

Master of Arts [Online Mode]

Student Handbook

** The University reserves its right to update/change any part of these regulations as approved by the competent authority*

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1. About the Program

This is a Master's Level program, leading to the grant of a degree of Master of Arts (MA) of JAIN (Deemed-to-be University). This two-year program offers core courses elective courses and a comprehensive research project intermediary apart from an option to pursue a cross-functional and open elective. The MA degree is highly valued for its emphasis on analytical thinking, communication skills, and expertise in a specific subject area. Graduates of MA programs often pursue careers in academia, research, government, non-profit organizations, or various industries, depending on their area of specialization. Another avenue that opens up after completing the program is that of teaching or pursuing research initiatives through a PhD. Along with functional and domain expertise, the program will also equip one with the competencies and skills required to advance one's career into leadership and strategic roles. The Research project requires one to carry out in-depth research in an area of interest. This will allow learners to practice learnings from the program. The learner will also be encouraged to publish the research with the support of a mentor. The curriculum of many electives encompasses courses from global professional accreditation bodies to give one that edge required to compete and succeed.

Program Educational Objectives:

PEO1: To apply knowledge effectively in achieving academic and professional goals.

PEO2: To develop critical thinking and analytical skills for evaluating complex ideas and societal issues.

PEO3: To design and conduct independent research, contributing innovative ideas to their field.

PEO4: To understand cultural diversity, ethical perspectives, and global issues, acting responsibly in diverse settings.

PEO5: To develop a Global View among Students so that they appreciate Diversity in the world and Individual Pursuits.

Program Outcomes:

PO1: Demonstrate the ability to analyze complex policy issues, employing interdisciplinary approaches including economics, sociology, and political science, to develop well-informed and evidence-based policy recommendations.

PO2: Develop the ability to analyze the structures and functions of the state, including its governance mechanisms, leveraging digital governance tools and strategies to enhance government efficiency and transparency in responsive to societal needs, thus contributing to

effective and sustainable governance practices.

PO3: Graduates will communicate effectively in various formats, including written reports, oral presentations, and digital media, to convey policy analyses, proposals, and recommendations to diverse stakeholders, including policymakers, the public, and other relevant actors.

PO4: Develop leadership traits among the Learners and incorporate communication skills required in public policy making.

PO5: Assess global perspective on public policy issues, understanding the interconnectedness of domestic and international factors and demonstrating awareness of the implications of globalization, international relations, and digital governance on policy-making processes.

PO6: Integrate science and technology to develop innovative thinking towards public policy making and graduates will be proficient in research design and methods, utilizing quantitative and qualitative data analysis techniques to assess policy effectiveness, evaluate outcomes, and inform evidence-based decision-making in the field of public policy and management..

PO7: Students will demonstrate ethical reasoning and critical thinking skills in evaluating policy options and addressing ethical dilemmas, considering principles of equity, justice, and social welfare in the formulation and implementation of public policies.

Graduate Attributes:

- Advanced Academic Expertise
- Strategic Thinking
- Research and Analysis Skills
- Leadership and Collaboration
- Adaptability and Lifelong Learning
- Professionalism and Ethics
- Global and Societal Impact
- Leadership and Management

2. Program Options

The following options are offered:

1. English
2. Economics
3. Public Policy

Indication of Option: The candidate is required to indicate his/her option at the time of admission. Options cannot be changed after the commencement of the Program.

3. Admission

Eligibility: Pass an Undergraduate (Bachelor) Program of a minimum duration of Three (3) years in any stream from a UGC-recognized University, with a minimum aggregate of 50% or an equivalent letter/numerical grade. A relaxation of 5% shall be given to SC/ST candidates.

Candidates who are in the final semester of the Bachelor Programme are also eligible to apply

Academic Documents: A color scan of the below-mentioned original document is required to be uploaded on the admission portal at the time of seeking admission –

- i. Grade sheet of Class 10
- ii. Grade sheet of Class 12
- iii. Grade sheet of all the Semesters of Bachelor's Degree / Consolidated mark sheet
- iv. Degree Certificate / Provisional Degree Certificate
- v. Aadhar Card for Indian Nationals and Passport for Foreign Nationals

Scans from a photocopy or a faxed copy are not accepted. The University reserves the right to demand a hard copy of the original document as part of the process of verifying the authenticity and may revoke the admission at any time for non-fulfillment of any eligibility requirements.

Admission Intake: There will be two intakes in a year – the January Cycle and the July Cycle.

4. Duration and Credits

The duration of the MA Program is 2 years divided into 4 Semesters. The concept of credit is used to define the weightage of a course in the curriculum. Each course earns 4 credits totaling 90 program credits.

Table: Distribution of Credits

Semester	No. of Courses	Total Credits
1	5	20
2	5	20
3	6*	24
4	6#	26

* Includes one Open Elective Course

Includes one Cross-Functional Elective Course and Research project

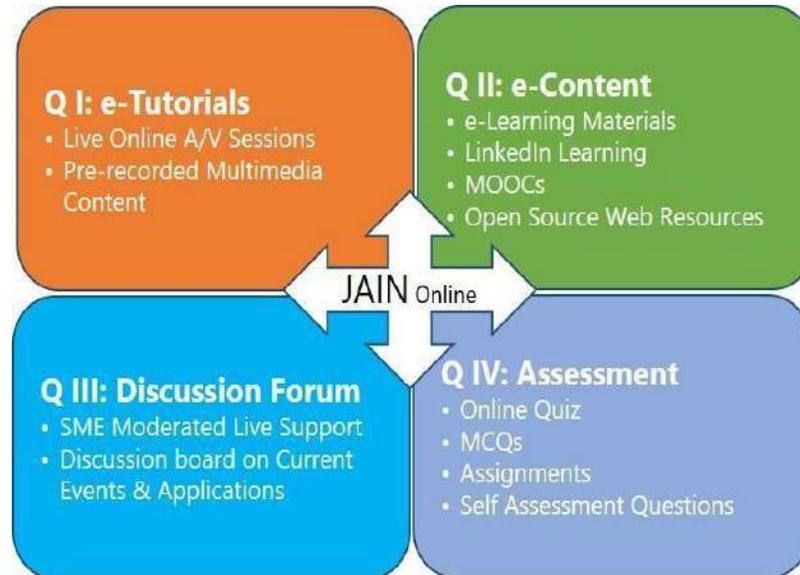
A total of 2700 learning hours ensures that a student has acquired knowledge at par with the face-to-face classroom mode of delivery and learning over the two years.

5. Program Delivery

Mode of Program Delivery: Online

Pedagogy: Program delivery follows the prescribed four Quadrants approach resulting in maximum learner engagement. Each course involves 120 hours of learning (1 credit equals 30 learning hours). A combination of the following formats will be used: two-way live online audio-video lectures, pre-recorded audio-video lectures available on the University Management System (UMS), multimedia content, interactions through the discussion forum on the UMS, exhaustive e-content/printed material for in-depth reference, self-study activities that Includes Assignments, Quiz and Multiple Choice Questions (MCQ), Essay-type questions, Case Study, etc., individual and group projects, programming exercise, dissertation, Massive Open Online Courses (MOOC) and various experiential learning methods.

Fig: Four Quadrant Approach



University Management System: Our UMS platform has been designed to engage and inspire a learner by providing access to all the learning resources including texts, videos, screencasts, and lecture recordings; participate in discussion forums; and communicate with the faculty and the program team. A learner has the option to take up the several quizzes and the MCQs that follow at the end of every unit of the course, track learning progress, submit assignments, and much more.

e-Learning Material: A learner is provided access to an exhaustive and customized e-Learning Material (e-LM) on the UMS. The e-LM will also indicate sources of additional readings and resources available on the internet.

Medium of instruction: The medium of instruction and examination is English.

e-Tutorials: Two-way live interactive sessions will be scheduled on Saturday for 5-7 hours.

6. Assessment Scheme

The performance of students will be based on Continuous Assessment (CA) and End Semester Examination (ESE) as per the weightage given in the following table:

Table: Distribution of Weightage (CA: ESE)

Assessment Type	Weightage (%)
Continuous Assessment	30
End Semester Examination	70
Total	100

Assessment of performance in Research Project is based on – Project Synopsis (Weightage 15%) Interim Report (Weightage 15%) Five-minute Video Presentation on the project (Weightage 20%) and Project Report (Weightage 50%)

7. Criteria for Continuous Assessment

The assessment scheme is designed not only to assess the attainment of course outcomes by the learner but also to help and guide them to undertake systematic studies. The Continuous Assessment (CA) marks will be awarded based on Three Assignments.

There are three Continuous Assessments. Each continuous assessment will be for 30 marks.

- The first assessment will be scheduled after the completion of Module 2 of the course (Post Week 5). (Questions will be from Module 1 and Module 2).
- The second assessment will be scheduled after the completion of Module 4 of the course (Post Week 10). (Questions will be from Module 3 and Module 4)
- The third assessment will be scheduled after the completion of Module 5 of

the course (Post Week 12). (Questions will be from Module 1, 2, 3, 4 and 5 (weightage approx. 50%).

- The average of the best two scores out of the three assessments will be considered as the Continuous Assessment marks.

Assessment Details:

Window Period: According to Calendar of Events

Maximum Duration: 60 minutes in a single sitting (After Login)

Number of attempts: One

Portion: 2 Modules for CA1 and CA2; All 5 Modules for CA3

NOTE: Once you start attempting the assessment, you do not have the option of pausing or completing it partially. You have to complete the entire assessment in a single attempt.

These MCQs will be based on the application of concepts learned (real-life or hypothetical situations) and case studies and will require substantial preparation by the learners.

Each question in the CA and ESE will be carefully mapped to the attainment of Course Outcomes considering the levels as per Bloom's Taxonomy.

Additional Information on Assessment:

1. Each MCQ will have four options of which only one of them will be correct.
2. There will be no negative marking for selecting a wrong response, hence students are advised to attempt all the questions.
3. The assessment will have to be attempted online as per the schedule notified.
4. A learner will be required to take an assignment in a single sitting of a maximum of 60 minutes (based on login).
5. The assessment can be attempted only once during the schedule announced using any device.
6. Certain Courses may have a different pattern of CA.

8. End-Semester Examination

Examination mode: Online Proctored Examination

System requirement: A desktop or laptop computer with a working webcam and microphone facility connected to a stable and non-shared internet connection for the entire duration of the examination.

Exam Date: The University will conduct End Semester Examination (ESE) for both odd and even Semesters twice a year. ESEs are usually conducted around the 18th Week

from the commencement of the Semester. The schedule of examination may change as per guidelines issued by the University Grants Commission (UGC) and/or relevant authority.

Eligibility: The student should have 75% participation in all activities of the program.

Examination fee and registration: In the first attempt, a learner has to register for all the courses of the Semester by paying the prescribed examination fee. For subsequent attempts, a learner can pay the examination fee on a per-course basis. The prescribed examination fee will have to be paid as per the due date and is non-refundable nor will it be adjusted towards subsequent examinations in case a student does not appear in examinations of any courses.

Exam Duration: 180 Minutes, Single sitting (based on login)

Maximum Marks: 70

Eligibility for Pass: A learner shall be declared to have passed a course if he/she secures a minimum C Grade in that course.

In addition,

- i) A minimum of 40% marks in aggregate (Total of scores in Continuous Assessment and End Semester Examination) is required to secure a C Grade; and
- ii) A minimum of 25 marks should be scored separately out of 70 marks in the End Semester Examination.

Similarly, a learner shall be declared to have passed in Master Thesis / Project if he/she secures a minimum of 40% in aggregate.

- i) A minimum of 40% marks in aggregate

9. Grading Scheme

The University awards the grades and grade points for each course as per the below table:

Table: Grade and Grade Point

Grade	A+	A	B+	B	C+	C	F
Corresponding Grade Point	10	9	8	7	6	5	0
Percentage of Marks	≥90 - ≤100	≥80 - <90	≥70 - <80	≥60 - <70	≥50 - <60	≥40 - <50	< 35
CLASS	Outstanding	Excellent	Very Good	Good	Above Average	Pass	Fail

The Semester performance of a student will be indicated as "Semester Grade Point Average (SGPA). The SGPA will be the weighted average of Grade Points of all letter grades received by a student for all the Course units in the semester.

The final Grade Card will indicate Cumulative Grade Point Average (CGPA) and shall be based only on Grade Points obtained in courses for which units have been earned.

9. Question Paper Pattern

The End Semester Examination (ESE) for 70 marks will have the following pattern* –

Section – A: 50 Marks

(A learner is advised to assign 90 -120 minutes to this section)

This section will have 50 MCQs of 1 mark each with varying difficulty levels. Each MCQ will have four options of which only one of them will be correct. There will be no negative marking for selecting a wrong response, hence learners are advised to attempt all the questions.

Section - B: 20 Marks

(A learner is advised to assign 60-90 minutes to this section)

This section will have a 6 descriptive questions requiring descriptive answers of 5 marks each, and students will be required to answer any 4 of them. Generally, a word count of 200 to 300 words is sufficient to provide a satisfactory answer to a 5-mark question.

* *Certain Courses may have a different pattern of ESE.*

1. Re-examination Policy

- i) A learner has to register by paying a prescribed fee to reappear for End Semester

Examination as per notification issued by the University subject to completion of a program within the maximum period prescribed.

- i) The Continuous Assessment marks originally secured by the learner, in the first appearance in the course(s) if any, will be carried forward

10. Promotion Policy

Learners will be promoted from one year to another provided they have paid all the fee dues and do not have any discipline cases pending against them. Appearing in the CA may be considered while deciding the promotion. They should however note that they have to pass each course as per the passing requirements and earn the minimum credit units required for the award of a degree/ qualification.

11. Award of Degree

The Learner will be awarded the Master of Arts degree upon fulfillment of the following criteria:

- i. Must have passed all the courses of the four semesters.
- ii. Must have complied with all other assessment guidelines and criteria notified during the conduct of the Program.
- iii. Must have submitted the UG Convocation degree certificate.

The Degree Certificate will indicate the elective opted by the learner.

12. Semester Break

With prior approval, a learner may be allowed to take a break (temporary withdrawal) from the Program for a Semester or more for valid reasons of health/career. The learner shall be allowed to continue the program after re-registration as per the university norms.

13. Research Project

Students undertake a project after the end of third semester. It provides an opportunity for the students to apply classroom learning and practice in an industry environment. The duration of the project is a minimum of 8 weeks. A learner can work with a company as an intern, undertake project, perform activities identified by the company and assist the organization in its functions or alternatively can carry out an independent research in the chosen elective area. The learner is required to submit a project report in the prescribed format. Learners are encouraged to convert their research into a paper/case and publish in association with a mentor.

Learners who intend to pursue a career in teaching/academic set-up will be provided an opportunity to work as a Teaching Assistant In lieu of Research Project and will have to undertake all academic activities as advised by a Subject Matter Expert (SME) in respect of a course.

The assessment will be according to pre-defined Rubrics based on performance Indicators like Similarity Check (Plagiarisms), Quality of References, Continuity of Work, Attainment of Learning Outcomes and Overall Quality in terms of potential of publishing/ Patenting. While the students will give a certificate of it being his/ her original work, they will also give a No Objection Certificate of it being published or patented under the name of JAIN (Deemed-to-be University).

14.Academic Integrity and Ethics

- i) A learner who has committed an act of academic dishonesty will be deemed to have failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but also is relevant to the evaluation of student's level of performance and progress.
- ii) Where there has been violation of the basic ethos and principles of academic integrity and ethics, the Dean/Board of Examiners/Course Coordinator may use their discretion during the Semester on the disciplinary action to be taken.
- iii) Academic dishonesty includes, but is not necessarily limited, to the following:
 - a. Using more than one gadget/device during the conduct of the online examination
 - b. Switching off the webcam during the conduct of the online examination;
 - c. Cheating or knowingly assisting another learner in committing an act of cheating;
 - d. Unauthorized possession of learning material, examination materials, destruction or hiding of relevant materials;
 - e. Act of plagiarism;
 - f. Unauthorized changing of marks or marking on examination records

**Master of Arts
[Online Mode]**

July 2025

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Program Outcomes and Program-Specific Outcomes

PO1	Demonstrate the ability to analyze complex policy issues, employing interdisciplinary approaches including economics, sociology, and political science, to develop well-informed and evidence-based policy recommendations.
PO2	Develop the ability to analyze the structures and functions of the state, including its governance mechanisms, leveraging digital governance tools and strategies to enhance government efficiency and transparency in responsive to societal needs, thus contributing to effective and sustainable governance practices.
PO3	Graduates will communicate effectively in various formats, including written reports, oral presentations, and digital media, to convey policy analyses, proposals, and recommendations to diverse stakeholders, including policymakers, the public, and other relevant actors.
PO4	Develop leadership traits among the Learners and incorporate communication skills required in public policy making.
PO5	Assess global perspective on public policy issues, understanding the interconnectedness of domestic and international factors and demonstrating awareness of the implications of globalization, international relations, and digital governance on policy-making processes.
PO6	Integrate science and technology to develop innovative thinking towards public policy making and graduates will be proficient in research design and methods, utilizing quantitative and qualitative data analysis techniques to assess policy effectiveness, evaluate outcomes, and inform evidence-based decision-making in the field of public policy and management.
PO7	Students will demonstrate ethical reasoning and critical thinking skills in evaluating policy options and addressing ethical dilemmas, considering principles of equity, justice, and social welfare in the formulation and implementation of public policies.
PSO1	Develop a comprehensive understanding and critical evaluation of various types of public policies, both theoretically and practically, and their significance in fostering effective decision-making processes aimed at creating a value-based society.
PSO2	Get an appreciation for institutional processes and functioning of government agencies, using data to frame policies and manage programmes.
PSO3	Develop skills in engaging stakeholders, managing civic societies and social entrepreneurship.

Table of Content

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1	Public Policy	1

Course Matrix and Syllabus

Elective: Public Policy

Semester-1

Course Code	Course Title	Course Category	CA	ESE	Credits
25VMP4C101	Public Policy Analysis	CC	30	70	4
25VMP4C102	Development Economics	CC	30	70	4
25VMP4C103	Public Administration	DSC	30	70	4
25VMP4C104	Functional English and Creative Writing	MDC	30	70	2
25VMX0S105	Generative AI for online learners	SEC	30	70	2
25VMP4C105	Statistics in Public Policy	AEC	30	70	4
Total No of Credits					20

Semester-2

Course code	Course Name	Course category	CA	ESE	Credits
25VMP4C201	Communication and Leadership in Public Policy	CC	30	70	4
25VMP4C202	International Affairs and Public Policy	CC	30	70	4
25VMP4C203	Ethics and Values in Public Policy	DSC	30	70	4
25VMP4C204	Sociology and Public Policy	SEC	30	70	4
25VMP4C205	Public Finance Management	AEC	30	70	4
Total No of Credits					20

Semester-3

Course code	Course Name	Course category	CA	ESE	Credits
25VMP4C301	Digital Governance	CC	30	70	4
25VMP4C302	State, Governance, and Constitutional Foundations	CC	30	70	4
25VMP4C303	Designing and Implementing Social Programs	CC	30	70	4
25VMP4C304	Political Economy and Institutional Dynamics	DSC	30	70	4
25VMP4C305	Research Methodology	AEC	30	70	4
	Open Elective	OEC	30	70	4
Total No of Credits					24

Semester-4

Course code	Course Name	Course category	CA	ESE	Credits
25VMP4C401	Public Policy in the Globalized World	CC	30	70	4
25VMP4C402	Public Enterprise Management	CC	30	70	4
25VMP4C403	Environmental Governance and Sustainable Development	CC	30	70	4
25VMP4C404	Science, Technology, and Innovation in Public Policy	SEC	30	70	4
25VMP4C405	Gender and Development Policy	DSC	30	70	4
	Research Project	Applied Learning			6
Total No of Credits					26

**Semester I
Courses**

Detailed Syllabus

Course Title:	Public Policy Analysis
Course Code:	25VMP4C101
Semester:	I
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course introduces students to the systematic study of public policy analysis, emphasizing theoretical frameworks, methodologies, and real-world applications. It covers various approaches to policy formulation, implementation, and evaluation, providing analytical tools to assess policy effectiveness. The course also explores contemporary issues in policymaking, including the role of technology and globalization.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Analyze the foundational principles and key approaches to public policy and management.	L4
CO2	Critically evaluate different policy-making theories and models in diverse political and social contexts.	L5
CO3	Apply policy design and implementation frameworks to address complex governance challenges.	L3
CO4	Assess the effectiveness of policy evaluation techniques and their impact on policy refinement.	L4
CO5	Explore the potential and challenges of AI and emerging trends in public policy governance.	L4

Course Modules

No. of Hours:24

Module 1: Introduction to Public Policy

Scope of Module:

This module lays the foundation for understanding public policy as a discipline. It explores the meaning, nature, and significance of public policy, highlighting the interplay of politics, governance, and administration in policy-making.

