

Course title: Public Policy Processes and Institutions				
Course code: PPS 194	No. of credits: 2	L-T-P: 30-0-0	Learning hours: 30	
Pre-requisite course code and title (if any): None				
Department: Policy Studies				
Course Coordinator: Dr L. N. Venkataraman		Course Instructor: Dr L. N. Venkataraman		
Contact details: venkataraman.ln@terisas.ac.in				
Course type: Core		Course offered in: Semester 2		
Course description: Since the intended participants in the course are experienced professionals, who already have been instrumental in formulating and implementing policies, the course will offer a theoretical base to public policy in general. It would also include broad discussion on institutions and the nature of the Indian state-so as to have a nuanced understanding of the policy making and the intersections of the Development Triad (i.e., State, Market and Civil Society).				
Course objectives:				
<ul style="list-style-type: none"> ▪ To underscore the intersectional importance of the Development Triad in the Public Policy Processes; ▪ To discuss the influences of policy actors and stakeholders in the policy processes; ▪ To understand the contextual factors and institutional nuances 				
Course contents				
Module	Topic	L	T	P
1.	Introduction Nature of State and Policy Making in India; Constituent Assembly Debates; Directive Principles of State Policy; Concepts and Theories of Public Policy	10	0	0
2.	Policy Processes Policy cycles; Policy implementation in India; Issues and perspectives on service deliveries; Accountability & Decentralization	10	0	0
3.	Agents of Change Governance models, principles and Networks; Theories on Institutions & New Public Management; Public Policy actors [Domestic and International]; Interests and Pressure groups (Bureaucracy; Media & Judicial activism) Development Triad (State: Civil Society and Market);	10	0	0
Total		30	0	0
Evaluation Criterion				
Evaluation is based on four criteria namely: Discussion Leads (25%); Article reviews (25%); Book / Report Review (25%) and the Case-Presentation (25%). The weightage of these aspects is inclusive of active learning; critical engagements; and other disposition skills such as academic interactions and discussions.				
Learning outcomes:				
At the end of the course, the participants would be able to (1) know the public policy process and; (2) be introduced to critically reflect on the actors and public policy institutions.				
Pedagogical approach:				
Instructions will be facilitated through lectures, interactive sessions and critical readings. The sessions will be dealt considering relevant Policy perspectives where each Lecture will be moderated through either an assignment or group presentations or both by the participants. Thus, the learning expectation is to enhance critical and informed understanding. As pedagogical tools are interdisciplinary, each module will be moderated through either by discussion or assignment works. Thus, the learning expectation is to enhance critical and informed understanding.				
Readings				

Module 1

1. Birkland, T., (2005), *An Introduction to the Policy Process: Theories, Concepts, and Models of Policy Making*, M E Sharpe
2. Dye, T.R., (2002), *Understanding Public Policy*, Pearson Education, England
3. Hill, M., (2005), *The Public Policy Process*, Pearson Education, England
4. Kingdon, J.W., (2003), *Agendas, Alternatives and Public Policies*, Longman, New York.
5. Sabatier, P. (eds), (1999), *Theories of the Policy Process*, Westview Press, USA.
6. Stone, D., (2001), *The Policy Paradox: The Art of Political Decision Making*, Norton & Company
7. Morse, K., and Struyk, R.J., (2006), *Policy Analysis for Effective Development- Strengthening Transition Economies*, Lynne Reiner, US
8. Parsons, W., (1995), *Public Policy-An Introduction to the Theory and Practice of Policy Analysis*, Edward Elgar, UK
9. Weimer, D. L. and Vining, A.R., (2004), *Policy Analysis: Concepts and Practice*, Prentice Hall, USA

