

**MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY JAIPUR**  
**Department of Humanities and Social Sciences**

**A report on**  
**'Curriculum Development Workshop'**  
**Master of Arts in Public Policy and Development (MPD)**  
**organized on January 22, 2021**

**ABOUT THE PROGRAMME**

The Master of Arts in Public Policy and Development is a 2-year full time degree program that systematically and critically explores the nature and practice of complex public problem solving in a developing constitutional democracy. The aim is to equip young graduates to make purposive, pragmatic, ethical and humane interventions in response to pressing problems based on a critical and rigorous understanding of the institutional environment and grammar of public action. The program draws on the disciplines of law, economics, history, philosophy, politics, public administration, and anthropology to devise an interdisciplinary curriculum that encourages deep ethical reflections on public choice, sophisticated empirical analysis of policy choice and program implementation and field engaged insight into the experience of the everyday Indian state.

**PROGRAMME RATIONALE**

The common complaint that the lack of political will in India is why poverty, malnutrition and illiteracy are endemic obscures the challenge of adequate knowledge for public action. Responses to public problems in India adopt one of two approaches: social scientific frameworks that develop complex explanatory models or techno-managerial frameworks that emphasize the design and choice of solutions. These approaches are individually both necessary but not a sufficient basis for public action.

The Master of Arts in Public Policy and Development is a novel program that integrates the fields of public policy and development to advance our understanding of public problem solving in India. Students begin with an appreciation of the foundational constitutional norms and values and its impact of public choice, the history and justification for political authority and the roles of the state and the market in the allocation of scarce resources. Further, they engage with the analytical models of the policy process and the empirical research methods necessary to analyze and explain the success or failure of public interventions.

**OBJECTIVE OF THE PROGRAMME**

The Master of Arts in Public Policy and Development is a practice-oriented, professional advancement degree where you will acquire the knowledge, and build the skills, experience, and networks, to make the world a better place. Our objective is to empower and support learners through a combination of core and elective courses, skills development, and real-world practice. The learners will receive diverse, work-experience opportunities during the program, including a 6 months team capstone project, and internships. Upon graduation, students will be ready to apply these competencies with leading organizations in the public, non-profit, and private sectors or create their own enterprise.

## ABOUT THE WORKSHOP

The Department of Humanities and Social Sciences, MNIT, Jaipur organized a one-day Curriculum Development Workshop (CDW) on 22nd January 2021. The curriculum development for all courses offered in MPD is the product of all the team efforts taken up by the program coordinator, subject coordinators and faculty members, subject experts and industry experts, and research scholars. Prof. Manju Singh is the program coordinator, and the workshop was coordinated by Dr. Nidhi Bansal and Dr. Nidhi Sharma along with a team of research scholars. The purpose of the workshop was to discuss the Courses syllabi with respect to their relevance in contemporary times and utility in skill enhancement and experiential learning for students.



Overall, there were eight sessions organized for discussing all MPD courses scheduled to be conducted in NKN1 and NKN2 throughout the day as per the detailed schedule.

## SESSION I (NKN1, 11 am- 12.30 pm)

The session I began with a welcoming note from Prof. Manju Singh, Head, Department of Humanities and Social Sciences. Prof. Manju Singh initiated the session and briefed about the program, its design, and objectives. She articulated how Curriculum development in the disciplines of English, Economics, Sociology, and Political Science has been undertaken in alignment with intents of UNSDG and the NEP 2020. Interdisciplinarity, creativity, critical thinking, and the liberal arts approach have been given importance in this regard.

On these lines, eight different courses in English are designed. The course designers have ensured that such courses serve as a platform for flexible learning for students, focused on employability and skill enhancement.

### Courses Discussed

1. Communication Models and Dimensions

	<ol style="list-style-type: none"> <li>2. Literature and Psychoanalysis</li> <li>3. Contemporary Fiction</li> <li>4. Organizational Communication</li> <li>5. Feminism and Gender in Language and Literature</li> <li>6. Digital Communication</li> <li>7. Personal and Political in Language and Literature</li> <li>8. Life Writing</li> </ol>
<b>External Experts</b>	<ol style="list-style-type: none"> <li>1. Prof. Panchanan Mohanty</li> <li>2. Mr. Aman Chugh (Industry)</li> </ol>
<b>Subject Coordinator</b>	Prof. Nupur Tandon



## SESSION II (NKN1, 12.30 pm-1.30 pm)

Session II started in continuation with the session I. Following courses were discussed:

<b>Courses Discussed</b>	<ol style="list-style-type: none"> <li>1. HST 805 Critical Reading and Writing</li> <li>2. HST 809 Intercultural Communication</li> <li>3. HST 810 Soft Skills Development Lab</li> </ol>
<b>External Experts</b>	<ol style="list-style-type: none"> <li>1. Prof. Panchanan Mohanty</li> <li>2. Mr. Aman Chugh (Industry)</li> </ol>
<b>Subject Coordinator</b>	Prof. Nupur Tandon

**Major discussions and conclusions:**



Mr. Aman Chugh discussed that we need to make the history of India available to the next generation. Culture, heritage, history, and national achievements need to be aligned with the true facts of history. Importance of moral and ethical values for students was emphasized, considering them as the engines of the Indian economy. Mr. Chugh recommended the inclusion of knowledge regarding Upanishads and Vedas. Resultantly, topics from Bharata's Natyashastra have been incorporated into the curriculum.

