

SKILL ENHANCEMENT COURSE (SEC)

**(As Approved by the Board of Studies Held on 14. 06.2025 and
Faculty Board Held on 18.06.2025)**

National Education Policy-2020

Syllabus for

Kumaun University and Affiliated Colleges

Undergraduate Programme

With Effect from Academic Session 2025-26

Board of Studies

Prof. Jyoti Joshi

Convenor & Head, Department of Sociology,
Kumaun University, Nainital

Prof. Diwakar Singh Rajput

Professor, Department of Sociology,
H.S. Gaur Central University, Sagar, Madhya Pradesh

Prof. Sangeeta Pandey

Professor, Department of Sociology,
DDU University, Gorakhpur, Uttar Pradesh

Prof. Archana Srivastava

Department of Sociology,
Kumaun University, Nainital

EXTERNAL EXPERT COMMITTEE

Name	Designation/Institution
Dr. Seema Tamta	Assistant Professor, Sociology, Indraprastha College for Women, DU
Prof. Arvind Joshi	Retired Professor, Banaras Hindu University
Prof. J.P. Pachauri	Retired Professor, HNB Garhwal University
Prof. Manoj Kumar Jena	Head, Centre for the Study of Social Systems, SSS, JNU
Prof. Sanjay Roy	Professor & Head, Department of Social Work, University of Delhi
Prof. Sudha Vasani	Department of Sociology, University of Delhi

SYLLABUS DRAFTING COMMITTEE

Convenor Syllabus Drafting Committee	Prof. Jyoti Joshi, Convenor & Head, Dept. of Sociology, Kumaun University, Nainital
Kumaun University, Nainital	Prof. Archana Srivastava- Member
	Dr. Priyanka N. Ruwali- Member
Uttarakhand Open University, Haldwani	Prof. Renu Prakash- Member
Sri Dev Suman Uttarakhand University	Prof. Prashant K. Singh- Member
SSJ University, Almora	Prof. Ila Shah- Member
DRAFTING ASSISTANCE:	
Syllabus drafting assistance was provided by research scholars Shikha Vinwal, Neha Bisht, Harsh Vardhan Pant and Vaishali Lohani from the Department of Sociology, Kumaun University, Nainital.	

CONTENTS

List of Papers (SEC)	01
----------------------------	----

SKILL ENHANCEMENT COURSE IN UG (ARTS)-	02
---	-----------

CERTIFICATE COURSE IN UG (ARTS)

Semester-I

Course Title: (SEC) Techniques of Social Research – I (Research Problem Identification and Data Collection) – Progressive mode.....	03-04
---	-------

Semester-II

Course Title: (SEC) Techniques of Social Research – II (Data Management, Analysis and Presentation).....	05-06
--	-------

DIPLOMA IN UG (ARTS)

Semester-III

Course Title: (SEC) Applied Anthropology – I (Know Your People: Understanding the Ethnic Diversity of Uttarakhand) – Progressive mode.....	07-09
--	-------

Semester-IV

Course Title: (SEC) Applied Anthropology – II (Tribal Skills: Challenges and Opportunities).....	10-12
--	-------

BACHELOR OF ARTS

Semester-V

Course Title: (SEC) Public Policy – I (Public Policy Formulation and Stakeholders) – Progressive mode.....	13-14
--	-------

Semester-VI

Course Title: (SEC) Public Policy – II (Public Policy Evaluation and Impact Assessment).....	15-16
--	-------

YEAR	SEM.	COURSE CODE	PAPER TITLE	CRE DITS
SKILL ENHANCEMENT COURSE IN UG (ARTS)				
I YEAR	I	SEC	Techniques of Social Research- I (Research Problem Identification and Data Collection) - <i>Progressive mode</i>	2
	II	SEC	Techniques of Social Research- II (Data Management, Analysis and Presentation)	2
II YEAR	III	SEC	Applied Anthropology- I (Know Your People: Understanding the Ethnic Diversity of Uttarakhand)- <i>Progressive mode</i>	2
	IV	SEC	Applied Anthropology- II (Tribal Skills: Challenges and Opportunities)	2
III YEAR	V	SEC	Public Policy-I (Public Policy Formulation and Stakeholders) <i>Progressive mode</i>	2
	VI	SEC	Public Policy-II (Public Policy Evaluation and Impact Assessment)	2

