business and society
2. To generate knowledge through research in Engineering and Technology, Art and Design, Management and Commerce, Health and Allied Sciences, Physical and Life Sciences, Arts, Humanities and Social Sciences to meet the challenges that arise in industry, business and society
3. To promote health, human well-being and provide holistic healthcare
4. To provide technical and scientific solutions to real life problems posed by industry, business and society in Engineering and Technology, Art and Design, Management and Commerce, Health and Allied Sciences, Physical and Life Sciences, Arts, Humanities and Social Sciences
5. To instill the spirit of entrepreneurship in our youth to help create more career opportunities in the society by incubating and nurturing technology product ideas and supporting technology backed business
6. To identify and nurture leadership skills in students and help in the development of our future leaders to enrich the society we live in
7. To develop partnership with universities, industries, businesses, research establishments, NGOs, international organizations, governmental organizations in India and abroad to enrich the experiences of faculties and students through research and developmental programmes


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Programme Specifications: MA in Public Policy

Faculty	School of Social Sciences
Department	Public Policy
Programme Code	103
Programme Name	MA in Public Policy
Pro Vice Chancellore/Dean of the Faculty	Prof. Anindya Sen
Head of the Department	TBA

1. **Title of the Award:** Master of Arts in Public Policy
2. **Mode of Study:** Full-Time
3. **Awarding Institution /Body:** M. S. Ramaiah University of Applied Sciences, Bengaluru
4. **Joint Award:** Not Applicable
5. **Teaching Institution:** School of Social Sciences, M. S. Ramaiah University of Applied Sciences, Bengaluru
6. **Date of Programme Specifications:** July 2020
7. **Date of Programme Approval by the Academic Council of MSRUAS:** 28-July-2020
8. **Next Review Date:** May 2022
9. **Programme Approving Regulating Body and Date of Approval:** Karnataka State Higher Education Council (KSHEC), Bengaluru, Government of Karnataka, 18-October-2019.
10. **Programme Accredited Body and Date of Accreditation:** Not Applicable
11. **Grade Awarded by the Accreditation Body:** Not Applicable
12. **Programme Accreditation Validity:** Not Applicable
13. **Programme Benchmark:** Not Applicable
14. **Rationale for the Programme**

Master of Arts in Public Policy (MA in Public Policy) is a field of study that focus on public affairs with a shared interest in making public institutions work. The programme aims to prepare students to become critical and analytical thinkers who can develop effective and equitable solutions to public policy and governance challenges. Further, the programme will help students learn about the ideas, mechanisms and practices of public policy as well as the nature, quality and legitimacy of the institutions and practices of governance. Public Policy studies executive decisions and processes evaluates outcomes that aim to achieve collective purposes and provides solutions to problems.

The emergence of the knowledge economy, there are several problems and challenges faced by people from all walks of life. There is an increasing demand for Public Policy graduates in the public

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sector, research organizations, non-profit organizations, consulting firms, international organizations, and the government. Qualified graduates in public policy can work in wide areas of human activities like industries, schools, colleges, health, and research sectors. M.A. in Public Policy program has been created to meet the objectives of access and enhance quality in higher education. The curriculum is outcome based and it imbibes required theoretical concepts and practical skills in the domain. By undergoing this programme, students develop application-oriented learning skills, critical, analytical thinking and problem-solving abilities for a smooth transition from academic to real-life work environment. Students are trained in communication skills and interdisciplinary topics to enhance their scope.

The above-mentioned features of the program, advanced teaching and learning resources, and experience of the faculty/ school members with their strong connections with industry and business organizations makes this programme unique. The outcome-based curriculum helps students to develop critical thinking abilities and imbibe relevant practical skills for a smooth transition from academics to real-life work environments. Opportunities are provided for the students to do their internship in India or abroad depending on their preferences.

The programme provides strong foundation in basic concepts, followed by comprehensive understanding of public policy, political science, economics, sociology, data sciences, research methodology and law and legal systems. Emphasis is laid on inter-disciplinary and applied teaching and learning. Students are trained to develop life-long skills to understand, analyse, and develop solutions for challenging technological problems.

15. Programme Mission

The program's purpose is to create knowledgeable human resources to work in Private and Public sector organizations. With further progression in education, graduates should be able to undertake policy engagements and become independent professional practitioners and policy experts.

16. Graduate Attributes (GAs)

- GA-1. Knowledge of public policy:** Ability to apply the knowledge of public policy and allied domains to complex societal problems.
- GA-2. Problem Analysis:** Ability to analyse public policy problems and arrive at meaningful interpretations.
- GA-3. Design and Development of Solutions:** Ability to design a public policy system and processes to meet desired needs considering political, public health and safety, and the cultural, societal, and environmental considerations.
- GA-4. Conduct Investigations of Complex Problems:** Ability to understand and solve complex policy problems by conducting exploratory studies and investigations.
- GA-5. Modern Tool Usage:** Ability to apply appropriate tools and techniques and understand utilization of resources appropriately to complex public policy activities/issues.



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- GA-6. Technology and Society:** Ability to understand the effect of technological solutions on legal, cultural, social, political and public health and safety aspects.
- GA-7. Environment and Sustainability:** Ability to develop sustainable solutions and understand their effect on society and environment.
- GA-8. Ethics:** Ability to apply ethical principles to public policy practices and professional responsibilities.
- GA-9. Individual and Teamwork:** Ability to work as a member of a team, to plan and to integrate knowledge of various policy related disciplines and to lead teams in multidisciplinary settings.
- GA-10. Communication:** Ability to make effective oral presentations and communicate technical ideas to a broad audience using written and oral means
- GA-11. Project Management and Finance:** Ability to lead and manage multidisciplinary teams by applying public policy concepts and theories.
- GA-12. Life-long learning:** Ability to adapt to the changes and advancements in socio-technology and engage in independent and life-long learning.

17. Programme Outcomes (POs)

MA in Public Policy postgraduate will be able to:

- PO-1.** Apply the knowledge of political science, sociology, economics, psychology, and data sciences /statistics specialization to the solution of complex societal problems.
- PO-2.** Identify problems by closely examining the situations around them and think holistically about the phenomena and generate viable solutions to these problems. Exhibit the skill of critical thinking and understand scientific texts and place scientific statements and themes in contexts and evaluate them in terms of generic conventions.
- PO-3.** Demonstrate ability to accommodate the views of others and present their own opinions and complex ideas, in written or oral form, in a clear and concise manner in group settings. Exhibit thoughts and ideas effectively in writing and orally; communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies.
- PO-4.** Infer scientific literature, build a sense of enquiry and be able to formulate, test, analyze, interpret, and establish hypothesis and research questions; and to identify and consult relevant sources to find answers.
- PO-5.** Create new conceptual, theoretical, methodological innovations that integrate and transcend beyond discipline-specific approaches to address a common problem.
- PO-6.** Perform independently and collaboratively as a part of a team to meet defined objectives and carry out work across interdisciplinary fields. Execute interpersonal

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relationships, self-motivation and adaptability skills and commit to professional ethics.

- PO-7.** Demonstrate empathetic social concern and equity centered national development and act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
- PO-8.** Analyze the impact of the scientific solutions in societal and environmental contexts for sustainable development.
- PO-9.** Demonstrate attitudes of being a life-long learner who passionately pursues self-determined goals in the broadest context of socio-technological changes.

18. Programme Goal

The Master of Arts in Public Policy will prepare students to become critical and analytical thinkers who can develop effective and equitable solutions to public policy and governance challenges. The programme will help students learn about the ideas, mechanisms and practices of public policy as well as the nature, quality and legitimacy of the institutions and practices of governance. The programme goal is to produce postgraduates having critical, analytical and problem-solving skills, and ability to think independently, and to pursue a career in Public Policy.

19. Program Educational Objectives (PEOs)

The objectives of the MA in Public Policy Program, the postgraduate will be able to:

- PEO-1.** Create a community of informed purveyors of knowledge geared towards academic excellence and increase the knowledge base and skill sets aimed at enhancing their professional competence.
- PEO-2.** Promote innovation and research by instilling a sense of independent and critical thinking with sensitivity to social needs.
- PEO-3.** Inculcate strong human values and social, interpersonal and leadership skills required for professional success in evolving global professional environments.

20. Programme Specific Outcomes (PSOs)

At the end of the MA in Public Policy Program, the postgraduate will be able to:

- PSO-1.** Apply the knowledge of public policy to develop innovative and inclusive understanding to real-world issues.
- PSO-2.** Acquire the skills necessary to think critically and communicate effectively about public policy and allied domains.
- PSO-3.** Demonstrate the understanding of life-long learning and leadership qualities through professional development and strive for the betterment of organization, environment, and society.




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21. Programme Structure:

Semester 1						
Sl. No.	Code	Course Title	Theory (h/W/S)	Tutorials (h/W/S)	Total Credits	Max. Marks
1	20MPP101A	Political Science: Nature and Significance	2	1	3	100
2	20MPP102A	Law and Legal Systems: Concepts and approaches	3	1	4	100
3	20MPP103A	Introduction to Economics	2	1	3	100
4	20MPP104A	Introduction to Public Policy	2	1	3	100
5	20MPP105A	Public Policy Meta-Analysis	2	1	3	100
Total			11	5	16	500
Total number of contact hours per week			16			
Semester 2						
Sl. No.	Code	Course Title	Theory (h/W/S)	Tutorials (h/W/S)	Total Credits	Max. Marks
1	20MPP106A	Public Finance and Public Policy: Key concepts and theories	2	1	3	100
2	20MPP107A	Urban Governance and Policy	2	1	3	100
3	20MPP108A	Sociology: Nature and Significance	2	1	3	100
4	20MPP109A	Research Methods and Methodology	3	1	4	100
5	20MPP110A	Research writing	2	1	3	100
6	20MPP111A	Data Analytics for Public Policy(GE 1) *	2	1	3	100
7	20MPP112A	Higher Education: Policies, Organization and Leadership (GE 2) *	2	1	3	100
8	20MPP113A	Space Law and Policy (GE 3)*	2	1	3	100
Total			15	7	22	700
Total number of contact hours per week			22			

* Students to opt for any two of the General Elective Streams from GE1, GE 2 and GE 3

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Semester 3						
Sl. No.	Code	Course Title	Theory (h/W/S)	Tutorials (h/W/S)	Total Credits	Max. Marks
1	20MPP201A	Foreign Policy Analysis: Concepts, Theories and Models	2	1	3	100
2	20MPP202A	Waste Management and Policy in India	2	1	3	100
3	20MPP203A	Writing Policy Brief	2	1	3	100
4	20MPP204A	Gender Policies and Inequalities	2	1	3	100
5	20MPP205A	Public Health Policies and Systems	2	1	3	100
6	20MPP206A	Science and Technology Policy (GE 4) **	2	1	3	100
7	20MPP207A	Environment and Development Policy (GE 5) **	2	1	3	100
8	20MPP208A	Rural Development and Panchayat Raj Institutions (GE 6) **	2	1	3	100
Total			14	7	21	700
Total number of contact hours per week			21			

** Students to opt any of the two General Elective streams from GE 4, GE 5 and GE 6

Semester 4						
Sl. No.	Code	Course Title	Theory (h/W/S)	Tutorials (h/W/S)	Total Credits	Max. Marks
1	20MPP209A	Evidence in Public Policy	2	1	3	100
2	20MPP210A	Seminar-II	0	1	1	50
3	20MPP211A	Research software tools	2	1	3	100
4	20MPP212A	Dissertation***			6	200
Total			3	3	13	450
Total number of contact hours per week			13			

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22. Open Elective Courses

A number of Open Elective Courses are offered by the University. Students can choose the Open Electives on their own choice.

23. Course Delivery: As per the Timetable

24. Teaching and Learning Methods

1. Face to Face Lectures using Audio-Visuals
2. Workshops, Group Discussions, Debates, Presentations
3. Demonstrations
4. Guest Lectures
5. Field work/Workshop
6. Industry Visit
7. Seminars
8. Group Exercises
9. Projects

25. Assessment and Grading

25.1. Components of Grading

There shall be **two components** of grading in the assessment of each course:

Component 1, Continuous Evaluation (CE): This component involves four subcomponents (SC1, SC2, etc.) of learning assessment. The assessment of the subcomponents of CE is conducted during the semester at regular intervals. This subcomponent represents the formative assessment of students' learning.

Component 2, Semester-end Examination (SEE): This component represents the summative assessment carried out in the form an examination conducted at the end of the semester.

Marks obtained CE and SEE components have equal weightage (CE: 50% and SEE: 50%) in determining the final marks obtained by a student in a Course.

The complete details of Grading are given in the Academic Regulations.

25.2. Continuous Evaluation Policies

Continuous evaluation depends on the type of the course as discussed below:

25.2.1 Theory Courses

The following **TWO options** are available for each Faculty to perform the CE exercise.

