



Syllabus For M.A. 3rd Semester Courses in Public Policy (June 2019 onwards)

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- Theory Syllabus for Courses:
 - APPY0901 – DEVELOPMENT AND PUBLIC POLICY
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 - PPEC0901 – URBAN PLANNING POLICY
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- Evaluation and Assessment Guidelines.

M.A. II Public Policy**Course Code: APPY0901****Course Title: DEVELOPMENT AND PUBLIC POLICY****Learning Objectives:**

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

Number of lectures: 60

Cognitive Levels are as per Bloom Taxonomy: U = Understanding, R = Remembering, Ap = Application, An = Analysis, E = Evaluation, C = Creating

Course Code: APPY0901	Course Title: DEVELOPMENT AND PUBLIC POLICY	PSO Addressed	Cognitive Level
Course Outcome No.	Course Outcomes		
CO 1	To Introduce Students To The Heterodox Perspectives Of Development	PSO1	U
CO 2	To Expose Students The Thinking Of Major Thinkers Across The Ideological Spectrum.	PSO1	U, E
CO 3	To Create In Students Capacity To Critically Engage With Issues That Separate Growth From Development.	PSO2	An, E
CO 4	To Help Students Comprehend The Various Methods Used For Measuring Development Outcomes	PSO4	Ap
CO 5	To Get Students To Write Evaluate Reports Various Development Policy Outcomes By Analysis Data From India, Global Institutions And Other Developing Economies.	PSO6	E, C

Unit 1 (15 lectures)

Introduction to Development

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

Unit 2 (15 lectures)

Development Models and Policy

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

Unit 3 (15 lectures)

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

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

Unit 4 (15 lectures)

Development Policies and Experiences: Selected Case Studies

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

List of Recommended Reference Books

1. Baran, P., (1952), On the political economy of backwardness, *Manchester School of Economic and Social Studies*, 20, pp. 66-84.
2. Bhalla, S, (2017), Devaluing to Prosperity – Misaligned currencies and their growth consequences, Peterson Institute for International Economics
3. Ghosh, Jayati, (1995), State Intervention in the Macroeconomy, in Prabhat Patnaik (ed.). *Macroeconomics*, Oxford University Press, New Delhi, pp. 146-186.
4. Heilbroner, Robert, (1953/2000), *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*, Revised 7th Edition, Penguin Books, London.
5. Nayyar, Deepak, (1998), Economic Development and Political Democracy: Interaction of Economics and Politics in Independent India, *Economic and Political Weekly*, 33 (49), pp. 3121-3131.
6. Patnaik, Utsa, (1982), Neo-Marxian Theories of Capitalism and Underdevelopment: Towards a Critique. *Social Scientist*, 10 (11), November, pp.3-32.

7. Polanyi, Karl, (1944, 1957:2001), *The Great Transformation: The Political and Economic Origins of Our Time*, Beacon Press, Boston.
8. Sen, Amartya, (1993), *The Concept of Development*. In Chenery, Hollis and Srinivasan, T. N. (eds.), *Handbook of Development Economics: Volume 1*, North-Holland London, pp.9-26.
9. Sen, Amartya, (2000), *Development as Freedom*, Oxford University Press, New Delhi.
10. Todaro, M. P., & Smith, S.C., (2006), *Economic Development*, Addison Wesley, Boston and London, 9th Edition.
11. UNDP Human Development Reports for the years 1990 & 1996, Oxford University Press.
12. Wallerstein, I., (1979), *The Capitalist World Economy*, Cambridge University Press.
13. Williamson, John, (2004), "A Short History of the Washington Consensus", Paper presented at the conference titled, "From Washington Consensus towards a new Global Governance", September, Barcelona.
14. World Development Reports for the years 1990 and 2000, Oxford University Press

Evaluation: Total marks 100.