Semester I BACHELOR OF ARTS		
Skill Enhancement Course: Techniques of Social Research-I (Research Problem Identification and Data Collection)- <i>Progressive mode</i>		
Programme/Class: B.A.	Year: I	Semester: I
Subject: Sociology	Eligibility Criteria: After successful completion of Class XII	
Course Code: SEC	Skill Enhancement Course: Research Problem Identification and Data Collection	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course Objectives <ol style="list-style-type: none"> 1. To develop a systematic understanding of problem identification and formulation in research. 2. To differentiate between various types of problems and their relevance in different fields. 3. To gain knowledge of different types, sources and classifications of data. 4. To explore various data collection techniques and their applicability in research. 5. To critically assess the strengths and limitations of different data collection methods. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Ability to identify, define and conceptualize research problems effectively. 2. Comprehensive understanding of data types, sources and classifications. 3. Proficiency in selecting appropriate data collection techniques based on research requirements. 4. Capability to evaluate the advantages and limitations of different data collection methods for effective research. 		
UNIT	TOPICS	No. of Hours
I	Unit I: Problem Identification and Understanding Data <ol style="list-style-type: none"> 1. Problem Formulation <ul style="list-style-type: none"> • Definition, characteristics and significance. • Types of problems: Social, economic, environmental, technical and personal. • Research gaps and question formulation. 2. Understanding Data <ul style="list-style-type: none"> • Definition, types and sources: primary vs. secondary data. • Classification: Qualitative vs. Quantitative. • Ethical considerations in data handling. 	15

II	Unit II: Data Collection Techniques 1. Methods of Data Collection <ul style="list-style-type: none"> ○ Observation, Questionnaire, Schedule, Interviews, Case Studies. ○ Use of digital tools (Google Forms, AI-based tools). 2. Merits and Demerits of Data Collection Techniques <ul style="list-style-type: none"> ○ Strengths and limitations of different methods. ○ Selection of appropriate techniques based on research Objectives. 	15
Suggested Readings: <ul style="list-style-type: none"> • Ahuja, R. (2006). <i>Research methods</i>. Rawat Publications. • Goode, W. J., & Hatt, P. K. (1952). <i>Methods in social research</i>. McGraw Hill. • Gupta, S. P. (1969). <i>Statistical methods</i>. Sultan Chand & Sons. • Kothari, C. R. (1989). <i>Research methodology: Methods and techniques</i>. Vile Eastern. • Levin, J. (1983). <i>Elementary statistics in social research</i>. Harper and Row Publishers. • Raj, H. (2005). <i>Theory and practice in social research</i>. Surjeet Publication. • Singh, J. (2011). <i>Instruments of social research</i>. Rawat Publications. • Wilkinson, T. S., & Bhandarkar, P. L. (2010). <i>Methods and techniques of social research</i>. Himalayan Publishing House. • Young, P. V. (1988). <i>Scientific Social Survey and Research</i>. Prentice Hall. 		
Suggested Online Learning Platforms (India) <ul style="list-style-type: none"> • SWAYAM — https://swayam.gov.in <ul style="list-style-type: none"> ○ <i>Introduction to Research Methodology - Course</i> ○ <i>Research Methodology - Course</i> ○ <i>Sociological Research Methods - I - Course</i> • e-PG Pathshala — e-PGPathshala <ul style="list-style-type: none"> ○ <i>Sociology- Methodology of Research in Social Sciences- e-PGPathshala</i> • NPTEL (National Programme on Technology Enhanced Learning) — <i>Lecture-39 Sociological methods-I</i> https://nptel.ac.in/courses/109104074 • UGC MOOCs — https://ugcmoocs.inflibnet.ac.in • e-Adhyayan — e-PGPathshala/e-adhyayan/ • https://www.youtube.com/watch?v=gFFeUCmxJio&list=PL_a1TI5CC9REjxlHM3rNmYHmafPk08MOS <p>SWAYAM Prabha — https://www.swayamprabha.gov.in</p>		
Suggested Equivalent Online Courses (International Platforms) <ul style="list-style-type: none"> • Coursera — https://www.coursera.org • edX — https://www.edx.org <p>FutureLearn — https://www.futurelearn.com</p>		

