



KANNUR UNIVERSITY
കണ്ണൂർ സർവകലാശാല

(Abstract)

MA Decentralisation and Local Governance Programme at Institute of Public Policy and Leadership Studies, Taliparamba (under KILA) - Scheme, Syllabus and Model Question papers of second to fourth Semester Courses under Choice Based Credit and Semester System (CBCSS-OBE) - Approved and Implemented w. e. f 2025 admission- Orders issued

ACADEMIC C SECTION

ACAD C5/1212/KILA/2022 (I)

Dated: 09.01.2026

Read:-1. Minutes of the meetings of Expert Committee held on 20.01.2025 and 14.05.2025
2. U.O No Acad C5/1212/KILA/2022 (I) dtd:12-09-2025 and 24-12-2025
3. Remarks received from Dean - Faculty of Social Sciences via email dtd: 06-10-2025
4. Minutes of the meeting of the Standing Committee of Academic Council held on 05.12.2025
5. Orders of Vice Chancellor in the file of even number dated :01.01.2026

ORDER

1. The meeting of the Expert Committee constituted to draft the syllabus of MA Decentralisation and Local Governance Programme in line with the PG Regulations of Affiliated colleges of 2023, finalised the Scheme, Syllabus and Model Question papers of MA Decentralisation and Local Governance Programme vide paper read (1) above, and the Convener of the committee forwarded the draft syllabus for approval and implementation w.e.f 2025 admission at Institute of Public Policy and Leadership Studies, Taliparamba (under KILA)
2. Subsequently, the scheme, syllabus and model question papers of first semester courses alone were approved and thereafter modified vide paper read (2) above, later as per the orders, the remaining second to fourth semester syllabi were forwarded to the Dean Faculty of Social Sciences for obtaining the remarks
- 3 Vide paper read (3) above, the Dean - Faculty of Social Sciences recommended to approve the Syllabi.
4. Considering the matter, Vice Chancellor has ordered to Place the second to fourth semester Syllabi of MA Decentralisation and Local Governance Programme before the Standing Committee of Academic Council for consideration.
5. Subsequently, the Standing Committee of the Academic Council, vide paper read (4) above considered the Syllabus, and recommended to approve the second to fourth semester Scheme, Syllabus and Model Question Papers of MA Decentralisation and Local Governance Programme w.e.f 2025 admission.
6. The Vice Chancellor, after considering the recommendation of Standing Committee of Academic Council, and in exercise the powers of the Academic Council, conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with **approved Scheme, Syllabus and Model Question Papers of second to fourth semester Courses of MA Decentralisation and Local Governance Programme, and accorded sanction to implement the same in the Institute of Public Policy and Leadership Studies (under**



KILA), Taliparamba, w.e.f 2025 admission, subject to reporting to the Academic Council

7.The Scheme, Syllabus and Model Question Papers of second to fourth semester Courses of MA Decentralisation and Local Governance Programme w.e.f. 2025 admission are appended with this U.O. & uploaded on the University website.

Orders are issued accordingly.

Sd/-

Jisha K P

Assistant Registrar II

For REGISTRAR

To: 1. Director, KILA

Copy To: 1) The Controller of Examinations (Through PA to CE)
2) PS to VC/PA to R
3) EG 1/EX C I/AR I/ JR II/AR II (Exam)
4) AR/DR (Academic)
5)The Web Manager / Computer Programme
6)SF/DF/FC

Forwarded / By Order

Jisha K P
SECTION OFFICER

KY



SYLLABUS AND MODEL QUESTION PAPERS

M A DECENTRALISATION AND LOCAL GOVERNANCE

(Choice Based Credit Semester System- Outcome Based Education: Regulations, Curriculum, Syllabus,

and Scheme of Evaluation with Effect from 2025 admission)

Kannur University M A Scheme and Syllabus (CBSS) 2025



KANNUR UNIVERSITY

CHOICE BASED CREDIT SEMESTER SYSTEM -OUTCOME BASED EDUCATION
(CBCSS- OBE)

Preface

The Institute of Public Policy and Leadership, under the management of Kerala Institute of Local Administration (KILA) is a college affiliated to Kannur University. This is the only Institution under Kannur University which offers the following three new generation PG programmes: 1. MA Public Policy and Development (PPD); 2. MA Decentralization and Local Governance (DLG); and 3. MA Social Entrepreneurship and Development (SED). These three PG programmes are more interdisciplinary in the sense that it draws heavily from a variety of social science and other disciplines such as political science, economics, sociology, public administration, management, commerce, development studies, statistics and computer science. In order to restructure the Syllabi, Kannur University has constituted an Expert Committee comprising Dr.B Bindu (Former Dean, Faculty of Social Sciences), Dr. K.Gangadharan (Former Dean, Faculty of Humanities), Dr.Shaharban. V (Chairperson, PG Board of Studies in Economics), Dr. Sudheesh KM (Chairperson, Board of Studies in Political Science), Dr. Biju Vincent (Chairperson, Board of Studies in Sociology) and Dr.Ashokan. A (Convener, Expert Committee) to restructure and submit syllabi of the three PG programmes. The final syllabi of the three programmes are the outcome of a number of online and offline meetings actively participated by the expert committee members and the entire teaching faculty at the KILA- Institute of Public Policy and Leadership, Karimbam, Taliparamba.

The broad objective of the three programmes is to produce employable and quality graduates and thereby filling the gap between demand and supply in the job market. Instead of rote learning, development of critical thinking and prominent place accorded to Field Study (Level 1) Internship, Field Study (Level 2) and Research Project based on participatory learning will eventually create independent learners who can creatively and constructively respond to the challenges of the present century. Another novelty of the programme is that students may also get an opportunity to study statistics, computer packages, Geo-Spatial Tools and Remote Sensing and orient their job market requirements. It is expected that passive learners may also get transformed into active learners through innovative and holistic teaching-learning processes. The new syllabi of the three PG programmes shall be in effect from 2025-26 academic year.

On behalf of the University I thank all the expert committee members and KILA-IPPL teaching staff for their sincere, critical, and committed response towards finalization of the Syllabi of the three PG programmes.



Dr.Ashokan. A
Convener, Expert Committee
Kannur University



KANNUR UNIVERSITY

Syllabus for MA Decentralisation and Local Governance

About the Programme

Master of Arts (MA) in Decentralization and Local Governance, structured under a Choice Based Credit Semester- Outcome Based Education System (CBSS-OBE), is a comprehensive four-semester program designed to equip students with a nuanced understanding of decentralization processes and local governance frameworks across international, national, and subnational contexts. By integrating theoretical knowledge with practical insights, the program emphasizes critical analysis of policies, institutional structures, and participatory mechanisms that shape governance at grassroots levels.

Programme Outcomes (POs):

The programme is intended to cater to the following outcomes:

1. Critical Analytical & Integrative thinking
2. Knowledge on different dimensions of the theory and praxis of decentralization and local governance
3. Ability to innovate and give leadership
4. Multidisciplinary approach

Programme Structure

The programme will include two types of courses:

- i. Core courses
- ii. Elective courses

The program structure includes field study level 1 in the first semester and level 2 in third semester, respectively; an internship in the second semester; and a research project with comprehensive viva voce and course viva voce in the fourth semester as core courses. The programs shall also include assignments, seminars and class tests. The electives are offered in the second, third and fourth semester.

Semester II

Course Code	Course Title	Core / Elective	Credit	Instructional hours /week	Tutorial/contact hours /week	Instructional hours/Semester	Internal Marks	End Sem. Marks	Total
MADLG02 C08	Development, Gender and Decentralisation	Core	3	3	1	64 (16 x 4)	20	80	100
MADLG02 C09	Constitution of India	Core	3	3	-	48 (16 x 3)	20	80	100
MADLG02 C10	Sustainable Development	Core	3	3	-	48 (16 x 3)	20	80	100
MADLG02 C11	Fundamentals of Management	Core	3	3	1	64 (16 x 4)	20	80	100
MADLG02 C12	Public Policy and Governance	Core	3	3	1	64 (16 x 4)	20	80	100
MADLG02 E01	Dimensions of Global change and Preparing for the Future	Elective	3	3	1	64 (16 x 4)	20	80	100
MADLG02 E02	Kerala's Development Experience								
MADLG02 C13	Internship	Core	2	-	1	16 (16x1)	40	60	100
--	Weekly Seminar			2		32 (16 x 2)			
Total			20	20	5	400	160	540	700

Total Credit of Core: 17 Total Credit of Elective: 3

Semester III

Course Code	Course Title	Core	Credit	Instructional hours /week	Tutorial/ contact hours /week	Instructional hours /Semester	Internal Marks	End Sem. Marks	Total
MADLG0 3C14	Comparative Local Governments	Core	4	4	1	80 (16 x 5)	20	80	100
MADLG0 3C15	Local Government Finance	Core	4	3	1	64 (16 x 4)	20	80	100
MADLG0 3C16	Development Administration and Decentralised Planning	Core	4	4	1	80 (16 x 5)	20	80	100
MADLG0 3C17	Urbanisation and Development	Core	3	3	1	64 (16 x 4)	20	80	100
MADLG0 3E03	Inclusive Development and Local Governance	Elective	3	3	1	64 (16 x 4)	20	80	100
MADLG0 3C18	Field Study -Level 2	Core	2	1	0	16 (16 x 1)	40	60	100
	Weekly Seminar			2		32 (16 x 2)			
		Total	20	20	5	400	140	460	600

Total Credit of Core: 17 Total Credit of Elective: 3

Semester IV

Course Code	Course Title	Core/ Electiv e	Credit	Instru ctional hours /week	Tutorial/ contact hours /week	Instructi onal hours /Semeste r	Internal Marks	End Sem. Marks	Total
MA DLG04E0 4	Geospatial Tools in Local Level Planning	Electiv e	3	3	1	64 (16 x 4)	20	80	100
MADLG0 4E05	Human Infrastructure, Communication and Leadership	Electiv e	3	4	1	80 (16 x 5)	20	80	100
MADLG0 4C19	Service Delivery by Local Governments	Core	3	4	1	80 (16 x 5)	20	80	100
MADLG0 4C20	Local Economic and Social Development	Core	3	3	1	64 (16 x 4)	20	80	100
MADLG0 4C21	Research Project and Comprehensive Viva voce	Core	6	4	1	80 (16x5)	20	80	100
MADLG04 C22	Course Viva Voce	Core	2	0	0		-	100	100
	Weekly Seminar			2		32 (16 x 2)			
Total			20	20	5	400	100	500	600

Total Credit of Core: 14 Total Credit of Elective: 6

Number of Papers, Teaching Hours, and Credit Distribution

Table 2 gives the details of it.

Credit Distribution												
	SEM I			SEM II			SEM III			SEM IV		
	No P	Hr/w	Cr	No P	Hr/w	Cr	No P	Hr/w	Cr	No P	Hr/w	Cr
Theory	6	22	18	6	22	18	5	22	18	4	18	12
Field Study	1	1	2	0	0	0	1	1	2	0	0	0
Internship	0	0	0	1	1	2	0	0	0	0	0	0
Project	0	0	0	0	0	0	0	0	0	1	5	6
Viva Voce	0	0	0	0	0	0	0	0	0	1	0	2
Weekly Seminar	0	2	0	0	2	0	0	2	0	0	2	0
Total	7	25	20	7	25	20	6	25	20	6	25	20

*NoP-No of Papers, Hr- Hours per week, Credit- Cr

EVALUATION AND GRADING

The evaluation framework for each course comprises two components: Continuous Assessment (CA), contributing 20% of the total marks, and End Semester Examination (ESE), accounting for the remaining 80%, establishing an internal to external assessment ratio of 1:4. For the field study and internship the evaluation is divided into 40% internal and 60% external components, reflecting a 2:3 internal to external ratio. Both internal and external evaluation shall be carried out using marks with corresponding grades and grade points in a 7-point indirect relative grading system.

CONTINUOUS EVALUATION (CE)

This assessment shall be based on pre-determined transparent system involving periodic written tests, assignments, and seminars in respect of theory courses and based on tests, lab skill, records/viva and attendance in respect of practical courses. The percentage of marks assigned to various components for internal evaluation is as follows::

Various Components of Internal Assessment and mark Allocation of Theory papers

	Components	% of internal marks without practical	% of internal marks with practical
i.	Two test papers	60	40
ii.	Practical	-	40
iii.	Assignments/Book review/debates	20	10
iv.	Seminars/Presentation of case study	20	10

Various Components of Internal Evaluation and mark Allocation of Field Study and Internship

Continuous Evaluation (40% of total)	
Components	Percentage
Punctuality	20
Data collection and Data Analysis	20
Scheme/Organization of Report	40
Viva voce	20

Submission of the study report and presence of the student for Viva are compulsory for Continuous Evaluation. No separate minimum pass for continuous evaluation To ensure transparency of the evaluation process, the internal evaluation marks awarded to the students for each course in a semester shall be published on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks.

The course teacher shall maintain the academic record of each student registered for the course, which shall be forwarded to the University after endorsed by the Head of the Department(HoD).

TESTS

For each course there shall be at least two class tests during a semester. The probable dates of the tests shall be announced at the beginning of each semester. Valued answer scripts shall be made available to the students for perusal within 5 working days from the date of the tests.

ASSIGNMENTS

Each student shall be required to do two assignments/book review for each course. Assignments/Book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. The submission date shall be finalised by the teacher/Head of the Department

PRACTICALS

All the records of Continuous Evaluation (CE) must be kept in the department and must be made available for verification to the university.

The results of the CE shall be displayed on the notice board within 3 working days from the last day of a semester. It should be get signed by the candidates. The marks awarded for

various components of the CE shall not be rounded off, if it has a decimal part. The CE of each course shall be rounded off to the nearest whole number.

END SEMESTER EVALUATION (ESE):

The End Semester Examination in theory courses is to be conducted by the University with question papers set by external experts. Answer papers shall be bar coded to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. The valuation system of answer script is as per university norms

End Semester Evaluation in **Practical courses** shall be conducted and evaluated by two external examiners. Duration of practical external examinations shall be decided by the Board of Studies concerned.

Field study

Students have to undergo 7-day fieldwork with a practical and immersive experience in Decentralisation and Local Governance in semester 1(Level 1) and semester 3 (Level 2) . If a student fails to fulfil this requirement, his/ her result shall be withheld until the field study requirement is met. A diary with activities/achievements completed during field study shall be maintained by the candidate. This diary signed by the student and the head of organization where the field study was carried out shall be presented to the HoD.