Topics:

Introduction to Public Policy and Management, **The Role of Government in Society**, Politics-administration dichotomy and policy process, Key Concepts and Approaches in Public Policy, Public policy as a discipline: Evolution and scope.

Learning Outcome: *Students will develop a foundational apprehension of public policy, including the role of government, key concepts, and approaches, enabling them to analyze and evaluate policy frameworks.*

No. of Hours:24

Module 2: Contemporary Theories and Models of Policy Making

Scope of Module:

This module introduces various theoretical and methodological approaches to analyzing public policy. It examines different schools of thought and their application in real-world policymaking.

Topics:

Normative and empirical approaches to policy analysis, Group Theory, Pluralist Theory, Nudges, and Behavioural Aspects, Institutionalism in Policy Making, **Political economy and policy analysis, Policy Networks and Advocacy Coalitions**

Learning Outcome: *Students will critically assess various theories and models of policy-making, understanding how different approaches shape the policy process.*

No. of Hours:24

Module 3: Policy Design and Implementation

Scope of Module:

This module examines the stages of policy formulation, agenda-setting, and decision-making. It explores the role of different actors and institutional constraints in shaping policy choices.

Topics:

Globalization and Policy Interdependence, Transnational Challenges, Policy Harmonization, Agenda Setting, Problem Context, Stages of the Public Policy Process, Policy Formulation, **Stakeholder Analysis and Engagement**

Learning Outcome: *Students will understand the complexities of policy design and implementation, including how global interdependence and stakeholder engagement shape policy outcomes.*

No. of Hours:24

Module 4: Policy Implementation and Evaluation

Scope of Module:

This module focuses on the processes of policy implementation and evaluation. It introduces models and frameworks for assessing policy impact and effectiveness.

Topics:

Policy implementation: Top-down and bottom-up approaches, Challenges in policy implementation: Bureaucratic inertia and resource constraints, Monitoring and evaluation techniques, Impact assessment: Qualitative and quantitative approaches, Policy learning and adaptation in governance

Learning Outcome: Students will be able to apply evaluation frameworks to assess the success and limitations of policy implementation.

No. of Hours:24

Module 5: Contemporary Issues in Public Policy Analysis

Scope of Module:

This module explores emerging challenges and innovations in public policy analysis, focusing on globalization, technology, and sustainability.

Topics:

Public policy in the digital age: AI and big data applications, Climate change and environmental policy analysis, Global governance and transnational policy challenges, Social equity and inclusive policymaking, Public-private partnerships in policy implementation, Agricultural Policy

Learning Outcome: Students will evaluate the role of leadership and AI in shaping public policy, including ethical considerations and future implications.

Module	No. of Pre-Recordings
1	10
2	12
3	10
4	10
5	12

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of political science, governance, and administrative systems.
- Familiarity with foundational concepts of economics and sociology is recommended.
- Ability to comprehend and analyze current events and public affairs.
- Openness to applying both qualitative and quantitative reasoning methods.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Discussions
- ✓ Case Studies and Real-World Applications
- ✓ Simulations and Role-Playing Exercises
- ✓ Workshops and Guest Lectures
- ✓ Technology-Integrated Learning
- ✓ Project-Based Assessment

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Systematic Approaches to Policy Design | Harvard University](#)

Suggested Readings:

📖 Books:

1. Handbook of Public Policy Analysis: Theory, Politics and Methods by Fischer, Miller and Sidney (2006)
2. Meaning in Action: Interpretation and Dialogue in Policy Analysis by Hendrik Wagenaar (2011)

📖 Online Articles:

1. Mathieu, E., & Valenzuela, J. M. (2024). The Governance of Renewable Energy Auctions: A Multidimensional Comparative Policy Analysis. *Journal of Comparative Policy Analysis: Research and Practice*, 27(1), 39–61. <https://doi.org/10.1080/13676988.2024.2405589>

2. Goyal, N., & Pattyn, V. (2024). Policy Innovation: An Introduction from the Special Section Editors. *Journal of Comparative Policy Analysis: Research and Practice*, 27(1), 126–133. <https://doi.org/0.-080/-3876988.2024.2433865>
3. Béland, D., Marier, P., & Paquet, M. (2024). Subnational Comparative Policy Analysis: Institutions, Methodology, and Research Agenda. *Journal of Comparative Policy Analysis: Research and Practice*, 26(6), 553–566. <https://doi.org/0.-080/-3876988.2024.2426878>
4. Ren, L., & Zheng, S. (2024). How quasi-government policy entrepreneur promotes environmental policy innovation in China. *Journal of Asian Public Policy*, 11-19. <https://doi.org/0.-080/-75-6234.2024.243-949>

📌 Web-based Resources

1. [GOV , OECD](#)
2. [Policy Archive - A Digital Archive of Public Policy Research](#)
3. [Centre for Policy Research](#)
4. [Public policy can improve older adults' access to technology](#)

Recommended Software/Tools (If applicable):

1. ChatGPT – For policy scenario analysis and drafting policy briefs.
2. PolicyAI – For predictive analytics in policy impact assessment.
3. Tableau – For data visualization and trend analysis in public policy.

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	2	-	3	2	-
CO2	2	3	-	-	3		2	2	2	-
CO3	2	3	2	2	-	3	-	2	3	2

CO4	-	-	2	-	2	3	3	2	2	-
CO5	-	2	-	-	3	3	2	2	-	2
Articulation	2.3	2.5	2	2	2.5	2.75	2.3	2.2	2.25	2

Note: The Articulation is indicative of how a particular course maps to a PO.

Articulation is calculated as:

$$\frac{\text{Sum of CO Mapping Levels for a particular PO}}{\text{No. of COs that mapped to that PO}}$$

Example:1

$$\text{Articulation of } \mathbf{PO1} = \frac{(3+2+2)}{3} = 2.3$$

Example: 2

$$\text{Articulation of } \mathbf{PSO3} = \frac{(2+2)}{2} = 2$$

Course Title:	Development Economics
Course Code:	25VMP4C102
Semester:	I
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course explores the economic, institutional, and social dimensions of development, focusing on how countries transition from low- to high-income economies. It examines persistent challenges such as poverty, inequality, and environmental sustainability, while also analyzing the role of innovation, governance, and policy interventions in shaping equitable and resilient development outcomes.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Analyze the relationship between economic growth and broader development goals.	L4
CO2	Evaluate key development challenges and the effectiveness of policy responses.	L5
CO3	Assess the role of trade and financial inclusion in driving development.	L4
CO4	Develop strategies for sustainable and inclusive development, considering governance, environmental, and social factors.	L6
CO5	Examine the transformative potential of technology and AI in development, with a focus on ethical and policy implications.	L4

Course Modules

No. of Hours:24

Module 1: Introduction to Development Economics

Scope of Module:

This module introduces the key concepts, goals, and measures of development. It explores how economic growth intersects with social progress and how leadership and policy paradigms shape developmental pathways.

Topics:

Introduction to Development Economics, Economic Growth vs. Economic Development, Capabilities Approach and Human Development Index, Leadership and Institutions in Development, Measuring Development: Indicators and Indices (e.g., GINI, HDI, ESG, IHDI, GDI, PHDI, GSNI metrics)

Learning Outcome: Students will understand the foundational concepts of development economics and the relationship between economic growth and broader development goals.

No. of Hours:24

Module 2: Addressing Development Challenges

Scope of Module:

This module explores persistent development issues such as poverty and inequality, with emphasis on inclusive approaches to education, health, infrastructure, and DEI-focused interventions.

Topics:

Poverty: Definitions, Trends, and Measurement, Inequality: Income, Gender, and Regional Disparities, Human Capital Development: Education, Health, and Skill Formation, Infrastructure Development: Rural and Urban Dimensions, Equity, Inclusion, and Targeted Interventions in Public Policy, Agriculture and development

Learning Outcome: Students will analyze key challenges in development and evaluate policy responses aimed at reducing poverty, enhancing human capital, and improving infrastructure.

No. of Hours:24

Module 3: Global and Financial Dimensions of Development

Scope of Module:

This module examines global linkages, trade, and financial flows in development. It integrates discussions on ESG governance in global finance and the role of financial technologies in inclusive access.

Topics:

Trade and Development: Opportunities and Risks, Financial Inclusion and Access to Credit, Role of Multilateral Institutions (e.g., World Bank, IMF), ESG Standards and Development Financing, FinTech, Mobile Banking, and the Democratization of Credit, Agriculture Household Model

Learning Outcome: Students will assess the role of international trade and financial inclusion in promoting sustainable development and economic resilience.

No. of Hours:24

Module 4: Sustainable and Inclusive Development Strategies

Scope of Module:

This module highlights long-term strategies for inclusive development, focusing on governance, environmental sustainability, gender equality, and social inclusion. ESG principles are embedded throughout.

Topics:

Agricultural Development and Food Security, Industrialization, Informal Sector, and Structural Transformation, Environmental Sustainability and Climate Change Policy, Governance, Accountability, and Anti-Corruption Mechanisms, Gender Equality, DEI, and Leadership in Development Policy

Learning Outcome: Students will evaluate strategies for achieving sustainable and inclusive development, considering the role of governance, environmental sustainability, and social inclusion.

No. of Hours:24

Module 5: Technology and the Future of Development

Scope of Module:

This module explores the transformative potential of technology and AI in reshaping development priorities. It addresses ethical dilemmas, digital divides, and regional planning in the context of globalization.

Topics:

Technology and Innovation Policy in Development, Urbanization, Smart Cities, and Regional Development, Globalization and Emerging Development Challenges, AI and Development: Tools for Prediction, Targeting, and Monitoring, Ethical AI, Algorithmic Bias, and Responsible Innovation in Development

Learning Outcome: Students will explore the impact of technology and AI on development, analyzing both opportunities and ethical challenges in shaping future development outcomes.

Module	No. of Pre-Recordings
1	10
2	10
3	12
4	10

5

12

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic knowledge of economic concepts like supply, demand, and market structures
- Familiarity with key global development challenges (poverty, inequality, sustainability)

Pedagogy / Teaching Methodology:

- ✓ Lectures and Conceptual Discussions
- ✓ Case Studies on Development Practices
- ✓ Data Analysis Exercises using Global Development Reports
- ✓ Group Debates on Development Policies
- ✓ Guest Lectures and Problem-Solving Workshops
- ✓ Policy Brief and Analytical Writing Assignments

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Early Childhood Development: Global Strategies for Interventions | Harvard University](#)

Suggested Readings:

 **Books:**

1. Todaro, M. P., & Smith, S. C. (2002). *Economic Development*. Pearson Education.
2. Ray, Debraj (1998), *Development Economics*
3. Taneja, M.L., Myer, R.M. (2017) *Economics of Development and Planning*.
4. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
5. Stiglitz, J. E. (2002). *Globalization and Its Discontents*. W. W. Norton & Company.

 **Online Articles, Journals and Whitepapers:**

1. Alstadsæter, A., Johannesen, N., & Zucman, G. (2018). Who owns the wealth in tax havens? Macro evidence and implications for global inequality. *Journal of Public Economics*, 162, 89–100. <https://doi.org/10.1016/j.jpubeco.2018.08.008>

2. Becker, J., & Wilson, J. D. (2023). Tax competition with two tax instruments — and tax base erosion. *Journal of Public Economics*, 225, Article -04965. <https://doi.org/10.1016/j.jpubeco.2023.04965>
3. Volz, U. (2016). Toward the Development of a Global Financial Safety Net or a Segmentation of the Global Financial Architecture? *Emerging Markets Finance and Trade*, 52(10), 2221–2237. <https://doi.org/10.1016/j.emft.2016.10.001>
4. Wang, J., Zhao, J., Dong, K., & Dong, X. (2022). Is Financial Risk A Stumbling Block to the Development of Digital Economy? A Global Case. *Emerging Markets Finance and Trade*, 58(15), 4261–4270. <https://doi.org/10.1016/j.emft.2022.06.001>

• **Web-based Resources**

1. [World Bank Group - International Development, Poverty and Sustainability](#)
2. [International Monetary Fund \(IMF\)](#)
3. [The Abdul Latif Jameel Poverty Action Lab](#)

Recommended Software/Tools (If applicable):

1. R (RStudio) – for data analysis, visualization, and econometric modeling in development research
2. QGIS – for mapping and spatial analysis of regional and infrastructure development
3. KNIME – an open-source platform for data analytics and visual workflows, useful in evaluating development indicators and ESG datasets

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	2	-	3	2	-

CO2	2	3	-	-	3	-	2	3	2	-
CO3	-	2	-	-	3	2	2	2	3	2
CO4	2	2	2	-	2	3	3	3	2	2
CO5	-	2	2	-	2	3	3	2	-	2
Articulation	2.3	2.2	2	-	2.4	2.5	2.5	2.6	2.25	2

Course Title:	Public Administration
Course Code:	25VMP4C103
Semester:	I
Credits:	4
Course Type	Discipline Specific Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course introduces students to the foundations, theories, and evolving practices of public administration. It examines classical and contemporary administrative thought, organizational behavior, public accountability, and governance. The course also integrates comparative approaches and technological developments, preparing students to navigate complex public systems with innovation and integrity.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Analyze the evolution of public administration theories and practices.	L4
CO2	Assess the role of leadership, motivation, and organizational culture in improving public service delivery.	L4
CO3	Evaluate the mechanisms of accountability, control, and administrative law in governance, including regulatory frameworks and public-private partnerships.	L5
CO4	Examine the impact of AI and technology on public administration, considering ethical and operational challenges.	L4
CO5	Develop strategies for improving public personnel and financial management, focusing on administrative innovation and change management.	L6

Course Modules

No. of Hours:24

Module 1: Introduction to the Theories of Public Administration

Scope of Module:

This module introduces the evolution and key concepts of public administration as an academic discipline and practical field. It covers foundational theories and their relevance to contemporary public sector management.

Topics:

Foundations of Public Administration and Management, Classical Theories of Administration (Taylor, Fayol, Weber), Human Relations Approach (Elton Mayo and others), Modern Management Theories (Simon, Maslow, McGregor), **Evolution of Public Administration as a discipline**

Learning Outcome: Students will understand the foundational principles and theoretical frameworks of public administration, including classical and modern management approaches.

No. of Hours:24

Module 2: Organizational Behavior, Structure, and Performance

Scope of Module:

This module explores the internal dynamics of public organizations by analyzing behavior, leadership, performance, and organizational change from a policy and management perspective.

Topics:

Organizational Behavior and Leadership in the Public Sector, Organizational Structure and Design, Motivation Theories and Application in Government Agencies, Organizational Culture and Resistance to Change, **Performance Measurement and Strategic Management**

Learning Outcome: Students will analyze the structure and behavior of public organizations, assessing the role of leadership, motivation, and culture in enhancing administrative efficiency and responsiveness.

No. of Hours:24

Module 3: Governance, Accountability, and Administrative Law

Scope of Module:

This module examines the legal and institutional frameworks governing public administration. It focuses on mechanisms of accountability, transparency, and the regulatory environment.

Topics:

Bureaucratic Accountability and Citizen-Centric Governance, Administrative Law:

Nature, Principles, and Evolution, Regulatory Frameworks and Compliance Mechanisms, Public-Private Partnerships (PPPs) and Collaborative Governance, Role of Ombudsman, RTI, and E-Governance in Ensuring Accountability

Learning Outcome: Students will evaluate mechanisms of accountability and control in public administration, understanding the role of administrative law, regulatory frameworks, and public-private partnerships in shaping governance.

No. of Hours:24

Module 4: Comparative and Technological Approaches in Public Administration

Scope of Module:

This module introduces comparative frameworks for understanding global practices in public administration and explores the growing integration of digital technologies and AI in governance.

Topics:

Comparative Public Administration: Models and Trends, Digital Governance and Public Sector Innovation, AI in Public Administration: Case Studies and Emerging Tools, Ethical and Legal Implications of AI Deployment, Cybersecurity, Data Privacy, and Public Trust

Learning Outcome: Students will compare public administration practices across different contexts and assess the impact of technology and AI on administrative processes and ethical challenges.

No. of Hours:24

Module 5: Human Resources, Finance, and Future Trends in Public Administration

Scope of Module:

This module addresses the management of people and resources in public administration, highlighting reforms, leadership, and emerging global trends in governance.

Topics:

Public Personnel Administration, Public Financial Administration, Landmarks in Public Administration, Public Management, Administrative Improvement, Leadership and Change Management, Governance and service delivery in rural and urban areas

Learning Outcome: Students will understand the key components of human resources and financial management in public administration, exploring strategies for effective public sector management and reform.

Module	No. of Pre-Recordings
1	10

2	10
3	10
4	12
5	12

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of political science and governance structures.
- Familiarity with major political theories and administrative functions.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Discussions
- ✓ Case Studies and Real-World Applications
- ✓ Group Projects and Presentations
- ✓ Comparative Analysis Exercises
- ✓ Technology-Integrated Learning Tools
- ✓ Problem-Based Learning and Simulations

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Our Information Emergency: Navigating the Media Environment in 2021 | Harvard University](#)

Suggested Readings:

📖 Books:

1. Public Administration and Public Affairs by Nicholas Henry (2017)
2. Administrative Thinkers by Prasad and Prasad (2011)
3. Osborne, S. P. (Ed.). (2009). *The New Public Governance?: Emerging Perspectives on the Theory and Practice of Public Governance*. Routledge.

📄 Online Articles:

1. Heying, C. (-999). Autonomy vs. Solidarity: Liberal, Totalitarian and Communitarian Traditions. *Administrative Theory & Praxis*, 21(1), 39–50. <https://doi.org/10.1080/084-806.999.643347>

2. Conyers, A., & Wright Fields, C. (2025). Paralyzing DEI: A critical analysis of anti-CRT legislation. *Administrative Theory & Praxis*, 1-19. <https://doi.org/10.1080/084-806.2025.2449783>
3. Gaurav, A. K. (2024). *Network governance: concepts, theories, and applications*: Naim Kapucu and Qian Hu. (1st ed.). New York, NY: Routledge, 2020. *Administrative Theory & Praxis*. <https://doi.org/10.1080/084-806.2024.239732>
4. Porto de Oliveira, O., & Massaco Koga, N. (2022). Policy transfer capacity: The role of individuals, organizations and systems on the adoption and internationalization of policy instruments. *Administrative Theory & Praxis*, 45(2), 81–99. <https://doi.org/10.1080/084-806.2022.2-24743>
5. Manoharan, A. P., & Rangarajan, N. (2022). Public administrators as storytellers: Nurturing narrative competence to enrich their professional identity. *Administrative Theory & Praxis*, 45(2), 158–169. <https://doi.org/10.1080/084-806.2022.2086753>

Web-based Resources

1. [IIPA : Indian Institute of Public Administration](#)
2. [The Organisation for Economic Co-operation and Development , OECD](#)
3. [Home - National Academy of Public Administration - National Academy of Public Administration](#)

Recommended Software/Tools (If applicable):

1. R (RStudio) – for data analysis, visualization, and econometric modeling in development research
2. QGIS – for mapping and spatial analysis of regional and infrastructure development
3. KNIME – an open-source platform for data analytics and visual workflows, useful in evaluating development indicators and ESG datasets

Curriculum Development:

SI.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	2	-	3	2	-
CO2	-	3	2	3	-	2	2	2	2	3
CO3	2	3	2	-	2	2	3	3	2	2
CO4	-	2	-	-	2	3	3	2	2	2
CO5	2	3	-	2	2	3	-	3	3	2
Articulation	2.3	2.6	2	2.5	2	2.4	2.6	2.6	2.2	2.25

Course Title:	Functional English and Creative Writing
Course Code:	25VMP4C104
Semester:	I
Credits:	2
Course Type	Multi-Disciplinary Course
Learning Hours	60
Live Sessions	12 hours

Course Description:

This course is designed to enhance students' proficiency in English by focusing on advanced grammar, analytical writing, and creative communication. It provides rigorous practice in constructing clear sentences and persuasive arguments while developing the skills required for various forms of writing—from essays to technical and AI-assisted writing. Students will engage with diverse texts and tools to refine both their written expression and critical reading abilities.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Demonstrate proficiency in grammar and sentence construction to enhance writing quality.	L3
CO2	Analyze and construct persuasive and analytical writing pieces effectively.	L4
CO3	Develop critical reading skills and apply them to structured essay writing.	L6
CO4	Exhibit competence in professional and technical writing, including reports and dialogues.	L3
CO5	Evaluate the role of AI in communication and writing, and apply AI-based tools effectively.	L5

Course Modules

No. of Hours:12

Module 1: Advanced Grammar and Effective Sentence Construction

Scope of Module:

This module establishes a solid foundation in English grammar and sentence structure. Students learn to construct precise, coherent sentences and avoid common pitfalls in writing, preparing them for more complex analytical tasks.