Theory Course:

Theory Course			
SC1	SC2	SC3	SC4

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25 Marks	25 Marks	25 Marks	25 Marks
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There shall be four subcomponents, each carrying 25 marks. Out of these, there shall be two assignments and two term-tests. The assignments can be of any of the following types:

- a) Online Test
- b) Quiz
- c) Problem Solving
- d) Field Assignment
- e) Open Book Test
- f) Reports
- g) Case Study
- h) Group Task
- i) Any other

After the four subcomponents of CE are evaluated, the CE component Marks are determined as:

CE Component Marks = (Best of two Assignment Marks) + (Best of two Term-Test Marks)

26. Minor Programme

Not Applicable

27. Student Support for Learning

1. Course Notes
2. Reference Books in the Library
3. Magazines and Journals
4. Internet Facility
5. Computing Facility
6. Laboratory Facility
7. Workshop Facility
8. Staff Support
9. Lounges for Discussions
10. Any other support that enhances their learning

28. Quality Control Measures

1. Review of Course Notes
2. Review of Question Papers and Assignment Questions
3. Student Feedback
4. Moderation of Assessed Work
5. Opportunities for students to see their assessed work
6. Review by external examiners and external examiners reports
7. Staff Student Consultative Committee meetings
8. Student exit feedback
9. Subject Assessment Board (SAB)
10. Programme Assessment Board (PAB)

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29. Programme Map (Course-PO-PSO Map)

Sem.	Course Title	P O - 1	P O - 2	P O - 3	P O - 4	P O - 5	P O - 6
1	Political Science: Key concepts and theories	3		2			1
1	Law and Legal Systems: Concepts and approaches	3		2			
1	Introduction to Economics	3		2			1
1	Introduction to public policy	3	2				
1	Public Policy Meta-Analysis			2		3	
2	Public Finance and Public Policy: Key concepts and theories	2	3				
2	Urban Governance and Policy	3		2			1
2	Sociology: Nature and Significance	3	2				
2	Research Methods and Methodology	3		2			2
2	Research writing	2		3		3	3
2	Data Analytics for Public Policy (GE 1)					3	2
2	Higher Education: Policies, Organization and Leadership (GE 2)	3		2			1
2	Space Law and Policy (GE 3)			1		2	
3	Foreign Policy Analysis: Concepts, Theories and Models	3		2			1
3	Waste Management and Policy in India	2		3			1
3	Writing Policy Brief			3	2		
3	Gender Policies and Inequalities	3		2			1
3	Public Health Policies and Systems		3	2			1
3	Science and Technology Policy (GE 4)	2					1
3	Environment and Development Policy (GE 5)		3	2			
3	Rural Development and Panchayat Raj Institutions (GE 6)	3		2			1
4	Evidence in Public Policy		3	1			2
4	Seminar-II			3			
4	Research software tools				3		2
4	Dissertation				3	3	

3: Very Strong, 2: Strong Contribution, 1: Moderate Contribution

30. Co-curricular Activities

Students are encouraged to take part in co-curricular activities like seminars, conferences, symposia, paper writing, attending industry exhibitions, project competitions and related activities for enhancing their knowledge and networking.

31. Cultural and Literary Activities

Annual cultural festivals are held to showcase the creative talents in students. They are involved in planning and organizing the activities.

32. Sports and Athletics

Students are encouraged to take part in sports and athletic events regularly. Annual sports meet will be held to demonstrate sportsmanship and competitive spirit.

Course Specifications: Introduction to Public Policy: Concepts, Theories and Models

Course Title	Introduction to Public Policy: Concepts, Theories and Models
Course Code	MAC501A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description

This course is designed to be an introduction for the students of public policy into theory and practice of public policy. It begins with the rationale for the discipline through discourses, relevant approaches in understanding public problems and describing how public policy respond to them. It then proceeds to various aspect of the public policy such as processes, actors, and instruments for policy from a practical point of view. Each of these components are accompanied by case studies that are relevant at the Indian context. The course will conclude by providing essential writing skills for policy professionals.

Aim and Summary

This course intends to expose the student to the basics in public policy making and provides an orientation about the processes and different models of policy making.

2. Course Size and Credits:

Number of credits	4
Total hours of classroom interaction during the semester	60 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	18-20
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined)towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.



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I. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

S.No.	Intended Learning Outcome
1	Understand the concepts and theories relevant to public policy
2	Understand the concepts and theories in the context of current issues
3	Be able to critically understand and review policy documents, policy processes etc.
4	Oral and written communication skills for policy practice

2. Course contents

Unit 1: Introduction to Public Policy (8 Hours)

- Meaning, definition and scope
- Why Public Policy- Purpose and Role
- Why government is different - Conceptual understanding on government and administration
- Public Policy in India- The legal-institutional-social-political context
- Understanding policy through types of policy documents: Formal policy documents, laws, rules, government orders etc.

Case Study: Review of sectoral policies (Tutorial)

Unit 2: Approaches and Discourses in Public Policy (6 Hours)

- Incremental approach in policy change
- Focus events in policy change
- Top-down vs Bottom-up approaches in policy formulation and implementation
- Social construction of 'Target Populations'
- Values and parameters in public policy: Equity, efficiency, accountability, and transparency

Case Decoding: The trajectory of maternal health policy in India. (Tutorial)

Unit 3: Processes of Public Policy (8 Hours)

- Understanding the interactive cycle between agenda setting-policy formulation- policy adoption- policy implementation- policy evaluation
- Constitutional and legal foundations of processes for policymaking
- How laws are made? - Stages of parliamentary policymaking
- Policy Implementation: Challenges and insights
- Policy Feedback and Evaluation: Concept and techniques

Case Study: Birth of Right to Information Act in India (Tutorial)

Unit 4: Actors in Public Policy (8 Hours)

- Stakeholders and stakeholder analysis techniques
- Bureaucracy, Street-Level Bureaucrats
- Understanding Policy Entrepreneurs
- Actors inside the government: Cabinet, legislature, committees, executive etc.
- Actors outside the government: Media, NGO, Civil Society etc.

Case Study: Stakeholder Analysis for National Education Policy 2019 (Tutorial)

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Unit 5: Instruments in Public policy (8 Hours)

- Government as a service delivery organization
- Direct and indirect government- Conceptual understanding
- Contracts and Private Partnerships
- Government corporations and government-sponsored enterprises
- Economic and social regulations

Case Study: Trajectory of Direct Cash Transfers in India. (Tutorial)

Essential readings

- Birkland, T. A. (2019). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Routledge.
- Dror, Y. (2017). *Public policy making reexamined*. Routledge.
- Appleby, P.H. 1945. *Government Is Different*. New York.
<https://books.google.co.in/books?id=UUndPgAACAAJ>.
- Pritchett, Lant, Michael Woolcock, and Matt Andrews. 2013. "Looking Like a State: Techniques of Persistent Failure in State Capability for Implementation." *Journal of Development Studies* 49(1): 1–18.
- Woodrow Wilson, *The Study of Administration*, Political Science Quarterly, Volume 2, Number 2, June 1887.
- Goodin, Robert E., Michael Moran, Martin Rein, and Christopher Winship. "Policy Analysis as Puzzle Solving." In *The Oxford Handbook of Public Policy*. : Oxford University Press, 2008-06-12. <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199548453.001.0001/oxfordhb-9780199548453-e-005>.
- Paul Brest & Linda Hamilton Krieger, *Problem Solving, Decision Making, and Professional Judgment: A Guide for Lawyers and Policymakers*, Oxford: Oxford University Press, 2010.
- Birkland, T. (1998). Focusing Events, Mobilization, and Agenda Setting. *Journal of Public Policy*, 18(1), 53-74. Retrieved July 16, 2020, from www.jstor.org/stable/4007601
- Brugha R, Varvasovszky Z. Stakeholder analysis: a review. *Health Policy Plan*. 2000;15(3):239-246. doi:10.1093/heapol/15.3.239
- John, Prof, M. Bryson, Prof John, and M. Bryson. 2003. *WHAT TO DO WHEN STAKEHOLDERS MATTER A Guide to Stakeholder Identification and Analysis Techniques*.
- Shiffman J, Ved RR. The state of political priority for safe motherhood in India. *BJOG*. 2007;114(7):785-790. doi:10.1111/j.1471-0528.2007.01374.x
- Engaging with Policy Makers Ideas on contributing to the law-making process, PRS India August 2009.
- Parliamentary Scrutiny of Executive Rule Making, Background Note for the Conference on Effective Legislatures PRS India.
- Hasenfeld, Yeheskel. 2010. "The Attributes of Human Service Organizations." *Human services as complex organizations*: 9–32.
- Hodge, Graeme A., and Carsten Greve. 2009. "PPPs: THE PASSAGE OF TIME PERMITS A SOBER REFLECTION." *Economic Affairs* 29(1): 33–39.
- Datta, Amrita. 2009. "Public-Private Partnerships in India: A Case for Reform?" *Economic and Political Weekly* 44.

Course Organization

Course Organization	
Course Code	MAC501A
Course Title	Introduction to Public Policy: Concepts, theories and models
Course Leaders Name	Dr Chetan Singai
Course Leader Contact Details	Phone: 9483507705
	E-mail: chetan.ss@msruas.ac.in
Course Specifications Approval Date	
Next Course Specifications Review Date:	

Course Specifications: Political Science: Key concepts and theories

Course Title	Political Science: Key concepts and theories
Course Code	MAC502A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description

This course has been designed to provide public policy students with an introduction to the fundamental concepts in political theory. It begins with an overview of why we study political theory and what are the approaches and forms of political theories. It then proceeds to elaborate in a detailed manner on the key concepts of 'Liberty', 'Equality', 'Justice', 'Rights' and 'State and Sovereignty', in the contemporary context.

I. Course Summary

1. Aim and Summary

This course intends to expose the student to the key concepts and theories of political science to understand policies, policy making and its implementation in varied contexts.

2. Course Size and Credits:

Number of credits	3
Total hours of classroom interaction during the semester	45 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.



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I. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

S.No.	Intended Learning Outcome
1	Understand key concepts and theories in political science
2	Apply the concepts and theories to contemporary problems
3	Critique competing theoretical explanations and produce a comprehensive review of the scholarly literature

2. Course contents

Unit 1: Political theory (8 hours)

- Meaning, scope and types
- Relevance of political theory
- Interdisciplinary approaches in political science

Debate: Is political science – a science or not? **(tutorial)**

Unit 2: Liberty (6 hours)

- Introduction and meaning
- Types of liberty
- Negative and Positive Liberty (Isaiah Berlin)

Debate: Right to privacy - Right to life and personal liberty under Article 21 **(tutorial)**

Unit 3: Equality (6 hours)

- Introduction and meaning
- Moral, Social, Political, Economic and Legal Equality
- Equality of Resources – Ronald Dworkin

Debate: Equality of opportunity vs. equality of outcome (affirmative action) **(tutorial)**

Unit 4: Justice (8 hours)

- Introduction and meaning
- Procedural and Substantive Justice
- Justice as fairness (John Rawls); Social justice

Recent debates: Progressive taxation policy in India ("from those to whom income means little to those to whom income means much") **(tutorial)**

Unit 5: Rights (6 hours)

- Introduction and meaning
- The idea of rights: Legal, moral, negative and positive rights
- Human rights

Debate: rights vs. obligation (Fundamental rights vs. Fundamental duties) **(tutorial)**

Unit 6: State and Sovereignty (6 hours)

- Origin, meaning and types
- The State of nature and the social contract

Debate: State and secularism in India **(tutorial)**



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Essential readings

- Appadorai, A. (2011) *The Substance of Politics*, 9th Edition, Oxford University Press, New Delhi.
- Vinod, M.J. and Meena Deshpande (2013) *Contemporary Political Theory*, PHI Learning Private Limited, New Delhi.
- Bhargava, R. (2010) *What is Political Theory and Why Do We Need it?* Oxford University Press, New Delhi
- Bhargava, R. and Ashok Acharya (2010) *Political Theory: An Introduction*, Pearson Publications, India.
- Goodin, Robert E. (2009) *The Oxford Handbook of Political Science*, Oxford University Press, New York.
- Heywood, Andrew (2004) *Political Theory – An Introduction*, 3rd edition, Palgrave Macmillan.
- Heywood, Andrew (2003) *Key concepts in Politics*, 4th edition, Palgrave Macmillan.
- McKenzie, Ian (2005) (ed) *Political Concepts – A Reader and a Guide*, Edinburgh University Press, Edinburgh.
- McKinnon, Catrina (2012) (ed) *Issues in Political Theory*, Oxford University Press, 2nd Edition, U.K.

Course Organization

Course Organization			
Course Code	MAC502A		
Course Title	Political Science: Key concepts and theories		
Course Leaders Name		Dr. Madhura Damle	
Course Leader Contact Details	Phone:	97482 60918	
	E-mail:	madhuradamle.jnu@gmail.com	
Course Specifications Approval Date			
Next Course Specifications Review Date:			

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Madhura Damle

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M.S. Ramaiah University, 2nd Floor, 1st Stage,
Bangalore-560054

Course Specifications: Introduction to Microeconomics: Concepts and approaches

Course Title	Introduction to Microeconomics: Concepts and approaches
Course Code	MAC503A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description

This course covers graduate-level microeconomic theory, but with an emphasis on how the tools of microeconomics can be used to inform public policy. Topics include theory of the household and the firm, decisions under uncertainty and over time, and basic welfare economics.

I. Course Summary

1. Aim and Summary

This course intends to expose the student to the basics in public policy making and provides an orientation regarding key concepts and approaches in microeconomics.

2. Course Size and Credits:

Number of credits	3
Total hours of classroom interaction during the semester	45 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Midterm & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.

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I. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

S.No.	Intended Learning Outcome
1	Develop the ability to explain core economic terms, concepts, and theories.
2	Provide non-specialists economics student with a good introduction to the fundamental principles of microeconomics.
3	students in understanding the behavior of individuals and small organizations in making decisions on the allocation of limited resources.
4	Explain and apply the determinants of demand and supply.

2. Course contents

Unit 1: Introduction to Economics <ul style="list-style-type: none"> Exploring the subject matter of Economics; Why study economics? Scope and method of economics; the economic problem: scarcity and choice Determination of allocation of resources and relative prices - Positive and normative approaches, Static and dynamics, Partial and general equilibrium, Comparative statics
Unit 2: Supply and Demand <ul style="list-style-type: none"> How Markets Work, Markets and Welfare Markets and competition Determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together. How prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.
Unit 3: The Households <ul style="list-style-type: none"> The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves Consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.
Unit 4: The Firm and Perfect and Imperfect Market Structure <ul style="list-style-type: none"> Behaviour of profit maximizing firms and the production process Short run costs and output decisions; costs and output in the long run Monopoly and anti-trust policy; government policies towards competition; imperfect competition
Unit 5: Input Markets <ul style="list-style-type: none"> Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour. Input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.




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Essential readings

- Frank, R. H. (2008). *Microeconomics and behavior*. Boston: McGraw-Hill Irwin,
- Bowles, S. (2009). *Microeconomics: behavior, institutions, and evolution*. Princeton University Press.
- Feiwel, G. R. (Ed.). (1985). *Issues in Contemporary Economics: Issues in Contemporary Microeconomics and Welfare*. Springer.
- Elsner, W., Heinrich, T., & Schwardt, H. (2014). *The microeconomics of complex economies: Evolutionary, institutional, neoclassical, and complexity perspectives*. Academic Press.
- Misra, S. K., & Puri, V. K. (2011). *Indian economy* (p. 174). Himalaya Publishing House.
- Dwivedi, D. N. (2016). *Microeconomics: Theory and Applications*. Vikas Publishing House.
- Mankiw, N. G. *Principles of Microeconomics*, (2007).
- Case, Karl E. & Ray C. Fair, *Principles of Economics*, Pearson Education, Inc., 8th edition, 2007.