Internship

Students have to do internship in recognized organisations related to Decentralisation and Local Governance for 4 weeks in semester 2 . If a student fails to fulfil this requirement, his/ her result shall be withheld until the internship requirement is met. An internship diary with activities/achievements completed during internship shall be maintained by the candidate. This diary signed by the internee and the head of organization where the internship was carried out shall be presented to the HoD.

Project Evaluation

Project evaluation shall be conducted at the end of the fourth semester as per the following general guideline.

- a. Evaluation of the Project Report shall be done under Mark System.

b. The evaluation of the project will be done at two stages:

- i) Continuous Evaluation (supervising teachers and head of the departments will assess the project and award Continuous Evaluation Marks)
- ii) End Semester project Evaluation not more than two external examiners appointed by the University on the recommendation of HoD

c. Marks secured for the project will be awarded to candidates, combining the Continuous Evaluation and End Semester Evaluation marks.

The Continuous Evaluation and End Semester project Evaluation shall be in the ratio 1:4 based on the following distribution

Continuous Evaluation (20% of total)		End Semester Evaluation (80% of total)	
Components	Percentage	Components	Percentage
Punctuality	20	Relevance of the Topic	5
		Statement of objectives	10
		Methodology/ references/ Bibliography	15
Use of Data	20	Presentation of contents/Figures/Language	20
		Style/Diagrams	15
		Quality of Analysis/Use of Statistical Tools	
Scheme/Organization of Report	40	Findings and Recommendations	10
Viva voce	20	Viva voce	25

No marks shall be awarded to a candidate if she/he fails to submit the Project Report for End Semester Evaluation.

COURSE VIVA VOCE

External examiner shall conduct Viva Voce at the end of the programme on all courses taught during the four semesters. As part of this, the examiner shall also interview the student to ascertain whether the learner has acquired the expected learning outcomes stated in the curriculum/syllabus. Marks shall be awarded out of 100 by external examiners

WEEKLY SEMINAR

There shall be a weekly seminar in all semesters for all programmes. Two hours shall be allocated per week. For weekly seminar in the form of invited talks, presentation by students, discussion and debates. Two teachers will be in charge of conduct of seminar.

SEMESTER II
MADLG02C08
DEVELOPMENT, GENDER AND DECENTRALISATION

Course Description

The course comprehensively explores the interlinkages between development, gender, and decentralization, focusing on how development impact perspectives of gender and decentralized governance.

Course Objectives

The course intends to familiarize the students with the basic and theoretical foundations of development economics, gender, and decentralization. It will provide a clear vision of the perspective of development and decentralization and explore policies and frameworks that support inclusive development.

Course outcomes

After the completion of the course, the students will be able to:

- To understand the concepts of development from economic, social, and gender perspectives and to demonstrate the difference between growth and development as well as the challenges of development
- To understand the concepts and theories of economic and social development and mechanisms and arguments that are relevant for development.
- Analyze the role of gender in development and interpret its outcome using specific tools for gender analysis and critically evaluate the gender and social inequality challenges in specific development situations, policies, and interventions.
- Evaluate the nature as well as efficiency of the decentralization and development as well as elucidate the components of a well-designed fiscal decentralized system.

Modules	Hours
<p>Module I: Introduction to Development</p> <p>Development- Concepts and Types: Economic, Social, Sustainable, and Human Development - Growth and development - Paradigms of development - Indicators of development: Social, economic and environment - PQLI, HDI, IHDI, GDI, GEI, MPI - Development as freedom-Sen's view - Capability approach - Issues and challenges of development.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Todaro, M. P. and Stephen C. Smith, (2015) <i>Economic Development</i>, Pearson Education. • Meier, G M. and James E. Rauch, (2005) <i>Leading issues in Economic Development</i>, Oxford University Press. • Ray, D. (1998) <i>Development Economics</i>. Oxford University Press. • Sachs, J., (2015) <i>The Age of Sustainable Development</i>. Chapter 14: Sustainable Development Goals. Columbia University Press. • Sen, A. (2000). <i>Development as freedom. Development in Practice</i>-Oxford-, 10(2), 258-258. 	15
<p>Module II: Theories of Economic & Social Development</p> <p>Classical theories: (Smith, Ricardo, Malthus), Marxian, and Schumpeterian theory of economic development - Stages of Growth: Rostow and Marx - Balanced and unbalanced theory - The Big-push Theory - Critical Minimum Effort - Low Level Equilibrium Trap – Lewis, Fei and Ranis theory of economic development - Vicious Circle of Poverty by Nurkse - Dependency Theory (Neo-Marxist Theory) - Social Development - SDI - Social inequality - Global inequality and social protection - Occupational structure and Social Class - Social dualism -Social Development - Theory and practice.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Thirwall, A.P. (2003). <i>Growth and Development with Special Reference to Development Economics</i>. Palgrave. • Todaro, M P. and Stephen C. Smith, (2015) <i>Economic Development</i>, Pearson Education. • Ray, D. (1998) <i>Development Economics</i>. Oxford University Press. • Meier, G M. and James E. Rauch, (2005) <i>Leading issues in Economic Development</i>, Oxford University Press. 	18

<p>Module III: Gender and Development</p> <p>Concept of Gender - Gender perspectives on Development – Theoretical Approaches to Gender and Development (welfare approach, WID, WAD, GAD, MGE, effectiveness approach) – Role of gender in development: Education, Health, Employment – Gender and Labor Markets: Informal Economy, Care Work, and Unpaid Labor – Gender Disparities in Development, Political Participation, Gender Wage Gap – Policies for Gender Equity – Gender Budgeting – Gender Mainstreaming in Development – Tools and Strategies – Institutionalization of Gender Equality – Case Studies and Contemporary Issues – Gender-responsive Governance – Gender in the SDGs.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Momsen, J. (2010). <i>Gender and Development</i> (2nd ed.). Routledge. Ch. 1 • Moser, C. (2012). <i>Gender planning and development: Theory, practice and training</i>. Routledge. • Pearson, R. (2000). <i>Rethinking gender matters in development</i>. In <i>Feminist Visions of Development</i>. Routledge. • Moghadam, V., Mohanty, C. T., White, S., Wolf, D. L., Shankaran, D., Beneria, L., & Rai, S. M. (2011). <i>The women, gender and development reader</i>. Bloomsbury Publishing. 	16
<p>Module IV: Decentralisation and Development</p> <p>Decentralisation and development – one way and two-way causation - Tiebout model - First- and second-generation theory and fiscal decentralization - subsidiary principle - Local government - Autonomy - Decentralization index: fiscal, political, and administrative challenges - Role of decentralisation in poverty alleviation, local service delivery, and inclusive development - Decentralisation and SDGs.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Beall, J. (2007). <i>Decentralization, women's rights and development</i>. London School of Economics and Political Science. • Bardhan, P., and Mookherjee, Dilip (2006). <i>Decentralization and Local Governance in Developing Countries</i>. MIT Press. • Beall, J. (2007). <i>Decentralization, women's rights and development</i>. London School of Economics and Political Science. • Faguet, J. P. (2014). <i>Decentralization and governance</i>. World Development, 53, 2-13. 	15

Further Readings

Module One:

- Sen, A. (2014). *Development as freedom* (1999). The globalization and development reader: Perspectives on development and global change.
- Ranis, G., Stewart, F., and Samman, E. (2006). Human development: beyond the human development index. *Journal of Human Development*, 7(3), 323-358.

- UNDP Human Development Reports for various years. <https://hdr.undp.org/data-center/human-development-index>.
- World Bank Development Reports for various years.

Module Two:

- Basu, K. *Analytical Development Economics: The Less Developed Economy Revisited*. Oxford University Press, 2003.
- Ghosh, B. N. (2019). *Dependency theory revisited*. Routledge.
- Smith, T. (1979). *The underdevelopment of development literature: the case of dependency theory*. World Politics, 31(2), 247-288.
- Little, I. M. D. (1982). *Economic development: theory, policy, and international relations* (Vol. 130). New York: Basic Books.
- J.N. Bhagwati (Ed). (1985). *Dependence and Interdependence- Essays in Development Economics*. Vol-1&2. Bombay: OUP.

Module Three:

- Agarwal, B. (2010). *Gender and green governance: the political economy of women's presence within and beyond community forestry*. Oxford University Press.
- Baden, S., & Goetz, A. M. (1998). *Who needs [sex] when you can have gender?* Feminist Review.
- Budlender, D. (2002). *Gender budgets make cents: understanding gender responsive budgets*. Commonwealth Secretariat.
- ILO (2022). *Care Work and Care Jobs for the Future of Decent Work*.
- Philip, K. Ester Boserup: *Woman's role in economic development*. London: George Allen and Unwin, 1970. 283 pp.
- Rathgeber, E. M. (1990). "WID, WAD, GAD: Trends in research and practice." *Journal of Developing Areas*.
- Razavi, S. (2007). "The political and social economy of care in a development context." UNRISD.
- UN ECOSOC (1997). *Agreed Conclusions on Gender Mainstreaming*.
- UN Women (2020). *Gender Equality and the Sustainable Development Goals*.
- ILO Gender Equality, www.ilo.org.
- UNDP Annual Reports, UNDP.org.
- UNDP Gender Equality, <https://www.undp.org/gender>.
- UNDP Reports on Gender and Development.
- [World Bank Gender Data Portal](https://genderdata.worldbank.org/en/home), <https://genderdata.worldbank.org/en/home>.

Module Four:

- Awortwi, N. (2016). *Decentralisation and local governance approach: A prospect for implementing the post-2015 sustainable development goals*. In *Local governance, economic development and institutions* (pp. 39-63). London: Palgrave Macmillan UK.
- Guha, J., & Chakrabarti, B. (2019). *Achieving the Sustainable Development Goals (SDGs) through decentralisation and the role of local governments: A systematic review*. Commonwealth Journal of Local Governance, (22), 1-21.

- Marko. K. (2008). Revisiting the Decentralisation Theorem: On the role of Externalities, *Journal of Urban Economics*, 64, Elsevier.
- Patnaik, P. (2020). Institutionalising sustainable development goals through decentralised local-governments in India. *International Journal of Social Sciences*, 9(2), 103-109.
- Robert R and Poual Woods (2015). *Decentralisation and Subsidiarity: Concepts and Frameworks for Emerging Economies*, Forum of Federations, Occasional Paper no. 15, Ottawa, Canada. Uts.edu.an.
- Rondinelli, D A., et al. (1983). *Decentralization in Developing Countries*. World Bank Staff Working Papers.

MADLG02C09
CONSTITUTION OF INDIA

Course Description

This course offers a comprehensive introduction to the Constitution of India, covering its history, key features, and practical implications for citizens and the functioning of the government. It aims to provide general awareness and understanding of the supreme law of India. The course will explore fundamental rights, duties of citizens, the structure of government, and the principles of governance outlined in the Constitution.

Course Objectives

This course delves into the Indian Constitution, the cornerstone of Indian democracy. By examining its historical roots in the colonial era and the Indian National Movement, it aims to provide students with a deep understanding of its foundational principles. The course explores the socio-political landscape that shaped the Constitution, tracing its evolution from colonial legislations to the visionary declarations of the Indian National Movement. It then focuses on the Constituent Assembly, the body responsible for drafting the Constitution, and the transformative vision it embodied for independent India. The core of the course lies in exploring the fundamental features of the Constitution – their philosophical underpinnings and their final form as enshrined in the document. By analyzing both the text and its historical context, the course seeks to provide students with a comprehensive understanding of the Indian Constitution and its role in driving social change.

Course outcomes

On successful completion of the course, the students will be able

- Understanding the Indian Constitution: Students will gain a comprehensive knowledge of the origins and key provisions of the Indian Constitution.
- Citizenry and State Responsibilities: Students will develop an awareness of the rights and duties of citizens and the corresponding obligations of the state.
- Constitutional Governance in India: Students will acquire familiarity with the principles of constitutional governance in India, including the division of power among different levels of government

Modules	Hours
<p>Module I: Constitutional Foundations of India</p> <p>Philosophical foundations of a Constitution - Framing of the Constitution, Constituent Assembly at Work - the Preamble - Salient Features of the Constitution – Citizenship - Fundamental Rights - Directive Principles of State Policy - Fundamental Duties.</p> <p>Essential readings</p> <ul style="list-style-type: none"> • Austin, G. (1999). <i>The Indian Constitution: Cornerstone of a Nation</i> (Classic Reissue), Oxford University Press • Basu, D D. (2024), <i>The Historical background, in Introduction to the Constitution of India</i> (27thed.). Lexis • Bhatia, G. (2016), <i>Directive Principles of State Policy</i>, In Sujit Choudhry, et al, <i>The Oxford Handbook of the Indian Constitution</i>, New Delhi: OUP • Kashyap, S C. (2018). <i>Our Constitution: An Introduction to India's Constitution and Constitutional Law</i>, NBT. 	12
<p>Module II: Parliamentary Democracy, Center-State Relations and Decentralization</p> <p>Unitary and federal features of the Constitution - Challenges to Federalism - Union Legislatures: Rajya Sabha and Lok Sabha – it's composition, Powers and Functions - The historical perspectives of the constitutional amendments in India - Emergency Provisions - The 73rd and the 74th Amendment - Finance Commission.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Pandey, J.N. (2024). <i>The Constitutional Law of India</i>, Allahabad; Central Law Agency • Khosla, M. (2012). <i>The Indian Constitution</i>, Oxford University Press. • Bakshi, P M. (2017). <i>The Constitution of India</i>. Universal Law Publishing. • Chaube, S K. (2012). <i>The Making and Working of Indian Constitution</i>. NBT. • Mohan, R (2023). <i>India's Federal Setup: A Journey Through Seven Decades</i>, Aakaar Books. • Thiruvengadam. A K. (2018). <i>The Constitution of India: A Contextual Analysis</i>. Bloomsbury/Hart Publishing. 	12
<p>Module III: The Union and State Executive</p> <p>Union Executive: President and Vice President - Elections, Powers and Functions; Prime Minister and Council of Ministers - Powers and Functions - All India Services - Comptroller and Auditor General of India - Election Commission of</p>	12

<p>India - State Executive: Governor, Chief Minister and Council of Ministers - Powers and Functions - Constitutional Safeguards for Autonomy for Tribals.</p> <p>Essential readings</p> <ul style="list-style-type: none"> • Jain, M.P. <i>Indian Constitutional Law</i> (2 Volumes), Nagpur: LexisNexis Butter worths. • Johari, j.C. (1995), <i>The Constitution of India - A Politico-Legal Study</i>, New Delhi: Sterling Publishers Private Limited. • Shukla, V.N. (2006), <i>Constitution of India</i>, Lucknow: Eastern Book Company. • Wadhwa, N J and Sudha Pai, (2001). <i>Democratic Governance in India</i>, New Delhi: Sage. 	
<p>Module IV: Indian judiciary and key case laws</p> <p>Judiciary: Supreme Court - Composition, Jurisdiction and Functions - Judiciary: High Courts - Composition, Jurisdiction and Functions - Judicial Review, Public Interest – Litigation - Celebrated Judgements - Important case laws : Kesavananda Bharati V. State of Kerala, 1973 - Maneka Gandhi V. Union of India, 1978.- S.R. Bommai V. Union of India, 1994 - Mohd. Ahmed Khan v. Shah Bano Begum, 1985 -Vishaka V. State of Rajasthan (1997) - Lal Bihari Identity Case (1975).</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Bhuwania. A. (2017). <i>Courting the People: Public Interest Litigation in Post-Emergency India</i>. Cambridge University Press. • Agarwala, B R (2021). <i>Our Judiciary</i>, National Book Trust Publishers. • Mody,Z, (2013). <i>10 Judgements that changed India</i>, Penguin Publishers. • Singh, P K. (2024). <i>A-Z of Public Interest Litigation</i>, Eastern Book Company. 	12

MADLG02C10
SUSTAINABLE DEVELOPMENT

Course description

Sustainable Development course provides an interdisciplinary understanding of how to balance environmental stewardship and social equity to meet present needs without compromising future generations. Students explore the core principles, challenges, and opportunities of sustainable development, engaging with real-world issues such as climate change, resource management and policy integration.