Prof. Mohanty recommended to incorporate writers such as Akka Mahadevi and Meera has been suggested. He also suggested the incorporation of Dravidian, Tibeto-Burman languages, and tradition in addition to North Indian and Indo-Aryan groups. Prof. Mohanty emphasized on the significance of Arthashastra to the study of Economics. Parallel between Indian and western poetics was discussed. He even brings attention to the absence of language policy in the country and its impact on the education policy. Some more recommendations were made like inclusion of Academic Writing, BICS (Basic Interpersonal Communication Skills), CALP (Cognitive Academic Language Proficiency), and Indian English, instead of remaining restricted to Received Pronunciation. In the course on 'Critical Reading and Writing', inclusion of hermeneutics was suggested. Moreover, in the course on 'Intercultural Communication' it was recommended to include sociolinguistics as well.

### SESSION III (NKN1, 2.30 pm-3.45 pm)

Session III began after the break at 2.30 pm and eight political science courses were discussed.

<b>Courses Discussed</b>	<ol style="list-style-type: none"> <li>1. HST PS1- Digital Innovation in Public Administration</li> <li>2. HST PS2- Policy for Sustainable Development</li> <li>3. HST PS3- New Politics of Globalization</li> <li>4. HST PS4- Conflict Transformation and Peace Building</li> <li>5. HST PS5- South Asia: A Geopolitical Perspective</li> <li>6. HST PS6- Reimagining Social Policy Designs: Empirical Approaches</li> <li>7. HST PS7- Indian Government &amp; Politics</li> <li>8. HST PS8- Decentralized Governance for Democratization</li> </ol>
<b>External Experts</b>	<ol style="list-style-type: none"> <li>1. Prof. Yatinder Singh Sisodia</li> <li>2. Brij J.S. Rajpurohit (Industry)</li> </ol>
<b>Subject Coordinator</b>	Prof. Vibhuti Singh Shekhawat

#### Major discussions and conclusions:

Prof. Manju Singh, introduced the experts to the session, spoke about the relevance of running this course in future and welcomed Prof. Vibhuti Singh Shekhawat, Subject Coordinator, to discuss it further. All the inputs given by the experts in the previous meetings were discussed thoroughly and the team incorporated the said major amendments in the course curriculum provided by the experts.



Prof. Yatinder Singh Sisodia gave his formal approval to all the courses and appreciated the fact that these courses are more contemporary than the traditional courses. Shri Brig J.S. Rajpurohit talked about the inclusion of Indian experiences and thoughts while teaching these courses. He focused on designing forum approaches for teaching like workshops for imparting practical knowledge among the students.

Dr. Vibhuti Singh Shekhawat concluded with a mutual agreement on the suggestions given by the experts, as well as shared that the changes required in the society is a longer process, but through these courses the department will be heading slowly towards that goal. He focused on student focused learning. The session concluded by a vote of thanks from Dr. Vibhuti Singh Shekhawat, Dr Nidhi Bansal, and all the present team members.

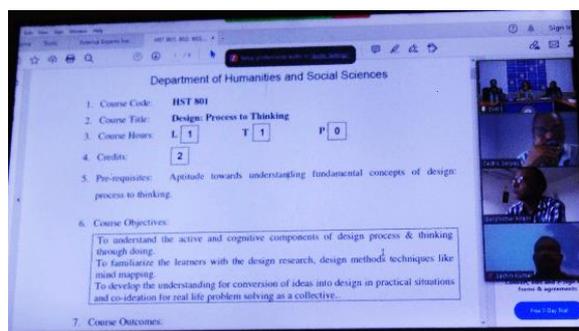
### SESSION IV (NKN1, 3.45 pm-5.30 pm)

Session IV began at 3.45 pm and four courses were discussed.