CIA- 40 marks

CIA 1: Written test -20 marks

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

End Semester Examination – 60 marks

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

Template for APPY0901 Course End Semester Examination in the 3rd Semester

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

M.A. II Public Policy**Course Code: APPY0902****Course Title: PROJECT PLANNING, MANAGEMENT AND EVALUATION****Learning Objectives:**

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

Number of lectures: 60

Cognitive Levels are as per Bloom Taxonomy: U = Understanding, R = Remembering, Ap = Application, An = Analysis, E = Evaluation, C = Creating

Course Code: APPY0902	Course Title: PROJECT PLANNING, MANAGEMENT AND EVALUATION	PSO Addressed	Cognitive Level
Course Outcome No.	Course Outcomes		
CO 1	To Introduce Students To The Theoretical And Practical Aspects Of A Project's Overall Management.	PSO1	U
CO 2	To Develop In Students The Skill Of Defining Project Objectives.	PSO2	U, E
CO 3	To Create In Students The Knowledge Of How To Manage The Various Tools Needed To Handle Projects In A Multidisciplinary Manner	PSO4	Ap, An
CO 4	To Help Students Comprehend The Various Methods Of Cost-Effective Project Selection	PSO4	Ap, An
CO 5	To Get Students To Write Evaluate Reports Various Types Of Projects Undertaken For Different Social And Economic Outcomes	PSO6	E, C

Unit 1

(15 lectures)

Basics of Project Planning and Management

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

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

Scope and Requirements Management: Difference between Requirements and Scope, Scope and Requirements Management Planning, how to collect Project Requirements, how are Project Requirements prioritised? Change Management Process; Change Control Board.

Unit 2

(15 lectures)

Components of Project Management

Schedule Management: Developing a Schedule Management Plan, Understand Project Critical Path, Resource Levelling, Fast Tracking and Crashing of Schedule, Understand 'Slack' or 'Float', Baseline of Schedule, Monitor, Control and Re-Schedule;

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

Project Risk Management and Quantitative Techniques: What is a Risk Management Plan and how to create a good plan? Qualitative Risk Analysis, Risk Response Planning, Negative Risks – Mitigation, Avoidance, Positive Risks – Enhance, Exploit, Accept, Share, Monitoring Risks;

Unit 3

(15 lectures)

Emerging Issues

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

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

Procurement Management: What are the essential documents and processes? Understand the legal or statutory requirements, how to conduct procurement? Vendor selection, how to monitor and finally close a contract.

Unit 4

(15 lectures)

Project Integration

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

List of Recommended Reference Books

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

Evaluation: Total marks 100.

CIA- 40 marks

CIA 1: Written test -20 marks

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

End Semester Examination – 60 marks

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

Template for APPY0902 Course End Semester Examination the 3rd Semester

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

M.A. II Public Policy**Course Code: PPEC0901****Course Title: URBAN PLANNING POLICY****Learning Objectives:**

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

Number of lectures: 60

Cognitive Levels are as per Bloom Taxonomy: U = Understanding, R = Remembering, Ap = Application, An = Analysis, E = Evaluation, C = Creating

Course Code: PPEC0901	Course Title: URBAN PLANNING POLICY	PSO Addressed	Cognitive Level
Course Outcome No.	Course Outcomes		
CO 1	Explore important substantive areas and concepts in the field of urban planning policy.	PSO1, PSO4	U,R
CO 2	Understand the history and theory of urban and regional development, the structure and functions of urban governance systems, local and national policy-making processes, and the role of planning.	PSO1, PSO3	U, Ap, E
CO 3	Develop an understanding of the critical environmental, social, political, economic and design issues confronting contemporary urban societies, and the role that sustainable urban development can play in addressing these fundamental issues.	PSO2, PSO3, PSO4	U, Ap, An, E
CO 4	Exhibit a comprehensive knowledge of current issues in urban planning and governance in India.	PSO3, PSO4, PSO5	U, An, Ap
CO 5	Create strategic policy and planning solutions that incorporate the diverse perspectives of various stakeholder groups, including those of minority and disadvantaged communities.	PSO2, PSO4, PSO5, PSO6	Ap, An, E, C
CO 6	Understand cities in an international comparative context by writing a policy brief on a foreign city and applying a successful policy learning from it to a city in India.	PSO2, PSO3, PSO4, PSO6	Ap, An, E, C

Unit 1 (15 lectures)

The Foundations of Urban Theory

Weber, Tonnies, Simmels;
The Chicago School, Urban Ecology and Urbanism as a Way of Life;
Henry Lefebvre and David Harvey: Right to the City;
Saskia Sassen: The Global City

Unit 2 (15 lectures)

Urbanization and Development

Urban Trends in the Developed World: Suburbanization, Inner City Decay, Urban Renewal;
Challenges of Urbanization in the Developing World with special reference to India;
Towards the Sustainable City.