Course Objective:

- Courses may delve into strategies for inclusive growth, reducing inequality, and creating sustainable livelihoods.
- Students may learn about the importance of protecting and restoring ecosystems, conserving biodiversity, and managing natural resources sustainably.
- Course often address issues of social inequality, gender equality, and the empowerment of marginalized groups.
- Course may explore strategies for reducing greenhouse gas emissions, enhancing resilience to climate change, and promoting adaptation measures

Course Outcome:

The students will be able to understand;

- To familiarize students with the United Nations Sustainable Development Goals (SDGs) and their relevance to India's development agenda.
- To focus on developing skills in designing, implementing, and managing sustainable development programs such as poverty, inequality, or environmental degradation.
- Students may also be exposed to national and local case studies and best practices in sustainable development.

MODULES	HOU RS
<p>Module 1: Introduction to Sustainable Development</p> <p>Conceptualising Sustainable Development (SD) - Evolution of SD perspectives (Millennium Development Goals (MDGs) and SDGs (Sustainable Development Goals) - International Environmental conventions and conferences (Ramsar convention 1971, Stockholm Conference 1972, Brundtland Commission 1983, Nairobi Declaration, 1985, Montreal Protocol 1987, Rio Summit 1992, UNFCCC 1992, Kyoto Protocol 1997, Stockholm Conference 2001, Rio Summit 2002, Rio Summit 2012, Minamata Convention 2013, Paris agreement 2015, UN Framework Convention on Climate Change 2024 - Approaches of SD: Status Quo Approach, Community Capacity Building Approach, Industrial Sector Approach, Integrated Systems Approach, Human Development Approach, Green Accounts Approach, Positivist Approach, Multi-dimensional Approach, Eco-system Approach - Contemporary Issues and Debates related to Sustainable Development.</p> <p>Essential readings</p> <ul style="list-style-type: none"> • Daly, H. E. (2006). <i>Sustainable development – Definitions, principles, policies</i>. Springer. • Dresner, S. (2002). <i>The Principles of Sustainability</i>, Earthscan, London. • Elliott, J A. (2006). <i>An Introduction to Sustainable Development</i>. Routledge. • Hayaloglu P and Seyfettin Artan. (2022). Current debates on sustainable development. IJOPEC Publication Limited. • Hopwood, B., Mellor, M. O'Brien, G. (2005). Sustainable Development: Mapping Different Approaches. <i>Sustainable Development</i>.13(1), 38-52. • Mensah, (2019). Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review. <i>Cogent Social Sciences</i> (2019), 5: 1653531 • Redcliff, M (1987). <i>Sustainable Development, Exploring the Contradictions</i>, London, Routledge. • Reid, David (1995) <i>Sustainable Development: An Introductory Guide</i>. EarthScan, London 	12
<p>Module 2: Dimensions, Theories and Real-World Examples</p> <p>Dimensions: Environmental, Economic, Social - Theories of SD: Extinction avoidance theory, Collective stewardship theory, Rogue agent theory, Divine intervention and providence theory, Resource- resilient world theory - Sustainable Human Development. - Real world examples of SD in India: Government-Led Initiatives (Solar Power Revolution, Swachh Bharat Abhiyan), Traditional and Community Practices (Living Root Bridges of Meghalaya, Wetland Rice Cultivation by the Apatani Tribe of Arunachal Pradesh, Sustainable Fishing in Northeast India), Urban and City-Level Examples (Mysore – A Sustainable City), Village-Level Innovations (Carbon-neutral village - Meenangadi, Kerala) -</p> <p>Essential readings</p>	12

<ul style="list-style-type: none"> • Bawa, K.S. and Seidler, R. (2009). <i>Dimensions of Sustainable Development</i>. Oxford: EOLSS Publishers. • David, M. P. C. (2018). Sustainable Development Goals (SDGs)- Challenges for India. <i>Indian Journal of Public Health Research & Development</i>, 9(3), 1. doi: 10.5958/0976- 5506.2018.00172.9 • Dutta, S, Pampi Paul, Sangeeta Bhattacharyya and Tapan Kumar Mandal. (2022). Carbon Neutral Village. <i>Food and Scientific Reports</i>. 3(06) 53-57. • Gibji Nimasow and J. S. Rawat. (2010) A sustainable mountain paddy-fish farming of the Apatani tribes of Arunachal Pradesh, India. <i>Aquaculture Asia Magazine</i>. 15 (2). • Gregory, S. and Jancy F. Gregory. 2024. Levels of Livelihood Security and Human Development: Applying BCOPS Framework in a Micro Context of Kerala, Man and Life, 50 (3,4). • Harris, J M 2003. Sustainability and Sustainable Development. Internet Encyclopedia of Ecological Economics. International Society for Ecological Economics • Judith C. Enders, Judith Enders, Moritz Remig. (2014). <i>Theories of Sustainable Development</i>. Tylor & Francis. • Ozili, Peterson K, (2024) Theories of Sustainable Development (September 18, 2024). http://dx.doi.org/10.2139/ssrn.4970172 • UN Habitat Report. (2022). Sustainable City Strategy – Mysuru Sustainable Cities -Integrated Approach Pilot (SCIAP). 	
<p>Module 3: Kerala's Sustainable Development Experience</p> <p>Institutional Framework for SDG Implementation: Kerala State Planning Board (KSPB), Local Self-Governments (LSGs) – Localizing sustainable development goals - Challenges of SDG implementation.</p>	12
<p>Essential Readings</p> <ul style="list-style-type: none"> • Elamon J. 2023. Nava Keralam and Sustainable Development Goals. <i>Kerala calling</i> 43 (11) 12-15. • Elamon, J, Sukanya K U and Rajesh R V. 2023. <i>Localising SDG for local governments towards a local indicator framework (LIF)</i>. Kerala institute of Local Administration. • Manju S. Nair and A. Abhirami. 2024. Localizing sustainable development goals (SDGs) through decentralized governance: Insights from Kerala, India. <i>Journal of Infrastructure, Policy and Development</i>. 8(16), 10339. • NITI AYOG report. Localising SDGs early lessons from 2019. Govt. of India. 	
<p>Module 4: Climate Change and Governance</p> <p>Climate Change and Sustainable Development - Natural and anthropogenic factors of climate change – Impact of climate change – Resilience methods: Adaptation and mitigation (UNFCCC, NATCOM, UNEP, UNCCD, COP) – Carrying capacity based planning - Governance challenges of climate change - Dimensions of climate change governance - India's federal structure for climate Change - Governance approach to climate change: Decentralised governance, Multi-Stakeholder Governance, Multi-level Governance, Polycentric</p>	12

Governance, Participatory Governance, Community based Governance, adaptive governance - International evidences of climate change governance: Germany, Brazil, Australia- Indigenous Perspectives of climate change and Sustainable Development - Classic example of climate change: The loss of the “Saraswati” river and its impact on the urban phase of the Indus Valley civilization.

Essential Readings

- Andrew D, (2012). *Introduction to Modern Climate Change*, CUP.
- Arabella F and Amy Kirbyshire (2017), *Supporting Governance for climate resilience: Working with political institutions*, London: Overseas Development Institute.
- Bernauer, T and Lena Schaffer (2010). *Climate Change Governance*. CIS Working paper.
- Devi, M C. and Sanjukkta Bhaduri. (2023). Carrying capacity based planning and its indicators at neighborhood scale. *International journal of research in social sciences*. 13(7) 1-17.
- James, M (2009). *Climate Change Governance*. Policy Research Working Paper, background paper to World Development Report.
- Jayawardhan, S. (2017). Vulnerability and Climate Change Induced Human Displacement. *Consilience*, 17, pp. 103-142
- Kalyanaraman, S. eds., (2008). *Vedic River Sarasvati and Hindu Civilization*. Aryan Books International.
- Kaushik, A. (2023). The role of good governance in achieving sustainable development: A study of India. *International Journal of Political Science and Governance* 5(1): 101-106
- Letcher, T M. (2021). *The Impacts of Climate Change: A Comprehensive Study of Physical, Biophysical, Social, and Political Issues*. Elsevier.
- Pragya D. Varma (Ed), (2010). *Reflections of Climate Change Leaders from the Himalayas, Report Case Studies Detailed. Thematic Group: Livelihoods and People's Perceptions*, LEAD India.
- Report of the IPCC (2007). *Impacts, Adaptation and Vulnerability Contribution of Working Group II to the Fourth Assessment Report of the IPCC*.
- Report of the IPCC. (2007). *Mitigation of Climate Change Contribution of Working Group III to the Fourth Assessment Report of the IPCC*.
- Rudimann, W. F. (2001). *Earth's Climate-Past and Future*, W. H. Freeman & co.
- Singh, A. and Swetha Kolluri, (2025). *Climate Change Governance in India Building the Institutional Framework*. Discussion Paper. Centre for Social and Economic progress.
- Vizina, Y.N. (2019). *Indigenous Perspectives of Sustainable Development*. In: Leal Filho, W. (eds) *Encyclopedia of Sustainability in Higher Education*. Springer, Cham. https://doi.org/10.1007/978-3-030-11352-0_17

Further Readings

Module 1

- Beckerman, W (1994), 'Sustainable Development: Is it a Useful Concept?' *Environmental Values* 3, 191-209.
- Brundtland Commission Report (1987). *World Commission on Environment and Development, Our Common Future*, Oxford University Press, Oxford.
- Daly, H E. (1995), 'On Wilfred Beckerman's Critique of Sustainable Development', *Environmental Values* 4, 49-55.
- Hirsch, F. (1976). *The Social Limits to Growth*, Routledge, London.
- Kothari, A. (1993). Is Sustainable Development Desirable and Possible? *The Indian Journal of Public Administration*. 39(3), 249-253.
- Redclift, M. (1987). Sustainable Development. London: Methuen.
- Redclift, M. (1996) *Wasted: Counting the Global Consumption*, Earthscan, London.

Module 2

- Ion Pohoata, Delia Elena Diaconasu, Vladimir Mihai Crupenschi. (2021). *The Sustainable Development Theory: A Critical Approach, Volume 2. When Certainties Become Doubts*. Springer
- Kamble, P S and Pravanti Udgirkar. (2024). Assessing the role of government programs in sustainable development of India. *Gap bodhi Taru: A global journal of humanities. Special Issue on "Viksit Bharat - Towards Five Trillion Economy"* 177-190
- Mahadevia, D (2002). *Sustainable Urban Development in India: An Inclusive Perspective* In. Westendorff, D (Eds) *From unsustainable to inclusive cities*. An UNRISD publication in association with the Swiss Agency for Development Cooperation Geneva.
- Roy, S. (2018). *Sustainable Development in Urban India*. In. Sengupta, P P. *Contemporary Issues on Globalization and Sustainable Development*. Serials Publications
- Zahed. S. (2019). Sustainable Development Theory: A Critical Perspective and an Integrative Model. *Journal of Economics and Sustainable Development*. 10 (21).

Module 3

- Beaglehole, R. (2015). Sustainable human development—but how? *The Lancet*. 386(10007): 1934–1935.
- Diana Thomaz, Rianne Mahon, Simon Dalby, Susan Horton. (2019). *Achieving the Sustainable Development Goals: Global Governance Challenges*. Tylor & Francis
- Gupta, R. (2023). Strategy Paper on Localisation of SDGs in India. *SSRN Electronic Journal*.
- Hiroshan Hettiarachchi, Shyama V. Ramani. 2022. SDG11, Sustainable Cities and Communities. Tylor & Francis

- Prativa Shaw, Sabyasachi Saha, Sachin Chaturvedi, T. C. James. (2019). *2030 Agenda and India: Moving from Quantity to Quality: Exploring Convergence and Transcendence*. Springer.
- Sakhamuri, H, and Varshitha Sanagani (2024). SDG localisation and lessons from India: Role of NITI Ayog. In. SDGs in the Asia and the Pacific region (Eds) Filho. W L, Usha Iyer-Raniga, Theam Foo Ng, Artie Ng and Ayyoob Sharifi. Springer.
-

Module 4

- Report of the Intergovernmental Panel on Climate Change. Climate change 2023 Synthesis Report: Summary for Policymakers
- Hardin, G. 1968. "The tragedy of the commons." *Science* 162 (3859):1243-8.
- F., T.J. Wilbanks, A.C. Abeysinghe, I. Burton, Q. Gao, M.C. Lemos, T. Masui, K.L. O'Brien, and K. Warner. (2014) Climate-resilient pathways: adaptation, mitigation, and sustainable development. In: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change (eds.). Cambridge University Press, pp. 1101-1131.