Course Organization

Course Code	MAC503A		
Course Title	Introduction to microeconomics: Concepts and approaches		
Course Leaders Name:		Dr Nayantara Dutt	
Course Leader Contact Details		Phone:	9902110781
		E-mail:	nayantara.dutt@iimb.ac.in
Course Specifications Approval Date			
Next Course Specifications Review Date:			

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 Bangalore-560054

Course Specifications: Sociology: Nature and Significance

Course Title	Sociology: Nature and Significance
Course Code	MAC504A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description

The mandate of the course is to introduce the discipline to students from diverse trainings and capabilities. The course is intended to construct sociological thinking in understanding sociology as a discipline and basic concepts. It also serves as a foundation for more advanced and specialized sociology courses and also brings out the relationship with other social sciences.

3. Course Size and Credits:

Number of credits	3
Total hours of classroom interaction during the semester	45 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.

II. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

S.No.	Intended Learning Outcome
1	Understand the history of sociology as a field and be able to illustrate the discipline's nature, scope, and sociology and Social Policy
2	Familiarize themselves with basic sociological ideas such as groups, society, community, association, institution, culture, and social stratification
3	In a scientific method, understand essential social institutions such as family, marriage, and kinship.
4	Understand the new perspective on public sociology
5	Recognize the inequities in society that lead to Social Stratification

2. Course contents

Unit 1: Sociology: Discipline and Perspective (10 Hours) <ul style="list-style-type: none"> Thinking Sociologically - Origin and Development of Sociology Definition, Nature and Scope of Sociology Pure, Applied and Public Sociology- Meaning and Nature of Interrelationship and Relevance for Public Policy
Unit 2: Individual and Social Groups (10 Hours) <ul style="list-style-type: none"> Meaning, Characteristics of Groups, Types of Social Groups Society, Community, Association and Institution - Definition, Characteristics, Functions/ Importance/Types Culture
Unit 3: Social Institution (10 Hours) <ul style="list-style-type: none"> Family- Concepts, Types, Changing aspects of Family Marriage- Concept, Types, and Rules of Marriage Kinship – Concept, Types, Terminology, Usages
Unit 4: Public Sociology and Public Policy (5 Hours) <ul style="list-style-type: none"> Sociological Perspectives and Concerns in Analysing Policies-Michael Burawoy, DN. Dhanagare
Unit 5: Social Stratification (10 Hours) <ul style="list-style-type: none"> Dimensions of Social Stratification Contemporary Issues and Debate on caste, Class, gender in Society of India

Essential readings

- Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36
- Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54
- Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'
- Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
- Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1- 20
- Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80
- Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25- 29

Meeta Gao
Dean - Academics
M.S. Ramiah University of Applied Sciences
Bangalore 560044

- Burke, Peter, 1980, Sociology and History, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30
- MacIver, Robert M, and Charles Hunt Page. 1949. Society, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237
- Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185- 209
- Firth, Raymond, 1956, Human Types, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97
- Bierstedt, Robert, 1974, The Social Order, New York: McGraw Hill Book Company
- Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) Man, Culture and Society. New York: Oxford University Press, Pp. 345-368
- Ritzer, George, 2004, The McDonaldisation of Society, Pine Forge Press
- Rao, C N S. 2011. Sociology: Principles of Sociology with an Introduction to Sociological Thought. New Delhi: S Chand.
- What is public Policy? by Michael Burawoy <https://www.youtube.com/watch?v=BfhL1gzhmQ>
- D.N. Dhanagare(2004). " Social Policy Concerns in Indian Sociology" In Sociological Bulletin, 53(1), January-April.
- Michael Burawoy (2021). Public Sociology, Wiley
- Roberta M Spalter-Roth, Amy Best, Patricia E. White(2018). "Bringing Sociology into the Public Policy Process" In The American Sociologist(49), 1, September 2018.

Course Organization

Course Code	MAC504A	
Course Title	Sociology: Nature and Significance	
Course Leaders Name	Dr. Sylvia Raha	
Course Leader Contact Details	Phone:	82505 24114
	E-mail:	sylvia raha.ss@msruas.ac.in
Course Specifications Approval Date		
Next Course Specifications Review Date:		

M. S. Ramaiah
 Dean - Academics
 M.S. Ramaiah University of Applied Sciences
 Bangalore-560054

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Course Specifications: Law and Legal Systems: Concepts and approaches

Course Title	Law and Legal Systems: Concepts and approaches
Course Code	MAC505A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

I. Course description

This course has been designed to provide public policy students with an introduction to Law and Legal Systems. Despite challenges to the rule of law around the globe, and recent political attempts at curbing court powers, law remains a central feature of the policy process. Law not only serves as a basis and framework for governance and policymaking, it also offers tools and opportunities for policy development and implementation, as well as accountability mechanisms. Familiarity and understanding of relevant legal frameworks, mechanisms and dynamics is essential for public and private actors involved in policymaking.

Aim and Summary

This course exposes the students enrolled in Master programs in public policy to essential aspects of law of relevance to public policy, to equip them with the basic skills necessary to access, understand and use law in developing and implementing legitimate and effective policies. Students will compare, analyse and assess the interaction between law and public policy in different governance and policy settings.

2. Course Size and Credits:

Number of credits	4
Total hours of classroom interaction during the semester	60 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	18-20
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.

Heek. Gao
Dean - Academics
M.S. Ramaiah University of Applied Sciences
Bangalore-560054

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II. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

S.No.	Intended Learning Outcome
1	Learn and understand similarities and differences between legal arrangements at various levels of governance and have developed some understanding of legal and judicial dynamics and their impact on policy.
2	Compare and evaluate the relevant rules and procedures from various national and international legal systems, and to apply them effectively in various policy contexts.
3	Ability to identify, synthesize, analyze and evaluate primary and secondary sources of law pertaining to public policy and be aware of the specifics of legal processes and reasoning.
4	Understand and apply basic features of legal reasoning and legal research, as relevant to public policy.

2. Course contents

Unit 1: Understanding Law and Legal System (8 hours) <ul style="list-style-type: none"> • Introduction to Law <ul style="list-style-type: none"> ◦ Different theories about Law: Pure theory of Law; Natural Law Theory; Traditional Natural Law Theory; Second kind of Natural Law (overview) • Introduction to Legal System <ul style="list-style-type: none"> ◦ Understanding Legal System; Various organs of Legal System • Law enforcement in India
Unit 2: How to find Appropriate Law? (6 hours) <ul style="list-style-type: none"> • Sources of Law • Classification of Law <ul style="list-style-type: none"> ◦ Civil and Criminal Law ◦ Substantive and Procedural Laws • Public and Private Laws
Unit 3: The Indian Legal System (6 hours) <ul style="list-style-type: none"> • What is Constitution? • The Nature of the Indian Constitution • Salient features of the Indian Constitution • Basic Structure of the Indian Constitution • Citizenship
Unit 4: Indian Constitution and Policy Making (8 hours) <ul style="list-style-type: none"> • Fundamental Rights • Directive Principles of State Policy • Fundamental Duties • Structure of the Government
Unit 5: Courts System in India (6 hours) <ul style="list-style-type: none"> • Courts of Law • Amendment of the Constitution • Public Interest Litigation • Judicial Activism • Alternative Dispute Resolution Mechanism and Adjudication

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M.S. Ramiah University of Education
Bangalore 560075

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Unit 6: Few Representative Laws: An overview (6 hours)

- Law of Torts
- Law of Contracts
- Criminal Law
- Law of Property
- International Law

Essential readings

Baxi, U. (1982). *The Crisis of the Indian Legal System. Alternatives in Development: Law, Stranger Journalism.*

Minattur, J. (2015). *Indian legal system.* Indian Law Institute, New Delhi.

Burton, S. J. (2007). *An introduction to law and legal reasoning.* Wolters Kluwer Law & Business.

Hart, H. L. A., Hart, H. L. A., & Green, L. (2012). *The concept of law.* oxford university press.

Basu, D. D., Manohar, V. R., Banerjee, B. P., & Khan, S. A. (2001). *Introduction to the Constitution of India* (p. 74). Wadhwa.

Chaudhuri, B., & König, L. (2018). The Aadhaar scheme: a cornerstone of a new citizenship regime in India?. *Contemporary South Asia*, 26(2), 127-142.

Shankar, B. L., & Rodrigues, V. (2014). *The Indian parliament: A democracy at work.* Oxford University Press.

Austin, G. (1999). *The Indian constitution: Cornerstone of a nation.* Oxford University Press, USA.

Lowe, V. (2015). *International law: a very short introduction.* OUP Oxford.

Bevir, M. (2012). *Governance: A very short introduction.* OUP Oxford.

Wacks, R. (2014). *Philosophy of law: a very short introduction* (Vol. 147). Oxford University Press.

Course Organization

Course Organization			
Course Code	MAC505A		
Course Title	Law and Legal Systems: Concepts and Approaches		
Course Leaders Name		Dr Prashant Desai	
Course Leader Contact Details		Phone:	99866 74243
		E-mail:	prashant.sl@msruas.ac.in
Course Specifications Approval Date			
Next Course Specifications Review Date:			



Meenakshi Rao
 Dean - Academics
 M.S. Ramaiah University of Applied Sciences
 Bangalore-560054

Course Specifications: Research Writing

Course Title	Research Writing
Course Code	MAC506A
Course Type	Theory and Practical Course
Department	Public Policy
Faculty	School of Social Sciences

Course description

In this course students will be exposed to key concepts for engaging with other social science writing and responding to them in their own voice. Students are expected to develop critical reading skills in terms of contextualization, summarization and interpretation and develop writing skills by working on an argumentative essay on a topic of their choice.

I. Course Summary

1. Aims and Summary

Students should develop and demonstrate:

- The ability to use writing as a key component of thinking themselves and thinking in a community of scholars.
- The ability to contextualize, summarize and paraphrase arguments in different forms of social science writing
- The ability to craft an argumentative essay with an independent voice

2. Course Size and Credits:

Number of credits	03
Total hours of classroom interaction during the semester	40 hours
Number of tutorial hours	2 hours
Number of semester weeks	9 weeks
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Assignments: 60% Weight Presentation : 50 marks; Writing draft : 50 marks Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).

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Attendance requirement	A minimum of 75% attendances mandatory to appear for semester end examination.
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II. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

No.	Intended Learning Outcome
1	Be able to discuss features of effective social science writing
2	Be able to summarize, interpret and respond critically and creatively to other social science text
3	Evaluate other scholarly essays in terms of their ability to persuade
4	Draft an expository essay in a topic of student's choice

2. Course Contents

<p>Unit 1: Writing effectively in social sciences (10 hours)</p> <p>Purpose : To discuss concepts to address the question what is to write effectively in social sciences and the motivations to do so</p> <ul style="list-style-type: none"> a) Motivations to write in social sciences b) Features of social science writing c) Writing and relations to thinking and reading other texts d) Writing to discover and writing to persuade e) Concept-driven and data-driven writing
<p>Unit 2: Reasoning well and constructing arguments (12 hours)</p> <p>Purpose: Introduction to types of arguments, discuss ways of creating original arguments</p> <ul style="list-style-type: none"> a) Argument as a process of thinking in a community of scholars b) Ways to be original in social sciences? c) Type of arguments: Induction, Deduction and Abduction e) Elements of writing to persuade
<p>Unit 3: Crafting a writing project in phased manner (18 hours)</p> <p>Purpose: To work towards an original argumentative essay on a topic of student's choice</p> <ul style="list-style-type: none"> a) Pursuing a Question, its significance and forming a provisional argument b) Undertake concept-driven writing by summarizing and referencing other work c) Gather secondary data and support arguments through justification d) Writing for different audiences : Outlining, structure and style

Essential readings (based on the course content):

1. Academic Writing across the disciplines, Barrie Olson
2. The craft of research, Wayne Booth, Colomb et al , Section 1 and 2
3. Section 1 of On Writing Well: The classic guide to writing non-fiction, William Zissner

Course Organization

Course Code	MAC506A		
Course Title	Research Writing		
Course Leaders Name	Dr. Meera Sudhakar & Dr. Chetan Singai		
Course Leader Contact Details	Phone:	9916249059 & 94835 07705	
	E-mail:	meera.sudhakar@gmail.com	
		chetan.ss@msruas.ac.in	
Course Specifications Approval Date			
Next Course Specifications Review Date:			

Meera Sudhakar
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Course Specifications: Public Finance and Public Policy: Key concepts and Theories

Course Title	Public Finance and Public Policy: Key concepts and Theories
Course Code	MAC507A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description

This course deals with how governments tax and spend. Students become familiar with the theoretical, empirical, and practical tools and methods used to create and analyze government budgets, as well as the flow of public resources. The course examines public revenues and expenditures within the context of fiscal federalism, in addition to budgeting and resource management and the social, economic, and political forces that shape the fiscal environment within which governments (particularly state and local governments) operate. Significant attention is paid to tax policy analysis and the fiscal crises confronting many large cities and states.

I. Course Summary

1. Aim and Summary

This course intends to expose the student to the key concepts and theories of political science to examine policies, policy making and its implementation in varied contexts.

2. Course Size and Credits:

Number of credits	3
Total hours of classroom interaction during the semester	45 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75 % attendances mandatory to appear for the semester-end examination.

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After undergoing this course students will be able to:

2. Course contents

- Broad principles of raising resources
- Principles of public expenditure
- The Indian System of taxes, expenditure and resource transfers between the Union and the States

- Industrial Development- Changing perception and priorities
- Industrial locations and backward areas development
- Industrial Investment and FDI
- Outcome of the policies so far
- Way forward

- Market or Controls
- Inflation assessment
- Inflation targeting and role of the Central Bank
- Trade and Fiscal policies for inflation management
- Outcome of the policies so far

- Role of the State- Active participant or a regulator
- Interstate disparities in income and consumption
- Areas and issues for public investment
- Issues and outcome

• Bahl, R. W., & Linn, J. F. (1992). Urban public finance in developing countries (No. 10597, p. 1). The World Bank.