Unit 3 (15 lectures)

Urban Governance

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

Unit 4 (15 lectures)

Current Issues in Urban Planning

Water and Sanitation in Urban India;
Urban Transport Planning;
Urban Land Use: The Challenges of Slums and Forced Evictions;
Urban Reforms in India: JNNURM, SMART Cities, Affordable Housing

List of Recommended Reference Books and Articles

1. Ahluwalia, Isher Judge et al. (ed.), (2014), Urbanisation in India; Challenges, Opportunities and the Way Forward, Sage Publications.
2. Ahluwalia, Isher Judge, (2014), 'Transforming Our Cities – Post Cards of Change', Harper Collins, New Delhi.
3. Anthony Giddens Sutton, "Sociology", Seventh Edition, Wiley.
4. Bhide, Amita and Himanshu Burte, 'Smarter Urbanisation, Not (just) Smart Cities,' Published by National Centre for Advocacy Studies, Pune.
5. Excreta Matters Vol. 1 & 2, 7th SOE Report by CSE UNESCO House, New Delhi, India.
6. Harvey, D, (1985), The Urbanization of Capital, Oxford University Press, New York.
7. Harvey, David, (2008), The Right to the City, New Left Review, 53,, Sept Oct, 2008.
8. Kharola, P. S., (2013), Analysing the Urban Public Transport Policy Regime in India, Economic and Political Weekly, 48.
9. Nath, V.,(1997), Redefining Urban Politics, Economic and Political Weekly, 32(44/45).
10. Parker, Simon, (2004), Urban Theory and the Urban Experience; Encountering the City, Routledge.
11. Shailaja Fennell, John Holmes, Bernie Jones,' Smart Cities Need Smart Villages,' MARCH 24, 2018 vol LLII no 12 EPW Economic & Political Weekly

12. Sivaramakrishnan, K. C., (2013), Revisiting the 74th Constitutional Amendment for Better Metropolitan Governance, Economic and Political Weekly, 48(13).
13. The City Reader, fifth edition, Edited by Richard T. LeGates and Frederic Stout, Routledge
14. United Nations Educational, Scientific and Cultural Organization, (2011), Urban Policies and the Right to the City in India Rights, Responsibilities and Citizenship, UNESCO House B5/29 Safdarjung Enclave New Delhi, India.
15. Vidyadhar Pathak, 'New Development Plan: Throwing Baby with the Bathwater,' in Mumbai Reader 18, UDRI

Evaluation: Total marks 100.

CIA- 40 marks

CIA 1: Written test -20 marks

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

End Semester Examination – 60 marks

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

Template for PPEC0901 Course End Semester Examination the 3rd Semester

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

M.A. II Public Policy**Course Code: PPEC0902****Course Title: RURAL POLICY****Learning Objectives:**

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

Number of lectures: 60

Cognitive Levels are as per Bloom Taxonomy: U = Understanding, R = Remembering, Ap = Application, An = Analysis, E = Evaluation, C = Creating

Course Code: PPEC0902	Course Title: RURAL POLICY	PSO Addressed	Cognitive Level
Course Outcome No.	Course Outcomes		
CO 1	To Familiarize Students With The Dynamics Of Political, Economic And Social Change In Rural India.	PSO1	U
CO 2	To Examine The Effectiveness Of Government Programmes In Rural India	PSO5	Ap, An
CO 3	To Engage With Various Ideological Approaches To Analyzing Rural Policy Outcomes	PSO2	R, E
CO 4	To Understand The Importance Of The Rural Economy's Role In The Working Of The Entire Economy	PSO2	An
CO 5	To Contextualize The Debates On Land, Labour, Food, Credit, Marketing And Livelihood Programmes	PSO3	R, E, An
CO 6	Write a policy brief on topics related to emerging threats and issues In Rural Spaces In India And Across The World.	PSO6	R, C

Unit 1 (15 lectures)

Theories and Perspectives on Rural Development

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

Unit 2 (15 lectures)

Agriculture and Rural Sector During Pre-Colonial and Colonial Periods

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

Unit 3 (15 lectures)

Agriculture and Rural Sector After Independence

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

Unit 4 (15 lectures)