MADLG02C11
FUNDAMENTALS OF MANAGEMENT

Course Description:

This course provides a rigorous foundation in the principles and practices of modern management, integrating classical and contemporary theories with emerging paradigms in sustainability, technology, and social enterprise. Emphasizing both conceptual clarity and practical application, the curriculum explores core managerial functions, organizational communication, leadership dynamics, and strategic decision-making. Students will critically engage with change management models, digital transformation, and impact measurement tools, while also examining evolving issues such as corporate governance, CSR, and big data analytics. The course equips students with the analytical acumen and leadership competencies essential for navigating complex organizational environments.

Course objectives

The course aims to provide students with a comprehensive understanding of fundamental and contemporary management concepts, functions, and theories, with a focus on their application in both conventional organizations and social enterprises. It seeks to develop managerial competencies in planning, organizing, decision-making, communication, leadership, and change management. The course also explores the evolving paradigms of modern management, including sustainability, corporate governance, and technological integration for social impact.

Course outcomes

After the completion of the course, the students will be able to;

- Explain the evolution, theories, and key concepts of management and critically evaluate their relevance in the context of emerging trends such as globalization, liberalization, and privatization.
- Apply managerial functions such as planning, organizing, staffing, decision-making, and controlling in various organizational settings, including social enterprises.
- Demonstrate effective organizational communication and leadership skills by understanding communication processes, motivation theories, and leadership styles, with a focus on cross-cultural and persuasive communication techniques.
- Analyze and apply change management models and strategies to manage innovation, crises, and strategic planning in social enterprises, incorporating technology and impact measurement tools.
- Evaluate and interpret contemporary issues in modern management such as corporate social responsibility, sustainable development, talent management, knowledge management, and digital transformation, including the use of big data and business analytics.

Modules	Hours
<p>Module I: Management</p> <p>Management -concepts, Evolution, Principles of Management. Theories- classical theory, scientific management, management process or administrative management, bureaucracy. Approaches to Management-behavioural science approach, quantitative approach, systems approach, contingency approach, operational approach. Emerging Trends in Management Thought: Liberalization, Privatization, Globalization and Continuous Change. Management of profit and Non-profit organisations - Issues and Challenges.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Koontz, H. and Weihrich, H., (2012). <i>Essentials of Management: An International and Leadership Perspective</i>, McGraw Hill Education. • Lussier, R. N. (2020) <i>Management Fundamentals: Concepts, Applications, and Skill Development</i>. Sage Publications. • Tripathi, P C and Reddy P. N. (2021) <i>Principles of Management</i>, McGraw Hill. • Robbins, S. P., and Coulter, M., (2021). <i>Management</i>, 15th edition. Pearson Education. • Drucker, P. F. (1989). <i>Managing the Non-Profit Organization: Principles and Practices</i>. New York: Harper Business. • Bryson, J. M. (2018). <i>Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement</i> (5th ed.). San Francisco: Jossey-Bass. • Ghoshal, S. (2005). Bad management theories are destroying good management practices. <i>Academy of Management Learning & Education</i>, 4(1), 75–91 • Dees, J. G. (1998). Enterprising nonprofits. <i>Harvard Business Review</i>, 76(1), 55–67. • Ebrahim, A. (2003). Accountability in practice: Mechanisms for NGOs. <i>World Development</i>, 31(5), 813–829. • Porter, M. E., & Kramer, M. R. (2011). Creating shared value. <i>Harvard Business Review</i>, 89(1/2), 62–77 • Battilana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In search of the hybrid ideal. <i>Stanford Social Innovation Review</i>, 10(3), 50–55. 	14
<p>Module II: Managerial Functions</p> <p>POSDCORB. Plan, Planning- Concepts, Types. Process - Planning premises & business environment. Strategic Planning. Forecasting - Techniques of Forecasting. Decision-making- Process, Group Decision-making. MBO. Organising: Organizational Design-Organization Structure- Staffing: Concepts, Manpower Planning and Managing Human Resources. Controlling: process, budgetary and non-budgetary control techniques. Organizational performance: measures, tools for performance measurement.</p>	12

Essential Readings

- Anthony, R. N., & Govindarajan, V. (2007). *Management control systems* (12th ed.). McGraw-Hill Education.
- Dessler, G. (2020). *Human resource management* (16th ed.). Pearson.
- Mintzberg, H. (1994). *The rise and fall of strategic planning: Reconceiving roles for planning, plans, planners*. New York: Free Press
- Robbins, S. P., and Judge, T. (2022). *Organizational Behaviour*, Pearson
- Simon, H. A. (1960). *The new science of management decision*. Harper & Brothers.
- Steiner, G. A. (1979). *Strategic planning: What every manager must know*. Free Press.
- Drucker, P. F. (1999). *Management Challenges for the 21st Century*. New York: HarperBusiness.
- Koontz, H. and Weihrich, H., (2012). *Essentials of Management: An International and Leadership Perspective*, McGraw Hill Education.

Module III: Organizational Communication and leadership

12

Communication- Process, formal and informal communication in the workplace. Barriers to Communication. Role of culture in communication. Structuring Effective Presentations. Storytelling Techniques for Impact. Overcoming Stage Fright. Persuasive Communication Strategies. Motivation: Process, theories of motivation- Maslow's Need Hierarchy Theory, Herzberg's Two factor theory, McClelland's Theory of Needs, Alderfer's ERG theory, McGregor's Theory X and theory Y, Vroom's Expectancy Theory. Leadership: concept, early theories, contingency theories.

Activity- Design and deliver a persuasive presentation proposing a social policy or initiative related to local governance or social entrepreneurship using storytelling and persuasive techniques to influence a simulated public audience.

Essential Readings

- Adler, R. B., & Elmhorst, J. M. (2019). *Communicating at Work: Strategies for Success in Business and the Professions* (12th ed.). New York: McGraw-Hill Education
- Bass, B. M., & Stogdill, R. (1990) *Bass & Stogdill's handbook of leadership*. Free Press.
- Cialdini, R. B. (2006). *Influence: The psychology of persuasion*. Harper Business.
- Gallo, C. (2014). *Talk like TED: The 9 public-speaking secrets of the world's top minds*. St. Martin's Press.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Sage Publications.

<ul style="list-style-type: none"> • Maslow, A. H. (1943). A theory of human motivation. <i>Psychological Review</i>, 50(4), 370–396. • Shannon, C. E., & Weaver, W. (1949). <i>The mathematical theory of communication</i>. University of Illinois Press. • Guffey, M. E., & Loewy, D. (2021). <i>Business Communication: Process and Product</i> (10th ed.). Boston, MA: Cengage 	
<p>Module IV: Technology and Change Management in Social Enterprises</p> <p>Change management -Concepts, models. Resistance to change. Managing innovation. The strategic management process. Crisis Management and Problem - Solving Strategies, Case Studies in Management and Leadership. Formulating strategies for social impact: planning, implementation, and evaluation. Measuring social impact and reporting. Technology and innovation for social impact: digital tools, platforms and strategies.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Bryson, J. M. (2018). <i>Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement</i> (5th ed.). Wiley. • Coombs, W. T. (2014). <i>Ongoing crisis communication: Planning, managing, and responding</i> (4th ed.). Sage Publications. • Gilgeous, V., & Chambers, S. (1999). Revisiting resistance to change and how to manage it: What has been learned? <i>Business Horizons</i>, 42(5), 45–54 • Kotter, J. P. (1996). <i>Leading change</i>. Harvard Business Review Press. • Ramos, I. (2021). How organizations address resistance: Understanding change management. <i>International Journal of Advanced Business Management and Strategy</i>, 9(1), 56–65. • Rogers, E. M. (2003). <i>Diffusion of innovations</i> (5th ed.). Free Press. 	12
<p>Module V: Modern Management</p> <p>Emerging trends in management thought- Sustainability and ESG (Environmental, Social, Governance), Knowledge management, Talent management, Electronic business, Business Analytics, Management of Big Data.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Abdelli, M., et al. (2022). <i>Big data for entrepreneurship and sustainable development</i>. CRC Press • Alketbi, M. S., & Ahmad, S. Z. (2024). Corporate social responsibility and sustainability practices: Mediating effect of green innovation and moderating effect of knowledge management in the manufacturing sector. <i>International Journal of Organizational Analysis</i>, 32(7), 1369-1388. • Carroll, A. B., & Buchholtz, A. K. (2014). <i>Business and society: Ethics, sustainability, and stakeholder management</i> (9th ed.). Cengage Learning. 	14

- Das, J. K., Taneja, S., & Arora, H. (Eds.). (2021). *Corporate social responsibility and sustainable development: Strategies, practices and business models*. Routledge India.
- Hitt, M. A., Ireland, R. D., & Hoskisson, R. E. (2016). *Strategic management: Concepts and cases: Competitiveness and globalization*. Cengage Learning.
- Mitroff, I. I. (2000). *Managing crises before they happen: What every executive and manager needs to know about crisis management*. American Management Association.

Further Readings

- Mayo, E. (1933). *The human problems of an industrial civilization*. Macmillan.
- Taylor, F. W. (1911). *The principles of scientific management*. Harper & Brothers.
- Weber, M. (1947). *The theory of social and economic organization*. Free Press.
- Drucker, P. F. (1954). *The practice of management*. Harper & Row.
- Fayol, H. (1949). *General and industrial management*. Pitman.
- Sen, A. (1999). *Development as Freedom*. New York: Alfred A. Knopf.
- Porter, M. E. (1985). *Competitive Advantage: Creating and Sustaining Superior Performance*. New York: Free Press.
- Lawrence, P. R., & Lorsch, J. W. (1967). *Organization and Environment: Managing Differentiation and Integration*. Boston: Harvard Business School Press.
- Simon, H. A. (1997). *Administrative Behavior* (4th ed.). New York: Free Press
- Denning, S. (2005). *The Leader's Guide to Storytelling: Mastering the Art and Discipline of Business Narrative*. San Francisco: Jossey-Bass
- Duarte, N. (2010). *Resonate: Present Visual Stories that Transform Audiences*. Hoboken, NJ: Wiley.
- Cialdini, R. B. (2009). *Influence: Science and Practice* (5th ed.). Boston: Pearson
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The Motivation to Work* (2nd ed.). New York: Wiley
- Vroom, V. H. (1964). *Work and Motivation*. New York: Wiley
- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill
- Reynolds, G. (2011). *Presentation Zen: Simple Ideas on Presentation Design and Delivery* (2nd ed.). Berkeley, CA: New Riders.

MADLG02C12
PUBLIC POLICY AND GOVERNANCE

Course Description:

This course offers an overview of public policy, its significance, and the processes involved in policy making and analysis. Students will explore key models, theories, and the roles of various stakeholders in shaping policy. Special focus is given to governance systems and selected Indian policies in areas like education, health, economy, and foreign affairs. The course equips students with the analytical tools to understand, evaluate, and engage in public policy-making effectively.

Course objective

This course comprehensively introduces the concept and significance of public policy, the history of policy sciences and the public policy process. The student will develop a critical understanding of the policy process as well as the capacity to undertake policy analysis in substantive areas of public policy.

Course Outcome

On successful completion of the course, the student will be able to:

- Understand the scope and significance of public policy.
- Describe the different types of public policy.
- Examine the contributions of various stakeholders in policy making
- List the political, financial and popular difficulties in the implementation of policy.
- Analyse the cycle of selected public policies

MODULE	HOURS
<p>Module 1: Introduction</p> <p>Public Policy: Concept, Significance and Scope -Evolution of policy studies - Policy Sciences - Policy Analysis as Art and Craft - Types of Public Policy: Substantive, Regulatory, Distributive and Redistributive - Models and theories of Public Policy: Systems Model, Rational Choice, Incrementalism - Bardach's Eightfold Path to Problem Solving and Policy Analysis - Policy Transfer and the Context of Policy Making (Structural, Situational, Cultural and Exogenous).</p> <p>Essential Readings</p> <ul style="list-style-type: none"> Anderson, J. E. (2005). <i>Public policy making</i> (6th ed.). Houghton Mifflin Co. Ayyar, V. R. V. (2009). <i>Public policy making in India</i>. Pearson. Basu, D. D. (2011). <i>Constitution of India</i> (20th ed.). Prentice Hall of India. Chakraborty, B., & Chand, P. (2016). <i>Public policy: Concept, theory and practice</i>. Sage. Dye, T. R. (1972). <i>Understanding public policy</i>. Prentice-Hall. 	16
<p>Module 2: Policy Making Process</p> <p>Public Policy Cycle: Agenda setting, Policy formulation, Policy Adoption/ Decision making, Policy Implementation and Policy Evaluation - Policy Triangle: Content, Context, Process and Actors/ Stakeholder - Role of Stakeholders in Policy-making: Political Parties, Interest Groups, Mass-media, Civil Society and International Agencies.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> Ayyar, V. R. V. (2009). <i>Public policy making in India</i>. Pearson. Chakraborti, R. (2017). <i>Public policy in India</i>. Oxford University Press. Dubhashi, P. R. (1986). <i>Policy and performance</i>. Sage Publications Gerston, L. N. (2010). <i>Public policy making: Process and principles</i> (3rd ed.). Routledge. 	16

<p>Module 3: Governance systems and Public Policy</p> <p>Governance Systems and Models: Democratic vs. authoritarian governance- Ideology: Socialist, Liberal, Social Democratic and Conservative - Unitary and federal structures - Variations in public policy making: Governance systems and governing institutions - legislatures, executives, and judiciary and Bureaucracy, Political Participation and Culture.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Basu, D. D. (2011). <i>Constitution of India</i> (20th ed.). Prentice Hall of India. • Chakraborty, B., & Chand, P. (2016). <i>Public policy: Concept, theory and practice</i>. Sage. • Dye, T. R. (1972). <i>Understanding public policy</i>. Prentice-Hall. 	16
<p>Module 4: Policies in India</p> <p>Economic Policy: Mixed economy to liberalism - National Education Policy, India (1968, 1986, 1992 & 2020) - Health policy – Public and private service delivery Industrial and labour policies – regulation to deregulation - Foreign policy and nuclear policy.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Ayyar, V. R. V. (2009). <i>Public policy making in India</i>. Pearson. • Chakraborti, R. (2017). <i>Public policy in India</i>. Oxford University Press. • Dubhashi, P. R. (1986). <i>Policy and performance</i>. Sage Publications. • Gerston, L. N. (2010). <i>Public policy making: Process and principles</i> (3rd ed.). Routledge • Dutt, V.P. (2017) <i>India's Foreign Policy since Independence</i>, New Delhi: National Book Trust • Manoranjan Mohaty (2022) <i>Public Health in India: Policy Shifts and Trends</i>. New Delhi: Sage 	16

MADLG02EO1

DIMENSIONS OF GLOBAL CHANGE AND PREPARING FOR THE FUTURE

Course Description

This course shall act as the right platform for participants to conceive the way world is changing, future is shaping up and identify possible areas to connect self as a relevant participant in the new world. The course would also prepare the attendees with clarity about future and to relate their academic specialization to the most suitable career prospects.