- Cullis, J., Jones, P., & Jones, P. R. (2009). Public finance and public choice: analytical perspectives. Oxford University Press.
- Gruber, J. (2005). Public finance and public policy. Macmillan.
- Kocherlakota, N. R. (2010). The new dynamic public finance. Princeton University Press.
- Moeti, K., Khalo, T., & Mafunisa, J. (Eds.). (2007). Public finance fundamentals. Juta and Company Ltd.

- Persson, T., Roland, G., & Tabellini, G. (2000). Comparative politics and public finance. Journal of political Economy, 108(6), 1121-1161.
- Bailey, S. J. (2017). Strategic public finance. Macmillan International Higher Education.
- Economic Survey- Government of India
- Economics of Public Sector- Joseph E Stiglitz
- Public Finance in Theory & Practice- S K Singh
- Public Finance- Ambar Ghosh & Chandana Ghosh
- Annual Report of Reserve Bank of India
- Reports of the Finance Commissions of India

Course Organization

Course Organization	
Course Code	MAC507A
Course Title	Public Finance and Public Policy: key concepts and theories
Course Leaders Name	Dr. Anindya Sen
Course Leader Contact Details	Phone: 98744 64024
	E-mail: pvc.ss@msruas.ac.in
Course Specifications Approval Date	
Next Course Specifications Review Date:	

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Bangalore-560054

Course Specifications: Urban Governance and Policy

Course Title	Urban Governance and Policy
Course Code	MAC508A
Department	Public Policy
Faculty	School of Social Sciences

Course description:

Cities are growing quickly and are extremely dynamic. In the governance of cities, governments do not act alone. They involve a variety of public, private and social actors with their own interests during the process of urban development. Local governments must try to steer and guide the development process in different ways. In India, arena of policy and governance has shifted significantly from national to the subnational and local levels with the passage of the 73rd and 74th Constitutional Amendments. Indian cities are currently growing at a rapid rate, and are therefore facing immense pressure for the improvement of their services and infrastructure. Various programs like Smart Cities and AMRUT have been introduced to improve urban infrastructure.

This course is based on the premise that urban politics and governance arrangements shape the definition, form, and practice of planning and development, and therefore its outcomes. Using a focus on cities in India, it examines an array of governance structures and political conditions, and their impact on urban policy formulation and implementation.

In the introductory sessions students will gain a broad perspective on the range of relevant actors involved in contemporary urban governance, including evolving trends in urban economies, governments, businesses, social groups and international institutions. This section will also highlight policy and planning dimension of urban governance in a multi-level and multi-actor context. Students will learn about the growing influence of technology within the urban governance process. They will gain insights on the formulation and implementation of Smart City initiatives vis-a vis ground realities. The second part of the course will take a multidisciplinary perspective, and provide students with the knowledge of the legal, financial, social and political dimensions of policy implementation decisions, and the power (or role) of urban community associations in attempting to formulate solutions to complex urban problems.

The final part of the course is designed to elucidate from students which governance arrangements and/or political contexts are more or less likely to produce equitable, inclusive, and sustainable urban environments. Through projects/ case studies on various policy domains as housing, energy, megaprojects like water supply, students will get insights and critical understanding of interlinkages across appropriate mechanisms, processes, and institutional arrangements to mobilize resources for effective delivery of public goods and services within urban areas.

I. Course Summary

1. Aims and Summary

This course is designed to introduce students to the urban policy processes in India from a governance perspective. Participants will be introduced to the role of governance and policy in the effective delivery of public goods and services within urban areas.

2. Course Size and Credits:

Number of credits	03
Total hours of classroom interaction during the semester	40 hours
Number of tutorial hours	5 – 10 hours

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Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined)towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for semester end examination.

II. Teaching, Learning and Assessment

3. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

No.	Intended Learning Outcome
1	To provide students with a critical understanding of how political authority is re-constituted, contested and exercised in Indian cities
2	To learn about and apply a multi-level and cross-sectoral analysis to urban governance issues
3	To develop an ability to appreciate and critique different perspectives on urban governance and policy
4	To describe, analyze, discuss, and evaluate specific (conflicting) aspects of urban governance (economic, social, and/or legal issues)

4. Course Contents

Unit 1: Introduction and Overview of Urban Governance (6 hours) <ul style="list-style-type: none"> Governance Basics Decentralization and its challenges State Rescaling and Urban Governance <p>Debate: Is decentralization and local autonomy good for development? (tutorial)</p>
Unit 2: Urban Policy and Planning: Smart City Initiatives in India (8 hours) <ul style="list-style-type: none"> Evolution of India's Urban Polices and Programmes Urban Planning Instruments and Practices, including technological infrastructures Smart City Planning and Development Discussion: What is the relationship of large technological systems in urban governance processes? (tutorial)
Unit 3: Law and Urban Governance (6 hours) <ul style="list-style-type: none"> Municipal Administration Municipal Regulations <p>Recent debates: How do urban regulations affect transformation of urban form? (tutorial)</p>

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Bangalore-560054

Unit 4: Urban Finance Systems and Processes (6 hours) <ul style="list-style-type: none"> • Municipal Finance and Budgeting Process • Challenges and Reforms of Municipal Finance <p>Essay Writing on 'What are some of the alternative ways municipal organisations can pursue to fund public services? (tutorial)</p>
Unit 5: Urban Citizenship and Politics (6 hours) <ul style="list-style-type: none"> • Citizen participation and New Forms of Urban Governance • Civil Society and Urban Politics <p>Group project: Area-based or Community-based responses to urban crisis? (tutorial)</p>
Unit 6: Case Studies on Urban Governance (8 hours) <ul style="list-style-type: none"> • Covering policy domains as climate policy adaptation and mitigation, water supply or housing <p>Case Presentation (tutorial)</p>

Essential readings (based on the course content):

Unit 1: Introduction and Overview of Urban Governance (6 hours)

Week 1: Governance Basics, Decentralization and its challenges

- Stoker, Gerry. 1998. "Governance as Theory: Five Propositions". *International Social Science Journal* 155, pp. 17-28.
- Devas, Nick. *Urban Governance, Voice and Poverty in the Developing World*. Routledge, 2014. (Chapter 1 and 2)
- Aijaz, Rumi. "Form of urban local government in India." *Journal of Asian and African Studies* 43.2 (2008): 131-154.
- McCann (2017) *Governing urbanism: Urban governance studies 1.0, 2.0 and beyond*
- Sivaramakrishnan, K. C. "Revisiting the 74th Constitutional Amendment for Better Metropolitan Governance." *Economic & Political Weekly* 48.13 (2013): 86-94.
- Rodríguez-Pose, Andrés, and Nicholas Gill. "The global trend towards devolution and its implications." *Environment and planning C: Government and Policy* 21.3 (2003): 333-351.

Week 2: State Rescaling and Urban Governance

- Kennedy, L (2017) *State restructuring and emerging patterns of subnational policy-making and governance in China and India*. *Environment and Planning C: Politics and Space* 35: 6-24.
- Blank, Yishai. "Federalism, subsidiarity, and the role of local governments in an age of global multilevel governance." *Fordham Urb. LJ* 37 (2010): 509.
- Williams, G., Omanakuttan, U., Devika, J., & Jagajeevan, N. (2019). Planning a 'slum free Trivandrum: Housing upgrade and the rescaling of urban governance in India. *Environment and Planning C: Politics and Space*, 37(2), 256-276.

Unit 2: Urban Policy and Planning: Smart City Initiatives in India (9 hours)

Week 3: Evolution of India's Urban Policies and Programmes

- Batra, L. (2009). *A review of urbanisation and urban policy in post-independent India*. New Delhi: Centre for the Study of Law and Governance.
- Mohan, R., & Dasgupta, S. (2004, June). Urban development in India in the twenty first century: policies for accelerating urban growth. In *Fifth annual Conference on Indian Economic Policy Reforms at Stanford Centre for International Development*, June (pp. 4-5).

Week 4: Urban Planning Instruments and Practices, including technological infrastructures

- Levy, John M. *Contemporary urban planning*. Routledge, 2015. Introduction
- Mahadevia, D., Joshi, R., & Datey, A. (2013). Ahmedabad's BRT System: A Sustainable Urban Transport Panacea?. *Economic and Political Weekly*, 56-64.
- Véronique Dupont & M.M. Shankare Gowda (2020) Slum-free city planning versus durable slums. Insights from Delhi, India, *International Journal of Urban Sustainable Development*, 12:1, 34-51,
- Monica Das Gupta, Rajib Dasgupta, P. Kuganathan, Vijayendra Rao, T. V.

- Somanathan & K. N. Tewari (2020) Flies without Borders: Lessons from Chennai on Improving India's Municipal Public Health Services, *The Journal of Development Studies*, 56:5, 907-928,
- Bhardwaj, A., & Khosla, R. (2020). Superimposition: How Indian city bureaucracies are responding to climate change. *Environment and Planning E: Nature and Space*, 2514848620949096.

Week 5: Smart City Planning and Development

- Praharaj, S., Han, J. H., & Hawken, S. (2018). Towards the right model of smart city governance in India. *Sustainable Development Studies*, 1.
- Fromhold-Eisebith, M., & Eisebith, G. (2019). What can Smart City policies in emerging economies actually achieve? Conceptual considerations and empirical insights from India. *World Development*, 123, 104614.
- Smith, R. M., Pathak, P. A., & Agrawal, G. (2019). India's "smart" cities mission: A preliminary examination into India's newest urban development policy. *Journal of Urban Affairs*, 41(4), 518-534.
- Basu, I. (2019). Elite discourse coalitions and the governance of 'smart spaces': Politics, power and privilege in India's Smart Cities Mission. *Political Geography*, 68, 77-85.
- Rana, N. P., Luthra, S., Mangla, S. K., Islam, R., Roderick, S., & Dwivedi, Y. K. (2019). Barriers to the development of smart cities in Indian context. *Information Systems Frontiers*, 21(3), 503-525.
- Höffken, J. I., & Limmer, A. (2019). Smart and eco-cities in India and China. *Local Environment*, 24(7), 646-661.

Unit 3: Law and Urban Governance (6 hours)

Week 6: Municipal Administration eg BBMP

- Karnataka Municipal Corporations Act, 1976
- A Three-Tier Governance Framework, Chapter 4, Report of the Expert Committee on BBMP Restructuring 2015
- Karnataka Urban Development Policy 2009
- Kasturirangan Committee Report on Governance in Bangalore Metropolitan Region and the BBMP
- Human Resource Management in BBMP, Chapter 6, Report of the Expert Committee on BBMP Restructuring 2015

Week 7: Municipal Regulations India

- Subramanian, V. (2020). Parallel partnerships: Teach for India and new institutional regimes in municipal schools in New Delhi. *International Studies in Sociology of Education*, 29(4), 409-428.
- Karthikeyan, L., Suresh, V. M., Krishnan, V., Tudor, T., & Varshini, V. (2018). The management of hazardous solid waste in India: an overview. *Environments*, 5(9), 103.
- Patel, B., Byahut, S., & Bhatha, B. (2018). Building regulations are a barrier to affordable housing in Indian cities: the case of Ahmedabad. *Journal of Housing and the Built Environment*, 33(1), 175-195.
- De Bercegol, R., Cavé, J., & Nguyen Thai Huyen, A. (2017). Waste municipal service and informal recycling sector in fast-growing Asian cities: Co-existence, opposition or integration?. *Resources*, 6(4), 70.

Unit 4: Urban Finance Systems and Processes (6 hours)

Week 8: Municipal Finance and Budgeting Process

- Chattopadhyay, Soumyadip. "Financing India's Urban Infrastructure: Current Practices and Reform Options" *Journal of Infrastructure Development* 7(1) 55-75
- McDonald Bruce, Larson Sarah E., "Implications of the Coronavirus on Sales Tax Revenue and Local Government Fiscal Health" *Journal of Public and Non-profit Affairs* Vol. 6 No. 3 (2020)
- G Ramesh and R S Murali "Accounting Reforms in Municipalities: The Case of Bangalore City, Vikalpa, 31(3), 2006

Week 9: Challenges and Reforms of Municipal Finance

- Rao, M. Govinda, and Nirvikar Singh. "How to think about local government reform in India: incentives and institutions." International Conference on Second Generation Reforms in India, Madras School of Economics, Chennai. 2000.
- Chattopadhyay, Soumyadip. "Municipal bond market for financing urban infrastructure." Economic and Political Weekly (2006): 2787-2791.

Unit 5: Urban Citizenship and Politics (6 hours)**Week 10: Citizen participation and New Forms of Urban Governance**

- Blokland, T., Hentschel, C., Holm, A., Lebuhn, H., & Margalit, T. (2015). Urban citizenship and right to the city: the fragmentation of claims. International Journal of Urban and Regional Research, 39(4), 655-665
- Heller, Patrick, and Peter Evans. "Taking Tilly south: durable inequalities, democratic contestation, and citizenship in the Southern Metropolis." Theory and Society 39.3-4 (2010): 433-450.
- Baud, I. S. A., & De Wit, J. (Eds.). (2009). New forms of urban governance in India: shifts, models, networks and contestations. SAGE Publications India. (Chapter 1- Shifts in Urban Governance)
- Dirk Gebhardt (2016) Re-thinking urban citizenship for immigrants from a policy perspective: the case of Barcelona, Citizenship Studies, 20:6-7, 846-866
- The Janaagraha-Brown Citizenship Index Study, Citizenship in Urban India: Evidence from Bangalore, 2014
- Praja, Report on Working of Ward Committees in the City of Mumbai and Civic Problems Registered by Citizens, Praja.org (April 2016)

Week 11: Civil Society and Urban Politics

- Harriss, John. "Antinomies of empowerment: observations on civil society, politics and urban governance in India." Economic and Political Weekly (2007): 2716-2724.
- Coelho, Karen, Lalitha Kamath, and M. Vijaybaskar. "Infrastructures of consent: Interrogating citizen participation mandates in Indian urban governance." IDS Working Papers 2011.362 (2011): 01-33.
- Weinstein, Liza. "Democracy in the Globalizing Indian City: Engagements of Political Society and the State in Globalizing Mumbai," Politics & Society, 37(3): 397-427.