Topics:

The Basics of Grammar, Sentence Structure and Function, Sentence Usage, Common Mistakes in Writing, Punctuation and Usage Rules

Learning Outcome: *Students will develop a strong foundation in grammar and sentence construction, improving the clarity and accuracy of their writing.*

No. of Hours:12

Module 2: Analytical and Persuasive Communication

Scope of Module:

This module focuses on developing analytical writing skills and the art of persuasion. Students will learn how to deconstruct complex information and construct compelling arguments tailored for diverse audiences.

Topics:

Introduction to Analytical Writing, Rhetorical Persuasion, Writing with Purpose, Critical Analysis of Texts, Structuring Arguments

Learning Outcome: *Students will be able to analyze complex information and craft persuasive arguments using appropriate rhetorical techniques.*

No. of Hours:12

Module 3: Essay Writing and Critical Reading

Scope of Module:

This module enhances students' abilities to write structured essays while honing critical reading skills. It emphasizes the connection between thorough reading and effective writing, providing strategies for editing and revising written work.

Topics:

Types of Essays, Essay Writing Techniques, Reading Comprehension I, Reading Comprehension II, Editing and Revision Strategies

Learning Outcome: *Students will enhance their ability to write structured essays and improve their critical reading skills.*

No. of Hours:12

Module 4: Professional Writing and Dialogue Construction

Scope of Module:

This module addresses the nuances of professional communication. It focuses on summarizing information, drafting reports, and constructing realistic dialogues, essential for workplace and academic settings.

Topics:

Precis Writing, Report Writing, Dialogue Writing, Formal Letter Writing, **Business Communication Basics**

Learning Outcome: Students will learn to summarize information accurately, draft professional reports, and create realistic dialogues.

No. of Hours:12

Module 5: Technical and AI-Assisted Writing

Scope of Module:

This module introduces technical writing and explores the integration of AI tools into the writing process. It prepares students to communicate complex technical concepts clearly while leveraging digital tools for editing and proofreading.

Topics:

Comprehension of Technical and Scientific Terms, AI in Writing and Communication: Tools, Applications, and Implications, Digital Literacy in Technical Writing, Documentation, Ethics and Formatting Standards, Leveraging AI for Editing and Proofreading

Learning Outcome: Students will understand technical writing conventions and explore the impact of AI on communication and content creation.

Module	No. of Pre-Recordings
1	10
2	10
3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of English grammar and sentence structure.
- Familiarity with basic writing techniques and styles.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Writing Sessions
- ✓ Creative Writing Exercises and Peer Reviews
- ✓ Analytical Reading and Critical Discussions
- ✓ Use of AI Tools for Writing Assistance
- ✓ Group-based Writing Projects
- ✓ Workshops and Collaborative Writing Tasks

The pedagogy follows NEP 2020 guidelines, emphasizing experiential learning, interdisciplinary approaches, and the integration of technology in enhancing writing skills.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Rhetoric: The Art of Persuasive Writing and Public Speaking | Harvard University](#)

Suggested Readings:

📖 Books:

1. Strunk, W., Jr. & White, E. B. (1999). *The Elements of Style* (4th ed.). Pearson Education.
2. Bakshi, S. P. (2002). *Objective General English*. S. P. Bakshi Publications.
3. Graff, G., & Birkenstein, C. (2006). *They Say / I Say: The Moves That Matter in Academic Writing* (4th ed.). W. W. Norton & Company.

📄 Online articles:

1. Savvidou, C. (2010). Storytelling as dialogue: how teachers construct professional knowledge. *Teachers and Teaching*, 16(6), 649–664. <https://doi.org/0.-080/-3540602.20-0.5-7682>
2. Dix, H. (2018). From Writer's Block to Extended Plot: Career Construction Theory and Lives in Writing. *Life Writing*, 17(1), 11–26. <https://doi.org/0.-080/-4484528.20-8.-429772>
3. Kim, J., Yu, S., Lee, S. S., & Detrick, R. (2025). Students' prompt patterns and its effects in AI-assisted academic writing: Focusing on students' level of AI literacy. *Journal of Research on Technology in Education*, 11–18. <https://doi.org/0.-080/-539-523.2025.2456043>
4. Jiang, J., Vetter, M. A., & Lucia, B. (2024). From Hype to Practice: Reinterpreting the Writing Process Through Technical Writing Students' Engagement with ChatGPT. *Technical Communication Quarterly*, 11–23. <https://doi.org/0.-080/-0572252.2024.2445302>

🌐 Web-based Resources

1. [Grammarly: Free AI Writing Assistance](#)
2. [British Council , India](#)
3. [TESOL , International Association](#)

Recommended Software/Tools (If applicable):

1. LanguageTool : A grammar and style checker to help refine written work.
2. Hemingway Editor : An editing tool that highlights complex sentences and readability issues.
3. QuillBot : An AI-powered paraphrasing and summarization tool to assist with editing and refining drafts.

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	-	-	3	2	-	2	2	2	-	-
CO2	2	-	3	2	2	-	2	2	-	2
CO3	2	-	3	2	-	-	2	2	-	-
CO4	-	2	3	3	-	2	-	2	2	3
CO5	-	2	2	-	2	3	3	2	2	2
Articulation	2	2	2.8	2.25	2	2.3	2.25	2	2	2.3

Course Title:	Generative AI for Online Learners
Course Code:	25VMX0S105
Semester:	1
Credits:	2
Course Type	Skill Enhancement Course
Learning Hours	60
Live Sessions	12 hours

Course Description:

This postgraduate-level course provides an advanced engagement with Generative AI, mapped to the textbook *Generative AI for Online Learners*. Learners will gain deeper insights into AI applications for academic writing, research support, professional communication, and career development. Emphasis is placed on critical evaluation, ethical boundaries, and reflective practice to equip PG students to use AI tools with maturity and academic integrity.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Explain advanced principles and implications of Generative AI for academic and professional contexts.	L2
CO2	Demonstrate effective prompting and iterative refinement for complex academic tasks.	L3
CO3	Apply AI for literature review, summarization, academic writing, and presentations.	L4
CO4	Critically evaluate risks, biases, and originality concerns in research with AI.	L5
CO5	Develop AI-enabled strategies for professional skills and career opportunities.	L5

Course Modules

No of Hours: 12

Module 1: Generative AI Fundamentals

Scope: Introduces foundational concepts, debunks myths, and explores real-world applications with hands-on exposure.

Topics:

Definitions, myths, applications, first hands-on

Learning Outcome: Learners will grasp core principles of generative AI and confidently navigate basic tools and use cases.

No of Hours: 12

Module 2: Prompting for Advanced Learners

Scope: Focuses on crafting nuanced prompts and evaluating AI-generated outputs for depth and accuracy.

Topics:

Complex prompts, critique of AI outputs

Learning Outcome: Learners will develop advanced prompting skills and critically assess AI responses for reliability and bias..

No of Hours: 12

Module 3: Smart Academic Learning

Scope of Module:

A Applies AI to academic tasks like summarizing research, analyzing arguments, and enhancing active learning.

Topics:

Summarization of research articles, critical analysis, active learning.

Learning Outcome: Learners will use AI to streamline academic workflows and strengthen critical thinking in scholarly contexts.

No of Hours: 12

Module 4: Ethics and Originality

Scope: Explores ethical dilemmas, bias in AI, citation norms, and reflective practices in academic integrity.

Topics:

Advanced ethical issues, bias, citation practices, reflective learning.

Learning Outcome: Learners will internalize ethical standards and apply responsible AI use in academic and professional settings.

No of Hours: 12

Module 5: AI for Research and Careers

Scope: Equips learners with AI tools for research dissemination, productivity enhancement, and career readiness

Topics:

Research communication, productivity workflows, career readiness

Learning Outcome: Learners will integrate AI into research communication and build scalable workflows for academic and career growth

Prerequisites (If Any):

- Basic digital literacy and familiarity with online learning platforms.
- Interest in technology-assisted learning and productivity tools.

Pedagogy / Teaching Methodology:

- ✓ Interactive Live Sessions
- ✓ Guided AI Tool Demos and Hands-on Activities
- ✓ Weekly Reflective Journals
- ✓ Assignments, Use Cases, and Peer Discussions
- ✓ Final Mini Project / Capstone Task

Certificate / Value Added Courses Recommended (Free Resources):

1. NPTEL: Introduction to Artificial Intelligence: [Coursera: Prompt Engineering for ChatGPT](#)
2. Google AI: Introduction to Responsible AI: [OpenAI Learning Resources](#)

Suggested Readings:

Melanie Mitchell, *Artificial Intelligence: A Guide for Thinking Humans*

Ethan Mollick & Lilach Mollick, *Practical Guide to Using AI in Education*

Online blogs and documentation: OpenAI, Anthropic (Claude), Gemini (Google)

Research articles on AI ethics and generative AI applications

Recommended Tools/Software (If Applicable):

1. ChatGPT (OpenAI)
2. Claude (Anthropic)
3. Gemini (Google)
4. Online journal platforms (Notion, Google Docs)
5. Visualization Tools (Canva, Mindmaps, etc.)

Curriculum Development:

Sl.No	Identify and highlight in the module
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO PO Mapping Table

CO\PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	2	-	-	2	2	2
CO2	3	3	3	-	2	2	-	2	3	3
CO3	3	3	3	1	2	2	1	3	3	3
CO4	2	2	2	3	2	2	1	2	2	2
CO5	2	3	2	3	3	2	2	2	2	2
Articulation	2.8	2.8	2.4	2.2	2.2	2	1.2	2.2	2.4	2.4

Course Title:	Statistics for Public Policy
Course Code:	25VMP4C105
Semester:	I
Credits:	4
Course Type	Ability Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course offers a comprehensive foundation in statistical methods essential for data-driven decision-making across industries. Students will learn to analyze data using measures of central tendency, dispersion, correlation, and regression. They will apply probability distributions, conduct sampling, estimate population parameters, and test hypotheses using various statistical tools. The course emphasizes conceptual clarity and practical application, equipping learners with analytical skills vital for roles in economics and research. Industry relevance lies in its utility for evidence-based policy, forecasting, quality control, and data science initiatives.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Explain statistical measures for describing data.	L5
CO2	Apply Probability principles and distributions in data analysis	L3
CO3	Analyze sampling techniques and sampling distributions.	L4
CO4	Estimate population parameters using appropriate statistical methods.	L5
CO5	Formulate statistical hypotheses for informed decision-making.	L6

Course Modules

No. of Hours:24

Module 1: Introduction to Statistics
Scope of Module: This module introduces key statistical measures for data analysis, supporting informed decisions in economics, finance, research, quality control, and business analytics.
Topics: Measures of Central Tendency and Dispersion, ie., mean, median, mode, harmonic mean, geometric mean, percentiles, quartiles; Measures of Variability: Range, Standard deviation, variance; Measures of Skewness and Kurtosis Pearson, coefficient of variation, co-variance and Correlation, regression
Learning Outcome: <i>Students will compute, interpret, and analyze central tendency, dispersion, skewness, and correlation to derive insights from real-world data.</i>

No. of Hours:24

Module 2: Probability Theory and Distribution
Scope of Module: This module explores probability concepts, distributions, and Bayes' theorem using probability functions, random variables, and statistical modeling techniques.
Topics: Concept of probability, conditional probability and Bayes' theorem; Density and distribution functions, joint, marginal and conditional distribution, Central Limit theorem, Discrete versus continuous distribution, uniform, binomial, negative binomial, Poisson, geometric and hyper-geometric, exponential, normal, log-normal and gamma; functions of random variables.
Learning Outcome: <i>Students will apply probability rules and distribution models to evaluate uncertainty, analyze data patterns, and solve real-world statistical problems.</i>

No. of Hours:24

Module 3: Sampling Methods and Sampling distributions
Scope of Module: Students will develop techniques in sampling methods, sample size determination, and distribution-based inference using t, Chi-square, and F-distributions.
Topics: Simple random sampling: with and without replacement, stratified random sampling, probability and non-probability sampling, statistic and sample moments, sampling distributions: Student's-t, Chi-square and F-distribution, determinants of sample size, law of large numbers and Central Limit theorem.

Learning Outcome: Students will design sampling strategies, compute sample statistics, and interpret sampling distributions for valid inference using statistical theorems and tests.

No. of Hours:24

Module 4: Estimation

Scope of Module:

This module covers advanced estimation techniques using MLE, method of moments, interval estimation, and best practices for identifying and evaluating efficient, unbiased estimators.

Topics:

Point estimation of population mean for large sample and small sample, estimation of population proportion and population variance, Maximum likelihood and method of moment estimation, properties of good estimators: unbiasedness, consistency, efficiency, sufficiency, Interval estimation.

Learning Outcome: Students will apply point and interval estimation methods, evaluate estimator properties, and select appropriate techniques for accurate population parameter estimation.

No. of Hours:24

Module 5: Hypothesis Testing

Scope of Module:

This module integrates prior statistical knowledge to design hypothesis tests, minimize errors, and solve real-world problems using advanced inferential techniques and decision-making tools.

Topics:

Statistical hypothesis, simple versus composite hypothesis, critical region, types and size of error – type-I and type-II error, power of a test, p-value, Hypothesis test about: a population mean, population proportions, difference between two population means, difference between two proportions, a population variance, the ratio of two population variances, Tests of goodness of fit, the analysis of contingency tables (Chi-square test for testing independence of two-classification criteria), test for correlation, Rao-Blackwell Theorem, Cramer-Rao Identity

Learning Outcome: Students will design and conduct hypothesis tests, interpret results, and apply statistical inference to make data-driven decisions in real-world contexts.

Module	No. of Pre-Recordings
1	10
2	12

3	10
4	10
5	12

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of descriptive statistics.

Pedagogy / Teaching Methodology:

- ✓ Lectures and interactive discussions
- ✓ Hands-on Learning with Tools for Data Collection and Analysis
- ✓ Group Projects implementing research designs
- ✓ Exposure to AI-driven Software for research simulation
- ✓ Collaborative Data Analysis and case based learning.

The pedagogy aligns with NEP 2020 by promoting multidisciplinary learning, emphasizing technology integration, and encouraging critical thinking and ethical awareness in research.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Statistics and R | Harvard University](#)

Suggested Readings:

📖 Books:

1. Hogg, R. and A. Craig, J., (1965), *Introduction to Mathematical Statistics*, McGraw-Hill,.
2. Miller, I. and M. Miller, (1999), *Mathematical Statistics*, sixth edition, Prentice Hall International.
3. Ramachandran, K. M and C. P. Tsokos, (2009), *Mathematical Statistics with Applications*.
4. Monga, G.S., (1972), *Mathematics and Statistics for Economists*, Vikas Publications, New Delhi.
5. Speigal. M.R., (1992), *Theory and Problems of Statistics*, McGraw Hill, London

📖 Online Articles:

1. Press, S. J., & Tanur, J. M. (1991). The Confluence of Sociology, Statistics, and Public Policy in the Quality Control of the Food Stamps, Afdc, and Medicaid Family Assistance Programs. *Evaluation Review*, 15(3), 315-332.
<https://doi.org/10.1177/0193841X9101500302>

- Orszag, P. R. (2010). Federal Statistics in the Policy making Process. *The ANNALS of the American Academy of Political and Social Science*, 631(1), 34-42. <https://doi.org/10.1177/0002716210374440>
- Cronje, J. (2013). What is this thing called “design” in design research and instructional design. *Educational Media International*, 50(1). <https://doi.org/10.1080/09523987.2013.777-80>
- Kovačević M, Stančić K. The SORS Decision-Making Support System: A statistical tool for better policy making in the Republic of Serbia. *Statistical Journal of the IAOS*. 2021;37(1):171-181. doi:[10.3233/SJI-200703](https://doi.org/10.3233/SJI-200703)
- Prussing, E. (2019). Through a Critical Lens: Expertise in Epidemiology for and by Indigenous Peoples. *Science, Technology, & Human Values*, 45(6), 1142-1167. <https://doi.org/10.1177/0162243919887448>

Web-based Resources

- [Statista - The Statistics Portal for Market Data, Market Research and Market Studies](#)
- [Statistics and Probability](#)
- [Stat-Help.com - Free Statistics Help Over the Internet](#)

Recommended Software/Tools (If applicable):

- Stata/ R/ SPSS for statistical analysis
- NVIVO for qualitative analysis

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	2	-	3	-	-	-	-	2	3	-
CO2	3	-	2	-	2	2	-	3	-	-
CO3	-	3	2	2	2	2	2	-	3	-

CO4	-	2	-	3	2	2	-	3	3	2
CO5	2	-	3	2	2	3	3	-	-	2
Articulation	2.3	2.5	3.3	2.3	2	2.2	2.5	2.6	3	2

Semester II

Course Title:	Communication and Leadership in Public Policy
Course Code:	25VMP4C201
Semester:	II
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course examines the relationship between communication and leadership in public policy, focusing on ethical, inclusive, and strategic engagement. It integrates contemporary themes such as DEI, ESG, and AI to prepare students for effective leadership in diverse and digital policy environments. It also equips students with tools to navigate political discourse, manage conflict, and lead transformative policy initiatives.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Critically engage with the understanding of communication principles in political and public policy contexts.	L5
CO2	Apply leadership theories and styles to influence public policy effectively.	L3
CO3	Evaluate the ethical dimensions of leadership and resolve conflicts in policy settings.	L5
CO4	Analyze the impact of gender and inclusivity on leadership and political participation.	L4
CO5	Critically assess the role of AI and digital tools in enhancing political communication and leadership.	L4

Course Modules

No. of Hours:24

Module 1: Introduction to Political and Public Communication

Scope of Module:

This module introduces the core principles of political and public communication within the context of democratic participation, governance, and advocacy. It establishes the importance of clarity, persuasion, and inclusivity in messaging.

Topics:

Fundamentals of Public and Political Communication, Models of Communication: Linear, Transactional, Interactive, DEI in Public Discourse: Language, Representation, Accessibility, Communication for Policy Advocacy and Civic Engagement, ESG-Oriented Communication in Policy Environments.

Learning Outcome: *Students will understand the key elements of political and public communication, enhancing their ability to engage effectively in political discourse.*

No. of Hours:24

Module 2: Leadership Theories and Strategic Influence

Scope of Module:

This module explores classical and contemporary leadership theories with emphasis on strategic thinking, influence building, and values-driven governance in public policy spaces.

Topics:

Theories of Leadership: Trait, Transformational, Servant, Distributed, Leadership Styles in Governance and Administration, Strategic Influence and Policy Change, Integrating ESG Goals in Strategic Leadership, AI Tools for Leadership Development and Decision Support

Learning Outcome: *Students will be able to evaluate leadership theories and apply different leadership styles to real-world policy challenges.*

No. of Hours:24

Module 3: Leadership, Ethics, and Conflict Resolution

Scope of Module:

This module focuses on ethical frameworks, value-based leadership, and mechanisms for resolving public and institutional conflicts while promoting equity and social justice.

Topics:

Leadership and Community-Building in Diverse Societies, Normative and Applied Ethical Theories in Leadership, Conflict Transformation and Dialogue-Based Approaches, Inclusive Leadership and Social Harmony, Ethical AI Use in Governance and Leadership Decision-Making

Learning Outcome: Students will develop ethical leadership skills and learn strategies to manage conflict and foster cooperation in policy settings.

No. of Hours:24

Module 4: Gender and Inclusive Leadership

Scope of Module:

This module investigates the relationship between gender, power, and leadership, with a focus on inclusive governance, feminist policy-making, and representation in leadership roles.

Topics:

Gender and Power in Political Institutions, Barriers to Women’s Leadership in Public Policy, Queer, Intersectional, and Inclusive Leadership Models, DEI Metrics and Leadership Accountability, Global and Local Case Studies on Inclusive Leadership Initiatives

Learning Outcome: Students will critically analyze the intersection of gender and leadership, exploring ways to promote inclusivity in political and policy spaces.

No. of Hours:24

Module 5: Political Communication and Leadership in the Digital Age

Scope of Module:

This module examines how digital media, emerging technologies, and global shifts are transforming leadership and communication in the public policy arena.

Topics:

Leadership in the Age of Social Media and Global Publics, Constructing Digital Political Identities: Challenges and Ethics, AI-Driven Communication Platforms: Opportunities and Risks, DEI and Digital Accessibility in Political Communication, ESG Messaging and Sustainability Narratives in the Digital Public Sphere

Learning Outcome: Students will explore the evolving nature of political communication and leadership in the digital era, including the role of AI and cross-cultural communication.

Module	No. of Pre-Recordings
1	10
2	10
3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of public policy and communication strategies.
- Knowledge of leadership principles and governance structures.