Course Objectives

- Analyze the environmental, economic, social, technological, and political factors contributing to global change.
- Examine the underlying causes of global challenges such as climate change, biodiversity loss, resource depletion, and social inequalities, along with their potential impacts.
- Critically assess various perspectives and solutions related to global change issues, fostering an integrated understanding of complex systems.
- Investigate how different dimensions of global change are interconnected and influence one another across local, regional, and global scales.

Course Outcome

After completion of this course the participants will be able to:

- Demonstrate perfect understanding about the way world is progressing now, major factors driving changes and top influencers of change.
- Be clear on potential changes in science, technology, law and the geo political systems and how these changes influence human life.
- Understand the discussions and perspectives on the demand for re-orienting Attitude, Skill and Knowledge for the future. Also, develop enhanced precision on the way humans should shape themselves to be relevant in future.
- Develop an actionable plan to position self in the changing global landscape.
- Apply the understanding on Future Dimensions in executing professional roles, personal planning and social beingness.

Modules	Hours
<p>Module 1-Global Change: Direction, Dimension, Drivers and Influencers</p> <p>The major areas in which the world is experiencing phenomenal changes which can lead to quantum shifts - The changes happening in technology, lifestyle, geo-political equations, Economy and Culture - Developments powered by the 4th industrial revolution in the field of drivers and Influencers such as Artificial Intelligence, Crypto Currency, Blockchain, Robotics, Modern Bio-sciences, quantum computing, Astro Studies and Big Data - Key stakeholders in mobilization of the world towards future: Ideas, People, Organizations.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Brynjolfsson, E., & McAfee, A. (2014). <i>The second machine age: Work, progress, and prosperity in a time of brilliant technologies</i>. W. W. Norton & Company. • Manyika, J., Chui, M., Bughin, J., Dobbs, R., Bisson, P., & Marrs, A. (2013). <i>Disruptive technologies: Advances that will transform life, business, and the global economy</i>. McKinsey Global Institute. • Schwab, K. (2017). <i>The Fourth Industrial Revolution</i>. Crown Business. • Tapscott, D., & Tapscott, A. (2016). <i>Blockchain revolution: How the technology behind bitcoin is changing money, business, and the world</i>. Penguin. 	15
<p>Module 2- Impact of Change in Human Life: Professional, Personal, Social, Political, Existential</p> <p>Common avenues in which the changes happening around the world would potentially make an impact - Different dimensions through which the multiple facets of life get impacted by the changes happening around the world - The systems and processes that bring change to life - Role of governments, enterprises, Start-ups and other institutions in channelizing the potential of change to the direction of development.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Acemoglu, D., & Robinson, J. A. (2012). <i>Why nations fail: The origins of power, prosperity, and poverty</i>. Crown Business. • Castells, M. (2010). <i>The rise of the network society</i> (2nd ed.). Wiley-Blackwell. • Florida, R. (2017). <i>The new urban crisis: How our cities are increasing inequality, deepening segregation, and failing the middle class—and what we can do about it</i>. Basic Books. • Giddens, A. (1990). <i>The consequences of modernity</i>. Stanford University Press. • Susskind, R., & Susskind, D. (2015). <i>The future of the professions: How technology will transform the work of human experts</i>. Harvard University Press. 	13
<p>Module 3- Miraculous Future: Nature, Possibilities and Methods to Keep us Relevant in Future</p> <p>Different thoughts and arguments about the nature and shape of future - What are the possibilities and challenges each person should anticipate? - What make humans relevant in the future too - How to shape ourselves in synchronization with the demands of future - Bringing clarity from chaos.</p>	15

<p>Essential Readings</p> <ul style="list-style-type: none"> • Bostrom, N. (2014). Superintelligence: Paths, dangers, strategies. Oxford University Press. • Harari, Y. N. (2017). Homo Deus: A brief history of tomorrow. Harper. • Kurzweil, R. (2005). The singularity is near: When humans transcend biology. Viking. • Tegmark, M. (2017). Life 3.0: Being human in the age of artificial intelligence. Alfred A. Knopf. 	
<p>Module 4- Future of Employment: Trends, Emerging Fields, Finding the Suitable Spot</p> <p>How the world of employment would be re-shaped in future - Attributes which impact careers and employment - The power struggle between existing nature of careers and future technologies - Building symbiotic relationship between human and machine - Finding suitable spot for each person through deep analysis - Building the next 5 years plan for each person to navigate to the future.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Arntz, M., Gregory, T., & Zierahn, U. (2016). The Risk of Automation for Jobs in OECD Countries: A Comparative Analysis. OECD Social, Employment and Migration Working Papers, No. 189. https://doi.org/10.1787/5jlz9h56dvq7-en • Brynjolfsson, E., Rock, D., & Syverson, C. (2018). Artificial intelligence and the modern productivity paradox: A clash of expectations and statistics. In A. Agrawal, J. Gans, & A. Goldfarb (Eds.), <i>The Economics of Artificial Intelligence: An Agenda</i> (pp. 23-57). University of Chicago Press. • Davenport, T. H., & Kirby, J. (2016). <i>Only humans need apply: Winners and losers in the age of smart machines</i>. HarperBusiness. • Iansiti, M., & Lakhani, K. R. (2020). Competing in the age of AI: Strategy and leadership when algorithms and networks run the world. Harvard Business Review Press. • McKinsey Global Institute. (2017). Jobs lost, jobs gained: Workforce transitions in a time of automation. McKinsey & Company. https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages 	11
<p>Module 5-Developing perspectives, attitudes and Skills for Future: Areas to Improve, Factors to Develop and Techniques to Enhance the Vital Attributes</p> <p>Skillset and Mindset on demand in the future - Scientific analysis and understanding of the skillset and mindset gap - Global tools and techniques to develop skillset to adapt each person to the demands of future - Building the plan to develop mindset and skillset to support the 5-year plan.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Dweck, C. S. (2016). <i>Mindset: The new psychology of success</i>. Ballantine Books. • Ericsson, A., & Pool, R. (2016). <i>Peak: Secrets from the new science of expertise</i>. Houghton Mifflin Harcourt. 	10

- OECD. (2021). *Skills Outlook 2021: Learning for Life*. OECD Publishing. <https://doi.org/10.1787/0ae365b4-en>
- World Economic Forum. (2020). Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution. World Economic Forum. <https://www.weforum.org/reports/schools-of-the-future>

Assessment:

The course can be assessed based on two essays that the participants choose to write from four topics given to them and the coursework they prepare in the form of a plan for their future.

Further Readings

Module 1

- Arora, A., & Gambardella, A. (2020). *The Changing Structure of Global Innovation: Challenges for International Business*. Journal of International Business Studies, 51(4), 557–568. <https://doi.org/10.1057/s41267-020-0031-0>
- Harari, Y. N. (2018). *21 lessons for the 21st century*. Spiegel & Grau.
- Marr, B. (2016). *Big data in practice: How 45 successful companies used big data analytics to deliver extraordinary results*. Wiley.
- NASA. (2024). *Astrophysics and Space Exploration for the 21st Century*. National Aeronautics and Space Administration. <https://science.nasa.gov/astrophysics>
- West, D. M. (2018). *The future of work: Robots, AI, and automation*. Brookings Institution Press.
- World Economic Forum. (2023). *Global Risks Report 2023*. World Economic Forum. <https://www.weforum.org/publications/global-risks-report-2023>

Module 2

- Fukuyama, F. (2018). *Identity: The demand for dignity and the politics of resentment*. Farrar, Straus and Giroux.
- Rifkin, J. (2011). *The third industrial revolution: How lateral power is transforming energy, the economy, and the world*. Palgrave Macmillan.
- Schwab, K. (2018). *Shaping the future of the fourth industrial revolution*. Currency.
- Senge, P. M. (2006). *The fifth discipline: The art & practice of the learning organization (Revised ed.)*. Crown Business.
- UNDP. (2023). *Human Development Report 2023: Breaking the Gridlock*. United Nations Development Programme. <https://hdr.undp.org/>

Module 3

- Diamandis, P. H., & Kotler, S. (2020). *The future is faster than you think: How converging technologies are transforming business, industries, and our lives*. Simon & Schuster.
- Kelly, K. (2016). *The inevitable: Understanding the 12 technological forces that will shape our future*. Viking.
- Pradhan, M. (2021). Preparing for an uncertain future: Skillsets, mindsets, and strategies. *Futures*, 127, 102691. <https://doi.org/10.1016/j.futures.2021.102691>
- Sinek, S. (2019). *The infinite game*. Portfolio.
- Taleb, N. N. (2012). *Antifragile: Things that gain from disorder*. Random House.

- World Economic Forum. (2023). Future of Jobs Report 2023. World Economic Forum. <https://www.weforum.org/publications/the-future-of-jobs-report-2023/>

Module 4

- Ford, M. (2015). *Rise of the robots: Technology and the threat of a jobless future*. Basic Books.
- Gratton, L., & Scott, A. (2016). *The 100-year life: Living and working in an age of longevity*. Bloomsbury.
- IBM Institute for Business Value. (2022). *The enterprise guide to closing the skills gap: Strategies for building and maintaining a skilled workforce*.
- IBM. <https://www.ibm.com/downloads/cas/EPYMNBJA>
- Susskind, R. (2020). *A world without work: Technology, automation, and how we should respond*. Metropolitan Books.
- World Economic Forum. (2023). The Future of Jobs Report 2023. World Economic Forum. <https://www.weforum.org/publications/the-future-of-jobs-report-2023/>

Module 5

- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- LinkedIn Learning. (2023). Workplace Learning Report 2023. LinkedIn Corporation. <https://learning.linkedin.com/resources/workplace-learning-report>
- Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. Riverhead Books.
- Senge, P. M. (2006). *The fifth discipline: The art & practice of the learning organization (Revised ed.)*. Crown Business
- Senninger, T. (2000). *Learning Zones Model*.
- UNESCO. (2022). Futures of Education: Learning to Become. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

MADLG02E02

KERALA'S DEVELOPMENT EXPERIENCE

Course Description

The course provides an in-depth analysis of the unique development trajectory of Kerala, which covers development experiences and profile of Kerala economy. It comprehensively covers the development issues, dimension of changes, and policies with respect to the development of Kerala economy.

Course Objective

The course aims to provide a better orientation and a deeper understanding about the development path of Kerala. It helps to know more about the dimension of changes and policies with respect to the development of Kerala economy.

Course outcomes

- The student will be able to explain the historical and structural foundations of Kerala's development model and assess the sustainability and replicability of the Kerala Model as well as to analyse the recent trends in economic indicators in Kerala.
- To understand and evaluate the demographic and socio-economic developments in Kerala economy and also examine the issues related to poverty, unemployment, migration in Kerala.
- To evaluate the performance and growth of key sectors such as agriculture, industrial and service sectors and also assess the prospects and challenges in education and health aspects.
- To analyse umbrella initiatives launched by the Government of Kerala such as Nava Kerala Mission and Rebuild Kerala and its key components and goals including sustainability, resilience, and inclusivity.

Modules	Hours
<p>Module I: Introduction to Kerala's Development Experience</p> <p>Development experience of Kerala: Historical context and background- Profile of Kerala Economy since its formation - Phases of economic Development in Kerala - Kerala Model of Development – Human development - Education – Health, Low mortality and High morbidity syndrome - Sustainability of the model- Kerala Economy at a Glance - Structural changes - Recent Trends in Economic Indicators – State finance – Trends, issues and challenges.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Franke, Richard W., and Barbara H. Chasin. <i>Kerala: Radical Reform as Development</i> (1994). • Government of Kerala. (2025). <i>Economic Review 2024</i>. Kerala State Planning Board. • Government of Kerala (2021). <i>Kerala Development Report: Initiatives, Achievements, and Challenges</i>. Kerala State Planning Board. • Government of Kerala, State Planning Board, <i>Kerala Economic Review</i> for various years. • Kannan, K. P. (2023). Revisiting the Kerala 'Model' of Development: A Sixty-year Assessment of Successes and Failures. <i>The Indian Economic Journal</i>, 71(1), 120-151. • Oommen, M. A. (1993). <i>Essays on Kerala Economy</i>. Oxford & IBH Publishing Company. • Oommen, M. A. (1999). <i>Rethinking development: Kerala's development experience</i> (Vol. 2). Concept Publishing Company. • Parayil, G. (Ed.). (2000). <i>Kerala: the development experience: reflections on sustainability and replicability</i>. Zed Books. • Ramachandran, V.K. (1996). <i>On Kerala's Development Achievements</i>, in <i>Indian Development: Selected Regional Perspectives</i>, eds. Dreze and Sen. Oxford University Press. 	16
<p>Module II: Demographic and Socio-Economic Profile</p> <p>Demographic Profile of Kerala: Demographic transition – Age composition – Ageing – Poverty, Trends - Employment and Unemployment, Trends, Educated Unemployment in Kerala – Micro Finance- Role of Kudumbashree - Kerala Diaspora, Labour migration, Changing pattern of migration in Kerala Internal and international migration, Youth migration, New Trends and Policies.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Government of Kerala (2021). <i>Kerala Development Report: Initiatives, Achievements, and Challenges</i>. Kerala State Planning Board • Government of Kerala. (2025). <i>Economic Review 2024</i>. Kerala State Planning Board. 	15

- Prakash, B. A. (1994). *Kerala Economy Problems and Prospects*. New Delhi: Sage Publications.
- Prakash, B. A. (1998). Gulf migration and its economic impact: The Kerala experience. *Economic and Political Weekly*, 3209-3213.
- Rajan, S. Irudaya (ed.). *India Migration Report: Kerala Migration Survey* (Various years).
- Zachariah, K.C., Mathew, E.T., & Irudaya Rajan, S. (2003). *Dynamics of Migration in Kerala*.

Module III: Sector Wise Analysis

18

Agriculture and allied sectors – Production and Productivity, land reforms – Trends Kerala's Industrialisation - Prospects and Challenges – Traditional industries - Micro, Small and Medium Enterprises (MSMEs) - KSIDC, KINFRA - Service Sector – Growth and performance, IT sector – KSITM – Tourism, Recent Trends, Health and Medical tourism - Education : Higher education, Performance and achievements– Trends and Challenges - Knowledge economy - Health sector : Achievements and Indicators - Health and Epidemiological Transition and NCDs - Health care finance - Care economy. Energy sector : Infrastructure - KIIFB..