Unit 6: Project on Urban Governance (7 hours)

Week 12 and 13: Project covering policy domains as urban housing, energy, water supply (Case Study)

Your project is a chance for you to investigate in depth some aspect of urban politics or policy that you are particularly interested in. You will devise your own research question. You should develop and explanatory research question about how or why something happens the way that it does in your area of interest. Your paper will then answer your question by bringing together academic work on your subject with examples from one or more cities.

Course Organization

Course Code	MAC508A		
Course Title	Urban Governance and Policy		
Course Leader/s Name	Dr Susanna G. Mitra		
Course Leader Contact Details	Phone:	+919037561389	
	E-mail:	Susanna.mitra@rppc.ac.in	
Course Specifications Approval Date			
Next Course Specifications Review			

M. S. Ramiah
Dean Academics
M.S. Ramiah University of Applied Sciences
Bangalore-560054

Course Specifications: Research methods and methodology

Course Title	Research methods and methodology
Course Code	MAC509A
Course Type	Theory course
Department	Public Policy
Faculty	School of Social Sciences

Course description:

This course offers an introduction to research methods and design primarily from a public policy perspective. The primary objective is to improve students' ability to become better producers and consumers of public policy research by providing an introduction to an array of methodological issues and approaches to policy research. Within a social science framework, our discussions will include topics like: How do we find/develop research questions and testable hypotheses? What is the nature of "explanation" – or how do we know if we've found the "answer" to our research question/problem? What determines the method we choose to collect data to address our research questions? Is more than one methodological approach (mixed methods) necessary or advisable? We will also answer the applied research question, given a social-scientific view of institutions and phenomena, how can we generate specific actions to meet defined goals or objectives?

After a discussion on the overall research process in Module 1, the course will focus on elementary quantitative and qualitative research methods. Module 2 and 3 will introduce key concepts in descriptive statistics, probability, statistical inference, and hypothesis testing. The concepts learned form a foundation for understanding the statistical methods and models used in research. The primary goal is to enable students to perform descriptive statistical analysis and to formulate and test hypotheses. Subsequently, Module 4 will help students learn about the theory and logic underlying qualitative research and to provide students with "hands on" experience in the practical tasks, rules, and tricks of the trade in qualitative research. Module 5 guide the students with academic writing with a focus on their project/dissertation.

I. Course Summary

1. Aim and Summary

This course intends to provide students with a systematic training in research methodology within the context of public policy.

2. Course Size and Credits:

Number of credits	04
Total hours of classroom interaction during the semester	60 hours
Number of tutorial hours	10 hours
Number of semester weeks	15-16
Department responsible	Public Policy

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Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for semester end examination.

II. Teaching, Learning and Assessment

4. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

No.	Intended Learning Outcome
1	Recognize the philosophical bases of research.
2	Understand the use of research methods within a public policy context.
3	Develop an understanding of basic quantitative and qualitative research.
4	Develop skills in applying research methods for different policy contexts and data types, and subject the data to analysis and evaluation.

5. Course content

Unit 1: Introduction to Research (6 hours)

- The nature of research in the context of public policy
- Research Statements, Epistemologies, Concept of theory, Deductive and Inductive Theory
- Types of Research
 - Theoretical; Empirical; Applied; Grounded; Integrative (overview)
- Research process
- Methods
 - Ethnographic
 - Grounded
 - Observation
 - Measurement – Primary, Secondary
 - Interview – structured and semi-structured
 - Survey
 - Experimental
- Review of Literature
- Research Questions and Role of Hypothesis

(Tutorial)

Unit 2: Research Design and Descriptive Statistics (10 hours)

- Statistics: meaning, relevance and scope;
- Research Design - Type of data collection, Components of a dataset, Types of datasets, Modeling relationships, Sampling strategy
- Descriptive statistics - Types of variable, Statistics and Parameters, Weighting

M. S. Rao

<ul style="list-style-type: none"> Working with secondary datasets
(Tutorial)
Unit 3: –Basic Inferential Statistics (12 hours) <ul style="list-style-type: none"> Population and Sample Distribution Basics of Probability and Probability Distributions, Addition and Multiplication Theorems, Binomial Distribution, Poisson Distribution Theoretical distributions – normal distribution, hypothesis testing, Type I and Type II Errors, Confidence Intervals, Bivariate Inferential Statistics - ANOVA; Non-Parametric Tests, Chi Square Test of Independence and Goodness of Fit, Pearson Correlation
Unit 4: Qualitative Research: Design and Implementation (8 hours) <ul style="list-style-type: none"> Concept of Measurement- what is measured, problems in measurement Interviews and Focus Group Discussions Observation and Ethnography Document and Text Analysis Questionnaire design and field work procedures Validity - Importance of Causality, Generalization , Replication Merging the approaches- Triangulation of Data
Unit 5: Project Report / Dissertation (4 hours) <ul style="list-style-type: none"> Contents and organisation of the findings Generalizations Recommendations Footnotes, End Notes, In-text Citation References and Bibliography Plagiarism Ethical Guidelines

Essential readings (based on the course content):

- Babbie, E. (2016). *The Practice of Social Research, 14th Edition* -. Cengage. [/c/the-practice-of-social-research-14e-babbie/9781305104945](https://doi.org/10.4337/9781784710828)
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fourth edition). SAGE Publications Inc.
- Keman, H., & Woldendorp, J. (2016). *Handbook of Research Methods and Applications in Political Science*. Edward Elgar Publishing. <https://doi.org/10.4337/9781784710828>
- Kumar, R. (2020). *Research Methodology* (4e ed.). Sage. <https://in.sagepub.com/en-in/sas/research-methodology/book245408>
- Neuman, (2014). *Social Research Methods: Qualitative and Quantitative Approaches, 7e* (7 edition). Pearson Education India.
- Thamilarasan, M. T. M. (2015). *Research Methodology for Social Sciences*. Ingram short title.
- Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press. ISBN 978-2913264045
- Ragin, Charles and Lisa Amoroso. 2011. *Constructing Social Research: The Unity and Diversity of Method, 2nd Edition*. Los Angeles: Pine Forge Press. ISBN 978- 1412960182
- Gordon, R. A. (2012). *Applied Statistics for the Social and Health Sciences*. New York, NY, Routledge.
- Wheelan, C. (2013). *Naked Statistics*. New York, NY: W.W. Norton & Company.

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Bangalore-560054

Course Organization

Course Code	MAC509A		
Course Title	Research Methods and Methodology		
Course Leader/s Name			
Course Leader Contact Details	Phone:		
	E-mail:		
Course Specifications Approval Date			
Next Course Specifications Review Date:			

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M.S. Ramaiah University of Applied Sciences
Bangalore-560054

GL

Course Specifications: Data Analytics for Public Policy

Course Title	Data Analytics for Public Policy
Course Code	MAE510A
Department	Public Policy
Faculty	School of Social Sciences

Course description:

Objective:

- Collect data and analyze necessary skills for making sense of the data and propose solutions to common social problems
- Develop students to have a questioning and analytical mind and orient them to research forming the basis of major policy decisions
- Adopt various analytical techniques to discern the relevance of a given dataset for a particular policy context and learn to convert the data into actionable information by applying the proposed solution
- Imbibe systematic appraisal of empirical evidence and draw inferences from it
- Offer a valuable chance to get first-hand experience on economic theories to formulate, visually present the data and critique important policies of public policymaking, that make an impact on the environment and the society

2. Course Size and Credits:

Number of credits	04
Total hours of classroom interaction during the semester	60 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for semester end examination.

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Bangalore-560054

1. Course Contents

Unit 1: Data Collection: Value and Quality of Data

- Describe the value of data and how it can lead to informed decisions
- Identify the steps and goals of the analytics workflow, discuss problem structuring, and its importance
- Apply basic criteria to judge the quality of data-related questions
- Fundamental concepts like principles regarding selection sample, sample-size determination, etc.
- Important principles about qualitative data like credibility, transferability, dependability, and confirmability.
- Ethical principles related to data collection and management – securing informed consent, protecting the privacy of respondents, ensuring confidentiality, anonymizing personally identifiable information, managing biases, etc.
- Practice basic summary tactics used to familiarize yourself with a dataset

Unit 2: Data Preparedness: Formulate, Cleanse, Manipulate

- Intro to data cleaning
- Describe the relationship between functions and parameters
- Use nested functions

Unit 3: Creating Data: Referencing and Dashboard Creation

- Learn how to look up data in other tables using VLOOKUP and HLOOKUP
- Use data functions [INDEX and MATCH] to lookup values in other tables
- Use these Excel functions to create a simple dashboard in Excel
- Reviewing sample datasets; Creating a dataset
- Grouping and recording
- Displaying and Presenting data

Unit 4: Data Interpretation: Aggregation and Inferences

- Learn about data aggregation using Pivot Tables
- Use excel aggregation commands to summarize data sets
- Learn to use histograms, scatterplots, and trend analysis to analyze data
- Modules on analysis and interpretation include -
- Assessing data arguments, drawing inferences, and identifying if and how generalizations can be made, whether the findings from a given dataset holds good for other similar settings and populations, and whether general lessons can be drawn from and applied to policy problems in other similar contexts

Training in important industry-standard statistical tools and software like Excel, SPSS, 'R', python, etc. for analysis

Unit 5: Data Visualization: Storytelling and Presentation

- Translate problem structuring into storytelling for persuasion
- Understanding charts, graphs, and tools used for visualization and use them to present meaningful insights
- Apply color theory to ensure effective data visualization
- Introduction to Tableau
- Understanding the importance of data visualization for decision making
- Identifying upcoming trends in the data analytics field

Essential readings (based on the course content):

Unit 1: Data Collection: Value and Quality of Data**Readings**

"What Great Data Analysts Do - and Why Every Organization Needs Them," by Cassie Kozyrkov, Harvard Business Review, December 4, 2018.

- i. Redman, Thomas (2013), "Are you Data-Driven?", HBR Guide to Data Analytics Basics for Managers, Cambridge, MA: Harvard Business Review Press, pgs. 9 – 13, 15 – 26.
- ii. Rasiel, Ethan (1999), The McKinsey Way, New York, NY: McGraw-Hill Education, pgs 3 - 28.
- iii. "Why data culture matters," by Alejandro Diaz, Kayvaun Rowshankish, and Tamim Saleh, McKinsey Quarterly, September 2018.

Reference Readings:

- i. "CIO Explainer: What is Artificial Intelligence?," by Steven Norton, The Wall Street Journal, July 18, 2016.
- ii. "Changing Behaviour to Improve People's Lives: A Practical Guide," by Piyush Tantia Jason Bade Paul Brest Maeve Richards, Ideas42.org.

Real-world examples:

- i. "Addressing Homelessness with Data Analytics," by Mahesh Kelkar, Rachel Frey, Nagen Suriya, Shane Engel, Deloitte Insights, September 25, 2019.
- ii. "Using Data to Provide Better Healthcare to New York's Homeless," by Laura Jacobson, Remi Newton-Dame, Kalpana Bhandarkar and Dave A. Chokshi, Harvard Business Review, May 21, 2019.

Unit 2: Data Preparedness: Formulate, Cleanse, Manipulate**Readings**

Redman, Thomas (2013), "Are you Data-Driven?", HBR Guide to Data Analytics Basics for Managers, Cambridge, MA: Harvard Business Review Press, pgs. 63 - 69.

- i. "Achieving business impact with data," by Niko Mohr, Holder Hurtgen, Digital McKinsey, April 2018.

Real-world examples:

- i. "Huge Racial Disparities Found in Deaths Linked to Pregnancy," by Roni Caryn Rabin, New York Times, May 7, 2019.
- ii. "Vital Signs: Pregnancy-Related Deaths, United States, 2011–2015, and Strategies for Prevention, 13 States, 2013–2017", by Emily E. Petersen, MD; Nicole L. Davis, Ph.D.; David Goodman, Ph.D.; Shanna Cox, MSPH; Nikki Mayes; Emily Johnston, MPH; Carla Syverson, MSN; Kristi Seed; Carrie K. Shapiro-Mendoza, Ph.D.; William M. Callaghan, MD; Wanda Barfield, MD, Morbidity, and Mortality Weekly Report, May 10, 2019.
 - a. Pregnancy Mortality Surveillance System, CDC.

Unit 3: Creating Data: Referencing and Dashboard Creation**Readings:**

- i. Davenport, Thomas H., "Competing on Analytics", Harvard Business Review, January 2006.

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Bangalore-560054

- ii. "You Don't Have to Be a Data Scientist to Fill This Must-Have Analytics Role," by Nicolaus Henke, Jordan Levine, and Paul McNerney, Harvard Business Review, February 8, 2018.

Real-world examples:

- i. Study on the Evolution of the UN Support Account for Peacekeeping Operations
- ii. "New York's Economic Spending Shortchanges Nonwhite Communities, Report Says," by Vivian Wang, New York Times, August 1, 2018.
- iii. "Shortchanged: Racial Disparities in New York's Economic Development Programs," Fiscal Policy Institute, 2018.

Unit 4: Data Interpretation: Aggregation and Inferences

Readings

- i. Heath, Chip, Heath, Dan (2010), Switch: How to Change Things When Change is Hard, New York, NY: Crown Business, pgs 1 - 23.
- ii. "Big Data for Social Innovation," by Kevin C. Desouza & Kendra L. Smith, Stanford Social Innovation Review, Summer 2014.
- iii. "An Overview of Data Management," The American Institute of Certified Public Accountants (AICPA), Information Management and Technology Assurance Section.

Real-world examples:

- iv. From Compstat to Gov 2.0 Big Data in New York City Management - either PDF (available on Classes Resources folder) or online format
- v. COMPSTAT: Its Origins, Evolution, and Future in Law Enforcement Agencies, Bureau of Justice Assistance (BJA), US Department of Justice, Police Executive Research Forum, 2013.

Unit 5: Data Visualization: Storytelling and Presentation

Readings

- i. Berinato, Scott, "Visualizations That Really Work," Harvard Business Review, June 2016.
- ii. Anderson, Chris, "How to Give a Killer Presentation, Lessons from TED," Harvard Business Review, June 2013.