Pedagogy / Teaching Methodology:

- ✓ Lectures and interactive discussions
- ✓ Case Studies and Real-World Applications
- ✓ Group Projects and Presentations
- ✓ Practical Exercises and Skill-building Activities
- ✓ Workshops and Collaborative Learning
- ✓ Guest lectures and workshops

The pedagogy aligns with NEP 2020 by promoting multidisciplinary learning, emphasizing technology integration, and encouraging critical thinking and ethical awareness in research.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Leadership: Creating Public Value | Harvard University](#)

Suggested Readings:

📖 Books:

1. Rhodes, R. A. W., & 't Hart, P. (Eds.). (2014). *The Oxford Handbook of Political Leadership*. Oxford University Press.
2. McNair, B. (2017). *An Introduction to Political Communication* (6th ed.). Routledge.
3. Grint, K. (2010). *Leadership: A Very Short Introduction*. Oxford University Press.

📖 Online Articles:

1. Seidel, A., Saurin, T. A., Tortorella, G. L., & Marodin, G. A. (2019). How can general leadership theories help to expand the knowledge of lean leadership? *Production Planning & Control*, 30(1-6), 1322–1336. <https://doi.org/10.1080/09537287.2019.1622222>
2. Davies, B. J., & Davies *, B. (2004). Strategic leadership. *School Leadership & Management*, 24(1), 29–38. <https://doi.org/10.1080/136324304200072804>
3. Lewis, K. (2016). Social justice leadership and inclusion: a genealogy. *Journal of Educational Administration and History*, 48(4), 324–341. <https://doi.org/10.1080/00220620.2016.1130589>

4. Chetkovich, C. (2019). How non-binary gender definitions confound (already complex) thinking about gender and public policy. *Journal of Public Affairs Education*, 25(2), 226–252. <https://doi.org/10.1080/080-5236803.20-8.-565050>
5. Tianru, G. (2019). Comparative political communication research in the digital epoch: A typology of national communication spaces. *The Information Society*, 36(2), 59–70. <https://doi.org/10.1080/080-972243.20-9.-703866>

🌐 Web based resources:

1. [The Basics of Managing Change , MIT Human Resources](#)
2. [Harvard Business Review - Ideas and Advice for Leaders](#)
3. [Leadership: For All Things Humanly Possible , CCL , Learn More](#)

Recommended Software/Tools (If applicable):

1. Canva / Adobe Express – For creating compelling policy visuals, infographics, and communication material.
2. Otter.ai – For transcribing interviews, meetings, and policy discussions.
3. Claude.ai – For drafting, brainstorming, summarizing policy documents, and exploring leadership scenarios using AI.

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	3	-	2	-	-	3	2	-
CO2	2	3	2	3	-	2	2	2	2	3
CO3	-	-	2	2	2	-	3	2	-	2
CO4	2	2	-	2	3	2	2	2	-	2
CO5	-	2	2	-	2	3	3	2	2	2

Articulation	2.3	2.25	2.25	2.3	2.25	2.3	2.5	2.2	2	2.25
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Course Title:	International Affairs and Public Policy
Course Code:	25VMP4C202
Semester:	II
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course introduces students to the foundational concepts, theories, and practices in international affairs with a focus on their relevance to public policy. It explores global power dynamics, governance institutions, foreign policy, and the socio-political dimensions of globalization. Students will engage with India’s strategic position globally while examining emerging global challenges. The course emphasizes critical thinking and multi-perspective analysis in an increasingly interconnected world.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Critically engage with the historical and contemporary dynamics of international relations.	L5
CO2	Apply key theories and frameworks to assess global power and governance structures.	L3
CO3	Evaluate India's foreign policy and its impact on regional and global affairs.	L5
CO4	Analyze the intersection of globalization, society, and feminist perspectives in shaping global politics.	L4
CO5	Critically assess the role of AI, emerging technologies, and political challenges in shaping the future of international relations.	L4

Course Modules

No. of Hours:24

Module 1: Introduction to International Affairs and Public Policy

Scope of Module:

This module introduces key concepts and historical developments that have shaped international relations and public policy. It situates students within the broader debates of global politics and statecraft in a changing world order.

Topics:

Introducing International Affairs and Public Policy, Historical Context of International Relations, Evolution of Global Order and Power Transitions, **Role of Public Policy in International Cooperation, Contemporary Shifts in Global Political Landscape**

Learning Outcome: *Students will gain a foundational understanding of the historical and contemporary factors shaping international affairs and public policy.*

No. of Hours:24

Module 2: Theories, Power, and Global Governance

Scope of Module:

This module unpacks major theoretical approaches in international relations and public policy while examining how global power is distributed and managed through institutions and governance frameworks.

Topics:

Realism, Liberalism, and Constructivism in IR, Theories of Public Policy and International Decision-Making, **Global Power Structures and Hegemony, Role of International Organisations (UN, WTO, IMF), Global Governance and Multilateral Diplomacy**

Learning Outcome: *Students will be able to apply key theories of international relations to analyze global power structures and governance mechanisms.*

No. of Hours:24

Module 3: The State, Foreign Policy, and India's Global Role

Scope of Module:

This module examines the role of the state in shaping foreign policy, with a focus on India's international engagements, strategic priorities, and regional and global diplomacy.

Topics:

The State in International Relations and Public Policy, **India's Foreign Policy: Evolution and Frameworks, India and Its Neighbourhood, Strategic Alliances: India and Global Powers, India's Role in Multilateral Institutions and Climate Diplomacy, Act East Policy, Neighbourhood First Policy, Project Mausam, Fast Track and para diplomacy**

Learning Outcome: *Students will critically assess India's foreign policy and its strategic position in regional and global contexts.*

No. of Hours:24

Module 4: Globalization, Society, and Feminist Perspectives

Scope of Module:

This module explores how globalization reshapes societies and identities, with a focus on civil society, migration, and feminist critiques of mainstream international relations.

Topics:

Feminist Foreign Policy: Frameworks and Praxis, Globalization and Social Inequalities, Transnational Movements and Civil Society, Climate Justice and Migration, Human Rights and the Global Policy Agenda

Learning Outcome: Students will explore the social and political implications of globalization and evaluate the role of feminist and civil society perspectives in international affairs.

No. of Hours:24

Module 5: Emerging Challenges and the Future of Global Affairs

Scope of Module:

This module explores the transformative potential of technology and AI in reshaping global governance and development priorities. It addresses ethical dilemmas, digital divides, climate concerns, and regional security in the context of globalization.

Topics:

Contemporary Challenges to Peace and Regional Security, AI and International Relations: Applications, Challenges, and Ethical Considerations, Emerging Technologies and Cyber Diplomacy, Climate Change and Global Governance, Rethinking Sovereignty and the Future of Public Policy

Learning Outcome: Students will analyze contemporary challenges in international relations and assess the impact of technological and political changes on global governance.

Module	No. of Pre-Recordings
1	10
2	10
3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of international relations and political science.
- Knowledge of global governance structures and key policy issues.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Sessions
- ✓ Comparative Analysis of Global Policies
- ✓ Group Discussions and Collaborative Learning
- ✓ Guest Lectures from Experts in International Affairs
- ✓ Case Studies on Global Issues and Strategic Policy Decisions
- ✓ Research-based Assignments and Policy Simulations

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [A Darkening Horizon: Nuclear Dangers Around the World with Matthew Bunn | Harvard University](#)

Suggested Readings:

📖 Books:

1. "The Globalization of World Politics: An Introduction to International Relations" edited by John Baylis, Steve Smith, and Patricia Owens (1997)
2. The Oxford Handbook of Indian Foreign Policy by David M. Malone, C Raja Mohan and Srinath Raghvan (2015)

📄 Online articles:

1. Rosenow, D. (2009). Decentring Global Power: The Merits of a Foucauldian Approach to International Relations. *Global Society*, 23(4), 497–517. <https://doi.org/0.-080/-3600820903-9889->
2. Manokha, I. (2009). Foucault's Concept of Power and the Global Discourse of Human Rights. *Global Society*, 23(4), 429–452. <https://doi.org/0.-080/-3600820903-98792>
3. Hazenberg, H., & Mulieri, A. (2013). Democracy and global governance: the case for a bottom-up and context-sensitive approach. *Innovation: The European Journal of Social Science Research*, 26(3), 302–318. <https://doi.org/0.-080/-35-6-0.20-3.77-897>
4. Bennett, E. A. (2012). Global Social Movements in Global Governance. *Globalizations*, 9(6), 799–813. <https://doi.org/0.-080/-474773-.20-2.739343>

- Holzscheiter, A., & Holthaus, L. (2024). Who Governs Access and Voice of Civil Society in Global Governance? Practice Theory, Reflexivity and Power in the Study of International Organisations’ “Opening Up.” *Global Society*, 38(3), 412–420. <https://doi.org/10.1080/08913600826.2024.233473>

Web based resources:

- [WWW Virtual Library: International Affairs Resources](#)
- [Foreign Affairs Magazine](#)
- [United Nations Digital Library System](#)

Recommended Software/Tools (If applicable):

- Kumu – Network mapping for global diplomacy scenarios
- PolicyMap – Visualizing data relevant to geopolitical and economic factors
- Zotero – Citation and reference management

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	3	-	2	3	2	-
CO2	3	3	2	2	2	2	2	3	2	2
CO3	3	2	-	-	3	-	2	2	2	-
CO4	2	2	2	3	2	-	3	2	-	2
CO5	2	3	2	-	2	3	3	3	2	2
Articulation	2.6	2.4	2	2.5	2.4	2.5	2.4	2.6	2	2

Course Title:	Ethics and Values in Public Policy
Course Code:	25VMP4C203
Semester:	II
Credits:	4
Course Type	Discipline Specific Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course examines the ethical dimensions of public policy formulation and implementation. It introduces key ethical frameworks and theories while engaging with contemporary challenges such as transparency, AI, and indigenous knowledge systems. Students will be encouraged to develop an ethical orientation toward public service and policy design.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Critically engage with the foundational concepts and frameworks of ethics in public policy.	L5
CO2	Analyze the role of ethical oversight in political and administrative decision-making.	L4
CO3	Apply key ethical theories to policy and governance challenges.	L3
CO4	Evaluate the impact of Indian knowledge systems and affirmative action on social justice.	L5
CO5	Assess contemporary ethical challenges in policy management and governance.	L4

Course Modules

No. of Hours:24

Module 1: Introduction to Ethics

Scope of Module:

This module introduces the meaning, significance, and evolution of ethics in public life. It emphasizes the moral foundations of governance and the integration of ethical principles into policy thinking.

Topics:

Meaning of Ethics, Ethical Framework for Public Policy, Public vs. Private Morality, Normative Foundations of Policy, Introduction to Accountability and Integrity

Learning Outcome: Students will understand the foundational principles of ethics and their relevance in shaping public policy.

No. of Hours:24

Module 2: Ethical Oversight in Domestic and International Politics

Scope of Module:

This module examines institutional mechanisms and case studies of ethical oversight in national and international contexts, emphasizing governance, diplomacy, and anti-corruption norms.

Topics:

Ethical Oversight in Domestic Politics, Ethical Oversight in International Politics, Whistleblower Protection and Institutional Accountability, Codes of Conduct and Ethical Commissions, Ethics in Foreign Aid and International Agreements

Learning Outcome: Students will analyze how ethical considerations influence political decision-making at domestic and international levels.

No. of Hours:24

Module 3: Ethical Frameworks and Theories

Scope of Module:

This module explores classical and contemporary ethical theories, with an emphasis on practical applications in policy-making and public administration.

Topics:

Ethical Decision-Making Frameworks, Virtue Ethics and Deontology, Utilitarian Approach, Justice as Fairness (Rawls), Moral Dilemmas in Bureaucracy

Learning Outcome: Students will explore indigenous ethical traditions and the role of affirmative action in promoting social justice.

No. of Hours:24

Module 4: Ethics in Indian Knowledge Systems and Affirmative Action

Scope of Module:

This module delves into ethical values in Indian philosophical traditions and policy debates surrounding equity, caste, and affirmative action in public policy.

Topics:

Indian Knowledge Systems, Ethical Traditions in Dharma, Nyaya, and Arthashastra, Role of Caste and Social Justice, Ethical Justifications for Reservation Policies, Ambedkarite Ethics and Equity, Gandhian Philosophy, Nehruvian Philosophy.

Learning Outcome: Students will explore indigenous ethical traditions and the role of affirmative action in promoting social justice.

No. of Hours:24

Module 5: Contemporary Ethical Challenges and Future Directions

Scope of Module:

This module addresses contemporary dilemmas in governance, including technology, AI, and behavioral ethics. It highlights new approaches to public ethics in a digitized and complex policy environment.

Topics:

Combat and Intelligence Operations Tactics, Ethical Issues in Public Administration, Behavioral Orientation to Civil Servants, Ethical Issues in Policy Management, Technology, Transparency, and Governance, Ethical Aspects of Policy Making, AI in Ethics and Public Policy: Applications, Challenges, and Ethical Considerations

Learning Outcome: Students will assess emerging ethical challenges in governance and evaluate the role of AI and technology in promoting ethical public administration.

Module	No. of Pre-Recordings
1	10
2	10
3	10
4	12
5	12

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of public policy and governance.
- Familiarity with ethical theories and frameworks.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Discussions
- ✓ Case Studies on Ethical Dilemmas in Policy Implementation
- ✓ Group Projects on Policy Ethics and Transparency
- ✓ Guest Lectures from Experts in Public Policy and Ethics
- ✓ Critical Analysis of Real-World Ethical Issues in Policy
- ✓ Debates and Role-plays on Ethical Decision-making in Governance

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Bioethics: The Law, Medicine, and Ethics of Reproductive Technologies and Genetics | Harvard University](#)

Suggested Readings:

📖 Books:

1. Practical Ethics In Public Administration By Dean Gueras, Charles Garofalo (2010)
2. Ethics and integrity in public administration: concepts and cases By Raymond Cox (2009)

📄 Online articles:

1. Welch, S. (2001). Ethical-political dimensions of police intervention: Domestic and international contexts compared. *Civil Wars*, 4(1), 104–124. <https://doi.org/10.1080/089024008402464>
2. Boyle, M. J. (2015). The legal and ethical implications of drone warfare. *The International Journal of Human Rights*, 1-9(2), 105–126. <https://doi.org/10.1080/3642987.2014.992000>
3. Ray, K., & Cooper, J. F. (2023). The Bioethics of Environmental Injustice: Ethical, Legal, and Clinical Implications of Unhealthy Environments. *The American Journal of Bioethics*, 24(3), 9–17. <https://doi.org/10.1080/089024008402464>
4. Gill, P. (2022). Intelligence, oversight and the ethics of whistleblowing: the case of Witness K. *Australian Journal of Human Rights*, 28(2–3), 206–224. <https://doi.org/10.1080/323238X.2022.2145834>
5. Gill, P. (2020). Of intelligence oversight and the challenge of surveillance corporatism. *Intelligence and National Security*, 35(7), 970–989. <https://doi.org/10.1080/02684527.2020.1878375>

🌐 Web based resources:

1. [Pew Research Center , Numbers, Facts and Trends Shaping Your World](#)
2. [Public Policy: Why ethics matters](#)
3. [Values and public policy , Blavatnik School of Government](#)

Recommended Software/Tools (If applicable):

1. PlagScan or Turnitin – for integrity and citation checks
2. Pol.is – for understanding deliberative democratic tools
3. Moral Machine (MIT) – to simulate ethical decision-making in AI

Curriculum Development:

SI.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	2	2	3	-	-
CO2	2	3	-	2	2	-	3	2	2	2
CO3	2	2	-	-	2	2	3	2	2	2
CO4	-	2	-	-	3	-	2	3	2	2
CO5	2	2	2	2	2	3	3	2	2	2
Articulation	2.25	2.2	2	2	2.2	2.3	2.6	2.4	2	2

Course Title:	Sociology and Public Policy
Course Code:	25VMP4C204
Semester:	II
Credits:	4
Course Type	Skill Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course introduces foundational sociological theories, institutions, and traditions with a focus on their application in public policy. It incorporates sociological research methodologies, intersectional analysis, and emerging tools such as AI to investigate and interpret contemporary policy issues. Emphasis is placed on using sociological insights for ethical, evidence-based policy interventions.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Critically engage with the key sociological principles and theories.	L5
CO2	Analyze social structures and institutions in the context of power and social change.	L4
CO3	Apply intersectional analysis to gender and Indian sociological traditions.	L3
CO4	Evaluate the impact of media and knowledge production on social behavior.	L5
CO5	Employ sociological research methods and assess the role of AI in policy analysis.	L6

Course Modules

No. of Hours:24

Module 1: Introduction to Sociological Thought

Scope of Module:

This module introduces students to key principles of sociology and major theoretical frameworks, establishing a base for empirical and analytical applications in public policy research. Emphasis is placed on how classical theories can frame contemporary social policy problems.

Topics:

Principles of Sociology and Scientific Inquiry, Classical Sociological Theories (Durkheim, Marx, Weber), Theories of Social Change and Leadership, Contemporary Critical Theories (Post-structuralism, CRT, Feminist Theory), **Sociology of DEI and Policy Imagination**

Learning Outcome: *Students will understand the foundational principles of sociology and key sociological theories for analyzing social phenomena and constructing evidence-based policy frameworks*

No. of Hours:24

Module 2: Social Structures, Institutions, and Power

Scope of Module:

This module examines core institutions—such as family, religion, and political systems—and their role in shaping policy outcomes. Students will learn how to analyze policy impacts through structural lenses using tools of sociological inquiry and comparative institutional analysis.

Topics:

Social Stratification and Mobility, Family, Kinship, and Gendered Institutions, Religion and the State, Political Institutions and Policy-making Power, Institutions and ESG Metrics

Learning Outcome: *Students will analyze the role of social structures and institutions in shaping societal relationships and power dynamics, and use this analysis to critique or design policy interventions.*

No. of Hours:24

Module 3: Ethical Frameworks and Theories

Scope of Module:

This module focuses on the significance of intersectionality in sociological research and public policy. It introduces Indian sociological traditions and encourages students to analyze how caste, class, and gender dynamics inform inclusive policy-making through qualitative and feminist methodologies.

Topics:

Sociology of Gender and Masculinities, Intersectionality and Social Justice, Indian

Sociological Traditions – G.S. Ghurye, Irawati Karve, Indian Sociological Traditions – B.R. Ambedkar, M.N. Srinivas, Decolonizing Knowledge and Policy Analysis

Learning Outcome: Students will explore the intersection of gender, caste, and class, and examine key contributions to Indian sociological thought, using intersectional analysis to critique or inform public policy.

No. of Hours:24

Module 4: Visual Culture, Media, and the Sociology of Knowledge

Scope of Module:

This module analyzes how media and knowledge production shape public consciousness and policy priorities. Students will study visual methods in sociology and how narratives, discourses, and cultural texts influence policy framing.

Topics:

Visual Sociology and Everyday Representations, Media and Public Policy, AI and Algorithmic Bias in Media Policy, Sociology of Knowledge and Epistemic Power, Leadership in Knowledge Production

Learning Outcome: Students will assess the influence of media and knowledge production on societal values and cultural norms, and apply visual and discursive analysis tools to policy issues.

No. of Hours:24

Module 5: Education, Technology, and Sociological Inquiry

Scope of Module:

This module integrates classical and contemporary sociological theories of education with a critical examination of technology's pervasive influence on social structures and sociological inquiry. Students will explore digital sociology, advanced research approaches using technology (including AI), and reflect on the profound ethical implications of integrating technology into social life and research practices.

Topics:

Sociology of Education and Social Capital, Digital sociology and the social impact of technology, Participatory Action Research and Inclusive Inquiry in the digital age, AI in Social Research and Policy Analysis, Leadership, Governance, and ESG Integration

Learning Outcome: Students will apply sociological research methods to analyze social issues and evaluate the role of AI in policy analysis and development.