<b>Courses Discussed</b>	HST 801 Design: Process to Thinking HST 802 Reflective Practice for Professional Development HST 803 Artificial Intelligence (AI) for Social Empowerment HST807 Positive Psychology: The Science of Well-being
<b>External Experts</b>	Prof. B Majhi Dr. Deepika Pandita Mr. Cedric Serpes Brij J.S. Rajpurohit (Industry)
<b>Subject Coordinators</b>	Dr. Sangeeth Pillai Dr. Akanksha Kataria

Dr. Deepak Ranjan Nayak  
Dr. Sachin Kumar

### Major discussions and conclusions:



The session initiated with the welcoming of different subject experts and industry-exerts of the reputed Institutes and organizations from all corners of India. Newly emerging concepts, methods, and techniques in the area of research in Humanities and Social Sciences were discussed. It was emphasized how important it has become for any social researcher to understand the important of data since everything is becoming digitized in the current scenario. After careful thought and deliberations, all relevant and important topics were included in the syllabus whereas topics that dealt with technical details in too depth were recommended to remove. The general nature of the syllabus relevant for students coming from all sorts of background was kept in mind.

### SESSION V (NKN2, 10.30 am-12.00 noon)

<b>Courses Discussed</b>	HST SO1 Sociological Theories: Reflections and Transitions HST SO2 Towards Social Justice and Social Inclusion HST SO3 Understanding Globalization, Media and Culture HST SO4 Gender Equity for Social Transformation HST SO5 Visual Sociology HST SO6 Social Entrepreneurship for Social Change HST SO7 Environmental Sociology HST SO8 Urban Sociology and Policy Planning
<b>External Experts</b>	Prof. Nihar Ranjan Mishra Dr. Pallavi Tak (Industry)
<b>Subject Coordinators</b>	Dr. Nidhi Bansal

**Major discussions and conclusions:**

The session started with the general orientation provided on the MPD and the various courses covered under the Sociology discipline. Prof. Nihar Ranjan Mishra, Associate Professor, NIT Warangal, joined in as an external subject expert. Prof. Manju described how these courses adopt a multi-disciplinary approach to understand and examine policy and development in India and build methodological capacity to analyze and contribute to these domains. She further added that the courses have been designed keeping in view the NEP 2020 as a guide.

Dr. Nidhi Bansal, Subject Coordinator, gave an overview of the theoretical concept included in the Sociology courses, related to development and the associated dimensions of it. She explained how an attempt has been made to focus on the concept of social development, human development and sustainable development which have become the dominant paradigms in the development discourse in the present day. She further added the significance of concurrent methodological courses like Visual Sociology to equip students to identify and define problems, examine underlying causal and interpretive processes and use sophisticated techniques for policy and development research.



Prof. Nihar Ranjan Mishra, Subject Expert, praised the diversity of concepts added in the Courses and at the same time discussion took place with respect to the longevity of the course syllabus when taught in a time span of six months. Whether the course is in alignment with the syllabus prescribed by the NEP 2020, NTA NET and UPSC to prepare students for holistic personality development were also discussed and recommended. Prof. Mishra suggested the need to align the Sociology courses as per the requirements of the GATE Syllabus.

Overall, the session went fine, and the important points have been noted to further enhance the quality of the syllabus and the references mentioned.

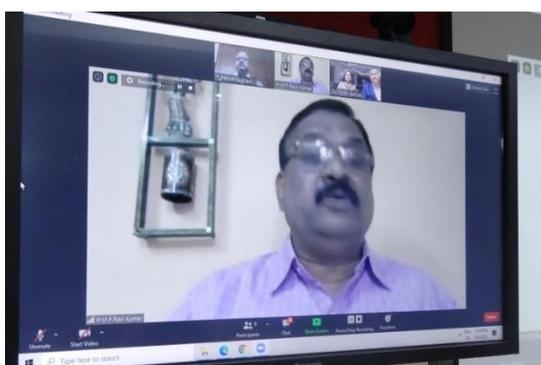
**SESSION VI (NKN2, 12.00 noon- 1.00 pm)**

<b>Courses Discussed</b>	HSTEO1 Elementary French HST EO2 Foreign Language – German (Basic) HSTEO3 Holistic Fitness HST E04 An Insight into Music
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<b>External Experts</b>	Dr. Tanuja Yadav Dr. Hemant Agarwal Prof. Ravi Kumar Dr. Pallavi Tak (Industry)
<b>Subject Coordinators</b>	Mr. Deepak Dr. Subir Debnath Dr. Preeti Bhatt

### Major discussions and conclusions:

Session VI started with an incredibly positive note on how Physical education is an integral part of the total education of every child in Kindergarten through Grade 12. Prof. Ravi Kumar highlighted that quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students so that they can be physically active for a lifetime. Physical education programs can only provide these benefits if they are well-planned and well-implemented similar to which are in run in NIT Pondicherry and NIT Andhra Pradesh. Prof. Ravi finally congratulated the team for the introduction of such good course in the curriculum.



With regards to the courses on Foreign Languages like German and French, subject experts appreciated the introduction of courses on foreign languages as they provide a competitive edge in making not only career choices but also developing listening skills and memory. Dr. Tanuja Yadav mentioned that in today's increasingly interconnected and interdependent world, proficiency in other languages is a vital skill that gives you the opportunity to engage with the world in a more immediate and meaningful way.