Semester II BACHELOR OF ARTS		
Skill Enhancement Course: Techniques of Social Research-II (Data Management, Analysis and Presentation)		
Programme/Class: B.A.	Year: I	Semester: II
Subject: Sociology	Eligibility Criteria: After successful completion of Class XII	
Course Code: SEC	Skill Enhancement Course: Data Management, Analysis and Presentation	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course Objectives: <ol style="list-style-type: none"> 1. To develop skills in data organization, classification and management using digital tools. 2. To introduce basic data analysis techniques for quantitative and qualitative data. 3. To enhance report writing and ethical communication in research. 4. To improve presentation and public speaking skills for effective knowledge dissemination. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Ability to organize and manage data using tabulation and digital tools. 2. Proficiency in basic statistical analysis and data visualization techniques. 3. Competence in structuring research reports with clarity and ethical considerations. 4. Enhanced presentation and communication skills for academic and professional settings. 		
UNIT	TOPICS	No. of Hours
I	Unit I: Data Organization and Interpretation 1. Data Organization <ul style="list-style-type: none"> ○ Methods for classifying and storing data. ○ Tabulation, categorization and data validation. ○ Using Excel/Google Sheets for data management. 2. Basic Data Analysis <ul style="list-style-type: none"> ○ Descriptive statistics: Mean, Median, Mode. ○ Visual representation: Tables, Graphs, Charts. ○ Qualitative data interpretation: Thematic analysis and coding. 	15

II	<p>Unit II: Communication and Presentation of Findings</p> <p>1. Report Writing & Ethics</p> <ul style="list-style-type: none"> ○ Structuring reports with clarity and coherence. ○ Adapting findings for different audiences. ○ Ethical reporting and avoiding bias. <p>2. Presentation Techniques</p> <ul style="list-style-type: none"> ○ Data visualization: Charts, graphs and design tools. ○ PowerPoint & multimedia: Basics for impactful presentations. ○ Public speaking: Confidence-building and audience engagement. 	15
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Ahuja, R. (2006). <i>Research methods</i>. Rawat Publications. • Goode, W. J., & Hatt, P. K. (1952). <i>Methods in social research</i>. McGraw Hill. • Gupta, S. P. (1969). <i>Statistical methods</i>. Sultan Chand & Sons. • Kothari, C. R. (1989). <i>Research methodology: Methods and techniques</i>. Vile Eastern. • Levin, J. (1983). <i>Elementary statistics in social research</i>. Harper and Row Publishers. • Raj, H. (2005). <i>Theory and practice in social research</i>. Surjeet Publication. • Singh, J. (2011). <i>Instruments of social research</i>. Rawat Publications. • Wilkinson, T. S., & Bhandarkar, P. L. (2010). <i>Methods and techniques of social research</i>. Himalayan Publishing House. • Young, P. V. (1988). <i>Scientific social survey and research</i>. Prentice Hall. 		
<p>Suggested Online Learning Platforms (India)</p> <ul style="list-style-type: none"> • SWAYAM — https://swayam.gov.in <ul style="list-style-type: none"> ○ <u>Introduction to Research Methodology - Course</u> ○ <u>Research Methodology - Course</u> ○ <u>Sociological Research Methods - I - Course</u> • e-PG Pathshala — e-PGPathshala <ul style="list-style-type: none"> ○ Sociology- Methodology of Research in Social Sciences- e-PGPathshala • NPTEL (National Programme on Technology Enhanced Learning) — Lecture-39 Sociological methods-I https://nptel.ac.in/courses/109104074 • UGC MOOCs — https://ugcmoocs.inflibnet.ac.in • e-Adhyayan — e-PGPathshala/e-adhyayan/ • https://www.youtube.com/watch?v=gFFeUCmxJio&list=PL_a1TI5CC9REjxlHM3rNmYHmafPk08MOS • SWAYAM Prabha — https://www.swayamprabha.gov.in 		
<p>Suggested Equivalent Online Courses (International Platforms)</p> <ul style="list-style-type: none"> • Coursera — https://www.coursera.org • edX — https://www.edx.org • FutureLearn — https://www.futurelearn.com 		