Module	No. of Pre-Recordings
1	10
2	10

3	12
4	10
5	12

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of sociology and social theories.
- Familiarity with research methods and data analysis.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Discussions
- ✓ Case Studies on Sociological Applications in Public Policy
- ✓ Hands-on Research with AI Tools for Data Collection and Analysis
- ✓ Group Projects on Sociological Insights for Policy Interventions
- ✓ Guest Lectures by Experts
- ✓ Critical Analysis and Application of Sociological Theories in Contemporary Policy

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [CitiesX: The Past, Present and Future of Urban Life | Harvard University](#)

Suggested Readings:

📖 Books:

1. Das, V. (Ed.). (2006) *Handbook of Indian Sociology*.
2. Mills, C. W. (1959). *The Sociological Imagination*
3. Srinivas, M. N. (1966). *Social Change in Modern India*
4. Ambedkar, B. R. (1936). *Annihilation of Caste*
5. Hooks, B. (1984). *Feminist Theory: From Margin to Center*
6. Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*

📖 Online articles:

1. Ciampi, M. (2023). Visual sociology between tradition and new frontiers of research. *International Review of Sociology*, 33(2), 123–142. <https://doi.org/10.1080/0390670-2023.2233294>
2. Breslau, D. (1997). Is the sociology of knowledge unethical? *Social Epistemology*, 11(2), 217–222. <https://doi.org/10.1080/0269-729708578845>
3. Hu, X. (2023). Towards a Sociology of Educational 'Ideal': Powerful Knowledge, Knowledge of the Powerful, and Beyond. *British Journal of Sociology of Education*, 45(1), 60–78. <https://doi.org/10.1080/0-080/0-425692.2023.2270-66>
4. Yang, L. (2023). Internal migration, stepping into the academic field, and talking to Pierre Bourdieu: a critical autoethnography. *British Journal of Sociology of Education*, 45(2), 139–156. <https://doi.org/10.1080/0-080/0-425692.2023.2287962>
5. Lesnick, A. (2005). On the job: performing gender and inequality at work, home, and school. *Journal of Education and Work*, 18(2), 187–200. <https://doi.org/10.1080/080-3639080500085927>
6. Ssorin-Chaikov, N. (2020). Rethinking performativity: ethnographic conceptualism. *Journal of Cultural Economy*, 13(6), 672–689. <https://doi.org/10.1080/17530350.20-9.-708779>

Web based resources:

1. [Center for Law and Social Policy , CLASP](#)
2. [Policy Analysis - Social Policy Resources - Guides at University of Houston](#)
3. [Institute for Women's Policy Research - IWPR](#)

Recommended Software/Tools (If applicable):

1. NVivo – for qualitative data coding
2. SPSS / R – for statistical analysis
3. Atlas.ti – for mixed-methods research

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	-	-	3	-	-
CO2	3	3	-	2	3	2	2	3	2	2
CO3	2	2	-	2	3	-	2	2	2	2
CO4	2	2	2	-	2	2	3	2	-	2
CO5	-	2	-	-	2	3	3	2	3	2
Articulation	2.5	2.2	2	2	2.4	2.3	2.5	2.4	2.3	2

Course Title:	Public Finance Management
Course Code:	25VMP4C205
Semester:	II
Credits:	4
Course Type	Ability Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course examines the critical role of fiscal policy and public finance in shaping national development agendas, resource mobilization, and governance structures. It offers a comprehensive overview of public revenue and expenditure, fiscal federalism, and financial management practices. Special attention is paid to the role of technology, AI, environmental taxation, inclusive budgeting, and leadership in fiscal governance. Students will learn to navigate the interplay between equity, efficiency, and accountability in public financial decisions while understanding the ethical, social, and economic dimensions of policy-making in a globalized economy.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Critically engage with the principles of public finance and the budgeting process.	L5
CO2	Analyze different taxation systems and expenditure management strategies.	L4
CO3	Evaluate fiscal sustainability and the role of fiscal federalism in governance.	L5
CO4	Assess the effectiveness of public finance policy tools and macroeconomic stabilization measures	L4
CO5	Examine contemporary challenges in public finance, including the impact of AI, environmental policies, and international finance.	L4

Course Modules

No. of Hours:24

Module 1: Introduction to Public Finance

Scope of Module:

This module introduces the foundational principles of public finance and budgeting, while encouraging students to reflect on transparency, equity, and inclusive fiscal leadership. Contemporary applications and DEI concerns in revenue systems are also explore

Topics:

Principles of Public Finance, Instruments of Fiscal Policy, Public revenue and expenditure, Government Budgeting and Fiscal Roles, Revenue Generation and Resource Mobilization, Leadership and Transparency in Budgeting, Equity, DEI, and Fiscal Responsibility, Financial responsibility and budget management

Learning Outcome: Students will understand the fundamental principles of public finance and the mechanisms of government budgeting and revenue generation, including issues of inclusivity, leadership, and equity.

No. of Hours:24

Module 2: Taxation and Public Expenditure Management

Scope of Module:

This module examines tax structures and expenditure patterns through lenses of distributive justice, efficiency, and ESG. Learners engage with ethical tax design and inclusive expenditure frameworks relevant to policy-making.

Topics:

Progressive and Regressive Taxation Systems, Direct and Indirect Tax Policies, Expenditure Prioritization and Fiscal Justice, Gender Budgeting and Inclusive Allocations, ESG-aligned Expenditure Management

Learning Outcome: Students will analyze different taxation systems and evaluate the management of public expenditure in achieving inclusive and sustainable policy goals.

No. of Hours:24

Module 3: Fiscal Federalism and Sustainability

Scope of Module:

Students explore fiscal relations across tiers of government and assess sustainability through intergovernmental finance mechanisms. The module incorporates critical debates on equity, autonomy, and leadership within a federal structure.

Topics:

Fiscal Decentralization and Local Governance, Intergovernmental Transfers and the Finance Commission, Fiscal Deficits and Public Debt Management, Regional Equity and Inclusive Fiscal Policies, Sustainable Fiscal Planning and ESG Integration

Learning Outcome: Students will assess the challenges and opportunities in fiscal federalism and the importance of sustainable, regionally just fiscal governance frameworks.

No. of Hours:24

Module 4: Public Finance Management and Policy Instruments

Scope of Module:

This module focuses on accountability, fiscal rules, and macroeconomic stabilization using classical tools and contemporary frameworks. Students are encouraged to analyze the ethical implications of automation and digital finance systems.

Topics:

Public Sector Accounting and Audit Systems, Public Investment Appraisal and Management, Counter-Cyclical Fiscal Policy Tools, Leadership in Financial Governance and Reforms, AI and Data-Driven Budgeting Strategies

Learning Outcome: Students will evaluate policy tools used for public finance management and their role in macroeconomic stability, technological innovation, and leadership-led fiscal reforms.

No. of Hours:24

Module 5: Emerging Trends and Challenges in Public Finance

Scope of Module:

The module unpacks critical contemporary issues in public finance, including AI integration, green fiscal tools, and global financial trends. It encourages leadership-oriented thinking in navigating complexity and future fiscal risks.

Topics:

Tax Administration and Compliance Technologies, Social Protection, Welfare, and DEI in Fiscal Policy, Green Fiscal Reforms and Environmental Taxes, AI and Emerging Tech in Public Finance Governance, Global Finance, South-South Cooperation, and Leadership

Learning Outcome: Students will critically assess contemporary challenges and innovations in public finance, including the roles of AI, ESG, and global cooperation in policy design and implementation.

Module	No. of Pre-Recordings
1	10
2	12
3	10
4	12

5

10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of economics and public finance.
- Familiarity with government budgeting and fiscal processes.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Discussions
- ✓ Case Studies on Fiscal Policy and Financial Management Practices
- ✓ Simulations of Public Budgeting and Financial Decisions
- ✓ Group Projects and presentations.
- ✓ Guest Lectures and workshops
- ✓ Critical Analysis and Application of of Global Fiscal Policies and Their Local Impact

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Nonprofit Financial Stewardship Webinar: Introduction to Accounting and Financial Statements | Harvard University](#)

Suggested Readings:

 **Books:**

1. Musgrave, R. A., & Musgrave, P. B. (2004). *Public Finance in Theory and Practice*. McGraw-Hill Education.
2. Sundaram, K. P. M. (2022). *Public Finance: Theory and Practice* (16th ed.). S. Chand Publishing.
3. Tanzi, V., & Schuknecht, L. (2000). *Public Spending in the 20th Century: A Global Perspective*. Cambridge University Press.
4. Allen, R., Hemming, R., & Potter, B. H. (2013). *The International Handbook of Public Financial Management*. Palgrave Macmillan.

 **Online**

articles:

1. [Pdf Using Artificial Intelligence in Public Financial Management - OECS \(2024\)](#)

2. Mukherjee, I., & Howlett, M. (2016). An Asian perspective on policy instruments: policy styles, governance modes and critical capacity challenges. *Asia Pacific Journal of Public Administration*, 38(1), 24–42. <https://doi.org/10.1080/23276665.2016.11452724>
3. Wu, X., Ramesh, M., & Howlett, M. (2015). Policy capacity: A conceptual framework for understanding policy competences and capabilities. *Policy and Society*, 34(3–4), 165–171. <https://doi.org/10.1080/09672567.2015.1048320>
4. Masood, M. J. (2013). Indian Economy: Emerging Trends, Issues and Challenges. *Transnational Corporations Review*, 5(3), 79–85. <https://doi.org/10.1080/09672567.2013.86444>
5. Medema, S. G. (2023). Theorising public expenditures: welfare theorems, market failures, and the turn from “public finance” to “public economics.” *The European Journal of the History of Economic Thought*, 30(5), 713–738. <https://doi.org/10.1080/09672567.2023.2248320>

Web based resources:

1. [Fiscal Policy: Taking and Giving Away](#)
2. [Fiscal Policy and Public Financial Management , Oxford Academic](#)
3. [Public Financial Management](#)

Recommended Software/Tools (If applicable):

1. Power BI – For data visualization in budgeting, expenditure analysis, and fiscal mapping
2. STATA / R – For empirical analysis of taxation, debt sustainability, and economic indicators
3. QGIS – For spatial mapping of fiscal disparities and federal transfers

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	2	-	3	2	-
CO2	2	3	2	-	2	2	2	2	2	2
CO3	3	3	-	2	2	2	2	3	2	2
CO4	2	2	-	-	2	3	3	3	2	2
CO5	2	2	-	-	3	3	2	2	2	2
Articulation	2.4	2.4	2	2	2.2	2.4	2.25	2.6	2	2

Semester III

Course Title:	Digital Governance
Course Code:	25VMP4C301
Semester:	III
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course examines the evolving landscape of governance in the digital age, focusing on the transformative role of ICTs, AI, and emerging technologies in public administration. It addresses critical concerns like transparency, inclusivity, cybersecurity, and accountability, offering learners insights into national and international policy frameworks. Emphasis is placed on ethical leadership, ESG principles, and digital equity in designing future-ready public services.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine key concepts, structures, and institutions involved in digital governance and their implications for democratic accountability.	L4
CO2	Evaluate the role of emerging technologies, including AI and blockchain, in improving governance, transparency, and service delivery.	L5
CO3	Apply principles of ESG and ethical leadership to the design and implementation of digital public services.	L3
CO4	Analyze national and international digital policy frameworks in the context of security, inclusion, and regulatory governance.	L4
CO5	Develop strategies for digital transformation in the public sector, with attention to leadership challenges, citizen-centricity, and technological change.	L6

Course Modules

No. of Hours:24

Module 1: Introduction to the Legal Frameworks of Digital Governance

Scope of Module:

This module introduces the evolution, key principles, and legal dimensions of digital governance in India and globally, covering foundational and regulatory aspects.

Topics:

Definition and scope of digital governance , Evolution of e-Governance in India , Core principles of digital governance , Role of ICT in public administration , Relationship between e-Governance and good governance , Information Technology Act and related regulations , Data privacy and protection laws in India , Cybersecurity policies and institutions , Role of judiciary in digital governance , International legal frameworks for digital rights

Learning Outcome: Students will examine the foundations and legal structures that shape digital governance and public accountability.

No. of Hours:24

Module 2: National Digital Strategies and Leadership in Governance

Scope of Module:

This module focuses on India’s flagship digital initiatives, leadership strategies, and institutional mechanisms for digital transformation.

Topics:

Digital India vision and architecture , Key mission-mode projects (e.g., eDistrict, eCourts, UIDAI), Public digital platforms (e.g., DigiLocker, UMANG) , Role of NIC and MeitY , Digital infrastructure and BharatNet , Transformational leadership and change management , Strategic planning in digital projects , Capacity-building and digital skills in bureaucracy , Leading with empathy and inclusion , Case studies of digital public leadership

Learning Outcome: Students will assess leadership roles and strategic planning mechanisms that shape digital governance outcomes.

No. of Hours:24

Module 3: AI, Data, and Citizen-Centric Governance

Scope of Module:

This module examines the integration of AI and data analytics in governance and explores inclusive, citizen-first approaches to digital service delivery.

Topics:

Use of AI in policy formulation and forecasting , AI for citizen engagement and feedback systems , Risks of algorithmic bias and ethical AI , AI in policing and surveillance , India’s National AI Strategy , Open government data policies , Big data and predictive analytics in policymaking , Real-time monitoring dashboards and KPIs , Design thinking and user experience in digital platforms , Service delivery models

(G2C, G2B, G2G) , Grievance redressal through digital means , Inclusion and digital literacy initiatives , Gender and accessibility in public interfaces, Smart city initiatives and digital solutions for urban challenges

Learning Outcome: Students will analyze the role of AI and data governance in delivering citizen-focused, transparent public services.

No. of Hours:24

Module 4: Emerging Technologies, Cybersecurity, and ESG

Scope of Module:

This module investigates the governance challenges and opportunities arising from new technologies, cybersecurity threats, and the integration of ESG principles.

Topics:

Types of digital threats and vulnerabilities , Institutional mechanisms for cybersecurity (CERT-In, NCIIPC) , Cyber resilience in government systems , National cybersecurity policy and frameworks , Blockchain applications in governance (land records, voting) , Smart contracts and public procurement , Internet of Things in infrastructure governance , Environmental impact of digital infrastructure , Ethical challenges in surveillance and profiling , Governance of tech platforms and misinformation , Social sustainability and tech equity , Whistleblower protection and transparency

Learning Outcome: Students will evaluate the ethical, environmental, and security dimensions of digital governance frameworks.

No. of Hours:24

Module 5: Global Practices, Regulation, and Future Trajectories

Scope of Module:

This module explores international models, regulatory challenges, and speculative futures of digital governance in the context of innovation and inclusion.

Topics:

Digital literacy and rural connectivity challenges , Marginalization and caste/gender divides in digital access , Role of CSCs and digital NGOs , Estonia's e-Residency and digital society , Singapore's Smart Nation initiative , European data governance (GDPR) , Digital budgeting and expenditure tracking tools , Fintech and e-payments in governance , AI in tax and audit systems , Role of TRAI, UIDAI, IRDAI, RBI, SEBI and sectoral regulators , Regulating OTT and digital content , Digital rights advocacy and activism , Anticipatory governance and foresight tools , Digital twins and simulation models , Metaverse and virtual governance potential

Learning Outcome: Students will interpret comparative global models and anticipate the future of digital public systems in policy contexts

Module	No. of Pre-Recordings
1	10

2	10
3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of public administration and governance structures.
- Familiarity with digital technologies and information systems.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Discussions
- ✓ Case Studies on Digital Governance Innovations
- ✓ Simulations of E-Governance Systems
- ✓ Group Projects on ICT and Public Service Delivery
- ✓ Guest Lectures by Practitioners in Digital Governance
- ✓ Critical Analysis of National and International Digital Policies

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Digital Governance | Coursera](#)

Suggested Readings:

📖 Books:

1. Bhatnagar, S. (2009). *Unlocking E-Government Potential: Concepts, Cases and Practical Insights*. SAGE Publications.
2. Cukier, K., & Mayer-Schönberger, V. (2013). *Big Data: A Revolution That Will Transform How We Live, Work, and Think*. Houghton Mifflin Harcourt.
3. Digital Governance and Digital Politics in South Asia by [Dipankar Sinha](#), [Samir Sharma](#) (2024), Bloomsbury Publishing

📖 Online Articles:

1. Williamson, B. (2015). Political computational thinking: policy networks, digital governance and 'learning to code.' *Critical Policy Studies*, 10(1), 39–58. <https://doi.org/0.-080/-9460-7-20-5-052003>
2. Lee-Geiller, S., & Lee, T. (David). (2022). How Does Digital Governance Contribute to Effective Crisis Management? A Case Study of Korea's Response to COVID--9. *Public Performance & Management Review*, 45(4), 860–893. <https://doi.org/0.-080/-5309576.2022.2054434>
3. Leizhen, Z., Xiongwei, S., & Changwu, Y. (2024). Trustworthy Artificial Intelligence for Social Governance. *Social Sciences in China*, 45(2), 135–151. <https://doi.org/0.-080/02529203.2024.23673-9>
4. Jha, A. K., & Bose, I. (2013). A Framework for Addressing Data Privacy Issues in E-Governance Projects. *Journal of Information Privacy and Security*, 9(3), 18–33. <https://doi.org/0.-080/-5536548.20-3.-0845683>
5. Singh, P. (2019). Aadhaar and data privacy: biometric identification and anxieties of recognition in India. *Information, Communication & Society*, 24(7), 978–993. <https://doi.org/0.-080/-369--8X.20-9.-668459>

📌 Web-based Resources:

1. Ministry of Electronics and IT, Government of India (<https://www.meity.gov.in/>)
2. IndiaAI Strategy, NITI Aayog (<https://www.niti.gov.in/>)
3. World Bank Digital Government Indicators (<https://www.worldbank.org/en/topic/digitaldevelopment>)

Recommended Software/Tools (If applicable):

1. ChatGPT for policy drafting and citizen engagement simulations
2. Tableau Public for data visualization and governance dashboards
3. Bhashini (AI-based language translation platform by MeitY) for multilingual digital service delivery

Curriculum Development:

SI.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	2	2	3	2	2
CO2	2	3	-	-	2	3	3	2	2	2
CO3	2	2	2	2	3	2	3	2	2	3
CO4	3	3	-	-	2	3	2	3	2	2
CO5	2	3	2	3	2	3	2	2	3	3
Articulation	2.4	2.8	2	2.3	2.2	2.6	2.4	2.4	2.2	2.4

Course Title:	State, Governance, and Constitutional Foundations of Public Policy
Course Code:	25VMP4C302
Semester:	III
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course delves into the fundamental concepts of the State, its evolution, and its crucial role in shaping public policy. It examines the intricate relationship between the State and society, exploring various theoretical perspectives and their influence on policy formulation. Furthermore, the course analyzes governance structures, constitutional frameworks, and international influences that underpin public policy-making processes.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Critically engage with the fundamental role of the State as the cornerstone of policy-making processes, recognizing its pivotal position in shaping and implementing public policies	L4
CO2	Analyze the intricate interplay between the State and society, discerning its profound implications on the formulation and implementation of policies.	L4
CO3	Formulate an insightful comprehension of the diverse institutions and governance processes within the State, discerning their profound impact on the policy-making landscape.	L6
CO4	Engage in critical exploration of how constitutional frameworks define and delineate institutions and processes integral to the formulation and implementation of public policies.	L4
CO5	Illustrate the comparative examination of prominent constitutions worldwide, facilitating a nuanced understanding of their structures and provisions, and their implications for policy-making.	L4

Course Modules

No. of Hours:24

Module 1: Introduction to State and Public Policy

Scope of Module:

This module introduces the foundational concepts of the State, tracing its historical evolution and exploring the theoretical underpinnings of its relationship with public policy. It sets the stage for understanding the State's central role in policy-making.

Topics:

What do we understand by the State, Evolution of Statehood, The State of Nature and Social Contract, The Neutral State – Liberalism, Relationship between State and Public Policy, Different conceptions of power within the State, The influence of historical context on state formation, Introduction to the policy cycle.

Learning Outcome: Students will be able to define the State, trace its evolution through different theoretical lenses, and articulate its fundamental relationship with the formulation of public policy.

No. of Hours:24

Module 2: Diverse Perspectives on the State and Policy Making

Scope of Module:

This module explores various critical perspectives on the State, including Marxist and feminist viewpoints, and analyzes how these perspectives shape our understanding of policy-making processes and outcomes. It also examines the modern State as a policy actor.

Topics:

The Class State – Marxism, The Patriarchal State – Feminism, Policy Making and the State, Modern States as Policy States, The role of ideology in shaping state policy, Examining intersectionality within state structures, The impact of social movements on state policy, Artificial Intelligence and its potential impact on state functions.

Learning Outcome: Students will be able to critically analyze different theoretical perspectives on the State and their implications for how public policy is made and implemented in modern contexts.

No. of Hours:24

Module 3: The State as a Producer of Public Policies

Scope of Module:

This module delves deeper into the internal structures and dynamics within the State that enable it to produce public policies. It examines the transformative power of the State and the various domains in which it operates, also considering scenarios where the 'State' is less prominent.

Topics:

Structures within State and Power, The Transformative Power of State and Policy-making, Domains of Public Action, Public Policy in the Absence of 'State',

Bureaucracy and its role in policy formulation, Political parties and their influence on policy agendas, The role of leadership in shaping policy direction, Environmental, Social, and Governance (ESG) considerations in state policy.

Learning Outcome: Students will be able to analyze the internal mechanisms of the State in policy production and understand how the presence or absence of a strong state can influence policy outcomes across different sectors.

No. of Hours:24

Module 4: Interplay of State, Society, and Public Policy

Scope of Module:

This module examines the complex relationship between the State and society, drawing on sociological and political theories. It analyzes how existing social structures influence public policies and how policies, in turn, can reproduce or challenge these structures.

Topics:

The State as a Social Relation – Poulantzas, Foucault, What the State is Not – Civil Society and the Nation, Public Policies and Existing Social Structures, Role of Public Policy in Reproducing State and Society, The influence of civil society organizations on policy, Nationalism and its impact on policy choices, Addressing issues of Diversity, Equity, and Inclusion (DEI) through public policy.