Reference Readings:

- i. Roam, Dan (2009), The Back of the Napkin: Solving Problems and Selling Ideas with Pictures, New York, NY: Penguin Group (USA) LLC, pgs 301 – 711.
- ii. Tufte, Edward R. (1990), Envisioning Information, New York, NY: Graphics Press.

Real-world examples:

- iii. "How healthy is your neighborhood for your child? Take a look", by Sandee LaMotte, CNN, January 22, 2020
- iv. The Child Opportunity Gap data visualizations: <http://www.diversitydatakids.org/research-library/data-visualization/child-opportunity-gap>
- v. A snapshot of child opportunity across the U.S.: <http://www.diversitydatakids.org/research-library/data-visualization/snapshot-child-opportunity-across-us>
- vi. Policy Equity Assessments: <http://www.diversitydatakids.org/policy-equity-assessments>

Sample Source Readings

Readings drawn from academic & business journals and news sources for in-class discussion, illustrate principles and facilitate learning.

Examples:

- Use of Tableau Public to share student results data and other publicly available data sets
- Use of Gap Minder to show how human development has changed over time
- Growth in the use of technology in governance and politics e.g. civic tech: TechPresident
- Including the ability to discern and critically assess those presenting data: FiveThirtyEight ; New York Times: TheUpshot

Course Organization

Course Code	MAE510A		
Course Title	Data Analytics for Public Policy		
Course Leader/s Name			
Course Leader Contact Details	Phone:		
	E-mail:		
Course Specifications Approval Date			
Next Course Specifications Review			

GL

H. L. Gao
 Dean - Academics
 M.S. Ramaiah University of Applied Sciences
 Bangalore-560054

Course Specifications: Higher Education in India: Policies and governance

Course Title	Higher Education in India: Policies and governance
Course Code	MAE511A
Course Type	Theory
Department	MA in Public Policy
Faculty	School of Social Sciences

1. Course Summary

This course is designed to introduce the students of concepts, theories and issues of higher education policies and governance. It begins with the historical antecedents of higher education from ancient India to the British period with reference to contributions to Mahatma Gandhi. Further, the course provides reading of key policy shifts between 1948-1989 and 1990-2020. Aligned to the key policy shifts, we then proceed to understand concepts and approaches of higher education and university governance with special reference to India. In the end, the course highlights recent/contemporary issues in Indian higher education, in the backdrop of major shifts in policies.

2. Course Size and Credits:

Number of Credits	03
Credit Structure (Lecture: Tutorial: Practical)	3:1:0
Total Hours of Interaction	40 hours
Number of Weeks in a Semester	15 - 16
Department Responsible	Public Policy
Total Course Marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass Criterion	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance Requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.

II. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

S.No.	Intended Learning Outcome
1	Comprehend the concepts and approaches of higher education policy and governance.
2	Compare and analyze the concepts and approach across various higher education systems.
3	Ability to identify, synthesize, and evaluate the importance of higher education and university governance in India.

M. S. Rangiah
Dean Academics
M.S. Rangiah University of Applied Sciences
Bangalore-560054

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3. Course Contents

Unit 1: Colonial system of higher education

- **Higher education during the British Raj**
 - Ancient period (brief)
 - Charter of 1813; Macaulay's minutes (1835); Woods Despatch (1854); Hunter and Sadler Commission (1882-1883)
 - Mahatma Gandhi and higher education in India

Unit 2: Higher education policies in India

- Higher education (1948-1989)
 - Dr Radhakrishna Commission-1948
 - National Policy on Education- 1968
 - National Policy on Education – 1986
 - Planning Commission - Five-year plans (I to VII)
- Higher education (1990 to 2020)
 - Programme of Action - 1992
 - National Knowledge Commission-1999
 - Yashpal Committee Report – 2007
 - National Education Policy-2020
 - Planning Commission - Five-year plans (VIII to XII)

Unit 3: Higher Education and University Governance

- **Higher education governance**
 - Concepts and models
 - Higher education system in India
 - Regulatory system and bodies
 - Quality in higher education: Accreditation, Ranking and Rating
- **University governance**
 - Idea of university
 - Meaning and debates
 - Organization and academic culture in universities
 - Autonomy
 - Accountability
 - Leadership and management

Unit 4: Contemporary issues in higher education in India

- Internationalization of/in higher education
- Regulatory reforms in higher education
- Technology and higher education

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Bangalore-560054

Essential readings:

Unit 1:

- Chitnis, S. (1993). Gearing a colonial system of education to take independent India towards development. *Higher Education*, 26(1), 21-41.
- Altbach, P. G. (2014). India's higher education challenges. *Asia Pacific Education Review*, 15(4), 503-510.
- Gandhi, M., & Gandhi, M. (1997). *Gandhi: 'Hind Swaraj' and Other Writings*. Cambridge University Press.
- Sharma, S. (2002). *History and development of higher education in India*. Sarup & Sons.

Unit 2:

- NPE-1986: https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
- NPE-1992: https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf
- Yashpal Committee Report – 2009: https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/YPC-Report_0.pdf
- NPE-1986: https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
- NEP-2020: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- NKC-2007: <https://kshec.ac.in/perspectives/NKC%20Report%20to%20the%20Nation%202006.pdf>

Unit 3:

- Dobbins, M., Knill, C., & Vögtle, E. M. (2011). An analytical framework for the cross-country comparison of higher education governance. *Higher education*, 62(5), 665-683.
- Braun, D. (1999). Changing governance models in higher education: The case of the new managerialism. *Swiss Political Science Review*, 5(3), 1-24.
- Huisman, J., De Boer, H., Dill, D. D., & Souto-Otero, M. (Eds.). (2015). *The Palgrave international handbook of higher education policy and governance* (pp. 281-299). Houndmills/Basingstoke/Hampshire/New York: Palgrave Macmillan. (<https://link.springer.com/content/pdf/10.1007%2F978-1-137-45617-5.pdf>)
- Shattock, M. (2002). Re-balancing modern concepts of university governance. *Higher Education Quarterly*, 56(3), 235-244.
- Mignot-Gérard, S. (2003). "Leadership" and "Governance" in the Analysis of University Organisations: Two Concepts in Need of De-construction. *Higher Education Management and Policy*, 15(2), 135-163.
- Hermawan, A. (2021). Building Good University Governance on Universities in Indonesia.

Unit 4:

- Qiang, Z. (2003). Internationalization of higher education: Towards a conceptual framework. *Policy futures in education*, 1(2), 248-270. (<https://journals.sagepub.com/doi/pdf/10.2304/pfie.2003.1.2.5>)
- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of studies in international education*, 8(1), 5-31.

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- Yeravdekar, V. R., & Tiwari, G. (2014). Internationalization of Higher Education in India: How primed is the country to take on education hubs?. *Procedia-Social and Behavioral Sciences*, 157, 165-182.
- Shah, P. J. (2015). Regulatory structure of higher education in India. *Centre for Civil Society Report*.
- Kapur, D., & Mehta, P. B. (2004). Indian higher education reform: From half-baked socialism to half-baked capitalism. *CID Working Paper Series*.
- Pegu, U. K. (2014). Information and communication technology in higher education in India: Challenges and opportunities. *International Journal of Information and Computation Technology*, 4(5), 513-518.
- Rao, S. S. (2006). Engineering and Technology Education in India. *Educational Planning and Administration*, 20(2), 205-225.

4. Course Organization

Course Code	MAE511A	
Course Title	Higher Education in India: Policies and governance	
Course Leader's Name	Dr Chetan Singai	
Course Leader's Contact Details	Phone:	+91- 9483507705
	E-mail:	chetan.ss@msruas.ac.in
Course Specifications Approval Date		
Next Course Specifications Review Date		


 Dean - Academic
 M.S. Ramaiah University of Applied Sciences
 Bangalore-560054



Course Specifications: Foreign Policy Analysis: Concepts, Theories and Models

Course Title	Foreign Policy Analysis: Concepts, Theories and Models
Course Code	MAC512A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description

This course has been designed to provide students with critical insights into the numerous dimensions of foreign policy with a specific focus on India. It will introduce the evolving nature of India's foreign policy by emphasizing its determinants, objectives and environment post-independence. The course will also educate and create awareness among students on the process and institutions involved in India's policy formation. The various schools of conduct will be analyzed at length as part of the evolving discourse. The course will also deliberate upon India's regional approach in the contemporary environment.

I. Course Summary

1. Aim and Summary

This course intends to expose the student to the basics in public policymaking and provides an orientation about the processes and different models of policymaking.

2. Course Size and Credits:

Number of credits	3
Total hours of classroom interaction during the semester	40 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.

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Gp

II. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

S.No.	Intended Learning Outcome
1	Understand key concepts and theories in international relations and Foreign Policy
2	Apply the concepts and theories to contemporary global politics
3	Critique competing for theoretical explanations and produce a comprehensive review of the scholarly literature

2. Course contents

<p>Unit 1: Theories of International Relations and Foreign Policy (12 hours)</p> <ul style="list-style-type: none"> • Key concepts: National power, Internationalism, Levels of Analysis, Geopolitics, Diplomacy and Foreign policy • Theories of IR: Realism, Neo-Realism, Neo-Classical Realism and foreign policy • Theories of IR 2: Liberalism (Idealism, DPT, Commercial and Neo-Classical) and foreign policy • Theories of IR 3: Constructivism and identities in foreign policy <p>Recent debate: Relevance of IR theories in explaining India-Pakistan hostility? + Changing nature and scope of diplomacy in international relations – science and health diplomacy.</p>
<p>Unit 2: Models and implementation of Foreign Policy (10 hours)</p> <ul style="list-style-type: none"> • Models of Foreign Policy: Rational Actor, Bureaucratic Politics, Organizational Process, Inter-Branch Politics and Political Process models. • Implementation of Foreign Policy: Decision making and implementation. <p>Model Stimulation: Bureaucratic politics model in India's No First Use nuclear policy</p>
<p>Unit 3: Non-state actors and foreign policy (10 hours)</p> <ul style="list-style-type: none"> • Non-state actors and foreign policy goals: Diaspora, ethnicity and terrorism • Media, Social Media and technology in foreign policy • Public opinion and foreign policy • Emerging role of NGOs and Think tanks in foreign policy. <p>Recent debates: Media, Social Media and technology have limited India's foreign policy options by triggering nationalism and high expectations (with reference to Pakistan, Nepal and China relations)</p>
<p>Unit 4: State types, morality and Foreign Policy (8 hours)</p> <ul style="list-style-type: none"> • State type and foreign policy: Great, Middle and Small powers. • Morality, Human rights, Humanitarian efforts and development in foreign policy. <p>Recent debates: Benevolence in foreign policy isn't free from embedded national interests (India's health diplomacy, investments and ITEC programmes with South Asian and African countries)</p>

K. P. K. Y. Rao
 K. P. K. Y. Rao
 M.S. Ramaiah University of Applied Sciences
 Bangalore-560054

Essential readings:

- Jackson, R., Sørensen, G., & Møller, J. (2019). *Introduction to international relations: theories and approaches*. Oxford University Press, USA.
- Baylis, J. (2020). *The globalization of world politics: An introduction to international relations*. Oxford university press, USA.
- Heywood, A. (2014). *Global politics*. Macmillan International Higher Education.
- Goldstein, J. S., Pevehouse, J. C., & Sernau, S. (2008). *Principles of international relations*. Pearson Longman.
- Baru, Sanjaya. (2009). The Influence of Business and Media on Indian Foreign Policy. *India Review*. 8. 266-285. 10.1080/14736480903116792.
- Cooper, David. (2011). Challenging Contemporary Notions of Middle Power Influence: Implications of the Proliferation Security Initiative for "Middle Power Theory". *Foreign Policy Analysis*. 7. 317-336. 10.1111/j.1743-8594.2011.00140.x.
- Huntington, S. (1993). The Clash of Civilizations? *Foreign Affairs*, 72(3), 22-49. doi:10.2307/20045621
- McCarthy L. (1993) International Anarchy, Realism and Non-Intervention. In: Forbes I., Hoffman M. (eds) *Political Theory, International Relations, and the Ethics of Intervention*. Southampton Studies in International Policy. Palgrave Macmillan, London
- Rose, G. (1998). Neoclassical Realism and Theories of Foreign Policy. *World Politics*, 51(1), 144-172. Retrieved July 17, 2020, from www.jstor.org/stable/25054068
- Taliaferro, J., Lobell, S., & Ripsman, N. (2009). Introduction: Neoclassical realism, the state, and foreign policy. In S. Lobell, N. Ripsman, & J. Taliaferro (Eds.), *Neoclassical Realism, the State, and Foreign Policy* (pp. 1-41). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511811869.001
- Wendt, A. (1992). Anarchy is what States Make of it: The Social Construction of Power Politics. *International Organization*, 46(2), 391-425. Retrieved July 17, 2020, from www.jstor.org/stable/2706858

Course Organization

Course Organization			
Course Code	MAC512A		
Course Title	Foreign Policy Analysis: Concepts, Theories and Models		
Course Leaders Name		Dr. Padmavathi B S	
Course Leader Contact Details		Phone:	9742976652
		E-mail:	padma3690@gmail.com
Course Specifications Approval Date			
Next Course Specifications Review Date:			



 M. S. Kumar

 M.S. Kumar

 Bangalore-560054



 G. S. Kumar

Course Specifications: Writing Policy Brief

Course Title	Writing Policy Brief
Course Code	MAC514A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description

This course lets students crystallise their learnings, put their research together, and learn the art of communicating with policymakers through writing policy briefs.

By the end of this course, students will have an understanding of the purpose, structure, and components of a good policy brief.

I. Course Summary

1. Aim and Summary

This course intends to expose the student to the key concepts and theories of academic writing, editing, and the art of creating policy briefs.

2. Course Size and Credits:

Number of credits	3
Total hours of classroom interaction during the semester	45 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.