Semester III BACHELOR OF ARTS		
Skill Enhancement Course- Applied Anthropology- I (Know Your People: Understanding the Ethnic Diversity of Uttarakhand)- <i>Progressive mode</i>		
Programme/Class: B.A.	Year: II	Semester: III
Subject: Sociology	Eligibility Criteria: After successful completion of Semester II	
Course Code: SEC	Course Title: Know Your People: Understanding the Ethnic Diversity of Uttarakhand	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course Objectives: <ol style="list-style-type: none"> 1. To introduce students to Applied Anthropology and its role in tribal communities. 2. To provide knowledge of Uttarakhand's tribal groups and their traditional skills. 3. To develop practical skills in handicrafts, textiles, sustainable agriculture and folk art. 4. To explore digital tools for promoting tribal crafts and livelihoods. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Understand the cultural and economic significance of tribal skills. 2. Gain hands-on experience in traditional crafts and sustainable practices. 3. Apply digital marketing tools to support indigenous livelihoods. 4. Contribute to community engagement and heritage preservation. 		
UNIT	TOPICS	No. of Hours
I	<ul style="list-style-type: none"> • Introduction to Applied Anthropology: Definition, scope and relevance. • Overview of Uttarakhand's tribal groups: Jaunsari, Bhotia, Tharu, Raji, Buksa. 	15
II	<ul style="list-style-type: none"> • Practical learning of traditional skills of Tribes: Handicrafts, Traditional Cuisine, Textiles, Sustainable Agriculture, Folk Art & Music. • Digital tools for promoting tribal crafts: Social media, e-commerce and exhibitions. 	15

Suggested Readings:

- Dharamrajan, Shivani (2001). *NGOs as Prime Movers*. Kanishka Publishers & Distributors, New Delhi.
- Kottak, Conrad Phillip (1997). *The Exploration of Human Diversity* (7th ed.). McGraw-Hill Co.
- Mair, Lucy (n.d.). *Studies in Applied Anthropology*. London: London University Press.
- Prato, Giuliana & Pardo, Italo (2013). "Urban Anthropology," *Urbanities*, Vol. 3, No. 2, November 2013.
- Rynkiewicz, A. Michael & Spradley, P. James (1981). *Ethics and Anthropology*. Robert E. Krieger Publishing Company, Inc., Florida.
- Subramanyam, V. (2008). *Indigenous Science and Technology for Sustainable Development*. Jaipur: Rawat Publications.
- Vidyarthi, Dr. L.P. (2013). *Applied Anthropology*. Kitab Mahal, Allahabad.
- Sarojini, Naidu Mary (n.d.). *Applied Anthropology*. Allahabad: Kitab Mahal.
- Escobar, A. (1991). "The Making and Marketing of Development Anthropology." *American Ethnologist*, 18(4): 658-682.
- Bisht, B.S. (1993). *Raji: A Tribe of the Indo-Nepal Border of Uttarakhand*. Delhi: Vivek Prakashan.
- Bisht, B.S. (1994). *Tribes of India, Nepal, Tibet Borderland*. New Delhi: Gyan Publishing House.
- Bisht, B.S. (2001). *Ethnography of a Tribe*. Jaipur: Rawat Publications.
- Bisht, B.S. (2006). *Tribe of Uttaranchal: A Study of Education, Health, Hygiene, and Nutrition*. New Delhi: Kalpaz Publications.
- Chaudhary, Buddhadev (1990). *Tribal Development in India*. Allahabad: Indian Publications.
- Hasnain, Nadeem (2017). *Tribal India*. New Delhi: New Royal Book Company.
- Jha, Makhan (1994). *Social Anthropology*. New Delhi: Vikas Publication House.
- Joshi, Vidyut & Upadhyaya, Chandrakant (eds.) (2017). *Tribal Situation in India: Issues and Development*. New Delhi: Rawat Publications.
- Majumdar, D.N. & Madan, T.N. (1956). *An Introduction to Social Anthropology*. Bombay: Asia Publishing House.
- Vidyarthi, L.P. & Sahay (1980). *Applied Anthropology and Development in India*. New Delhi: National Book Trust.