Learning Outcome: Students will be able to comprehend the dynamic relationship between the State and society and analyze how this relationship shapes the formulation and impact of public policies.

No. of Hours:24

Module 5: Evolving Challenges to the State and Governance

Scope of Module:

This module explores contemporary challenges to the State and governance, particularly in the context of globalization and technological advancements. It examines the evolving forms of state legitimization and their connection to policy-making.

Topics:

Globalisation and Challenges to State, Market and the State, Impact of Technology, New Forms of State Legitimation and its Relationship with Policy-Making, The rise of non-state actors in global governance, Cybersecurity and its implications for state sovereignty, The role of digital governance and AI in service delivery, Inclusive leadership practices in navigating global challenges.

Learning Outcome: Students will be able to analyze the impact of globalization and technological changes on the State and governance, and understand how these shifts are influencing the legitimacy and policy-making processes of modern states.

Module	No. of Pre-Recordings
1	10
2	10
3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of political theory and constitutional law.
- Familiarity with principles of public administration and governance.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Discussions
- ✓ Critical Readings of Foundational Texts
- ✓ Case Studies on Constitutional Policy Issues
- ✓ Group Presentations on Governance Models
- ✓ Guest Lectures by Legal and Policy Experts
- ✓ Comparative Analysis Exercises

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [International Security Management | Coursera](#)

Suggested Readings:

 **Books:**

1. Held, D., & McGrew, A. (2002). *Globalization/Anti-Globalization: Beyond the Great Divide* (2nd ed.). Polity Press.
2. North, D. C. (1990). *Institutions, Institutional Change and Economic Performance*. Cambridge University Press.
3. Fukuyama, F. (2014). *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*.

📌 Online Articles:

1. Kang, K. E., & Vedlitz, A. (2024). Public reaction to public-private partnerships (PPPs): citizen assessments of four different types of PPPs and policy support. *Policy Studies*, 46(2), 252–270. <https://doi.org/10.1080/01442872.2024.2302439>
2. Bakir, C. (2022). Why Do Comparative Public Policy and Political Economy Scholars Need an Analytic Eclectic View of Structure, Institution and Agency? *Journal of Comparative Policy Analysis: Research and Practice*, 24(5), 430–451. <https://doi.org/10.1080/13676988.2022.2199555>
3. Bagnardi, F., D'Onofrio, G., & Greco, L. (2020). The state in chains: public policies against adverse incorporation in Southern Italian production networks. *Globalizations*, 19(1), 34–58. <https://doi.org/10.1080/1474773.2020.1849908>
4. Krishnaraj, M. (2000). Women's Perspectives on Public Policy in India: A Half-Century of Incomplete or Lost Agenda? *Gender, Technology and Development*, 4(2), 106–200. <https://doi.org/10.1080/0978524.2000.1099960>
5. Saikia, P., Kumar, A., Semetko, H. A., & Gogoi, D. (2023). Contesting in the policy sphere: stakeholders and policy formulation on the lower Subansiri dam in the Northeast. *India Review*, 22(5), 531–563. <https://doi.org/10.1080/14736489.2023.2263366>

📌 Web based resources:

1. [Governance & Administration, National Portal of India](#)
2. [IIPA : Indian Institute of Public Administration](#)

Recommended Software/Tools (If applicable):

1. LexisNexis for accessing constitutional debates, case law, and statutory interpretations
2. ChatGPT for policy drafting and citizen engagement simulations
3. MyGov Portal for participatory governance case studies and engagement tracking

Curriculum Development:

SI.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	2	-	2	2	-	3	2	-
CO2	3	2	-	2	2	2	2	3	2	2
CO3	2	3	-	-	2	2	2	2	3	2
CO4	2	3	-	-	3	2	2	2	3	2
CO5	2	2	-	-	3	2	-	2	2	-
Articulation	2.4	2.6	2	2	2.4	2	2	2.4	2.4	2

Course Title:	Designing and Implementing Social Programs
Course Code:	25VMP4C303
Semester:	III
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course provides a comprehensive understanding of the key principles and processes involved in designing, implementing, and evaluating effective social programs. It explores various theoretical frameworks, practical methodologies, and ethical considerations essential for addressing complex social issues. Students will learn to analyze needs, engage stakeholders, develop program logic models, manage implementation challenges, and assess program impact to foster positive social change.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Formulate comprehensive strategies for the design of social programs grounded in evidence-based practices and relevant theoretical frameworks.	L6
CO2	Develop effective implementation plans for social programs, addressing logistical, ethical, and stakeholder engagement considerations.	L6
CO3	Evaluate the effectiveness and impact of social programs using appropriate methodologies and data analysis techniques.	L5
CO4	Analyze the role of leadership, inclusivity, and ethical principles in the successful design and implementation of social programs.	L4
CO5	Propose innovative solutions and adaptations to social programs in response to evolving societal needs and global challenges.	L6

Course Modules

No. of Hours:24

Module 1: Introduction to Social Program Design
Scope of Module: This module establishes the fundamental principles and theoretical underpinnings of designing effective and equitable social programs.
Topics: Defining Social Programs and their Goals, Understanding Social Needs and Problem Analysis, Theories of Social Change and Intervention, Principles of Equity and Social Justice in Program Design, Stakeholder Analysis and Engagement Strategies, The Role of Evidence-Based Practice, Incorporating Diversity, Equity, and Inclusion (DEI) in Program Conceptualization, Ethical Considerations in Social Program Design.
Learning Outcome: <i>Students will be able to articulate the core principles of social program design and apply foundational theories to analyze social needs and plan equitable interventions.</i>

No. of Hours:24

Module 2: Planning and Developing the Social Program
Scope of Module: This module focuses on the critical steps involved in planning and developing a coherent and logical social program framework.
Topics: Developing Program Goals and Objectives (SMART Criteria), Constructing Logic Models and Theories of Action, Identifying Program Activities and Resource Allocation, Risk Assessment and Mitigation Planning, Developing Monitoring and Evaluation Frameworks, Integrating Environmental, Social, and Governance (ESG) Considerations in Program Planning, Utilizing AI-powered tools for data-driven program design, Leadership strategies for collaborative program development.
Learning Outcome: <i>Students will be able to develop comprehensive program plans, including logic models and M&E frameworks, while considering resource allocation and potential risks.</i>

No. of Hours:24

Module 3: Implementing Social Programs: Strategies and Challenges
Scope of Module: This module examines the practical strategies and common challenges associated with the effective implementation of social programs in diverse contexts.
Topics: Project Management Principles in Social Program Implementation, Building Effective Partnerships and Collaborations, Communication and Outreach Strategies, Managing Program Staff and Volunteers, Addressing Implementation Barriers and Bottlenecks,

Ensuring Culturally Competent and Inclusive Service Delivery, Leveraging Technology and AI for efficient program delivery, Inclusive leadership in managing diverse implementation teams.

Learning Outcome: Students will be able to identify key strategies for successful program implementation and develop approaches to address common challenges in real-world settings.

No. of Hours:24

Module 4: Monitoring, Evaluation, and Impact Assessment

Scope of Module:

This module explores the critical processes of monitoring program activities, evaluating program effectiveness, and assessing the broader social impact.

Topics:

Principles of Monitoring and Evaluation (M&E), Developing Data Collection Instruments and Methodologies, Qualitative and Quantitative Data Analysis Techniques, Measuring Program Outcomes and Impact, Utilizing AI for data analysis and predictive modeling in evaluation, Reporting and Dissemination of Evaluation Findings, Ethical Considerations in Program Evaluation, Leadership in fostering a culture of continuous improvement through evaluation.

Learning Outcome: Students will be able to design and apply appropriate M&E strategies to assess the effectiveness and impact of social programs using various data analysis techniques.

No. of Hours:24

Module 5: Innovation, Sustainability, and the Future of Social Programs

Scope of Module:

This module focuses on fostering innovation in social programs, ensuring their long-term sustainability, and adapting to future societal challenges.

Topics:

Identifying Opportunities for Innovation and Adaptation in Social Programs, Principles of Program Sustainability and Resource Mobilization, Scaling Up Successful Social Programs, The Role of Technology and AI in Future Social Program Delivery, Addressing Emerging Social Issues and Global Challenges, Promoting Policy Advocacy and Systemic Change, Leadership in driving innovation and sustainable practices, The intersection of ESG principles and the future of social programs.

Learning Outcome: Students will be able to propose innovative and sustainable solutions for social programs in response to evolving needs and global trends.

Module	No. of Pre-Recordings
1	10

2	12
3	12
4	10
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic knowledge of public policy processes and social sector issues.
- Familiarity with project management concepts.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Discussions
- ✓ Group-based Program Design Projects
- ✓ Case Studies on Social Program Implementation
- ✓ Workshops on Monitoring and Evaluation Techniques
- ✓ Guest Lectures by Practitioners and Program Managers
- ✓ Simulation Exercises for Program Implementation

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Using Public Policy for Social Change | Coursera](#)

Suggested Readings:

 **Books:**

1. Stiglitz, J. E. (2012). *The Price of Inequality: How Today's Divided Society Endangers Our Future*. W. W. Norton & Company
2. Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.
3. Pierson, P. (2004). *Politics in Time: History, Institutions, and Social Analysis*. Princeton University Press.

 **Online Articles:**

1. Petrikova, I. (2019). Perpetuating poverty through exclusion from social programmes: lessons from Andhra Pradesh. *Oxford Development Studies*, 48(1), 33–55. <https://doi.org/10.1080/0800-8209.2019.1607733>
2. Schnitzer, P., & Stoeffler, Q. (2024). Targeting Social Safety Nets: Evidence from Nine Programs in the Sahel. *The Journal of Development Studies*, 60(4), 574–595. <https://doi.org/10.1080/00220388.2023.229325>
3. Mushkat, M. (1981). Rethinking the Effectiveness of Social Programmes. *Hong Kong Journal of Public Administration*, 3(2), 224–236. <https://doi.org/10.1080/0252965.1981.1080007>
4. Cabello, O. (1960). The Use of Statistics in the Formulation and Evaluation of Social Programmes. *Journal of the American Statistical Association*, 55(29), 454–468. <https://doi.org/10.1080/01621459.1960.10482075>
5. Mohammed, A. R. (202-). The politicisation of social programmes: insights from Ghana’s School Feeding Programme. *Development in Practice*, 32(7), 901–911. <https://doi.org/10.1080/0964524.2021.937568>

📌 Web based resources:

1. [ONLINE TRAINING PROGRAMME ON SOCIAL PROTECTION AND LIVELIHOOD SECURITY](#) , V. V. Giri National Labour Institute, Noida, Uttar Pradesh, India
2. [The Abdul Latif Jameel Poverty Action Lab](#)
3. [Social Programs Consulting , ICF](#)

Recommended Software/Tools (If applicable):

1. KoboToolbox for needs assessment and beneficiary data collection
2. Open Social for building and managing inclusive program communities
3. TheoryMaker for visualizing and refining Theory of Change models

Curriculum Development:

SI.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	3	-	3	2	2
CO2	2	3	-	2	2	2	2	2	3	2
CO3	2	2	2	-	-	3	3	2	2	2
CO4	2	2	2	3	3	2	3	2	2	2
CO5	2	2	2	-	3	3	2	2	3	3
Articulation	2.2	2.2	2	2.5	2.5	2.6	2.5	2.2	2.4	2.2

Course Title:	Political Economy and Institutional Dynamics
Course Code:	25VMP4C304
Semester:	III
Credits:	4
Course Type	Discipline Specific Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course offers a multidisciplinary analysis of the interplay between political and economic forces globally and locally, examining their historical and institutional roots and their influence on public policy. It equips students with theoretical and analytical tools to evaluate policy and address contemporary socio-economic challenges.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Develop a multidisciplinary and critical understanding of global and local political-economic relations, including their historical and institutional foundations.	L6
CO2	Assess how public policies shape and are shaped by socio-economic structures, political ideologies, and institutional arrangements.	L4
CO3	Apply economic reasoning and political analysis to evaluate the formulation, implementation, and impact of public policy.	L3
CO4	Demonstrate research competence in analyzing policy issues using diverse theoretical frameworks and empirical methods.	L6
CO5	Formulate informed and contextually sensitive responses to contemporary issues like inequality, climate change, disruptive technologies, and economic crises.	L6

Course Modules

No. of Hours:24

Module 1: Introduction to Political Economy and Development

Scope of Module:

This module introduces the interplay of politics and economics in development, key debates, and evolving perspectives on progress.

Topics:

What is political economy, Politics in economic life: efficiency, equity, and power, **Key debates: markets vs. states, public vs. private**, Origins and evolution of the development discourse, Development as freedom, capability, redistribution, or growth, **The role of power dynamics in economic development**, **Different models of state-market relations**, **Embedding principles of equity and inclusion in development frameworks.**

Learning Outcome: *Students will be able to articulate the core principles of political economy and critically analyze different perspectives on societal development.*

No. of Hours:24

Module 2: Theoretical Approaches in Political Economy

Scope of Module:

This module explores diverse theoretical frameworks for analyzing the political-economic organization of society.

Topics:

Classical liberalism, Marxian theory, Keynesianism, neoclassical economics, State-centered and power-centered approaches, Institutionalism and justice-centred critiques, Critique of rational choice and public choice theories, **The influence of ideology on political-economic thought.**

Learning Outcome: *Students will be able to critically evaluate and compare various theoretical lenses used to understand political-economic systems.*

No. of Hours:24

Module 3: Political Institutions and Economic Outcomes

Scope of Module:

This module analyzes how political institutions shape and influence economic trajectories and policy choices.

Topics:

Democracy and development: empirical puzzles, **Autocracy and economic performance**, Political stability, rent-seeking, and institutional design, **Constitutional rules and their economic effects**, Rule of law, property rights, and state capacity, The impact of electoral systems on economic policy, **Promoting inclusive political institutions**, **The role of leadership in building effective institutions.**

Learning Outcome: *Students will be able to analyze the impact of different political institutions on economic development and policy formulation.*

No. of Hours:24

Module 4: Political Economy of Inequality and Redistribution

Scope of Module:

This module examines the political factors driving economic inequality and the politics of redistributive policies.

Topics:

Political roots of income and wealth inequality, Political participation and representation gaps, Voter bias and elite capture, Public finance and redistributive politics, The role of identity, caste, gender, and race in economic exclusion, The impact of lobbying on distributive policies, Political barriers to reducing inequality, Policy interventions for promoting economic inclusion and equity.

Learning Outcome: Students will be able to critically assess the political determinants of inequality and evaluate the political feasibility of redistribution.

No. of Hours:24

Module 5: Voting, Accountability, and Economic Outcomes

Scope of Module:

This module explores how electoral processes and political accountability mechanisms influence macroeconomic outcomes.

Topics:

Economic voting: retrospective vs. prospective, Electoral competition and fiscal discipline, Populism and redistribution, Median voter theorem and beyond, Public choice theory and voter rationality, The role of information in voter behavior, Political accountability mechanisms and their effectiveness, The influence of campaign finance on economic policy.

Learning Outcome: Students will be able to analyze the relationship between electoral dynamics, political accountability, and macroeconomic policy decisions.

Module	No. of Pre-Recordings
1	10
2	10
3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic knowledge of microeconomics, macroeconomics, and political theory.
- Familiarity with concepts of governance and public policy analysis.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Discussions
- ✓ Critical Readings and Analytical Debates
- ✓ Group Research Projects
- ✓ Case Studies on Political-Economic Institutions
- ✓ Guest Lectures by Policy Practitioners and Economists
- ✓ Comparative Institutional Analysis Exercises

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Game Theory | Coursera](#)

Suggested Readings:

📚 Books:

1. Acemoglu, D., & Robinson, J. A. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Publishers.
2. Chang, H. J. (2002). *Kicking Away the Ladder: Development Strategy in Historical Perspective*. Anthem Press.
3. North, D. C. (1990). *Institutions, Institutional Change and Economic Performance*. Cambridge University Press.

📚 Online Articles:

1. Folbre, N. (2022). Telling Fortunes: Feminist Theory and the Future of Political Economy. *Review of Political Economy*, 35(1), 129–144. <https://doi.org/10.080/09538259.2023.2-46379>
2. Mezzadri, A., & Majumder, S. (2020). Towards a feminist political economy of time: labour circulation, social reproduction & the ‘afterlife’ of cheap labour. *Review of International Political Economy*, 29(6), 1804–1826. <https://doi.org/10.080/09692290.2020.-857293>
3. Dequech, D. (2022). Political Economy and Its Future: Conceptual and Institutional Issues. *Review of Political Economy*, 35(1), 111–128. <https://doi.org/10.080/09538259.2022.20635-4>

4. Dow, S. (2022). Political Economy as a Methodological Approach. Review of Political Economy, 35(1), 98–110. <https://doi.org/10.1080/09538259.2022.206848>
5. Whiteside, H. (2024). Capitalist political economy and the political economy of capitalisms: 2022 Rik Davidson/Studies in Political Economy Book Prize. Studies in Political Economy / Recherches En Économie Politique, 105(1). <https://doi.org/10.1080/07078552.2024.2325284>

📌 Web based resources:

1. [Review of Political Economy | Taylor & Francis Online](#)
2. [Research , World Bank](#)

Recommended Software/Tools (If applicable):

1. Stata for empirical analysis of institutional and economic variables
2. Polis (digital deliberation tool) for participatory governance simulations
3. Think Tank Tracker for monitoring institutional influence on policy across economies

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	3	2	-	3	2	-
CO2	3	3	-	2	3	2	2	3	2	2
CO3	3	2	-	-	2	2	2	3	2	-
CO4	2	2	2	-	2	3	2	2	3	2
CO5	2	2	-	-	3	3	3	2	3	2
Articulation	2.6	2.2	2	2	2.6	2.4	2.25	2.6	2.4	2

Course Title:	Research Methodology
Course Code:	25VMP4C305
Semester:	III
Credits:	4
Course Type	Ability Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course provides a comprehensive overview of research designs and methods essential for analyzing public policy issues. It explores various research approaches, the strengths and weaknesses of different designs, and the methodologies used to investigate policy interventions. The course also covers data sources, analysis techniques, ethical considerations, and emerging trends in policy research, equipping students with the skills to critically evaluate and conduct rigorous research.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Analyze various types of research methods and the differences amongst them.	L4
CO2	Apply the strengths and weaknesses of different research designs.	L3
CO3	Assess whether research studies are using the most appropriate study design.	L4
CO4	Analyze the methodologies that are used to investigate the effects of public policy interventions.	L4
CO5	Evaluate the key data sources in public policy and the application of the technique of data mining.	L5

Course Modules

No. of Hours:24

Module 1: Introduction to Research in Public Policy

Scope of Module:

This module introduces fundamental research concepts, the research process, the distinction between different types of research and knowledge, and the crucial role of research in shaping public policy.

Topics:

Concept of research, purpose and objectives of research, differences between basic and applied research, **types of knowledge and inquiry**, steps in the research process, the role of research in public policy, relationship between research, theory, and practice, **Ethical considerations in policy-relevant research**, The importance of research for evidence-based policymaking.

Learning Outcome: *Students will be able to comprehend the foundational principles of research and its significance in the context of public policy analysis and formulation.*

No. of Hours:24

Module 2: Problem Formulation and Research Design Strategies

Scope of Module:

This module focuses on the initial stages of research, covering problem identification, literature review techniques, ethical considerations, and the diverse landscape of research designs relevant to public policy inquiry.

Topics:

Identifying and formulating research problems, **selecting research topics, understanding context and relevance**, distinguishing between problems and symptoms, feasibility and scope, research objectives and justification, policy gaps and problematization, Purpose and scope of literature review, techniques of reading academic texts, thematic and systematic review, **Research ethics and integrity, Ethics in human subjects research, informed consent and voluntary participation**, types of research design – descriptive, experimental, exploratory, correlational.

Learning Outcome: *Students will be able to develop well-defined research problems and understand the ethical implications and various strategic approaches to designing policy-relevant research.*

No. of Hours:24

Module 3: Quantitative Research Methods for Policy Analysis

Scope of Module:

This module delves into the core principles and techniques of quantitative research, including hypothesis formulation, measurement concepts, data analysis, and the application of statistical tools for examining policy issues.

Topics:

Formulating research and investigation questions, identifying variables, measurement issues, defining and operationalizing concepts, types and features of hypotheses, null and alternative hypotheses, logic and procedure of hypothesis testing, Measurement concepts – accuracy, precision, levels of measurement, establishing validity and reliability, Data preparation and cleaning, descriptive statistics, univariate and bivariate analysis, **hypothesis testing using SPSS or R.**

Learning Outcome: *Students will be able to formulate testable hypotheses and apply fundamental quantitative methods for analyzing data in public policy research.*

No. of Hours:24

Module 4: Qualitative and Mixed Methods in Policy Research

Scope of Module:

This module explores qualitative research approaches, emerging methodologies, and the integration of qualitative and quantitative methods to provide a deeper understanding of complex policy challenges and contexts.