Module 2

10. North, D., (1990), *Institutions, Institutional Change and Economic Performance*, Cambridge University Press, New York.
11. Ostrom, E., (1990), *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press, New York.
12. Zucker, L.G., (1987), "Institutional Theories of Organizations", *Annual Review of Sociology*, Vol.13, pp: 443-464.
13. Godbole, M., (2003), *Public Accountability and Transparency-The imperatives of Good Governance*, Orient Longman, New Delhi
14. Corbridge, S. and Harris, J., (2000), *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*, Cambridge University Press.
15. Grindle. M.S. (ed), (1980), *Politics and Policy implementation in the Third World*, Princeton University Press, NJ.
16. Harris, J., (2006), *Power Matters-Essays on institutions, Politics and Society in India*, Oxford University Press, New Delhi.
17. Hill, M. and Hupe, P., (2009), *Implementing Public Policy-An Introduction to the Study of Operational Governance*, Sage Publications, London
18. Cheema, G. S., and Rondinelli, D.A. (eds), (1983), *Decentralization and Development: Policy Implementation in Developing Countries*, Sage Publications, Beverly Hills; London; New Delhi.
19. Hogwood, B.W., and Gunn, L.A., (1984), *Policy Analysis for the Real World*, Oxford University Press, New Delhi.
20. Mathur, Kuldeep (2013) *Public Policy and Politics in India: How Institutions Matter*, Oxford University Press, New Delhi.
21. Pressman, J. L. and Wildavsky, A., (1971), *Implementation*, California University Press, Berkeley.
22. Thomas, John W. and Merilee S. Grindle (1990), "After the Decision: Implementing Policy Reforms in Developing Countries", *World Development*, Vol. 18, No. 8, (pp. 1163-1181).

Module 3

23. Barzelay, M., (2001), *The New Public Management-Improving Research and Policy Dialogue*,

University of California Press and Russel Sage Foundation, New York.

24. Bashevkin, S., (1996), "Interest Groups and Social Movements", In Lawrence LeDuc, Richard Neimi and Pippa Norris (eds), *Comparing Democracies: Elections and Voting in Global Perspective*, Thousand Oaks, CA: Sage Publications.
25. Chatterjee, P. (eds), (1999), *State and Politics in India*, Oxford, New Delhi.
26. Lipsky M. (1980). *Street-level bureaucracy: Dilemmas of the individual in public services*, Russell Sage Foundation, New York.
27. Marsh, D., (1998), "The development of the policy network approach", In Marsh D (ed.). *Comparing Policy Networks*, Oxford University Press, Oxford.
28. Minogue, M., Charles P., and Hulme, D., (1998), *Beyond the New Public Management- Changing Ideas and Practices in Governance*, Edward Elgar, UK.
29. Turner, M., and Hulme, D., (1997), *Governance, Administration and Development-Making the State Work*, Palgrave, New York.

Journals

(1) Oxford Development Studies; (2) Journal of Human Development and Capabilities; (3) Journal of Development Studies; (4) Forum for Development Studies; (5) European Journal of Development Research; (6) Economy and Society

Additional information (if any): None

Learning responsibilities

1. As the University has the policy of minimum 75% of physical presence, the students are expected to plan their academic activities considering the learning goals and evaluation criterion of the Course [The Course Evaluation will be correlated in terms of all the academic factors including the class participation and punctuality and sincerity in learning];
2. Students are expected to prepare for the classes. In case, they are unprepared, the same should be informed in advance. However, only one-time exemption is allowed; In addition, we shall follow closed laptop, no mobile phone policy during the class hours;
3. All the submissions shall be done one-day before the deadline; Lastly, any sorts of academic dishonesty including cheating, copying, inappropriate collaboration and plagiarism will not acceptable

Course reviewers

1. Dr. Suresh Babu, Zakir Husain Centre for Educational Studies, *Jawaharlal Nehru University*, New Delhi.
2. Prof. Vishal Narain, Professor, Public Policy and Governance, Management Development Institute, Gurugram.
3. Dr. Latika Gupta, Central Institute of Education, *University of Delhi*, New Delhi