Suggested Online Learning Platforms (India)

- **SWAYAM** — <https://swayam.gov.in>
- **e-PG Pathshala** — [e-PGPathshala](#)
P-04 Sociology of India (37) M-26 Tribes in India [e-PGPathshala](#)
- **NPTEL** (National Programme on Technology Enhanced Learning) — <https://nptel.ac.in>
 - *Lecture-40 Sociological methods-II: Ethnography*
 - *Lecture-41 Sociological methods-III: Ethnography in India*
<https://nptel.ac.in/courses/109104074>
- **UGC MOOCs** — <https://ugcmoocs.inflibnet.ac.in>
- **SWAYAM Prabha** — <https://www.swayamprabha.gov.in>

Suggested Equivalent Online Courses (International Platforms)

- **Coursera** — <https://www.coursera.org>
- **edX** — <https://www.edx.org>
- **FutureLearn** — <https://www.futurelearn.com>

Semester IV BACHELOR OF ARTS		
Skill Enhancement Course Applied Anthropology- II (Tribal Skills: Challenges and Opportunities)		
Programme/Class: B.A.	Year: II	Semester: IV
Subject: Sociology	Eligibility Criteria: After successful completion of Semester II	
Course Code: SEC	Course Title: Tribal Skills: Challenges and Opportunities	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course Objectives: <ol style="list-style-type: none"> 1. To engage students in hands-on learning with artisans, farmers and cultural practitioners. 2. To develop problem-solving skills by identifying challenges in traditional livelihoods. 3. To introduce digital tools for promoting tribal crafts and sustainable practices. 4. To document indigenous knowledge and traditional craft techniques. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Gain practical experience in working with local communities. 2. Understand challenges in traditional livelihoods and propose solutions. 3. Use social media and e-commerce for promoting tribal crafts. 4. Contribute to the preservation and documentation of indigenous knowledge. 		
UNIT	TOPICS	No. of Hours
I	Field Engagement and Addressing Challenges- <ul style="list-style-type: none"> • Working with artisans or farmers or cultural practitioners. • Identifying and addressing challenges faced by artisans or farmers or cultural practitioners. 	15
II	Digital Tools and Indigenous Knowledge Documentation- <ul style="list-style-type: none"> • Utilizing social media and e-commerce to promote tribal crafts. • Documenting indigenous knowledge and traditional craft techniques. 	15

• **Suggested Readings:**

- Belshaw, C. S. (1974). "The Contribution of Anthropology to Development." *Current Anthropology*, 15(4), 520-525.
- Evans-Pritchard, E. E. (1946). "Applied Anthropology." *Africa*, 16(1), 92-98.
- Gezen, L., & Kottak, C. (2014). *Culture*. New York: McGraw-Hill.
- Grillo, R. (2002). "Anthropologists and Development." In V. Desai & R. B. Potter (Eds.), *The Companion to Development Studies*. London: Edward Arnold.
- Mair, L. (1965). "Tradition and Modernity in the New Africa." *Transactions of the New York Academy of Sciences*, 27(4), 439-444. <https://doi.org/10.1111/j.2164-0947.1965.tb02980.x>
- Mead, M. (1955). *Cultural Patterns and Technical Change*. New York: Mentor.
- Mead, M. (1964). *Anthropology, A Human Science: Selected Papers 1937-1960*. Princeton: Van Nostrand.
- Malinowski, B. (1976). *The Dynamics of Culture Change: An Inquiry into Race Relations in Africa*. Westport, CT: Greenwood Press Inc.
- Amit, V. (1999). *Constructing the Field*. London: Routledge.
- Burgess, R. G. (1984). *In the Field: An Introduction to Field Research*. London: Routledge.
- Ellen, R. F. (1984). *Ethnographic Research: A Guide to General Conduct*. London: Academic Press.
- Frelich, M. (1970). *Marginal Natives: Anthropologists at Work*. New York: Harper & Sons.
- Goode, W. J., & Hatt, P. K. (1981). *Methods in Social Research*. Singapore: McGraw-Hill Book Company.
- Herle, A. (1998). *Cambridge and the Torres Strait*. Cambridge: Cambridge University Press.
- Pertti, J. P., & Peltó, G. H. (1992). *Anthropological Research: The Structure of Enquiry*. Cambridge University Press.
- Russell, B. H. (1995). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. Walnut Creek, CA: Alta Mira Press.
- Sarana, G. (1975). *The Methodology of Anthropology*. New York: The University of Arizona Press.
- Srivastava, V. K. (2005). *Field Work and Methodology*. Delhi: Oxford University Press.