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II Teaching, Learning and Assessment

1 Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

S.No.	Intended Learning Outcome
1	Differentiate between research and communication styles
2	Create a policy brief from research data
3	Present the brief in front of an audience

2 Course contents

Unit 1: Simplicity, Brevity, & Clarity, Editing Basics, Basics of Storytelling in nonfiction
Unit 2: Research Paper vs Policy Brief, Components of a Policy Brief
Unit 3: Introduction to the eightfold path of policy analysis
Unit 4: Narratives and stories in policy brief writing
Unit 5: Putting it all together, the constellation
Unit 6: Convergence, Write that Policy Brief

Essential readings

Chicago Style Guide

The Economist Style Guide

Writing Well by William Zinsser

Writing Tools by Roy Peter Clark

Public Policy Writing that Matters by David Chrisinger

Eugene Bardach: Eightfold Path to Policy Analysis

Course Organization

Course Code	MAC514A
Course Title	Writing Policy Brief
Course Leaders Name:	Ganesh Chakravarthi
Course Leader Contact Details	Phone: 9900659595
	E-mail: ganesh.eternity@gmail.com
Course Specifications Approval Date	
Next Course Specifications Review Date:	

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Madhav

Madhava Economics
M.S. Ramiah University of Applied Sciences
Bangalore-560054

Course Specifications: Waste Management and Policy in India

Course Title	Waste Management and Policy in India
Course Code	MAC515A
Department	Public Policy
Faculty	School of Social Sciences

Course description:

This course has been designed to provide public policy students with an introduction to the fundamental concepts of waste management and related policy in India. It begins with an overview of why we need to study waste management and what are the types, sources, and functional elements and benefits of managing waste, and a detailed understanding of the existing policy instruments of waste management. The course includes to elaborate concepts of 'Legislative', 'Regulatory', 'Economic', 'Fiscal' 'Contractual', 'Information', and 'Social' policies of managing waste in India.

I. Course Summary**1. Aim and Summary**

This course intends to expose the student to the basics of waste management and policy. It provides an understanding about the historical developments and current discourses on waste management policies in India. It allows students to critically reflect on the waste management system to achieve sustainable waste management.

2. Course Size and Credits:

Number of credits	03
Total hours of classroom interaction during the semester	40 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE):
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendance is mandatory to appear for the semester-end examination.



M. S. Ramalah
M.S. Ramalah University of Applied Sciences
Bangalore-560054

II. Teaching, Learning, and Assessment

6. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

No.	Intended Learning Outcome
1	Illustrate the basic concepts of waste management and policy
2	Explain the concepts to provide a requisite framework, perspectives, and analysis that allows the student to critically reflect on the waste policy developments in India
3	Apply knowledge to produce a comprehensive review of the scholarly literature

2. Course Contents

Unit 1: Introduction to waste (8 hours) <ul style="list-style-type: none"> • Introduction to waste: Definition and why we need to study about waste management • Waste source and composition of waste • Debate: Why do we need to study about waste? (tutorial)
Unit 2: Elements of solid waste management (10 hours) <ul style="list-style-type: none"> • Functional elements of solid waste management: Generation, segregation, storage, collection, transportation, recycling, processing, and disposal • Benefits of managing waste: Health, aesthetic, environmental, social and economic • Debate: Efficiency of the waste management system (tutorial)
Unit 3: Benefits of solid waste management (4 hours) <ul style="list-style-type: none"> • Benefits of managing waste: Health, aesthetic, environmental, social and economic • Debate: Why do we need to manage waste? (tutorial)
Unit 4: Stakeholders involved in waste management (6 hours) <ul style="list-style-type: none"> • Introduction about the stakeholder: Waste generators, urban planner, waste picker, service provider, resident welfare association, NGO, Academic, Business, and Government (Municipal, State, and Central) • Debate: Role of stakeholders in waste management (tutorial)
Unit 5: Policy instruments of waste management (12 hours) <ul style="list-style-type: none"> • Concepts of policy instruments: Legislative, regulatory, economic, fiscal, contractual, information, and social • History of the waste management policy development • Waste management and the courts • Debate: Role of stakeholders in developing the policy in India (tutorial) • Review of the scholarly literature and presentation

Essential readings (based on the course content):

- Kanthi, L. S. (2000). Basics of Solids and hazardous waste management Technologies. Prentice Hall.
- Kashyap, S., Ramaprasad, A., Singai, B. C. (2019). An ontological analysis of challenges involved in Urban Solid Waste Management. 2nd international Conference on environmental Geotechnology, Recycled Waste Materials and Sustainable Engineering (EGRWSE 2019), UIC, Chicago.
- Michael, D. L., Phillip, L. B. and Jeffrey C. E. (2001). Hazardous waste management. Mc Graw-Hill
- Tammemagi, H. Y. (2000). The Waste Crisis: Landfills, Incinerators, and the Search for a Sustainable Future. Oxford University press.

- Tchobanaglou, G., Theisen, H., Eliassen, R. (1997). Solid wastes: Engineering principles and management issues. McGraw-Hill publications, New York, USA.
- George, T., Hilary, T. and Samuel, A. V. (1993). Integrated solid Waste Management, Engineering Principles and Management Issues, Mc Graw Hill publications, New York, USA.
- George, T. and Frank, K. (2002). Handbook of solid waste management: (Second Edition). Mc Graw Hill publications, New York, USA.
- Tammemagi, H. Y. (2000). The Waste Crisis: Landfills, Incinerators, and the Search for a Sustainable Future. Oxford University press.
- Bhide, A. D. and Sundaresan, B. B. (2001). Solid Waste Management – Collection, Processing and disposal. Mudrashilpa Offset Printers, Nagpur.
- Municipal Solid Wastes (Management and Handling) Rules, (2000), Ministry of Environment and Forests, Government of India, New Delhi.
- Solid Waste Management Rules, (2016). Ministry of Environment, Forest and Climate Change. Government of India, New Delhi.
- TAICT. (2016). Trashonomics, Solid Waste Management, A simple guide for children

Course Organization

Course Code	MAC515A		
Course Title	Waste Management and Policy in India		
Course Leader/s Name	Dr Shwetmala Kashyap		
Course Leader Contact Details	Phone:	9902586404	
	E-mail:	shwetmala.kashyap@rppc.ac.in	
Course Specifications Approval Date			
Next Course Specifications Review Date:			

GL

M. S. Ramiah

Dean - Academic

M.S. Ramiah University, RPPC, Bangalore
Bangalore-560054

Course Specifications: Rural Development and Panchayati Raj Institutions

Course Title	Rural Development and Panchayati Raj Institutions: Theories, Policies and Practice
Course Code	MAE516A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description

This course has been designed to equip the students with the knowledge of the various aspects of rural development in India. It aims to explore the understanding the role of Panchayati Raj Institutions (PRIs) in enabling the development of rural areas. The course emphasizes on the theories of decentralisation and its various models. It takes the students through the journey of evolution and development of Panchayati Raj Institutions and their role in the rural development. In the due course, it focuses on the different policies of decentralised governance by taking the cases of some of the leading states of India that have pioneering the rural development through the policies of decentralised governance.

I. Course Summary

1. Aim and Summary

This course intends to expose the student to the basics in public policymaking and provides an orientation about the processes and different models of policymaking.

2. Course Size and Credits:

Number of credits	3
Total hours of classroom interaction during the semester	40 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.

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M. S. Ramiah

Dean - Academics
M.S. Ramiah University of Applied Sciences
Bangalore-560054

II. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

Sl.No.	Intended Learning Outcome
1	Understand key concepts and theories of rural development
2	Apply the concepts and theories to contemporary rural development process through PRIs
3	Critique of rural development theories and the need for revising the theoretical models in the light of Covid-19 Pandemic

2. Course contents

Unit 1: Key concepts and approaches (12 hours)

- Key concepts: Rural Development, Local Governance, Planning for Rural Economic Development, Rural Poverty, Rural Industries
- Different approaches to Rural Development: Community, Integrated, Area, Cooperative, Target, Decentralisation, Development and Social Justice
- Centralised vs. Decentralised, Micro Level Planning and Participatory (Bottom up) Planning
- Emerging areas : Glocalism, Think Global Act Local

Recent debate: In the wake of Covid-19 Pandemic, the discourse has resurrected on the role of rural development and how to prepare the rural areas so as to prevent the pandemics in the future

Unit 2: Theories and models of Rural Development (10 hours)

- System theories, decision-making, institutional and structural theories
- Gandhian Swaraj, Sarvodaya, Principles of Subsidiarity
- Trickle-down theory, Dependency Theory, Self Development Model

Discussion: Rural development in developing vs developed countries

Case study of Hivre Bazar Panchayat

Unit 3: Policies and practices of Decentralised Development (10 hours)

- Evolution and role of Panchayati Raj Institutions in Rural Development (Balwantrai Committee, Ashok Mehta Committee, GVK Rao Committee, LM Singhvi Committee)
- Policies for decentralised rural local governance and the study of Karnataka, Kerala, Tripura, West Bengal and Tamil Nadu state policies
- Finances of PRIs, Distribution of finances to PRIs through UFC and SFC recommendations
- Analysis of rural local governance and development outcomes

Brainstorming session: Discussion on the successful initiatives of PRIs in dealing with the Covid-19 Pandemic and its implications on the rural health

Unit 4: Local Organisations in Rural Development (8 hours)

- Self Help Groups (SHGs), Microfinance Institutions (MFIs) and financial empowerment of women
- Rural cooperatives and rural regional banks and their role in the rural economic development
- Community based organisations (CBOs), Youth Associations and its relationship with PRIs
- Role of civil society in rural development (Policy advocacy, action research, people's mobilisation)
- Challenges for CSO/NGOs

Activity: Visit to a local CSO/NGO



M. S. Ramiah
M.S. Ramiah University of Applied Sciences
Bangalore-560064

Essential readings:

- Katar Sing (1986) Rural Development, Principles, Policies, and Management, Sage publication, New Delhi
- V.P.Varma, (1999) Political Philosophy of Mahatma Gandhi and Sarvodaya, Lakshmi Narain Agarwal, Agra.
- Gopinath Dhawan, (2006) The Political Philosophy of Mahatma Gandhi, Navajivan Publishing House, Ahmedabad
- Jain L.C ed., (2005), Decentralisation and Local Governance, Orient Longman, New Delhi.
- Abdul Aziz et.al. (2002), Decentralised Governance and Planning: A Comparative study of Three South Indian States Mac Millan, New Delhi
- Maheswari S. (1985) Rural Development in India, - A Public Policy Approach, Sage publication, New Delhi.
- Ellis F, Biggs S (2001) Evolving themes in rural development 1950s–2000s. *Development Policy Review* 19(4) 437–448.
- Wiggins S, Proctor S (2001) How special are rural areas? The economic implications of location for rural development. *Development Policy Review* 19(4) 427–436
- Harriss J (1982) Rural Development: Theories of Peasant Economy and Agrarian Change. Hutchinson University Library for Africa, London.
- ODI (1979) Integrated Rural Development. ODI briefing paper, Overseas Development Institute.
- ODI (2008) Beyond the Village: The Transition from Rural Investments to National Plans to Reach the MDGs: Sustaining and Scaling up the Millennium Villages. ODI Report, November 2008, Overseas Development Institute.

Course Organization

Course Organization			
Course Code	MAE516A		
Course Title	Rural Development and Panchayati Raj Institutions: Theories, Policies and Practice		
Course Leaders Name		Mr. Nayakara Veeresha	
Course Leader Contact Details		Phone:	9483627558
		E-mail:	nayakaraveeresha@gmail.com
Course Specifications Approval Date			
Next Course Specifications Review Date:			



Mei L. Gao
Dean - Academics
M.S. Ramiah University of Applied Sciences
Bangalore-560054

Course Specifications: Gender Inequalities and Policies

Course Title	Gender Inequalities and Policies
Course Code	MAC517A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description:

This course has two primary objectives. First, it aims at providing a basic understanding of the concept of gender inequality and its manifestations in day-to-day life. Second, it introduces students to policies and proactive initiatives, both at the international and national level that set the base for creating a gender just society.

4. Course Size and Credits:

Number of credits	3
Total hours of classroom interaction during the semester	45 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	<p>Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight</p> <p>Component 2(SEE): Semester End Examination: 40% Weight</p>
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.

Course contents

Unit 1 : Obtaining a Conceptual Understanding of Gender Inequality: Key Concepts in Gender Studies

- Sex and Gender, Patriarchy, Femininity and Masculinity, Gender bias, Gender stereotypes
- Gender Division of Labour, Sexuality, Feminism, LGBTTQIAAP, Gender Inclusivity
- Gender Justice, Gender Sensitisation, Women's Movements

Unit 2: Manifestations of Gender Inequality in Social Institutions: Cultural Construction of Gender Images and Identities

- Gender based Socialisation in Family, Peer group and Neighbourhood
- Gendering Religion, Caste and Ethnicity
- Gender in Educational Content and Practices
- Gender and Economy
- Gender, Power and Governance
- Gender and Media

Unit 3: Emergence of Gender Consciousness: International Interventions

- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)-1979,
- International Women's Decade-1975-1985
- Beijing Platform for Action-1995
- Millennium Development Goals
- Sustainable Development Goals
- Gender Development Index

Unit 4: Towards Gender Justice: State Policies and Programmes in India

- The Constitution of India- Laying the foundation for creating a gender just society
- Five Year Plans- Initial Efforts at locating the space for Gender Responsive Policy-Shift from Welfare to Development to Empowerment Approaches
- National Policy for Empowerment of Women-2000
- The National Policy for Children, 2013
- National and State Commissions for Women

Unit 5: Towards Judicial Activism- Major

- Prohibition of Child Marriage Act 2006
- The Dowry Prohibition Act, 1961 (28 of 1961) (Amended in 1986)
- Guidelines governing the Adoption of Children 2011
- The Pre-Conception & Pre-Natal Diagnostic Techniques Act (Prohibition of Sex-section), 1994 and amendments
- The Protection of Women from Domestic Violence Act 2005
- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013
- The Criminal Law (Amendment) Act, 2013
- Maternity Benefit (Amendment) Act, 2017
- Compensation Scheme for Women Victims/Survivors of Sexual Assault/other Crimes - 2018

GP

M. S. Ramiah

Dean - Academics

M.S. Ramiah University of Applied Sciences
Bangalore-560054

Essential Readings

- Jane Pilcher and Imelda Whelehan (2016). Key Concepts in Gender Studies, Sage.
- Sharmila Rege(2006). Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios, Zubaan India
- Flavia Agnes(2016). Women and Law in India, Oxford.