Topics:

Core principles of qualitative research, triangulation, generalization, **digital ethnography, visual and sensory methods, autoethnography,** participatory action research, network analysis, computational social science, **Purpose and elements of research design – evaluative, time series and longitudinal designs,** threats to internal and external validity, mixed methods design, Case Studies in Research Design, Nature and purpose of case study method, data collection techniques in case studies.

Learning Outcome: *Students will be able to understand and apply diverse qualitative and mixed-methods approaches to address multifaceted research questions in public policy.*

No. of Hours:24

Module 5: Data Sources, Interpretation, and Emerging Trends

Scope of Module:

This module focuses on identifying and utilizing various data sources relevant to public policy, interpreting research findings effectively, understanding data mining techniques, and exploring contemporary trends like behavioral research and design thinking in policy.

Topics:

Data Sources in Public Policy, types of data – primary, secondary, administrative, big data, public databases, **RTI and access to government documents,** Data Analysis, visualizing data, Interpretation of Data and Academic Writing, aligning data with research questions, structuring a research paper, **Data Mining for Public Policy, overview of data mining, techniques and applications in policy research,** Behavioral Research and Design Thinking, principles of behavioral science, nudging and choice architecture, stages of design thinking in policy innovation.

Learning Outcome: *Students will be able to critically evaluate data sources, interpret research outcomes, understand data mining applications, and appreciate the role of behavioral insights in shaping public policy.*

Module	No. of Pre-Recordings
1	10
2	10
3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

sPrerequisites (If Any):

- Basic knowledge of public policy concepts.
- Familiarity with foundational research principles.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Interactive Research Discussions
- ✓ Workshops on Research Design and Data Collection
- ✓ Research Projects
- ✓ Hands-on Learning with Analytical Tools
- ✓ Guest Lectures on Policy Research Practices
- ✓ Simulation Exercises for Research Methodology

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Methods and Statistics in Social Sciences | Coursera](#)

Suggested Readings:

📖 Books:

1. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
2. Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton Mifflin³ Company.

- Babbie, E. R. (1975). *The practice of social research* (14th ed.). Cengage Learning.

Online Articles:

- Saikia, N. (2023), "From Social Media to Social Identity: Role of Technology in fostering connections", *New Approaches to Social Sciences towards the development of technology*, pp. 24–47
- Estalella, A. (2024). Ethnographic Experimentation and the Disappearing Field of Ethnography. *Ethnos*. <https://doi.org/10.1080/004844.2024.2438004>
- Paay, J., Kjeldskov, J., Hansen, K. M., Jørgensen, T., & Overgaard, K. L. (2020). Digital ethnography of home use of digital personal assistants. *Behaviour & Information Technology*, 41(4), 740–758. <https://doi.org/10.1080/044929X.2020.834620>
- Barbrook-Johnson, P., & Carrick, J. (2021). Combining complexity-framed research methods for social research. *International Journal of Social Research Methodology*, 25(6), 835–848. <https://doi.org/10.1080/3645579.2021.94688>
- Crowhurst, I., & Kennedy-Macfoy, M. (2013). Troubling gatekeepers: methodological considerations for social research. *International Journal of Social Research Methodology*, 16(6), 457–462. <https://doi.org/10.1080/3645579.2013.82328>

Web based resources:

- <https://www.researchgate.net>
- [PMC Home](#)
- [JSTOR Home](#)

Recommended Software/Tools (If applicable):

- NVivo for qualitative data coding and thematic analysis
- Zotero for citation management and literature reviews
- Dedoose for mixed-methods data analysis

Curriculum Development:

SI.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability)

	and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	3	-	3	2	-
CO2	3	2	-	2	2	3	2	2	2	-
CO3	3	2	-	-	2	2	2	2	2	2
CO4	3	2	-	-	2	3	3	3	2	2
CO5	2	2	2	-	2	3	3	2	3	3
Articulation	2.8	2	2	2	2	2.8	2.5	2.4	2.2	2.3

Semester IV

Course Title:	Public Policy in a Globalised World
Course Code:	25VMP4C401
Semester:	IV
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course examines the intricate ways in which globalization shapes and is shaped by public policy across national and international spheres. It explores the evolving nature of nations, power dynamics, conflict, and peace in an interconnected world, while also analyzing critical global challenges such as human rights, development, security, climate change, and the impact of technology on policy-making. The course equips students with a critical understanding of the forces driving global public policy and their multifaceted implications.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Examine the functions and characteristics of nations in the context of transnational communities, diasporas, and multiculturalism.	L4
CO2	Analyze the nature, types, and evolving dynamics of power, and how power dynamics shape public policy decisions.	L4
CO3	Evaluate the causes and varieties of conflict and war, and their profound influence on policy choices.	L5
CO4	Critically engage with the fundamental concepts of peace and their role in shaping global politics.	L4
CO5	Administer critical thinking to decipher complex policy issues, considering their multifaceted impacts on our interconnected world.	L6

Course Modules

No. of Hours:24

Module 1: Nations, Nationalism, and Global Transformations

Scope of Module:

This module introduces the concepts of nations and nationalism, analyzing their transformations in a globalized world marked by transnational communities and evolving sovereignty.

Topics:

Making sense of nationalism, concept of nation and nation-state, transformations of sovereignty, global governance and erosion of national boundaries, Global mobility and migration, transnational identities and citizenship, diasporic politics, multiculturalism and integration policies, Reconfiguring Nationalism: Post-Cold War and Beyond, rise of cultural and ethnic nationalism.

Learning Outcome: *Students will be able to analyze the impact of globalization on traditional understandings of nations and the evolving dynamics of nationalism in shaping public policy.*

No. of Hours:24

Module 2: Power, Leadership, and Global Order

Scope of Module:

This module investigates the changing nature of power in the global order, the dynamics of global leadership, and the emergence of multipolarity and new forms of collaboration.

Topics:

Meaning and types of power, power as capability and structure, changing nature of global power, rise of soft power and non-state actors, Geopolitics of emerging technologies and AI governance, Collapse of Cold War bipolarity, emergence of multipolar world, leadership in global governance, new regionalisms and policy collaboration.

Learning Outcome: *Students will be able to critically evaluate the shifting power structures in global politics and the role of leadership in influencing international public policy.*

No. of Hours:24

Module 3: Conflict, Security, and Peace in Global Policy

Scope of Module:

This module examines the causes and types of conflict and war, contemporary security challenges, and the concepts and approaches to achieving peace and reconciliation in the global arena.

Topics:

Understanding war and its types, political economy of war, causes of conflict, war and policymaking, security dilemmas and peacebuilding, Postmodern warfare and cyber

conflicts, terrorism and hybrid threats, realpolitik, just war theory, Definitions of peace, peace initiatives and diplomatic strategies.

Learning Outcome: Students will be able to analyze the impact of conflict on policy-making and evaluate different strategies for promoting peace and security at the global level.

No. of Hours:24

Module 4: Global Challenges: Human Rights, Development, and Environment

Scope of Module:

This module explores critical global challenges including human rights, development disparities, and environmental sustainability, examining their interconnectedness and implications for public policy.

Topics:

Universality and challenges to human rights, human rights in development debates, measuring poverty and inequality, models of development, Climate change, global warming and sustainability, environmental security and resource governance, ESG frameworks in global policy, war and displacement, refugee governance.

Learning Outcome: Students will be able to understand the complexities of global challenges like human rights, development, and environmental issues and their relevance for shaping public policy responses.

No. of Hours:24

Module 5: Identity, Technology, and the Future of Global Policy

Scope of Module:

This module investigates the role of identity and culture in global policy, the impact of technological advancements, particularly AI, and considers future trends shaping global public policy.

Topics:

Concept of identity and culture, identity politics in global public policy, politics of collective identity, intersectionality and claims to representation, Postcolonialism, Asian Values, and Indigenous Knowledges, Artificial Intelligence and data-driven policymaking, ethical governance of technology, digital divides, cybersecurity and surveillance.

Learning Outcome: Students will be able to analyze how identity, culture, and emerging technologies are influencing contemporary global public policy and governance.

Module	No. of Pre-Recordings
1	10
2	10

3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic knowledge of public policy frameworks.
- Introductory understanding of international relations and globalization.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Critical Discussions on Global Issues
- ✓ Interactive Sessions on Policy and Globalization
- ✓ Group Projects on Global Policy Challenges
- ✓ Case Analysis Exercises
- ✓ Guest Lectures by Practitioners in Global Policy
- ✓ Workshops on Comparative Policy Frameworks

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Generative AI: Governance, Policy, and Emerging Regulation | Coursera](#)

Suggested Readings:

📚 Books:

1. Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The Globalization of World Politics: An Introduction to International Relations* (9th ed.). Oxford University Press.
2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
3. Slaughter, A. M. (2005). *A New World Order*. Princeton University Press.

📚 Online Articles:

1. Maglia, C. (2025). Peace and security ad hoc coalitions: engagement of the Global South and the Global North. *Third World Quarterly*, 1–23. <https://doi.org/10.1080/01436597.2024.2432493>

2. Pearson, F. S., & Simpson, E. (2024). Analyzing Nuclear Deterrence and Disarmament: Insights on Global Security During the Ukraine Conflict. *Peace Review*, 36(4), 563–570. <https://doi.org/10.1080/10402659.2024.2434184>
3. MacLachlan, M., Banes, D., Bell, D., Borg, J., Donnelly, B., Fembek, M., ... Hooks, H. (2018). Assistive technology policy: a position paper from the first global research, innovation, and education on assistive technology (GREAT) summit. *Disability and Rehabilitation: Assistive Technology*, 13(5), 454–466. <https://doi.org/10.1080/17483107.2018.1468496>
4. Gasper, D. (2014). Future global ethics: environmental change, embedded ethics, evolving human identity. *Journal of Global Ethics*, 10(2), 135–145. <https://doi.org/10.1080/17449626.2014.933442>
5. D’Mello, M. (2006). Gendered selves and identities of information technology professionals in global software organizations in India. *Information Technology for Development*, 12(2), 131–158. <https://doi.org/10.1002/itdj.20031>

Web based resources:

1. [The Annenberg Public Policy Center of the University of Pennsylvania](#) .
2. [Policy Archive - A Digital Archive of Public Policy Research](#)
3. [KFF](#) , [The independent source for health policy research, polling, and news](#)

Recommended Software/Tools (If applicable):

1. TradeMap for analyzing global trade flows and policy impact
2. UNCTADstat for accessing global development and investment data
3. Diplopedia (US State Department wiki) for comparative policy analysis

Curriculum Development:

Sl.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	3	-	2	3	2	-
CO2	3	3	-	2	2	2	2	2	2	2
CO3	2	2	-	-	3	2	2	2	2	2
CO4	2	-	-	-	2	2	3	2	-	2
CO5	3	2	2	2	3	2	2	3	3	2
Articulation	2.6	2.25	2	2	2.6	2	2.2	2.4	2.25	2

Course Title:	Public Enterprise Management
Course Code:	25VMP4C402
Semester:	IV
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course provides a comprehensive analysis of public enterprises in India, covering their legal and conceptual foundations, historical evolution, governance structures, and management practices. It examines key aspects such as autonomy, accountability, financial management, human resource strategies, operational efficiency, and the integration of contemporary themes like leadership, innovation, DEI, and ESG. The course also critically evaluates disinvestment policies and explores strategies for the future resilience and transformation of public enterprises in a global context.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Apply conceptual and legal foundations of public enterprises in India to assess their administrative and financial autonomy.	L3
CO2	Analyze the evolution of public sector enterprises in India in relation to economic planning and liberalization policies.	L4
CO3	Evaluate public enterprise performance using management tools, governance indicators, and accountability mechanisms.	L5
CO4	Critically engage with the role of leadership, innovation, DEI, and ESG in transforming public enterprise operations and public value delivery.	L4
CO5	Assess strategies for restructuring, disinvestment, and future-readiness of public enterprises in alignment with national priorities and global best practices.	L4

Course Modules

No. of Hours:24

Module 1: Public Enterprises in India and their evolution.

Scope of Module:

This module introduces the definition, scope, legal basis, and objectives of public enterprises in India, alongside an analysis of their historical development and the impact of economic policy shifts.

Topics:

Definition and scope of public enterprise, constitutional and legal basis, objectives and rationale, classifications, constitutional provisions, Article -2 and public authority, Historical development, Industrial Policy Resolutions, Five-Year Plans, mixed economy model, post-99- liberalization, Atmanirbhar Bharat and PSE reforms, Different classifications of public enterprises.

Learning Outcome: *Students will be able to apply foundational concepts and analyze the historical and policy context shaping public enterprises in India.*

No. of Hours:24

Module 2: Governance, Autonomy, and Accountability in Public Enterprises

Scope of Module:

This module examines the various forms of public enterprises and their governance structures, along with the crucial aspects of autonomy and accountability mechanisms in their management.

Topics:

Departmental undertakings, statutory corporations, government companies, holding companies, regulatory frameworks, role of ministries and administrative heads, Administrative, financial, and managerial autonomy, performance agreements (MoU), audit mechanisms, legislative oversight, CAG, citizen charters, Balancing autonomy and accountability in public sector governance.

Learning Outcome: *Students will be able to differentiate governance structures and evaluate the trade-offs between autonomy and accountability in public enterprise management.*

No. of Hours:24

Module 3: Strategic Management and Key Functional Areas

Scope of Module:

This module explores strategic leadership frameworks and critical functional areas within public enterprises, including financial management, human resource management with a focus on inclusion, and efficient operations.

Topics:

Strategic planning, vision and mission formulation, performance benchmarking, ethical leadership, public value creation, AI-assisted decision-making, Budgeting and financial control, capital structure, public investment decisions, pricing policy,

Workforce planning, recruitment and training, leadership development, inclusive HR policies, DEI in public service.

Learning Outcome: Students will be able to evaluate strategic management approaches and analyze key functional areas within public enterprises, considering ethical and inclusive practices.

No. of Hours:24

Module 4: Enhancing Performance through Innovation and Responsibility

Scope of Module:

This module focuses on the role of technology and innovation in improving public enterprise efficiency, as well as the integration of corporate social responsibility and ESG principles for sustainable operations.

Topics:

Operations and Supply Chain Management in PSEs, Project management tools, procurement and contract management, SCM in PSUs, AI in logistics, Technology and Innovation in Public Enterprises, Digital governance, innovation ecosystems, R&D policies, AI adoption, Corporate Social Responsibility and ESG in PSEs, Legal frameworks for CSR, ESG reporting standards, sustainability initiatives.

Learning Outcome: Students will be able to assess the impact of innovation and the importance of integrating social and environmental responsibility in public enterprise management.

No. of Hours:24

Module 5: Performance Evaluation, Reform, and Future Directions

Scope of Module:

This module examines methods for monitoring and evaluating the performance of public enterprises, analyzes policies related to disinvestment and restructuring, and explores future trends and strategies for their resilience and transformation.

Topics:

Monitoring, Evaluation, and Impact Assessment, Performance audits, outcome budgeting, key performance indicators, Disinvestment, Restructuring, and Privatization, Policy rationale, forms of disinvestment, privatization debates, Comparative Models of Public Enterprise Management, Experiences from other countries, Future of Public Enterprises: Resilience, AI, and Transformation, Adaptive governance, scenario planning, AI-driven reforms.

Learning Outcome: Students will be able to design performance evaluation frameworks, analyze reform policies, and strategize for the future sustainability and adaptation of public enterprises.

Module	No. of Pre-Recordings
1	10

2	10
3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic knowledge of public administration concepts
- Familiarity with economic and governance structures.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Conceptual Discussions on Public Enterprises
- ✓ Interactive Sessions on Governance and Accountability
- ✓ Group Projects on Public Sector Management Practices
- ✓ Case Study Exercises
- ✓ Guest Lectures by Industry and Policy Experts
- ✓ Workshops on Innovation and Leadership in Public Enterprises

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Risk Management | Coursera](#)

Suggested Readings:

📖 Books:

1. Debashish, Munshi, ed. *Reconfiguring public relations: Ecology, equity and enterprise*. New York: Routledge, 2007.
2. Anikeze, Nnaemeka Hillary. *Fundamentals of public enterprise management: Issues, concepts and applications*. 2nd ed. Enugu, Nigeria: John Jacob's Classic Publishers, 2009.
3. Saha, Pallab. *Enterprise architecture for connected e-government: Practices and innovations*. Hershey, PA: Information Science Reference, 2012.

📖 Online articles:

1. Florio, M. (2014). Contemporary public enterprises: innovation, accountability, governance. *Journal of Economic Policy Reform*, 17(3), 201–208. <https://doi.org/10.1080/17487870.2014.913823>
2. Bernier, L. (2014). Public enterprises as policy instruments: the importance of public entrepreneurship. *Journal of Economic Policy Reform*, 17(3), 253–266. <https://doi.org/10.1080/17487870.2014.909312>
3. Kaushik, A. (2024). Understanding the internationalization of Indian state-owned enterprises. *Journal of Economic Policy Reform*, 27(4), 413–435. <https://doi.org/10.1080/17487870.2024.2353301>
4. Jain, R., & Krishnapriya, V. S. (2020). Effect of innovation on corporate social responsibility: does ownership matter? Evidence from Indian manufacturing firms. *Economics of Innovation and New Technology*, 31(7), 628–649. <https://doi.org/10.1080/10438599.2020.1843271>
5. Benassi, M., & Landoni, M. (2018). State-owned enterprises as knowledge-explorer agents. *Industry and Innovation*, 26(2), 218–241. <https://doi.org/10.1080/13662716.2018.1529554>

Web based resources:

1. [Public Enterprises Survey 2022-23 , Department of Public Enterprises , Ministry of Finance , Government of India](#)
2. [Public Enterprises Policy , Public Enterprises , Government Of Assam, India](#)
3. [IPE India Journal: Insights on Public Management](#)

Recommended Software/Tools (If applicable):

1. CMIE Prowess for financial and performance data on public enterprises
2. SAP ERP (Public Sector module) for enterprise resource management simulations
3. OECD Observatory of Public Sector Innovation (OPSI) for best practices in enterprise reforms

Curriculum Development:

SI.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	-	-	2	2	-	3	2	-
CO2	3	2	-	-	3	2	2	3	2	2
CO3	2	2	-	-	2	3	2	2	3	2
CO4	2	2	2	2	3	2	3	2	3	3
CO5	2	2	-	-	3	3	2	2	3	2
Articulation	2.4	2.2	2	2	2.4	2.4	2.25	2.4	2.6	2.25

Course Title:	Environmental Governance and Sustainable Development
Course Code:	25VMP4C403
Semester:	IV
Credits:	4
Course Type	Core Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course provides a comprehensive understanding of the concept of Sustainable Development and the complex global institutional arrangements governing the natural environment. It examines contemporary environmental issues, key international and regional institutions, and the ongoing Sustainable Development agenda. The course critically analyzes environmental problems, efforts to address them, and the various frameworks underpinning environmental policy design, with a focus on global perspectives and inclusive approaches.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Critically engage with the basic concepts of Sustainable Development and global institutional arrangements for the governance of the natural environment.	L4
CO2	Assess the contemporary environmental issues and key global and regional institutions shaping global environmental governance.	L4
CO3	Appraise the contemporary Sustainable Development agenda.	L5
CO4	Analyze environmental problems and the attempts to resolve them.	L4
CO5	Examine the frameworks of environmental policy design.	L4

Course Modules

No. of Hours:24

Module One: Introduction to the Global Frameworks of Sustainability

Scope of Module:

This module introduces the core concepts of Sustainable Development, its historical evolution, guiding principles of environmental governance, and the overarching role of the United Nations and its SDGs.

Topics:

Concept of Sustainable Development, Historical Evolution of the Concept (Stockholm to Rio+20), Principles of Environmental Governance, Interlinkages between Development and Environment, UN Sustainable Development Goals (SDGs), Role of the United Nations Environment Programme (UNEP), Key multilateral environmental agreements (MEAs), Green accounting.

Learning Outcome: Students will be able to explain the foundational principles and major global institutional frameworks shaping sustainable development and environmental governance.

No. of Hours:24

Module 2: International Cooperation and Key Actors in Environmental Governance

Scope of Module:

This module analyzes the evolution and impact of international environmental agreements, the roles of various state and non-state actors, and the influence of environmental movements in shaping global policy.

Topics:

Multilateral Environmental Agreements (MEAs), Rio Earth Summit and its Legacy (Agenda 21, UNFCCC, CBD), Paris Agreement, Kyoto Protocol, Role of COPs (Conferences of Parties), Roles of State and Non-State Actors, Role of Civil Society and NGOs, Influence of Environmental Movements, Environmental Activists and Advocacy Networks.

Learning Outcome: Students will be able to assess the effectiveness of international environmental cooperation and identify the key stakeholders influencing global environmental governance.