As per the Industry Expert review, Dr. Pallavi Tak, Assistant Vice President, Social Impact Incubation at Startup Oasis, CIIE, IIMA commented upon how data is changing the public policies related to health, education, construction, etc. It is because the data serves as an asset from which interpretations and intelligence can be drawn to further understand the potential opportunities as well as challenges. She further added that it is equally important to note the way start-up ecosystem is influencing the various aspects, be it politics, geographies, etc. and how NEP 2020 can play an influential role in preparing the young talents to come in this direction. She also remarked how COVID-19 has come to us as a blessing in disguise which has pushed all the sectors to bring in digital transformation. Moreover, Dr. Pallavi suggested that universal climate change is a crucial issue which needs to be understood from the sociological perspective and how it has impacted policy making and economy overall.

### SESSION VII (NKN2, 2.00 pm- 3.15 pm)

<b>Courses Discussed</b>	Contemporary Indian Economy: Issues and Approaches Behavioural Economics Public Economics and Finance Macro-Economic Implication of Globalization Digital Banking and Financial Management Environmental Economics Practicing Econometrics Rural Development Experience
<b>External Experts</b>	Prof. Sujit Kumar Mishra Prof. Ganesh Kawadia Mr. Kuldeep Chauhan (Industry)
<b>Subject Coordinators</b>	Prof. Manju Singh

#### Major discussions and conclusions:

Session VII was conducted at NKN 2 from 2:00 p.m. onwards regarding curriculum development workshop for proposed PG Program -MA in Public Policy and Development in which inputs were received for eight economics courses coordinated by subject coordinator Prof. Manju Singh and Dr. Nidhi Sharma. The session started with the general discussion on the MPD and the various courses covered under Economics discipline. The need for adopting and designing this multidisciplinary course was briefly explained by Prof Manju Singh to the subject experts present in the session.



Prof. Ganesh Kawadia and Prof. Sujit Kumar Mishra guided the session and contributed their inputs in designing the course. In some courses, suggestions to include few concepts were provided while in some courses, simplification of the modules were suggested. Inputs were taken on eight economic courses which are Public Economics, Behavioral Economics, Environmental Economics, Rural Development Economics, Practicing Econometrics, Contemporary Indian Economic Issues, Macro Economic Implication of Globalization and Digital Banking & Financial Management. The experts praised the course contents and believed that these courses will surely contribute towards building a strong intellectual foundation of all the students in the coming future. The session was concluded on insightful and a productive discussion and all the suggestions were incorporated by the team at the same moment.

### **SESSION VIII (NKN2, 3.45 pm- 5.00 pm)**

In the Session VIII, three research-based Courses were discussed. It was the last session of the workshop with rigorous brainstorming, knowledge-exchange, and discussions.

<b>Courses Discussed</b>	HST 804 Research Design HST 806 Introduction to Statistical Learning and Statistical Inference HST 808 Geographic Information System (GIS) for All
<b>External Experts</b>	Prof. Sujit Kumar Mishra Prof. T P Singh

	Mr. Kuldeep Chouhan (Industry)
<b>Subject Coordinators</b>	Prof. Manju Singh Dr. Himanshu Arora



### Major discussions and Conclusions:

The session began by welcoming different subject experts and industry experts of the reputed Institutes and organizations from all corners of India. Newly emerging concepts, methods and techniques in the area of research in Humanities and Social Sciences were discussed. It emphasized on the purpose of research which is to inform action and therefore one study should seek to contextualize its findings within the larger body of research. Experts commented that the Research design Course is apt in the current scenario and added that research must always be of high quality in order to produce knowledge that is applicable outside of the research setting. Next up in line was the discussion and debate on the concepts that were covered under the course of introduction to statistical learning and statistical inference where experts suggested that this course will contribute in the research aptitude where a student will be able to conduct research effectively, will be able to evaluate and develop critical-thinking and analytical skills after the completion of the course. After that, the course contents of Geographic Information System (GIS) for All were discussed and the relevance of this paper in the present context were emphasized upon because by relating seemingly unrelated data, GIS can help individuals and organizations to understand spatial patterns and relationships. Experts believed that the course contents are designed perfectly and will add to the existing knowledge of the students. The general nature of the syllabus was found relevant for students coming from all sorts of background.

## CONCLUSION

The Curriculum Development Team is highly obliged for the external experts' contribution in the development of the courses. Their inputs are extremely valuable. In the process of approval of the new program, the Curriculum Development Workshop (CDW) served as the important step. The team appreciates the engagement that all participants have contributed to this workshop. This workshop has been proactive in coming to grips with important changes taking place around the world. It helped gain better understanding about the current scenarios in not only international but also national as well as local cultural standards and conditions and helped the course designers to inculcate them in the course syllabus.

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