Rural Development in India: Select Contemporary Issues

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

List of Recommended Reference Books

1. Borras Jr., S.M., Kay, Cristóbal & Akram-Lodhi, A. Haroon, (2007), *Agrarian Reform and Rural Development: Historical Overview and Current Issues*, ISS/UNDP Land, Poverty and Public Action Policy Paper No. 1, The Hague: ISS.
2. Bhattacharya, Neeladri (2003). *Labouring Histories: Agrarian Labour and Colonialism*, NLI Research Study Series 049 / 2003, Noida: V. V. Giri National Labour Institute
3. Chakravarti, A. K. (1973). Green Revolution in India. *Annals of the Association of American Geographers*, 63 (3), pp.319-330.
4. Dantwala, M. L., (1979), *Agricultural Policy in India since Independence*, in Shah C. H. (ed.) *Agricultural Development of India: Policy and Problems*, Orient Longman, Bombay.
5. Ghosh, Jayati, (2005), *Trade Liberalization in Agriculture: An Examination of Impact and Policy Strategies with Special Reference to India*, Occasional Paper, Human Development Report Office.
6. Habib, Irfan, (1975), "Colonialization of the Indian Economy, 1757 – 1900", *Social Scientist*, Vol. 3, No. 8, pp. 23-53.
7. Patanik, U., (1983), On the Evolution of the Class of Agricultural Labourers in India, *Social Scientist*, 11 (7), pp. 03-24.

8. Ramakumar, R, (2010), Continuity and Change: Notes on Agriculture in 'New India'. In Anthony D'Costa (ed.), *A New India? Critical Perspectives in the Long Twentieth Century*, Anthem Press, London.
9. Reddy, D. Narasimha & Srijit Mishra (2009) (ed.). *Agrarian crisis in India*, New Delhi
10. Schultz, Theodore (1974). *Transforming Traditional Agriculture*, New Haven: Yale University Press.
11. Suri, K. C. (1987). The Agrarian Question in India during the National Movement, 1885-1947. *Social Scientist*, 15 (10), pp.25-50.
12. Thorner, Daniel & Alice Thorner (1962). *Land and Labour in India*, Mumbai: Asia Publishing House.

Evaluation: Total marks 100.

CIA- 40 marks

CIA 1: Written test -20 marks

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

End Semester Examination – 60 marks

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

Template for PPEC0902 Course End Semester Examination the 3rd Semester

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

M.A. II Public Policy**Course Code: PPEC0903****Course Title: FOREIGN POLICY****Learning Objectives:**

1. To provide an understanding of the different theoretical and public policy perspectives on foreign policy decision making.
2. To assist students in developing a conceptually and empirically informed understanding of the debates surrounding foreign policy.
3. To enable students to analyze and evaluate current international security, economic and political challenges and recommend policies to the government to meet these challenges.

Number of lectures: 60

Cognitive Levels are as per Bloom Taxonomy: U = Understanding, R = Remembering, Ap = Application, An = Analysis, E = Evaluation, C = Creating

Course Code: PPEC0903	Course Title: FOREIGN POLICY	PSO Addressed	Cognitive Level
Course Outcome No.	Course Outcomes		
CO 1	Understand and analyze the key approaches and theories of foreign policy analysis and international politics and apply them to empirical case studies.	PSO1, PSO3	U, An, Ap
CO 2	Explain how the roles of the three branches of government, the activities of bureaucratic agencies, non-governmental agencies and public opinion affect foreign policy	PSO1, PSO5	U, AU, An, E
CO 3	Identify the philosophical, historical, and cultural sources of Indian foreign policy.	PSO1, PSO3	U, An
CO 4	Comprehend the contexts, pressures and constraints which foreign policy makers have to deal with.	PSO1, PSO4	U, Ap, E
CO 5	Analyze and evaluate current international security, economic and political challenges and recommend tools of Indian statecraft required to meet these challenges.	PSO2, PSO4, PSO5	AAnAn, Ap, EAEE
CO 6	Write a policy brief on topics related to emerging threats and issues; nuances of geographic areas; and general issues about the foreign policy environment (national and international).	PSO2, PSO3, PSO4, PSO6	An, Ap, E, C

Unit 1 (15 lectures)

Theoretical Approaches to World Politics

Liberalism; Challenges to the Liberal Order; Rise of Populism

Realism

Alternative Theories

Unit 2 (15 lectures)

Foreign Policy Decision Making

Determinants of State's Foreign Policy Behaviour;

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

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

Unit 3 (15 lectures)

Historical Context of Foreign Policy

The Evolution of International Society

International History 1900-90

Post-Cold War Scenario

Unit 4 (15 lectures)

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

Principles and Objectives of India's Foreign Policy;

Foreign Policy Apparatus and Decision Making;

National Security;

Foreign Policy Challenges Facing India in the 21st Century: Terrorism; India and Its Neighbors; Balancing Relations with USA and China.