Suggested Online Learning Platforms (India)

- **SWAYAM** — <https://swayam.gov.in>
- **e-PG Pathshala** — [e-PGPathshala](#)
P-04 Sociology of India (37) M-26 Tribes in India [e-PGPathshala](#)
- **NPTEL** (National Programme on Technology Enhanced Learning) — <https://nptel.ac.in>
 - *Lecture-40 Sociological methods-II: Ethnography*
 - *Lecture-41 Sociological methods-III: Ethnography in India*
<https://nptel.ac.in/courses/109104074>
- **UGC MOOCs** — <https://ugcmoocs.inflibnet.ac.in>
- **SWAYAM Prabha** — <https://www.swayamprabha.gov.in>

Suggested Equivalent Online Courses (International Platforms)

- **Coursera** — <https://www.coursera.org>
- **edX** — <https://www.edx.org>
- **FutureLearn** — <https://www.futurelearn.com>

Semester V BACHELOR OF ARTS		
Skill Enhancement Course (SEC) Public Policy- I (Public Policy Formulation and Stakeholders) <i>Progressive mode</i>		
Programme/Class: B.A.	Year: III	Semester: V
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IV	
Course Code: SEC	Course Title: Public Policy (Public Policy Formulation and Stakeholders)	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course Objectives: <ol style="list-style-type: none"> 1. To introduce the fundamental concepts and processes of public policy-making. 2. To explore various theoretical approaches to public policy. 3. To analyze the role of key stakeholders in shaping public policies. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Understand the concepts and processes of public policy-making. 2. Analyze theoretical approaches and their relevance to policy design. 3. Identify the roles of various stakeholders in policy formulation and governance. 		
UNIT	TOPICS	No. of Hours
I	Unit 1: Fundamentals of Public Policy <ul style="list-style-type: none"> • Concept and Importance of Public Policy <ul style="list-style-type: none"> ○ Definition, scope and significance ○ Public vs. Private policy • Public Policy-Making Process <ul style="list-style-type: none"> ○ Stages: Problem identification, formulation, implementation, evaluation 	15

II	<p>Unit 2: Stakeholders and their Role in Policy-Making Government and Bureaucracy</p> <ul style="list-style-type: none"> ○ Role of ministries, departments and regulatory bodies <p>Political Influences</p> <ul style="list-style-type: none"> ○ Political parties, legislators, election manifestos <p>Judiciary, Civil Society and Media</p> <ul style="list-style-type: none"> ○ Role of Judiciary, NGOs, pressure groups and media advocacy <p>Public Participation in Policy-Making</p> <ul style="list-style-type: none"> ○ Importance of citizen engagement, participatory governance 	15
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Dye, T. R. (2017). <i>Understanding Public Policy</i>. Pearson. • Sapru, R. K. (2019). <i>Public Policy: Art and Craft of Policy Analysis</i>. PHI Learning. • Dror, Y. (2017). <i>Public Policy Making Reexamined</i>. Routledge. • Jain, R. B. (2016). <i>Public Policy in India</i>. Oxford University Press. • Government of India Reports (NITI Aayog, Economic Survey, National Policy Documents). <i>Skill Enhancement Course: Evaluation and Impact Assessment of Public Policies with Special Reference to India</i>. • Anderson, James E. (1975). <i>Public Policy Making</i>. Praeger: New York. • Dror, Y. (1968). <i>Public Policy Making Re-examined</i>. Chandler: Pennsylvania. • Dye, T. R. (1972). <i>Understanding Public Policy</i>. Prentice Hall: Englewood Cliffs. • Frohock, F. M. (1979). <i>Public Policy: Scope and Logic</i>. Prentice Hall: Englewood Cliffs. • Sahni, Pardeep. (1987). <i>Public Policy: Conceptual Dimensions</i>. Kitab Mahal: Allahabad. • Saigal, Krishan. (1983). <i>Policy Making in India: An Approach to Optimisation</i>. Vikas: New Delhi. 		
<p>Suggested Online Learning Platforms (India)</p> <ul style="list-style-type: none"> • SWAYAM — https://swayam.gov.in <ul style="list-style-type: none"> ○ <i>Social Policy and Planning - Course</i> • e-PG Pathshala — <i>Sociology- e-PGPathshala</i> • NPTEL (National Programme on Technology Enhanced Learning) — https://nptel.ac.in • UGC MOOCs — https://ugcmoocs.inflibnet.ac.in • SWAYAM Prabha — https://www.swayamprabha.gov.in 		
<p>Suggested Equivalent Online Courses (International Platforms)</p> <ul style="list-style-type: none"> • Coursera — https://www.coursera.org • edX — https://www.edx.org • FutureLearn — https://www.futurelearn.com 		