Essential Readings

- Ashokan, A (2009), *Perspectives of health economics*. Serials Publications. New Delhi.
- Albin, A. (1990). Manufacturing sector in Kerala: Comparative study of its growth and structure. *Economic and Political Weekly*, 2059-2070.
- Government of Kerala. (2025). *Economic Review 2024*. Kerala State Planning Board.
- Government of Kerala (2021). *Kerala Development Report: Initiatives, Achievements, and Challenges*. Kerala State Planning Board.
- Kannan, K. P. (2023). Revisiting the Kerala 'model' of development: a sixty-year assessment of successes and failures. *The Indian Economic Journal*, 71(1), 120-151.
- Kutty, R. V. (2021). The 'Kerala Model' in Health: A Review of its Current Status. In Nair, M. S. (Eds.), *Revisiting the Kerala Model of Health*. (pp. 38-48). Kalpaz Publications, New Delhi, 2021, ISBN 978-93-5324-622-8.
- Mohandas.M. (2005). *Agricultural Development in Kerala; in Kerala Economy- Trajectories, Challenges and Implications* (Ed), by Rajasenan D and Gerald de Groot.
- Ramachandran, V.K. (1996). *On Kerala's Development Achievements*, in *Indian Development: Selected Regional Perspectives*, eds. Dreze and Sen. Oxford University Press.
- Tilak, J. B. (2001). *Higher education and development in Kerala*. Centre for Socio-Economic & Environmental Studies.

<p>Module IV: Nava Keralam and Rebuild Kerala</p> <p>Navakerala Mission - Aardram Mission - Vidyakiranam - LIFE Mission - Haritha Keralam - Nava Kerala Karma Paddhathi 2 - Rebuild Kerala Initiative: Objectives, Core areas - Infrastructure - Environment - Governance - Role of LSGs and Decentralised Planning - Community Participation - Financing of Rebuild Kerala Development Programme - Recent developments- Challenges.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Government of Kerala (2021). <i>Kerala Development Report: Initiatives, Achievements, and Challenges</i>. Kerala State Planning Board • Government of Kerala - Nava Kerala Mission. https://kerala.gov.in/navakerala-mission. • Government of Kerala, State Planning Board, <i>Kerala Economic Review</i> for various years. • Government of Kerala. (2019). <i>Rebuild Kerala Development Programme (RKDP)</i>. https://rebuild.kerala.gov.in. • https://pib.gov.in/ • Isaac, T.M. Thomas, and Richard W. Franke. <i>Local Democracy and Development: The Kerala People's Campaign for Decentralized Planning</i> (2002). • Oommen, M. A. (2023). <i>Rebuilding a sustainable Kerala economy: Raising two issues</i>. Kerala economy. Gulati Institute of Finance and Taxation. • PIB Kerala (Press Information Bureau) Reports on Nava Kerala initiatives: 	15
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Further readings:

Module 1

- K.K George. (1993). *Limits to Kerala Model of Development: an analysis of fiscal crisis and its implications*. Trivandrum: CDS.
- P. P. Pillai. (1994). *Kerala Economy Four Decades of Development*.
- Nair, M. S. (2018). Human Development and Economic Growth in Kerala: Sustainability Issues. *Productivity*, 59(1).
- Rajan .K. (2009). *Kerala Economy: Trends During the Post Reform Period* .Serial Publications.
- Panikar, P. G. K., & Soman, C. R. (1984). *Health status of Kerala: The paradox of economic backwardness and health development*. In *Health Status of Kerala: The paradox of economic backwardness and health development*. Centre for Development Studies.
- UNDP. (2005). *Kerala Human Development Report*. Thiruvananthapuram: Centre for Development Studies.
- Centre for Development Studies (CDS), Trivandrum – Various Working Papers on Kerala Model.

Module 2:

- Devika, J., & Thampi, B. V. (2007). Between ‘Empowerment’and ‘Liberation’ The Kudumbashree Initiative in Kerala. *Indian Journal of Gender Studies*, 14(1), 33-60.
- Goswami, B. (2021). Demographic Changes in Kerala and the Emerging Challenges: An Assessment. *Centre for Socio-economic & Environmental Studies*.
- Irudaya Rajan, S., Mishra, U. S. (2020). Unexplored facets of the elderly: Kerala ageing surveys—a longitudinal enquiry. *Senior citizens of India: Emerging challenges and concerns*, 245-261.
- Nair, S. B. (2017). Ageing in Kerala: Some Key Issues. *Indian Journal of Gerontology*, 31(2).
- Saikia, D. (2015). Migrant workers in Kerala: a study on their socio-economic conditions. *Journal of Economic and Social Development*, 11(2), 29-43.
- Zachariah, K. C., Mathew, E. T., & Rajan, S. I. (2001). Impact of migration on Kerala's economy and society. *International Migration*, 39(1), 63-87.
- Government of Kerala, State Planning Board, *Kerala Economic Review* for various years.
- CDS, GIFT working papers.
- NITI Aayog Reports.

Module 3:

- K.P.Mani . 2009. *Cropping pattern in Kerala - spatial inter-temporal analysis*. *Kerala Economy: Trends during the post-reform period* (Ed), by Rajan K. New Delhi: Serials Publications.
- Kannan, K. P., Thankappan, K. R., Ramankutty, V., & Aravindan, K. P. (1991). Kerala: a unique model of development. *Health for the Millions*, 17(5), 30-33.
- Kumar, N. A., & George, K. K. (2009). Kerala's Education System: From Inclusion to Exclusion?. *Economic and Political weekly*, 55-61.
- Nair, M. S. (2021). *Revisiting the Kerala Model of Health*. Kalpaz Publications, New Delhi.
- Panikar, P. G. K (1999), Health Transition in Kerala. Discussion paper No. 10. Kerala Research Programme on Local Development, Centre for Development Studies.
- Renjini Veena. K.K. (2024) Service Sector Led Growth Trajectory of Kerala Economy. *Kerala Economy*. GIFT.
- Working group on knowledge economy employment & skills report. 2022. Government of kerala. Kerala state planning board fourteenth five-year PLAN (2022-2027).
- Government of Kerala, State Planning Board, *Kerala Economic Review* for various years.
- CDS, GIFT working papers.
- NITI Aayog Reports.

Module 4

- Oommen, M. A. (2018). *On the threshold of a grand opportunity: salience of an approach to rebuilding Kerala*. Social Science in Perspective. Thiruvananthapuram, India: C. Achutha Menon Study Centre & Library, 463.
- Sreekumar, S., & Ravindran, T. S. (2023). A critique of the policy discourse on primary health care under the Aardram mission of Kerala. *Health policy and planning*, 38(8), 949-959.
- World Bank. (2019). *India: World Bank Provides \$250 Million to Help Kerala Rebuild Post-Floods*. <https://www.worldbank.org>
- Government of Kerala, State Planning Board, Kerala Economic Review for various years.
- The Hindu. (2018). "Kerala Floods: A wake-up call for sustainable development." <https://www.thehindu.com>
- <https://nkp.kerala.gov.in/about.php>.

MADLG02C13

INTERNSHIP

Internship outline:

The internship program, conducted during the second semester, is designed to provide students with a practical, hands-on learning experience to complement their studies. This program aims at bridging the gap between theoretical knowledge and real-world application, allowing students to:

Apply classroom learning: Observe and analyse the practical application of theories and concepts in a professional setting.

Develop critical thinking skills: Examine the relationship between theory and practice, fostering analytical and problem-solving abilities.

Cultivate professional curiosity: Encourage inquiry and exploration, leading to new knowledge and understanding.

Build career foundations: Gain valuable experience and insights to inform future career decisions.

Internship Outcome:

Program Requirements:

1. **Duration:** Each student shall complete a minimum of four weeks of internship at selected institution
2. **Structured Framework:** The internship program will follow a defined framework emphasizing the acquisition of specific skills and the importance of detailed observation. It will be an individual-based study.
3. **Faculty Advisor:** Each student must identify a faculty member from the institution as their internship advisor based on the approval of the HoD
4. **Ethical Conduct:** Students are required to adhere to all ethical practices and Standard Operating Procedures (SOPs) of the host organization.
5. **Regular Communication:** Students shall maintain regular communication and weekly updates with their faculty advisor/ HoD.
6. **Internship commencement:** The internship commences immediately after the completion of classes or end-of-semester exams.

7. **Area of internship:** Identify the area of internship within two months of the commencement of the semester
8. **Presentation:** Each Student shall deliver a 15-minute formal presentation before the departmental panel summarizing their internship experiences and key findings.
9. **Report:** The report shall follow an academic style with the following specifications:
 - Page limit: 40-50
 - Font: Times New Roman
 - Size: 12
 - Reference style: APA or Chicago.
10. **Submission:** Three hard copies of the report shall be submitted within 15 days of completing the internship.
11. **Internal Assessment:** Maximum 40 marks will be allocated to students. The marks for the Internship will be distributed based on time management, relevance of the topic, presentation skills, content, structure, internship experience and viva voce
12. **External Assessment:** Maximum Sixty marks will be awarded based on the evaluation of report by not more than two experts appointed by the university.

Semester III
MADLG03C14

COMPARATIVE LOCAL GOVERNMENTS

Course Description

This course offers a rigorous comparative analysis of local governance systems across diverse political and constitutional contexts, including India, the UK, the USA, France, Switzerland, China, and the SAARC region. It examines how decentralization, institutional design, and global pressures (e.g., globalization, crises) shape local governance dynamics.

Course Objective:

This course aims to provide students with a comprehensive understanding of local governance across different political systems. It explores the theoretical frameworks, institutional arrangements, and functional dynamics of local governments in select countries, including India, the UK, the USA, France, Switzerland, and China. The course encourages critical comparison to assess how local governments operate under different constitutional, political, and administrative contexts, with an emphasis on decentralization, public participation, and governance innovation.

Course Outcomes:

By the end of this course, students will be able to:

1. Understand and apply theoretical frameworks (Pluralism, Elitism, Public Choice, Institutionalism) to the study of local government systems.
2. Identify and compare typologies of government systems (Unitary, Federal, Confederal) and their implications for local governance.
3. Analyse the evolution and structure of local governments in the United Kingdom and the United States, including their constitutional foundations and administrative mechanisms.
4. Critically evaluate the local governance systems in France and Switzerland, focusing on their institutional arrangements, fiscal structures, and contemporary challenges.

5. Assess the structure and functioning of local governments in China, with emphasis on governance innovation and experimentation

Module	Hours
<p>Module 1 Foundations of Comparative Local Government</p> <p>Origin and development of local governance Theoretical Approaches to Local Government: Pluralism, Elitism, Public Choice, Institutionalism, Typologies of Government Systems: Unitary, Federal, Confederal- Constituent Assembly Debates on Local Government in India. Direct Democracy and Decentralisation. Globalisation and Local Governments</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Dahl, R. A. (1961). <i>Who governs? Democracy and power in an American city</i>. Yale University Press • Watts, R. L. (2008). <i>Comparing federal systems</i> (3rd ed.). McGill-Queen's University Press. • Lijphart, A. (2012). <i>Patterns of democracy: Government forms and performance in thirty-six countries</i> (2nd ed.). Yale University Press • Rhodes, R. A. W., Binder, S. A., & Rockman, B. A. (Eds.). (2006). <i>The Oxford handbook of political institutions</i>. Oxford University Press. • Venkatesu, E. (Ed.). (2016). <i>Democratic decentralization in India: Experiences, issues and challenges</i>. Routledge India. • Joshi, S. (2016). Understanding Local Governance in the context of Globalisation. <i>Local Government Quarterly</i>, 86(1), 25-35. • Nicolini, M., & Valdesalici, A. (Eds.). (2023). Local governance in multi-layered systems. Springer. (Ius Gentium: Comparative Perspectives on Law and Justice) 	20
<p>Module 2: Local Governance in UK and USA</p> <p>British Constitution and Government-Origin of Local Government in United Kingdom, Constitution and local governance, The Administrative County, Administration of London, Electoral System, Committee System, Public Utility, Public Finance, Problems and Issues of Local Governments.</p> <p>US Constitution and government- Origin of Local Government- Features of Local Government – Units and of Local Government-Types of authority in</p>	22

	<p>local governments, Local Finance, Problems and Issues of Local Governments</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Liddle, J., Dunning, P. T., & Kerley, R. (Eds.). (2018). <i>The Routledge handbook of international local government</i>. Routledge. https://doi.org/10.4324/9781315306254 • Haider-Markel, D. P. (Ed.). (2014). <i>The Oxford handbook of state and local government</i>. Oxford University Press. • Baldersheim, H., & Wollmann, H. (2006). <i>The comparative study of local government and politics: Overview and synthesis</i>. Barbara Budrich Publishers. • Clarke, J. J. (1955). <i>A history of local government of the United Kingdom</i>. Greenwood Press. • Clarke, J. J. (2008). <i>The local government of the United Kingdom</i>. Biblio Bazaar. 	
	<p>Module 3- Local Government in France, Switzerland</p> <p>Essential Readings</p> <p>French Constitution and government Origin of Local Government in France, Constitution and Local Government, The Council General, The Tutelage, The Administrative Courts, The Administration of Paris, Local Finance, problems and Issues of Local Government.</p> <p>Swiss constitution and government-Origin of Local Governments in Switzerland, Swiss Constitution and Local Government, The Cantons, The Landgemeinde , the Regierungsrat (Administrative Council) Contonal Executive and Judiciary, Trends Towards centralization. Limitations on the Powers of the Cantons.</p> <ul style="list-style-type: none"> • Rathod. (2005). <i>Comparative political systems</i>. ABD Publishers. • Rathod. (2006). <i>Dimensions of comparative politics</i>. ABD Publishers. • Singh, U. B. (2009). <i>Decentralized democratic governance in the new millennium</i>. Concept Publishing Company. • Cole, A., John, P. (2012). <i>Local Governance in England and France</i>. United Kingdom: Taylor & Francis. 	22

	<ul style="list-style-type: none"> • Kincaid, J., & Steytler, N. (Eds.). (2009). <i>Local government and metropolitan regions in federal countries</i> (Vol. 6). McGill-Queen's University Press 	
	<p>Module 4-Local Government in China, Brazil and SAARC Region</p> <p>Local People's Governments at Different Levels- Local Government in China -Structures and Functions -Finances</p> <p>Local governments in SAARC Region – Local governments in Bangladesh</p> <p>Local Governance in Brazil</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Yu, J., & Guo, S. (Eds.). (2019). <i>The Palgrave handbook of local governance in contemporary China</i>. Palgrave Macmillan. • Heilmann, S. (2014). <i>Local governance innovation in China: Experimentation, diffusion, and defiance</i>. United Kingdom: Taylor & Francis. • Wang, J. S. (1995). <i>Government and politics of the People's Republic of China</i>. Press of Party School of ICCP • Marenco, A., & Farazmand, A. (2019). Local governments, Brazil. <i>Global encyclopedia of public administration, public policy, and governance</i>, 1-6. • Cavalcante, P. L. C. (2017). Elections and local government performance in Brazil. <i>Organizações & Sociedade</i>, 24, 580-599. • Lidström, A. (1998). The comparative study of local government systems—a research agenda . <i>Journal of Comparative Policy Analysis: Research and Practice</i>, 1(1), 97–115. https://doi.org/10.1080/13876989808412617 • Chowdhury, S., Panday, P. K. (2018). Strengthening Local Governance in Bangladesh: Reforms, Participation and Accountability. Germany: Springer International Publishing. 	16

MADLG03C15 LOCAL GOVERNMENT FINANCE

Course description

The course provides an in-depth understanding of the principles, structures, and challenges of financing local governments. It explores intergovernmental fiscal relations, revenue sources, expenditure responsibilities, budgeting, and accountability and helps to understand the theoretical and practical foundations of local government finance.