No. of Hours:24

Module 3: Global Environmental Governance: Architecture and Challenges

Scope of Module:

This module evaluates the institutional structures of global environmental governance, different governance models, and the significant challenges posed by fragmentation and enforcement issues.

Topics:

Architecture and Challenges of Global Environmental Governance (GEG), Institutional Structures (UNEP, GEF, IPCC, WTO), Models of Global Environmental Governance (Top-down, Bottom-up, Polycentric), Governance Challenges (Fragmentation, Enforcement, Sovereignty Issues), Role of International Organizations in Environmental Rule-Making, International Environmental Law and Soft Law Instruments, Urban Planning and environmental issues in cities

Learning Outcome: Students will be able to analyze the institutional framework of global environmental governance and critically evaluate its key challenges and complexities.

No. of Hours:24

Module 4: Key Environmental Issues and Regional Governance Efforts

Scope of Module:

This module examines critical environmental issues such as marine environment degradation and climate change, alongside exploring regional governance efforts and transboundary environmental management.

Topics:

Marine Environment and Ocean Governance, UNCLOS and Law of the Sea, Marine Biodiversity Protection, Marine Pollution and Plastic Waste, Climate Change: Governance, Adaptation, and Justice, Climate Change Science and Global Warming, National and International Climate Policies, Transboundary Environmental Issues and Regional Governance, Transboundary Air and Water Pollution, Shared River Basin Governance, Stern's Review of Climate Change, Climate Governance Framework, IPCC Reports

Learning Outcome: Students will be able to describe the governance frameworks for key environmental issues and analyze regional approaches to environmental management across borders.

No. of Hours:24

Module 5: Intersections of Global Issues and Future Perspectives in Sustainability

Scope of Module:

This module explores the nexus of trade and environment, energy and sustainability, and the importance of inclusive and Southern-led perspectives in shaping the future of global sustainability efforts.

Topics:

Trade, Globalisation, and the Environment, Trade-Environment Nexus, WTO and Environmental Disputes, Energy and Sustainability, Conventional vs. Renewable Energy, Global Energy Governance Institutions, Southern Voices and Inclusive Approaches to Sustainability, Environmental Challenges in Developing Countries, Local and Indigenous Environmental Knowledge, Climate Finance and Green Economic Instruments.

Learning Outcome: Students will be able to analyze the interconnections between global issues and critically evaluate diverse perspectives in shaping a more inclusive and sustainable future.

Module	No. of Pre-Recordings
1	10
2	10
3	12
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of public policy and governance structures.
- Familiarity with environmental issues and sustainability concepts

Pedagogy / Teaching Methodology:

- ✓ Lectures and Critical Discussions on Environmental Governance
- ✓ Analytical Exercises on Global Sustainability Frameworks
- ✓ Group Projects on Sustainable Development Strategies
- ✓ Workshops on Policy Design for Environmental Issues
- ✓ Guest Lectures by Experts in Environmental Policy and Governance
- ✓ Hands-on Simulations on Climate Negotiations and Policy Responses

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Energy Within Environmental Constraints | Harvard University](#)

Suggested Readings:

 **Books:**

1. Dryzek, J. S. (1997). *The politics of the earth: Environmental discourses* (3rd ed.). Oxford University Press.

2. Esty, D. C., & Ivanova, M. H. (2002). *Global environmental governance: Options and opportunities*. Yale Center for Environmental Law and Policy.
3. Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.

📌 Online articles:

1. Komori, Y. (2010). Evaluating Regional Environmental Governance in Northeast Asia. *Asian Affairs: An American Review*, 37(1), 1–25. <https://doi.org/10.1080/00927671003591367>
2. Newman, J., Mukherjee, A., & Hoole, C. (2023). Constraints and enablers of regional environmental policy: governance challenges in England and Wales. *Journal of Environmental Policy & Planning*, 26(1), 1–13. <https://doi.org/10.1080/1523908X.2023.2297793>
3. Patterson, J. J., & Beunen, R. (2019). Institutional work in environmental governance. *Journal of Environmental Planning and Management*, 62(1), 1–11. <https://doi.org/10.1080/09640568.2018.1538328>
4. Godsäter, A. (2015). Civil Society and Regional Governance: Knowledge Production and Issue-Framing Around SADC. *Journal of Civil Society*, 11(1), 100–116. <https://doi.org/10.1080/17448689.2015.1024948>
5. Koff, H. (2016). Reconciling Competing Globalizations through Regionalisms? Environmental Security in the Framework of Expanding Security Norms and Narrowing Security Policies. *Globalizations*, 13(6), 664–682. <https://doi.org/10.1080/14747731.2015.1133044>

📌 Web based resources:

1. [Treehugger , Sustainability for All](#)
2. [World Resources Institute , World Resources Institute](#)
3. [Inhabitat , Design For a Better World!](#)

Recommended Software/Tools (If applicable):

1. Global Forest Watch for real-time environmental data monitoring
2. ENVIDAT for environmental data integration and analytics
3. InVEST (Integrated Valuation of Ecosystem Services and Tradeoffs) for sustainable policy planning

Curriculum Development:

SI.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO\PO/PSO	PO	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	3	2	-	3	2	-
CO2	3	2	-	2	3	2	2	3	2	2
CO3	2	2	2	-	3	3	2	2	2	2
CO4	2	2	-	-	3	3	2	2	2	2
CO5	2	2	-	-	3	3	2	2	3	2
Articulation	2.4	2	2	2	3	2.6	2	2.4	2.2	2

Course Title:	Science, Technology and Innovation in Public Policy
Course Code:	25VMP4C404
Semester:	IV
Credits:	4
Course Type	Skill Enhancement Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course explores the intricate relationships between science, technology, innovation, and public policy, examining their definitions, processes, and societal implications. It critically analyzes theories of technological influence, the impact of technology on communication and the environment, ethical considerations in technology governance, and the role of smart technologies. The course also delves into e-governance, the challenges of ICT policy, public engagement in science and technology, the influence of globalization, and the use of futures thinking in policy design.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Comprehend the concepts, definitions, and understand the complex processes of science, technology, and policy-making.	L4
CO2	Critically analyze the theories of technological determinism and their relevance to practical aspects.	L4
CO3	Develop explanations about science, technology, public policies, and their relation with regard to the environment and data privacy.	L6
CO4	Emphasize the significance of e-governance, with an emphasis on ICT application and implementation, emphasizing the realities of governance.	L4
CO5	Assess how policies are impacted by the process of globalization, along with civil society, industry, and trade.	L4

Course Modules

No. of Hours:24

Module 1: Introduction to Science, Technology, and Public Policy

Scope of Module:

This module introduces fundamental concepts and debates surrounding science, technology, and their interconnectedness with society and the processes of public policy formulation.

Topics:

Definitions and debates around science and technology, philosophy of science, S&T in public life, policy processes and technological choices, interlink between science and democracy, Understanding Innovation: Concepts, Measurement, and Indicators, types of innovation, innovation systems, diffusion of innovation, measuring innovation, Science-policy interface.

Learning Outcome: Students will be able to understand the foundational relationships between science, technology, society, and the structures of public policy-making and innovation.

No. of Hours:24

Module 2: Societal and Ethical Dimensions of Technology

Scope of Module:

This module examines how social, cultural, and ethical considerations shape technological development and governance, including theories of technological influence and the importance of responsible innovation.

Topics:

Technology and Society: Social Construction and Contextual Perspectives, Social shaping of technology, Actor-Network Theory, technological citizenship, responsible innovation, gender and technology, Theories of Technological Determinism – Classical and Contemporary, Marshall McLuhan, Harold Innis, determinism in digital age, Ethics, Leadership, and Regulation in Technology Governance, Digital rights, data ethics, ethical AI.

Learning Outcome: Students will be able to analyze the societal and ethical dimensions of technological advancements and their implications for public policy.

No. of Hours:24

Module 3: Technology, Communication, and the Environment

Scope of Module:

This module explores the impact of technology on communication, media, and power structures, as well as the complex relationship between science, technology, and environmental challenges.

Topics:

Technology and Communication: Media, Networks and Power, New media, digital publics, datafied communication, algorithmic amplification, surveillance capitalism,

Science, Technology and the Environment, Ecological modernization, political ecology, technological risks and uncertainties, ESG frameworks.

Learning Outcome: Students will be able to critically assess the influence of technology on public discourse and analyze the role of science and technology in addressing environmental concerns.

No. of Hours:24

Module 4: Digital Governance and Technological Infrastructure

Scope of Module:

This module focuses on the principles and applications of e-governance, the development of smart technologies and public infrastructure, and the challenges of implementing ICT policies for inclusive development.

Topics:

E-Governance and Digital Transformation – Foundations, Concepts and stages of e-governance, models of service delivery, digital inclusion, public platforms, Smart Technologies and Public Infrastructure, Smart cities, broadband and 5G, Internet of Things (IoT), Challenges in ICT Policy and Implementation, Digital divide, e-literacy, resistance to change.

Learning Outcome: Students will be able to understand the foundations of digital governance and analyze the opportunities and challenges associated with technology in public infrastructure and service delivery.

No. of Hours:24

Module 5: Global Influences and Future Directions in STI Policy

Scope of Module:

This module examines the impact of globalization on science, technology, and innovation policy, the role of public engagement and controversies in S&T, and the application of future thinking in shaping policy.

Topics:

Controversies and Public Engagement in S&T, co-production of knowledge, role of civil society, risk-based regulation, Globalization, Trade, and Innovation Policy, intellectual property rights, AI and geopolitics, global innovation flows, Futures Thinking and the Politics of Technological Imagination, anticipatory governance, speculative policy design, AI futures, climate tech imaginaries.

Learning Outcome: Students will be able to analyze the global context of STI policy and apply foresight methodologies to anticipate and shape future policy directions.

Module	No. of Pre-Recordings
1	10
2	12

3	10
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of public policy concepts.
- Familiarity with developments in science, technology, and innovation.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Analytical Discussions on Science and Technology Policy
- ✓ Case Study Discussions on Technological Interventions
- ✓ Group Projects on Policy Innovation
- ✓ Workshops on Futures Thinking and Policy Design
- ✓ Guest Lectures by Experts in Technology Policy
- ✓ Hands-on Sessions with Digital Tools and Simulation Exercises

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [The Art and Science of Economic Policy | Coursera](#)

Suggested Readings:

📖 Books:

1. Jasanoff, S. (2004). *States of knowledge: The co-production of science and social order*. Routledge.
2. Winner, L. (1986). *The whale and the reactor: A search for limits in an age of high technology*. University of Chicago Press.
3. Floridi, L. (2014). *The fourth revolution: How the infosphere is reshaping human reality*. Oxford University Press.

📖 Online Articles:

1. Durall Gazulla, E., Hirvonen, N., Sharma, S., Hartikainen, H., Jylhä, V., Iivari, N., ... Baizhanova, A. (2024). Youth perspectives on technology ethics: analysis of teens' ethical reflections on AI in learning activities. *Behaviour & Information Technology*, 44(5), 888–911. <https://doi.org/10.1080/0144929X.2024.2350666>

2. Gursøy, D., Başer, G., & Chi, C. G. (2025). Corporate digital responsibility: navigating ethical, societal, and environmental challenges in the digital age and exploring future research directions. *Journal of Hospitality Marketing & Management*, 34(3), 305–324. <https://doi.org/10.1080/19368623.2025.2465634>
3. Arimoto, T. (2024). The transformation of science, technology and innovation (STI) policy in Japan. *Asia Pacific Business Review*, 30(3), 485–498. <https://doi.org/10.1080/13602381.2024.2320539>
4. Gonzalo, M. (2021). Freeman’s broadening contribution revisited: reasoned-history and systemic STI policies from South America to the Global South. *Innovation and Development*, 12(1), 43–50. <https://doi.org/10.1080/2157930X.2021.1930378>
5. Cozzens, S. E. (2021). Inequalities and STI policies: impact analysis. *Innovation and Development*, 11(2–3), 229–241. <https://doi.org/10.1080/2157930X.2021.1973650>

Web based resources:

1. [Home , India Science, Technology & Innovation - ISTI Portal](#)
2. [Department Of Science & Technology , विज्ञान एवं प्रौद्योगिकी विभाग](#)
3. [Science & Technology, National Portal of India](#)

Recommended Software/Tools (If applicable):

1. PatentScope by WIPO for patent analysis and innovation policy tracking
2. Arxiv Sanity Preserver for staying updated with emerging tech research
3. Scopus for evidence-based policy citations in STI domains

Curriculum Development:

SI.No	Identify and highlight in the modules
1	Local, Regional, National and Global
2	Employability, Entrepreneurship and Skill Development
3	Value Added Courses (Module)
4	Integration of Digital Learning Tools
5	Crossing Cutting Edges (Ethics, Gender Equality, Sustainability and Environmental concerns)
6	Indian Knowledge System

CO/PO Mapping Table

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	-	-	2	3	-	3	2	-
CO2	2	2	-	2	2	2	3	2	2	2
CO3	2	2	-	-	2	3	3	2	2	2
CO4	2	3	2	-	2	3	2	2	3	2
CO5	3	2	-	-	3	2	2	2	2	2
Articulation	2.4	2.2	2	2	2.2	2.6	2.5	2.2	2.2	2

Course Title:	Gender and Development Policy
Course Code:	25VMP4C405
Semester:	IV
Credits:	4
Course Type	Discipline Specific Course
Learning Hours	120
Live Sessions	12 hours

Course Description:

This course provides a comprehensive exploration of the critical intersections between gender and development policy. It examines foundational concepts, theoretical frameworks, and the historical evolution of gender perspectives in development. The course analyzes key policy areas, challenges, and strategies aimed at achieving gender equality and women's empowerment within diverse global contexts, while also considering emerging issues and innovative approaches.

Course Outcomes (COs)

Upon successful completion of this course, learners will be equipped to:

CO	Course Outcome	BTL
CO1	Comprehend the foundational concepts and theoretical frameworks related to gender and development.	L4
CO2	Analyze the impact of gender inequalities across various dimensions of development.	L4
CO3	Apply gender analysis to the formulation and implementation of development policies and programs.	L3
CO4	Evaluate the effectiveness of different policy approaches and interventions aimed at promoting gender equality.	L5
CO5	Formulate contextually relevant and inclusive policy recommendations to address gender disparities in development	L6

Course Modules

No. of Hours:24

Module 1: Introduction to Gender and Development

Scope of Module:

This module introduces core concepts, definitions, and the historical evolution of integrating gender perspectives into development thinking and policy.

Topics:

Defining sex and gender, Gender roles and relations, **Social construction of gender, Patriarchy and other systems of inequality**, Historical evolution of Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD) approaches, Key international frameworks and conventions on gender equality (e.g., CEDAW), Intersectionality and its relevance to gender and development, **The role of feminist theories in shaping development policy.**

Learning Outcome: *Students will be able to comprehend foundational concepts and the historical trajectory of gender integration within development discourses and policy frameworks.*

No. of Hours:24

Module 2: Gendered Dimensions of Development

Scope of Module:

This module analyzes how gender inequalities manifest across various critical dimensions of development, including economic, social, and political spheres.

Topics:

Gender and poverty, Gender and economic empowerment (e.g., labor markets, entrepreneurship), Gender and education, Gender and health (including reproductive health), Gender-based violence: prevalence, causes, and consequences, Gender and food security, Gender and climate change, Gender and migration, Rural development and gender.

Learning Outcome: *Students will be able to analyze the specific ways in which gender shapes experiences and outcomes across key sectors of development.*

No. of Hours:24

Module 3: Gender Analysis and Policy Formulation

Scope of Module:

This module focuses on the application of gender analysis tools and frameworks in the formulation, implementation, and evaluation of development policies and programs.

Topics:

Gender analysis frameworks (e.g., Moser, Harvard Analytical Framework), **Gender mainstreaming strategies and tools, Gender budgeting, Participatory approaches in gender-sensitive policy-making, Stakeholder engagement for gender equality, Integrating gender considerations into project cycle management**, The role of gender

impact assessments, Utilizing AI for gender data analysis (potential and ethical considerations).

Learning Outcome: Students will be able to apply gender analysis techniques to inform the development of more effective and equitable policies and programs.

No. of Hours:24

Module 4: Policy Approaches and Interventions for Gender Equality

Scope of Module:

This module examines diverse policy approaches and specific interventions designed to address gender inequalities and promote women's empowerment in different contexts.

Topics:

Affirmative action and quotas, Legal reforms for gender equality, Gender-sensitive social protection programs, Policies to address gender-based violence, Promoting women's leadership and political participation, Initiatives supporting women's economic empowerment, Policies related to sexual and reproductive health and rights, The role of ESG frameworks in promoting gender equality in the private sector.

Learning Outcome: Students will be able to evaluate the strengths and weaknesses of various policy approaches and interventions aimed at achieving gender equality and women's empowerment.

No. of Hours:24

Module 5: Emerging Issues and Future Directions in Gender and Development Policy

Scope of Module:

This module explores emerging challenges and innovative approaches in the field, including the impact of globalization, technological advancements, and the importance of inclusive leadership and diverse perspectives.

Topics:

Gender and globalization, The impact of digital technologies on gender equality (opportunities and risks), Addressing gender in climate change adaptation and mitigation policies, The role of men and masculinities in achieving gender equality, Promoting diversity, equity, and inclusion (DEI) in development organizations, Feminist leadership in policy and practice, The intersection of gender with other marginalized identities in policy responses, Futures thinking and the design of gender-transformative policies.

Learning Outcome: Students will be able to analyze emerging issues and critically engage with future directions in the pursuit of gender equality and inclusive development policy.

Module	No. of Pre-Recordings
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1	10
2	12
3	10
4	12
5	10

Note: Minimum number of pre-recordings is 10.

Prerequisites (If Any):

- Basic understanding of development theories and public policy concepts.
- Familiarity with foundational gender studies frameworks.

Pedagogy / Teaching Methodology:

- ✓ Lectures and Thematic Discussions on Gender and Development
- ✓ Interactive Seminars on Policy Analysis
- ✓ Group Projects on Gender-sensitive Policy Design
- ✓ Case Study Exercises
- ✓ Guest Lectures by Practitioners and Scholars in Gender Policy
- ✓ Workshops on Innovative Approaches to Gender and Development

The pedagogy follows NEP 2020 guidelines, emphasizing critical thinking, interdisciplinary learning, experiential engagement, and practical application.

Certificate / Value Added Courses Recommended (with Free Resource Links):

1. [Feminism and Social Justice | Coursera](#)

Suggested Readings:

📖 Books:

1. Cornwall, A., Harrison, E., & Whitehead, A. (Eds.). (2007). *Feminisms in Development: Contradictions, Contestations and Change*. Zed Books.
2. Kabeer, N. (1994). *Reversed Realities: Gender Hierarchies in Development Thought*. Verso.
3. Sen, G., & Grown, C. (1985). *Development, Crises, and Alternative Visions: Third World Women's Perspectives*. Monthly Review Press.

📖 Online Articles:

1. Chant, S., & Sweetman, C. (Eds.). (2012). Fixing Women or Fixing the World? Smart Economics. Efficiency Approaches, and Gender Equality in Development. *Gender & Development*, 20, 517-529. <https://doi.org/10.1080/13552074.2012.731812>
2. Rathgeber, E. (2005). Gender and Development as a Fugitive Concept. *Canadian Journal of Development Studies / Revue Canadienne d'études Du Développement*, 26(sup1), 578–591. <https://doi.org/10.1080/02255189.2005.9669099>
3. Amin, S. N., & Girard, C. (2024). Empowerment or alienation? Teaching gender and development in postcolonial contexts. *Development in Practice*, 34(7), 857–867. <https://doi.org/10.1080/09614524.2024.2344524>
4. Rathgeber, E., & Vainio-Mattila, A. (2005). Whither GAD? New Directions in Gender and Development. *Canadian Journal of Development Studies / Revue Canadienne d'études Du Développement*, 26(sup1), 569–571. <https://doi.org/10.1080/02255189.2005.9669097>
5. Hendriks, S. E. (2005). Advocates, Adversaries, and Anomalies: The Politics of Feminist Spaces in Gender and Development. *Canadian Journal of Development Studies / Revue Canadienne d'études Du Développement*, 26(sup1), 619–632. <https://doi.org/10.1080/02255189.2005.9669102>

📌 Web based resources:

1. [Home , Gender Data Portal , World Bank Gender Data Portal](#)
2. [Gender and development , OECD](#)
3. [Home - Gender at Work](#)

Recommended Software/Tools (If applicable):

1. GTA (Gender Tool Assessment) by UN Women for gender-responsive program design
2. GenderStats (World Bank) for comparative gender indicators and policy targeting
3. RiseUp (Advocacy platform) for tracking gender equity campaigns and coalitions

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CO5	2	2	2	2	3	2	2	2	3	3
Articulation	2.4	2	2	2	2.8	2.4	2.5	2.4	2.6	2.5