Semester VI BACHELOR OF ARTS		
Skill Enhancement Course (SEC) Public Policy-II (Public Policy Evaluation and Impact Assessment)		
Programme/Class: B.A.	Year: III	Semester: VI
Subject: Sociology	Eligibility Criteria: After successful completion of Semester IV	
Course Code: SEC	Course Title: Public Policy Evaluation and Impact Assessment	
Credits: 02		
Max. Marks: 100	Passing Marks: As per University Rules	No. of Hours- 30
Course Objectives: <ol style="list-style-type: none"> 1. To introduce the principles and methods of public policy evaluation. 2. To equip students with tools for assessing the impact of public policies. 3. To analyze case studies of Indian policy evaluation. 		
Course Outcomes: <ol style="list-style-type: none"> 1. Understand key evaluation methods used in policy assessment. 2. Develop analytical skills to assess policy effectiveness. 3. Apply policy evaluation frameworks to real-world case studies in India. 		
UNIT	TOPICS	No. of Hours
I	Unit 1: Methods and Tools for Policy Evaluation <ul style="list-style-type: none"> • Introduction to Policy Evaluation <ul style="list-style-type: none"> ○ Definition, purpose and types (Ex-ante, Mid-term, Ex-post) ○ Difference between evaluation and monitoring • Evaluation Methods <ul style="list-style-type: none"> ○ Qualitative vs. Quantitative approaches ○ Cost-Benefit Analysis (CBA), Logical Framework Analysis (LFA) ○ Social Return on Investment (SROI) and Randomized Control Trials (RCTs) 	15

II	Unit 2: Impact Assessment of Public Policies in India <ul style="list-style-type: none"> • Frameworks for Impact Assessment <ul style="list-style-type: none"> ○ NITI Aayog's role in evaluation ○ Social audits and accountability mechanisms • Case Studies of Indian Public Policies <ul style="list-style-type: none"> ○ Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) ○ Ayushman Bharat - National Health Policy ○ Digital India and E-Governance Policies • Challenges in Policy Evaluation <ul style="list-style-type: none"> ○ Data accessibility, bureaucratic constraints and role of technology 	15
Suggested Readings: <ul style="list-style-type: none"> • Dye, T. R. (2017). <i>Understanding Public Policy</i>. Pearson. • Sapru, R. K. (2019). <i>Public Policy: Art and Craft of Policy Analysis</i>. PHI Learning. • Dror, Y. (2017). <i>Public Policy Making Reexamined</i>. Routledge. • Jain, R. B. (2016). <i>Public Policy in India</i>. Oxford University Press. • Government of India Reports (NITI Aayog, Economic Survey, National Policy Documents). <i>Skill Enhancement Course: Evaluation and Impact Assessment of Public Policies with Special Reference to India</i>. • Anderson, James E. (1975). <i>Public Policy Making</i>. Praeger: New York. • Dror, Y. (1968). <i>Public Policy Making Re-examined</i>. Chandler: Pennsylvania. • Dye, T. R. (1972). <i>Understanding Public Policy</i>. Prentice Hall: Englewood Cliffs. • Frohock, F. M. (1979). <i>Public Policy: Scope and Logic</i>. Prentice Hall: Englewood Cliffs. • Sahni, Pardeep. (1987). <i>Public Policy: Conceptual Dimensions</i>. Kitab Mahal: Allahabad. • Saigal, Krishan. (1983). <i>Policy Making in India: An Approach to Optimisation</i>. Vikas: New Delhi. 		
Suggested Online Learning Platforms (India) <ul style="list-style-type: none"> • SWAYAM — https://swayam.gov.in <ul style="list-style-type: none"> ○ <i>Social Policy and Planning - Course</i> • e-PG Pathshala — Sociology- e-PGPathshala • NPTEL (National Programme on Technology Enhanced Learning) — https://nptel.ac.in • UGC MOOCs — https://ugcmoocs.inflibnet.ac.in • SWAYAM Prabha — https://www.swayamprabha.gov.in 		
Suggested Equivalent Online Courses (International Platforms) <ul style="list-style-type: none"> • Coursera — https://www.coursera.org • edX — https://www.edx.org • FutureLearn — https://www.futurelearn.com 		