Course objectives

The course gives an understanding on local government finance in the context of fiscal federalism. The course intends to equip students with a comprehensive understanding of how local governments mobilize and allocate financial resources to deliver public services and promote local development.

Course outcomes

After the completion of the course, the students will be able to:

- To understand and analyse the role of fiscal federalism and centre-state financial relations in India with respect to local government financing and its implications.
- Understand and evaluate the sources of revenue of local governments, issues in resource allocation, scope and constraints in resource mobilisation at the local level its innovative strategies and best practices in local fiscal frameworks.
- Analyse local government budgets and acquire the ability to take a key role in budget making at the local levels as a whole for specific groups.
- Able to analyse and evaluate the budgets and its tools and techniques of local governments.

Modules	Hours
<p>Module I: Fiscal Federalism</p> <p>Principles and Theories of fiscal federalism (first and second generation), Fiscal federalism in India- Fiscal decentralisation: Decentralisation Theories (Tiebout, Oates, Buchanan) - Fiscal decentralization in India - Issues and challenges in fiscal decentralisation in India.</p> <p>Assignment of functions and devolution of resources - Fiscal devolution, Fiscal imbalances-vertical and horizontal, Resource transfer from Union to states and to local bodies; Role of Finance Commissions, Union Finance Commissions and State Finance Commissions- Recommendations of two previous Union Finance Commissions with respect to local government financing and its implications.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Bagchi Amresh, <i>Readings in Public Finance</i>, OUP, New Delhi, 2011. • Musgrave & Musgrave, <i>Public Finance in Theory and Practice</i>. Mac Graw Hill, 1976. • Oates, W. (1998). The economics of fiscal federalism and local finance. Edward Elgar Publishing. • Oommen, M.A. (2005). <i>Fiscal Decentralization to the Sub-State Level: A Reassessment</i>. World Bank. • Rao, M. Govinda and Singh, Nirvikar (2006). <i>The Political Economy of India's Fiscal Federalism</i>. Oxford University Press. • Union and State Finance Commission Reports for various years. 	18
<p>Module II: Local Finance</p> <p>Local bodies and their financial responsibilities, Sources of revenue of local governments - Own source revenue of local governments – grants from central and state governments - borrowing and debt management of local governments – Centrally sponsored programmes and state autonomy- Issues in local finance - Constraints and strategies for resource mobilisation at the local level - Innovations in local finances, Digital transformations in local government finances- e-governance, data analytics and real time reporting, Global best practices in local fiscal frameworks and international comparisons.</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • B.P.Tyagi. <i>Public Finance</i>.Jai PrakashNath& Co, Meerut, 2002 • Bahl, R., & Bird, R. M. (2018). <i>Fiscal decentralization and local finance in developing countries</i>. Edward Elgar Publishing. • Debbarma, A., & Sharma, C. (2023). <i>Digital transformation in local governance: Opportunities, challenges and strategies</i>. International Journal of Social Science Educational Economics Agriculture Research and Technology (IJSET), 3(1), 152-156. • Devas, N. (2008). <i>Revenue sources for local government</i>. Financing Local Government, 23. • Fisher, R. C. (2022). <i>State and local public finance</i>. Routledge. 	18

<ul style="list-style-type: none"> • Rajaraman, I. (2000). <i>Fiscal features of rural local government in India</i>. Bonn, Kluwer Academic Press. • 	
Module III: Local Government Budgeting Local government budgeting-principles and process - Budget proposal, execution and monitoring - constraints of budgeting - Budgeting techniques - zero-based, performance based, participatory budgeting, gender budgeting, child budgeting and budgeting for vulnerable groups - Special budgetary initiatives- Women Component Plan, Special Component Plan, Tribal Sub Plan, Other Special Plans - Outcome and impact budgeting - Digital innovations in budgeting. Essential readings: <ul style="list-style-type: none"> • Gianakis, G. A., & McCue, C. (1999). <i>Local Government Budgeting</i>. • Morgan, D., Robinson, K. S., Strachota, D., & Hough, J. A. (2017). <i>Budgeting for local governments and communities</i>. Routledge. • Shah, A. (2007). <i>Local Budgeting</i>. The World Bank. 	15
Module IV: Budget Evaluation Local Government Information System of States and Ministry of Panchayati Raj- Tools for budget evaluation - efficiency, utilisation, LFA Approach, benchmarking - Auditing and transparency- Stakeholder engagement and participatory evaluation. Essential Readings: <ul style="list-style-type: none"> • Chen, G. G., Weikart, L. A., & Williams, D. W. (2014). <i>Budget tools: financial methods in the public sector</i>. CQ Press. • Gray, A., Jenkins, W. I., Jenkins, B., & Segsworth, B. (Eds.). (2000). <i>Budgeting, auditing, and evaluation: Functions and integration in seven governments</i>. Transaction Publishers. • Lalli, W. R. (Ed.). (2012). <i>Handbook of budgeting</i>. John Wiley & Sons. 	13
Case study: Analysis of local government budget	

Supplementary readings:

Module 1

- Bahl, R., & Bird, R. M. (2018). *Fiscal Decentralization and Local Finance in Developing Countries*. Edward Elgar.
- B.P.Tyagi. *Public Finance* .Jai PrakashNath& Co, Meerut, 2002.
- D'Souza, E. (2015). *Report of the Fourteenth Finance Commission: A Review*.
- [fincomindia.nic.in./](http://fincomindia.nic.in/)
- Gulati I.S and K.K. George, *Essays in Federal Financial Relations* (Centre for Development Studies Monograph Series), Oxford and IBH, 1988.
- Gulati, I. S. (1994). *Financial Devolution to Local Bodies: Role of State Finance Commissions*. Economic and Political weekly, 2622-2624.

- Gupta, M., & Chakraborti, P. (2019). *State finance commissions: How successful have they been in empowering local governments?*. New Delhi, India: National Institute of Public Finance and Policy.
- India Budget Documents & Finance Commission Reports.
- M Govinda Rao. 2009. *Fiscal Federalism in India- Trends and Issues*. In Shinichi Ichimura & Roy Bahl Eds. Decentralization Policies in Asian Development. World Scientific Publishing Company.
- Prakash, B. A. *Fiscal Decentralisation in Kerala: 5th State Finance Commission's Recommendations on Devolution and Status of Implementation*.
- Raj, P., & Gupta, N. (2022). *Role of Finance Commission in Shaping Financial Structure of India: A Constitutional Perspective*. Available at SSRN 5017674.
- Rajaraman, I. (2007). The political economy of the Indian fiscal federation. In *India Policy Forum* (Vol. 4, pp. 1-35).
- www.sfc.kerala.gov.in.
- Zahir, F. (2020). *Evolving role of the Finance Commissions in India in the last 25 years. In Intergovernmental transfers in federations* (pp. 248-274). Edward Elgar Publishing.

Module II

- Berman, D. (2019). *Local government and the states: Autonomy, politics, and policy*. Routledge.
- Cities, U., & Governments, L. (2010). *Local government finance: The challenges of the 21st century*. Second global report on decentralization and local democracy.
- Ebel, R. D., & Petersen, J. E. (Eds.). (2012). *The Oxford handbook of state and local government finance*. OUP USA.
- Oommen M.A, (2011). *Towards a Rational and Progressive Fiscal Policy*. Progressive Fiscal Policy in India, 283.
- NITI Aayog. (2022). *Rationalization of Centrally Sponsored Schemes*.
- Oulasvirta, L., & Turala, M. (2009). Financial autonomy and consistency of central government policy towards local governments. *International Review of Administrative Sciences*, 75(2), 311-332.
- Pérignon, C., & Vallée, B. (2017). *The political economy of financial innovation: evidence from local governments*. The Review of Financial Studies, 30(6), 1903-1934.
- Pittaway, J. J., & Montazemi, A. R. (2020). *Know-how to lead digital transformation: The case of local governments*. Government information quarterly, 37(4), 101474.
- Selected reports and case studies from Ministry of Panchayati Raj, World bank, and relevant institutions.
- Thavaraj, M. J. K. (1978). *Finances of Local Governments in India*. Indian Journal of Public Administration, 24(3), 617-639.
- Wilson, D., & Game, C. (2011). *Local government in the United Kingdom*. Bloomsbury Publishing.
- www.gift.res.in.

Module III

- Hogye, M. (Ed.). (2002). *Local government budgeting*. Local Government and Public Service Reform Initiative.
- Salahudin, S., Sihidi, I. T., Karida, K., & Firdaus, M. (2024). *Digital Budgeting Transformation and Future Challenges: A Bibliometric Analysis*. Journal of Governance and Public Policy, 11(3), 257-270.

- Schaeffer, M., & Yilmaz, S. (2008). *Strengthening local government budgeting and accountability*. World Bank policy research working paper, (4767).
- World Bank. (2012). *Local Government Discretion and Accountability: A Local Governance Framework*.

Module IV

- Orth, M., Schmitt, J., Krisch, F., & Oltzsch, S. (2017). *What we know about the effectiveness of budget support: Evaluation synthesis* (pp. XIX-95). DEU.
- Shim, J. K., Siegel, J. G., & Shim, A. I. (2011). *Budgeting basics and beyond*. John Wiley & Sons.
- Selected reports and case studies from Ministry of Panchayati Raj.

MADLG03C16
DEVELOPMENT ADMINISTRATION AND DECENTRALISED PLANNING

Course Description

This course explores the theory, practice, and challenges of Development Administration and Decentralized Planning, with a focus on India's governance framework. It examines how administrative systems adapt to promote equitable development, participatory governance, and efficient service delivery in developing contexts. Through comparative case studies students will analyze the interplay between policy design, institutional accountability, and grassroots empowerment.

Course objective

- This course is designed to make the students to understand the contours of Development Administration and Decentralised planning
- To help the students to gain grip over the importance and need for the Development Administration in the developing countries and more particularly in India.

Course outcome

Upon completing this course,

- students will acquire a comprehensive understanding of the principles, theories, and practices of Development Administration and Decentralised Planning, with a focus on India's governance framework.
- They will critically analyze mechanisms of accountability, transparency, and administrative reforms, including anti-corruption institutions and citizen-centric initiatives like the Right to Information Act.
- Students will gain proficiency in designing decentralized plans through participatory approaches, integrating tools such as Participatory Rural Appraisal (PRA) and gender-inclusive strategies.
- They will develop skills to formulate, implement, monitor, and evaluate local-level projects, emphasizing resource mobilization and evidence-based adjustments.
- By examining case studies like Kerala's People's Plan Campaign, students will assess successes and challenges in decentralized governance. Ultimately, the course equips learners to engage with contemporary issues in public administration, fostering critical thinking and problem-solving abilities to address development challenges in diverse socio-political contexts

Module	Hours

<p>Module1</p> <p>Introduction to Development Administration</p> <p>Concept and Evolution of Public Administration - Public and Private Administration - New Dimensions of Public Administration: New Public Administration and New Public Management. Concept of Development administration - Theories and Approaches to development administration: Theories of Edward Weidner and FW Riggs</p> <p>Module 1</p> <ul style="list-style-type: none"> • Panandikar, V. A. (Ed.). (1974). <i>Development administration in India</i>. Mac Millan Publishers. • Sapru, R. K. (2012). <i>Development administration</i>. Sterling Publishers Limited. • Sarkar, M. (2014). <i>Dynamics of development administration</i>. Wisdom Press 	18
<p>Module 2</p> <p>Accountability and control</p> <p>Concepts of accountability and control; Legislative, Executive and Judicial control over administration; Citizen and Administration; Role of media, interest groups, voluntary organizations; Civil society; Citizen's Charters; Right to Information; Social audit. Administrative Law: Scope and significance; Dicey on Administrative law; Delegated legislation; Administrative Tribunal. Accountability and transparency- Corruption and Anti Corruption Mechanisms Central Vigilance Commission Lok Pal and Lok Ayukta- Peoples Participation in Administration- Right to Information Act 2005- Redressal of Citizen's Grievances. Administrative Reforms: Need, Method and Techniques of Administrative Reforms Santhanam Committee on prevention of Corruption (1962-1964)</p> <ul style="list-style-type: none"> • Goel, S. L. (2010). <i>Development administration: Potentialities and prospects</i>. Deep & Deep Publications. • Laxmikanth, M. (2011). <i>Public administration</i>. McGraw Hill Education. • Polinaidu, S. (2014). <i>Public administration</i>. Galgotia Publications. • Sahni, P., & Vayunadan, E. (2010). <i>Administrative theory</i>. PHI Learning Private Limited. • Sapru, R. K. (1994). <i>Development administration</i>. Sterling. • Jathar, R.V. (1964). Evolution of Panchayati Raj in India. Dharwar, India: Institute of Economic Research. • Mahi Pal (2004): Panchayati Raj and Rural Governance: Experiences of a Decade. Economic and Political Weekly. 39(2), 137-143. • Mahi Pal. (1997). Panchayati Raj in India: Issues and Challenges. Kurukshetra. 72-79. • Mahi Pal. (2018). Panchayati Raj in India. New Delhi, India: Publication Division. • Mahi Pal. (2020). <i>Rural Local Governance and Development</i>. New Delhi, India: Sage. 	18