List of Recommended Reference Books and Articles

1. Baylis, John, Smith, Steve & Owens, Patricia, (2013), The Globalization of World Politics: An Introduction, OUP.
2. Chatterjee, Manjari Miller, (2013), India's Feeble Foreign Policy, Foreign Affairs, 00157120, 92(3).
3. Graham Allison, 'Conceptual Models and the Cuban Missile Crisis,' American Political Science Review 63(3),1969, pp. 689-718
4. Heywood, Andrew, (2011), Global Politics, Palgrave MacMillan.
5. Keigley, Jr. Charles W., & Wittkop, Eugene R. (2000). World Politics: Trend and Transformation, St. Martin's Press.
6. Kanti Bajpai & Byron Chong (2019) India's Foreign Policy Capacity, Policy
7. Design and Practice, 2:2, 137-162
8. Mohan Malik, 'Balancing Act: The China-India-USA Triangle in World Affairs, Spring 2018, pp 46-57.
9. Poorvi Chitalkar and David M. Malone, 'Democracy, Politics and India's Foreign Policy,' Canadian Foreign Policy Journal, Vol 17, No. 1, March 2011, pp.75-91
10. Shiv Shankar Menon, 'Choices: Inside the making of India's Foreign Policy,' 2016, Penguin Books India, pp. 87-120
11. Rajiv Sikri, Challenge and Strategy: Rethinking India's Foreign Policy, Sage Publications, 2009

12. Robert D. Blackwell and Ashley J Tellis, 'The India Dividend,' in Foreign Affairs, September/October 2019, pp 173-183
13. Russett, Bruce & Starr, Harvey (1985). World Politics: The Menu for Choice, Freeman & Company, New York
14. Sumit Ganguly, 'India's Emerging Security Policy,' in Brown Journal of World Affairs, Fall/Winter 2016, Vol XXIII, Issue 1
15. Sumit Ganguly and S. Paul Kapoor, 'The Myth of Indian Restraint,' in National Interest, July August 2019, pp. 33-43
16. Taru Dalmia and David M. Malone, 'Historical influences on India's foreign policy,' International Journal, Vol. 67, No. 4, Canada after 9/11 (Autumn 2012), pp. 1029- 1049, Sage Publications
17. The Oxford Handbook of Indian Foreign Policy, edited by David Malone, C Raja Mohan and Srinath Raghavan, OUP, 2015

Evaluation: Total marks 100.

CIA- 40 marks

CIA 1: Written test -20 marks

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

End Semester Examination – 60 marks

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

Template for PPEC0903 Course End Semester Examination the 3rd Semester

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

Evaluation and Assessment for all courses of the 3rd Semester

St. Xavier's College, Mumbai.

ASSESSMENT OF WRITTEN ASSIGNMENT- TYPE - I

Dept. of Public Policy; Course Code _____ Date _____ UID No _____

Name of Student: _____ Marks _____ / 20

Title of Assignment: _____

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

Assessment of Written Assignment: 20 Marks

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

Comments:

Name and Signature of Faculty _____.

St. Xavier's College, Mumbai.

ASSESSMENT OF WRITTEN ASSIGNMENT- TYPE - II

Dept. of Public Policy; Course Code _____ Date _____ UID No _____

Name of Student: _____ Marks _____ / 20

Title of Assignment: _____

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

Assessment of Written Assignment: 20 Marks

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

Comments:

Name and Signature of Faculty _____.

St. Xavier's College, Mumbai.

ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -A

Dept. of Public Policy; Course Code _____ Date _____ UID No _____

Name of Student: _____ Marks _____ / 20

Title of Assignment: _____

Assessment Grid: Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows**Presentation: 30 % (06 marks)**

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

Total marks for presentation: _____ out of 06 marks.

Content: 70% (14 Marks)

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

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

Comments:

Name of the Faculty _____.

Signature of the Faculty _____

St. Xavier's College, Mumbai.

ASSESSMENT OF INDIVIDUAL ORAL PRESENTATION -B

Dept. of Public Policy; Course Code _____ Date _____ UID No _____

Name of Student: _____ Marks _____ / 20

Title of Assignment: _____

Assessment Grid: Place one tick in each appropriate row. Overall mark should reflect the positions of ticks in the individual rows**Presentation: 40 % (8 marks)**

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

Total marks for presentation: _____ out of 08 marks.

Content: 60% (12 Marks)

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

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

Comments:

Name of the Faculty _____.

Signature of the Faculty _____