Course Organization

Course Code	MAC517A		
Course Title	Gender Inequalities And Policies		
Course Leaders Name		Prof. Indiraramarao	
Course Leader Contact Details	Phone:	94480 51680	
	E-mail:	ramaraoindira@gmail.com	
Course Specifications Approval Date			
Next Course Specifications Review Date:			

M. L. Rao
 Dean - Academics
 M.S. Ramaiah University of Applied Sciences
 Bangalore-560054

G. V.

Course Specifications: Public Health Policies and Systems

Course Title	Public Health Policies and Systems
Course Code	MAE518A
Department	Public Policy
Faculty	School of Social Sciences

Course description:

This course provides an overview of the public health systems and health policies. Students become familiar with the theoretical and practical experience of how health systems functions at various levels from grassroots right up to national level and how policies guide the implementation. The course will provide opportunities to the students to review the gaps between the policy and the field implementation; to analyse the reasons and explore possible solutions. Health systems will include both public and private sectors; health policies at national and state levels will be emphasized while leveraging the global and sustainable development goals that inform the national policies and plans

I. Course Summary

1. Aims and Summary

This course intends to expose the student to the key concepts, theories of public health and population studies to understand policies, policy making and its implementation in varied contexts

2. Course Size and Credits:

Number of credits	03
Total hours of classroom interaction during the semester	40 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Mid term & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the
Attendance requirement	A minimum of 80% attendances mandatory to appear for semester end examination.

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II. Teaching, Learning and Assessment

7. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

No.	Intended Learning Outcome
1	Demonstrate the need and relevance for policies and systems in public health
2	Examine the process, development and implementation of a health policies in varied context
3	Analyse and evaluate policy issues pertaining to public health
4	Apply comparative analysis methods and approaches across international health policies
5	Critically review a public health policy / Formulate a public health policy

8. Course Contents

Unit 1: Public Health policies <ul style="list-style-type: none"> • Health policy overview • Agenda setting in Public Health Policy • Public Health Policy Reforms • Normative and Value based policy and Evidence and Public Health Policy
Unit 2: : Public Health system <ul style="list-style-type: none"> • Sub center, PHC, CHC, rural hospitals, district hospitals, and tertiary care hospitals • Organization of global (USA, China, India, Ethiopia, Chile) public health system (in brief)
Unit 3: Public Health Policies in India <ul style="list-style-type: none"> • Overview of India's National health policy • State health policy • Population policy, Women's policy, Nutrition policy, Drug policy, Medical education policy, Old age policy • Comparison of various international health policies (USA, the U.K, Canada, China, France, Thailand, UAE, Kenya, Nigeria, Germany, Sweden) and advocating policy change
Unit 4: Public health and institutions <ul style="list-style-type: none"> • Role of State Governments in public health o Health Inequalities, Resource Allocation, Human Right approach • Health policy in context of market and economy. • Alma Ata Declaration and Primary Health Care • Policies encompassing Millennium Development Goals (MDGs) and SDGs, • International public health Organizations/ institutions-WHO,ILO , World bank, FAO,CDC,UNFPA,UNICEF,UNESCO, United Nations

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Essential readings (based on the course content):

- Henderson (2004). Consuming Health: The Commodification of Health Care. 1st Ed. Routledge Publications
- Sujatha Rao (2017). Do we care? India's health system. 1st Ed. OUP India Publications
- World Health Organization. (2016). Strategizing national health in the 21st century: a handbook. World Health Organization. <https://apps.who.int/iris/handle/10665/250221>
- Tod (2014). Health and Inequality: Applying Public Health Research to Policy and Practice. 1st Ed. Routledge Publications
- Cohen (2012) Population Mental Health: Evidence, Policy, and Public Health Practice. 1st Ed. Routledge Publications
- Abbasi, M., Majdzadeh, R., Zali, A., Karimi, A., & Akrami, F. (2018). The evolution of public health ethics frameworks: systematic review of moral values and norms in public health policy. *Medicine, Health Care and Philosophy*, 21(3), 387-402.
- Chokshi, M., Patil, B., Khanna, R., Neogi, S. B., Sharma, J., Paul, V. K., & Zodpey, S. (2016). Health systems in India. *Journal of Perinatology*, 36(3), S9-S12.
- Lakshminarayanan, S. (2011). Role of government in public health: Current scenario in India and future scope. *Journal of Family and Community Medicine*, 18(1), 26.
- Ramani, K. V., & Mavalankar, D. (2006). Health system in India: opportunities and challenges for improvements. *Journal of health organization and management*.

Course Organization

Course Code	MAE518A		
Course Title	Public Health Policies and Systems		
Course Leader/s Name	Dr Chetan Singai		
Course Leader Contact Details	Phone:	94835 07705	
	E-mail:	chetan.ss@msruas.ac.in	
Course Specifications Approval Date			
Next Course Specifications Review			



M. S. Rao
 Dean - Academics
 M.S. Ramiah University of Applied Sciences
 Bangalore-560054

Course Specifications: Science, Technology, and Innovation (STI) Policy in India

Course Title	Science, Technology, and Innovation (STI) Policy in India
Course Code	MAE519A
Course Type	Core Theory Course
Department	Public Policy
Faculty	School of Social Sciences

Course description:

A robust Science, Technology, and Innovation (STI) ecosystem is crucial for the socioeconomic development of a nation. Through modules that deal with the evolution of STI policies and their impact, the governance structure of the STI ecosystem and recent developments in the sector, this course intends to equip the students with an understanding of the STI ecosystem in India from a public policy perspective.

II. Course Summary

5. Aim and Summary

Students will develop an understanding of the evolution of the Science, Technology, and Innovation (STI) policies, their impact on the STI ecosystem in India, governance mechanisms for the STI ecosystem, and recent developments in the STI sphere. The course intends to expose the student to the key concepts and theories of political science to understand policies, policymaking and its implementation, especially in the context of STI policies.

6. Course Size and Credits:

Number of credits	3
Total hours of classroom interaction during the semester	45 hours
Number of tutorial hours	5 – 10 hours
Number of semester weeks	15-16
Department responsible	Public Policy
Course marks	Total Marks: 100 Component 1(CE): Part A: Midterm & Part B: Assignment: 60% Weight Component 2(SEE): Semester End Examination: 40% Weight
Pass requirement	An overall 40% minimum weightage for CE & SEE (combined) towards eligibility for earning the respective credits and completion of the semester(s).
Attendance requirement	A minimum of 75% attendances mandatory to appear for the semester-end examination.



Maha Yash
Dean - Academics
M.S. Ramaiah University of Applied Sciences
Bangalore-560054
Bangalore-560054

I. Teaching, Learning and Assessment

1. Intended Learning Outcomes (ILO)

After undergoing this course students will be able to:

S.No.	Intended Learning Outcome
1	Understand the evolution of STI policies and impacts in the STI ecosystem
2	Analyze key developments in STI Ecosystem and its impact on STI Policy
3	Critique and produce a comprehensive review of the changing STI Landscape

2. Course contents

Unit 1: Evolution of Science, Technology, and Innovation: Policy View <ul style="list-style-type: none"> • 'Scientific temper': Meaning, scope and relevance • Key policies: Scientific Policy Resolution (SPR 1958), Technology Policy Statement 1983 (SPR 1958), Palampur Declaration (1981), Science and Technology Policy 2003 (ST- 2003), Science Technology Innovation Policy 2013 (STIP-2013), and STIP-2020 • Features and impact of STIP post liberalization • New forces, realignments, strategic alliances
Unit 2: STI Governance <ul style="list-style-type: none"> • Current institutional, research and, innovation architecture • Governance - political-bureaucratic; industry- market; academic; and civic linkages • Implementation of STI Policy: Decision making and implementation
Unit 3: Developments in STI Ecosystem <ul style="list-style-type: none"> • STI and Sustainable Development • Climate Change Perspectives: Implications for STI Policy • Policy on Intellectual Property Rights: Implications for development of STI • Science, Technology & Innovation Policy and Agriculture
Unit 4: Changing STI Landscape: Strengthening Prospects <ul style="list-style-type: none"> • Impact of Space Policy: India and Rest of the World • Science Diplomacy and Science Communication • Open Access and Scientific Social Responsibility Policies

Essential Readings:

- Arnaldi, S., Quaglio, G., Ladikas, M., O'Kane, H., Karapiperis, T., Srinivas, K. R., & Zhao, Y. (2015). Responsible governance in science and technology policy: Reflections from Europe, China and India. *Technology in Society*, 42, 81-92.
- Kumar, V., & Jain, P. K. (2002). Commercializing new technologies in India: a perspective on policy initiatives. *Technology in Society*, 24(3), 285-298.
- Krishna, V. V. (2001). Changing policy cultures, phases and trends in science and technology in India. *Science and Public Policy*, 28(3), 179-194.
- Joseph, K. J., & Abrol, D. (2009). Science, technology and innovation policies in India: Achievements and limits. *BRICS and development alternatives: Innovation systems and policies*, 1(101).
- Sikka, P. (1995). Science advice in India. *Technology in Society*, 17(4), 349-363.
- Parameswaran, M. P. (1973). Approach to Science and Technology Plan: A Critique. *Social Scientist*, 68-82.
- Rajput, A. S. (2017). Science communication as an academic discipline: An Indian perspective. *Current Science*, 2262-2267.

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- Mahanti, S. (2013). A perspective on scientific temper in India. *Journal of Scientific Temper (JST)*, 1(1 & 2).
- Bindra, P. S., Gajjar, C., Ghosh, A., Kumar, M., Lobo, C., Mukherjee, D., ... & Srinivas, P. N. (2020). The Post-COVID India: Making science and technology socially and environmentally relevant. *Ecology, Economy and Society—the INSEE Journal*, 3(2), 5-11.
- Kamath, A. (2020). *The Social Context of Technological Experiences: Three Studies from India*. Taylor & Francis.
- Raina, R. S. (2020). Institutional strangleholds: Agricultural science and the state in India. In *Shaping India* (pp. 99-123). Routledge India.

Dr Chagun's syllabus

1. Understanding Science, Technology and Innovation - Systems approach.
2. The interplay between Science and Policy; Science for Policy and Policy for Science
3. STI Governance - Institutional architecture and stakeholders
4. Policy Process: Evidence synthesis; stakeholder consultations; policy-making, cross-linkages, implementation, assessment, evaluation
5. Challenges in policy-program translation and stakeholder ownership
6. *Contemporary policy issues*: Open Science, ONOS, SRIMAN, i-STEM
7. *Contemporary policy issues*: Academic Ethics & Scientific Social Responsibility
8. *Contemporary policy issues*: Technology Governance; Multilateral S&T organizations
9. *Contemporary policy issues*: STI and International Engagement; Science Diplomacy
10. *High-level Panel*: Science, Technology, and Innovation for Sustainable Development (STI for SDGs)
11. *Sectoral focus*: STI and Agriculture
12. *Sectoral focus*: STI and Climate Change
13. 13 & 14. Moderated student roundtables on identified policy questions.

Suggested reading materials:

- Mukhopadhyay, Dipankar. (2014) "Post-Independence Science Policy and Science Funding in India." *Current Science*, vol. 107, no. 12, pp. 1983–1987., www.istor.org/stable/24216031.
- Patra, Swapan kumar & Muchie, Mammo. (2017). "Science in pre-independent India: A scientometric perspective." *Annals of Library and Information Studies*. 64. 125-136.
- Nehru J.L (1946) Reprinted (1981). "The Discovery of India", Jawaharlal Nehru Memorial Fund & Oxford University Press, New Delhi
- Mahanti. S. (2013). "A Perspective on Scientific Temper in India." *Journal of Scientific Temper*, Vol. 1, January 2013, pp. 46-62
- Krishna V.V. (1996). "Science, Technology and Policy Changes in India." *Science, Technology & Society*, Vol: 1 issue: 1, pp: 129-144
- B. Chagun Basha, (2019) "Understanding Science Policy Ecosystem in India", *The Wire*, Nov 10, 2019.
- A. Kaushik, B. Chagun, & L. Ganesan (2020). "Science Technology and Innovation (STI) Policies in India: a Flashback", *IndiaBioScience*, Jan 02, 2020
- Bush, Vannevar, 1890-1974. (1980). *Science--the endless frontier: a report to the President on a program for postwar scientific research*. [Washington, D.C.] : National Science Foundation
- UNCSTAD Secretariat (2010). "Science, technology and innovation indicators for policymaking in developing countries: an overview of experiences and lessons learned" Note prepared by the UNCTAD secretariat for Multi-year Expert Meeting on Enterprise Development Policies and Capacity-building in Science, Technology and Innovation (STI) Second session, Geneva, 20–22 January 2010.
- National Research Council. 2014. *Capturing Change in Science, Technology, and Innovation: Improving Indicators to Inform Policy*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/18606>

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Bangalore-560054

- UNESCO (2021). "Draft text of the UNESCO Recommendation on Open Science." Code: SC-PCB-SPP/2021/OS-IGM/WD3
- Royal Society/AAAS, New Frontiers in Science Diplomacy (London: Royal Society, 2010), <https://royalsociety.org/topics-policy/publications/2010/new-frontiers-science-diplomacy>.
- P.D. Gluckman, V. Turekian, R.W. Grimes, and T. Kishi, "Science Diplomacy: A Pragmatic Perspective from the Inside," Science & Diplomacy, Vol. 6, No. 4 (December 2017). <http://www.sciencediplomacy.org/article/2018/pragmatic-perspective>

Course Organization

Course Organization	
Course Code	MAE519A
Course Title	Science, Technology, and Innovation (STI) Policy in India
Course Leaders Name:	Prof. Sai Baba & Mr. Nibras KT
Course Leader Contact Details	Phone: 95399 01998
	E-mail: nibras.ss@msruas.ac.in
	msaibaba@msruas.ac.in
Course Specifications Approval Date	
Next Course Specifications Review Date:	

GK

Meetha
 Dean - Academics
 M.S. Ramaiah University of Applied Sciences
 Bangalore-560054