<ul style="list-style-type: none"> • Ranjitha Mohanty and Rajesh Tandon (eds) (2006), <i>Participatory Citizenship: Identity, Exclusion Inclusion</i>, Sage Publications, New Delhi. • Report of the Task Force on Devolution of Powers & Functions upon Panchayati Raj Institutions (PRIs). Retrieved 	
<p>Module 3-Decentralized Planning</p> <p>History and Recent Initiatives of Decentralized planning in India and Kerala</p> <ul style="list-style-type: none"> - Difference between Centralized Planning and Decentralized Planning — Multi level planning and principles - Principles of participatory planning campaign in Kerala – Software’s for Decentralized Planning – Data sources - Achievements of decentralised planning in Kerala. <p><i>Essential Readings</i></p> <ul style="list-style-type: none"> • 73rd and 74th Amendment Acts of Constitution (1992–93), Government of India, New Delhi. • Annual Reports, NITI Aayog, Government of India New Delhi. • Working group on decentralized planning process report (2022). Fourteenth five-year plan (2022-2027). Kerala State planning board, Government of Kerala • Economic review • Sanyal, Bikash Mohan. (2001). <i>India: Decentralized Planning: Themes and Issues</i>, Concept Publishing Company, New Delhi. • Sivanna, N. Narayana Billava Nayanatara and S. Nayak. (2023). <i>Decentralized governance and planning in India</i>. Concept publishing company. • Das, Purnandur Sekher. (2005). <i>Decentralized Planning and Participatory Development</i>, Concept Publishing Company, New Delhi. • Ramchandran, V. (2006). <i>Planning at Grassroots level. An Action Programme for the Eleventh Five-Year plan</i> – Report of the Expert Group, Ministry of Panchayati Raj, New Delhi. 	18
<p>Module 4-Decentralized planning in the state Kerala</p> <p>Institutional Mechanism - The planning process in PRIs - Steps in Preparation of Decentralized District Plan - District Planning Committee: Structure, Powers , Functions , Problems, Status across the states - Block level planning process - Grama Panchayat Development Plan (GPDP) - Role of Grama Sabhas - The Planning Process in ULGIs: Master plan and Role of Ward Committees - Town Panchayat level planning process - Municipal Council level planning process - Metropolitan Planning Committee: Powers and Functions - Sectoral Plans - Special Component Plans – Tribal Sub Plans - Challenges, Issues and Criticism: Co-ordination and integration, Resource allocation, capacity building - Models of Decentralized Planning: Kerala - Karnataka - West Bengal – Odisha – Gujarat</p>	16

Practical: Analyse the projects implemented sector wise under the decentralized planning in Grama Panchayath and its impact on development. Compare the data of the Grama Panchayath with that of the state average to assess its performance and suggest an effective strategy regarding preparation and implementation of need based plan in the Panchayath.

Essential Readings

- Working group on decentralized planning process report (2022). Fourteenth five-year plan (2022-2027). Kerala State planning board, Government of Kerala
- Economic review
- Report of committee for evaluation of decentralised planning and development. 2009.
- 73rd and 74th Amendment Acts of Constitution (1992–93), Government of India, New Delhi.
- Jayamani R A. R. Chinnadurai and Dr Y. Bhaskar Rao (2024). *Examination of the reasons for the failure to prepare district plans and implement them - learnings for policymaking*. National Institute of Rural Development and Panchayati Raj.
- Ministry of Panchayati Raj. (2021). Framework for Preparation of Block Panchayat Development Plan (BPD) and District Panchayat Development Plans (DPD). PIB Delhi.
-
- Mishra, S.N. et.al. (2000), Decentralised Planning and Panchayati Raj Institutions, Mittal Publications.
- Rai, Manoj, et. Al., (Eds.) (2001). The State of Panchayats: A Participatory Perspective, Samskriti, New Delhi.
- Hooja, Rakesh and Prakash Chand Mathur. (Eds.) (1991), District and Decentralized Planning, Rawat Publications, Jaipur.
- Mohanan, B. (2005). Decentralized Governance and Participatory Development, Concept Publishing Company, New Delhi.
- Sachdeva, P. (1993). Urban Local Government and Administration in India. Allahabad, India: Kitab Mahal. Pdf
- <https://spb.kerala.gov.in/en/decentralised-planning-division>

Further Readings

- Constitution of India, Ministry of Law, Government of India (2009), New Delhi.
- Oomen, M. A. (2004), Deepening Decentralised Governance in Rural India: Lessons from the People's Plan Initiative of Kerala", Working Paper No. 11, Centre for socioeconomic & Environmental Studies, Kerala.
- Planning Commission, Government of India, (2008), *Manual for Integrated District Planning*, New Delhi.

- Rai Manoj, M. Nambiar, Sohini Paul, S. U. Singh & S. S. Sahni, (2001), “*The state of panchayats - a participatory perspective*”, Jain Book Agency, New Delhi.
- Second Administrative Reform Commission, Ministry of Personnel, Government of India, (6th Report on Local Governance).
- *Delhi Development Authority. (2007). Master Plan for Delhi-2021. Retrieved from <http://119.226.139.196/ddaweb/pdf/Planning/reprint%20mpd%202021.pdf>*
- Decentralized Planning Experience in Kerala. Development monitoring and evaluation office report. NITI Ayog Govt. of India.

MADLG03C17

URBANISATION AND DEVELOPMENT .

Course Description

This course examines the complex interplay between urbanisation and development through theoretical, practical and comparative lenses. The paper explores urban growth paradigms, sustainability challenges, governance models, and development paradoxes with special focus on India and Kerala. Drawing on critical urban theories (Castells, Harvey, Sassen) and empirical case studies (Dharavi redevelopment, Kerala's decentralisation), the course analyses how cities shape - and are shaped by - economic, social and political forces in both Global North and South contexts.

Course Objectives

1. Understand theoretical perspectives on urbanisation-development linkages
2. Analyse the dual nature of urbanisation as both driver of economic growth and source of inequality
3. Assess sustainability measures, including smart city initiatives
4. Compare urban governance models across developed and developing contexts
5. Evaluate urbanization in Kerala and the development paradox, past and present

Course Outcome

1. Gain ability to critically apply urban theories (Castells, Harvey, Sassen) to analyse contemporary urbanization patterns.
2. Gain competence to assess urban policies (Smart Cities, AMRUT) using sustainability and equity frameworks.
3. Learn skill to contrast urban governance models across developed and developing contexts, with emphasis on India/Kerala.
4. Achieve proficiency in articulating urban policy arguments through case studies, reports, and presentations

Module	Hours
<p>Module 1: Urbanisation, Growth, Development, and Competing Perspectives</p> <p>Urbanisation, growth and development; theories of urbanisation: evolutionary ladder of development, dependency theory, suburbanisation, theory of spatial disparities, migration theories; spatial theory and cities; urbanism and psychogeography; competing views of urbanisation and development: Manuel Castells, Cynthia Cockburn, David Harvey, Saskia Sassen, Dennis Slater</p> <p><i>Essential Readings</i></p> <ol style="list-style-type: none"> 1. Castells, Manuel. (2003) “The New Historical Relationship between Space and Society.” Chapter 4 in Designing Cities: Critical Readings in Urban Design. Edited by Alexander Cuthbert. Oxford, UK: Wiley-Blackwell 2. Cockburn, Cynthia. (1977), “Local Government as Local State.” In The Local State: Management of Cities and People. London, UK: Pluto Press, 3. Glaeser, E. (2013). Triumph of the city. Penguin. 4. Harvey, David. (2003) “The Right to the City.” International Journal of Urban and Regional Research 5. Johnson, James H (1992) Urbanisation. 2nd ed. Nelson 6. Kim, Adams, ed.(2006) Cities & urbanisation. Philip Allan Updates 7. Okolocha, Chike F. (2009) Urbanisation and society. Ibadan, University Press PLC 8. Sassen, Saskia. (2000) “The Global City: Strategic Site/New Frontier.” Chapter 2 in Democracy, Citizenship and the Global City. Edited by Engin F. Isin. London, UK: Routledge 9. Slater, Dennis. (1978) “Political Economy of Urbanization in Peripheral Capitalistic Societies.” International Journal of Urban and Regional Research 10. United Nations. (2022). World urbanisation prospects. 11. United Nations. (2022). World urbanization prospects: The 2022 revision. Department of Economic and Social Affairs 	12

<p>Module 2: Urbanisation and development: Prospects and challenges</p> <p>Prospects of urbanisation: economic dynamism and job creation, access to services: education, healthcare, transport, public spaces and democracy, mobility and connectivity;</p> <p>- Challenges of urbanisation: waste management, access to housing, the problem of poverty, access to healthcare services, unemployment, security, environment, urban slums, traffic</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Davis, M. (2006). <i>Planet of slums</i>. Verso. 2. Evans, P. (Ed.). (2002). <i>Livable cities? Urban struggles for livelihood and sustainability</i>. University of California Press. 3. Glaeser, E. (2011). <i>Triumph of the city</i> 4. Graham, S., & Marvin, S. (2001). <i>Splintering urbanism: Networked infrastructures, technological mobilities and the urban condition</i>. Routledge. 5. Roy, A. (2011). <i>Poverty capital: Microfinance and the making of development</i>. Routledge 6. Sassen, S. (2014). <i>Expulsions: Brutality and complexity in the global economy</i>. Harvard University Press 	12
<p>Module 3: Urbanization and sustainable development</p> <p>Features of urbanisation in developed and developing countries; sustainable urbanization; measures for sustainable development; smart cities; urban repositories, UN- HABITAT</p> <p>Essential Readings</p> <ol style="list-style-type: none"> 1. Kenworthy, J.R. (2017). <i>Dimensions of the sustainable city</i> (2nd ed.). Springer. 2. McGranahan, G., & Satterthwaite, D. (2014). <i>Urbanization concepts and trends</i>. IIED. 3. Satterthwaite, D. (2016). <i>Successful, safe and sustainable cities</i>. Routledge. 4. Townsend, A.M. (2013). <i>Smart cities: Big data, civic hackers, and the quest for a new utopia</i>. W.W. Norton. 5. UN-Habitat. (2020). <i>World cities report 2020: The value of sustainable urbanization</i>. United Nations 	12

Module 4: Urban Governance in India

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Evolution of urban governments in India; types of urban governments: municipal corporations, municipal councils, notified area committees, town area committees, cantonment boards, town panchayats, townships, port trusts and special purpose agencies; district planning committee; urban development in India: slum rehabilitation (Dharavi), urban infrastructure (AMRUT Mission, Metro rail expansions), informal economy (Street vendors and urban livelihoods). Urban planning and urban policy in India and Kerala.

Essential Readings

1. Bhowmik, S. K. (2005). Street vendors in Asia: A review. *Economic and Political Weekly*.
2. Ministry of Housing and Urban Affairs. (2015). Smart cities mission guidelines. Government of India.
3. Sivaramakrishnan, K. C. (2011). Re-visioning Indian cities: The urban renewal mission. Sage Publications.
4. Sivaramakrishnan, K. C. (2011). Re-visioning Indian cities. Sage.
5. Weinstein, L. (2014). The durable slum: Dharavi and the right to stay put. University of Minnesota Press.

Module 5: Urbanization in Kerala

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Kerala's urbanisation model, past and present: land reform legacy (housing, hygiene and sanitation), low industrialisation and high urban growth; History of migration and migrant workers; development paradoxes, transport and smart cities; knowledge economy; digital urbanism; Kerala's Urban Policy Commission Report

Essential Readings

1. Franke, R. W., & Chasin, B. H. (2020). Kerala: Radical reform as development in an Indian state. PM Press.
2. Heller, P. (1999). The labor of development: Workers and the transformation of capitalism in Kerala, India. Cornell University Press.
3. Isaac, T. M., & Franke, R. W. (2002). Local democracy and development: The Kerala people's campaign for decentralised

planning. Rowman & Littlefield.

4. Nair, S. (2005). Civic engagement in urban governance: A case study of Kerala. Centre for Development Studies.
5. Varghese, A. (2017). Urban inequalities in Kerala: A case study of Kochi. Working Paper, Centre for Socioeconomic and Environmental Studies.
6. Zachariah, K.C. & Rajan, S.I. (2012). Diaspora and development: Lessons from Kerala. Orient Blackswan.

MADLG03E03
INCLUSIVE DEVELOPMENT AND LOCAL GOVERNANCE

Course Description:

An Inclusive Growth course explores how economic growth can be achieved in a way that shares benefits equitably across society, reduces poverty and inequality, and ensures long-term sustainability. The course blends theory, empirical analysis, and practical tools to help participants design and evaluate policies that foster both economic advancement and social inclusion.

Core Objectives:

- Define the concept of inclusive growth and its multiple dimensions, and outline a framework to systematically analyze inclusive growth issues, establishing links between growth and inclusion.
- Measure the extent of inclusive growth in a country using a wide range of indicators, including poverty and inequality metrics.
- Explain the role of fiscal and macroeconomic policies in supporting inclusive growth, including best practices for tax and expenditure programs to foster inclusion.
- Assess labor market inclusiveness, including gender perspectives, and analyze how technology impacts inclusion in the workforce.
- Explain the importance of good governance for inclusive growth, select key governance indicators, and summarize policies to improve governance quality.
- Identify risks to sustainable and inclusive growth, particularly those related to climate change, and design appropriate policy responses for mitigation and adaptation.
- Interpret and analyze measures of poverty, inequality, and other inclusion indicators

Course Outcome:

- Define the concept of inclusive growth, its dimensions, and the links between growth, inequality, and poverty.
- Understand and interpret key measures of poverty, inequality, and inclusiveness using a variety of indicators.
- Recognize the importance of both monetary (income, consumption) and non-monetary (health, education) dimensions of welfare in assessing inclusive growth.
- Analyze the role of macroeconomic and microeconomic policies in promoting economic growth, employment, and equitable income distribution.
- Use empirical tools to evaluate the impact of policies, institutions, and regulations on employment, poverty reduction, and inequality.
- Assess the effectiveness of fiscal policy, labor market interventions, and governance reforms in supporting inclusive growth

Module	Hours
<p>Module 1: Understanding Inclusive Development Objectives and principles of inclusive development - Dimensions of inclusive Development: economic, social, political, educational, environmental, stakeholder and legal – Features and barriers of inclusive development – Michael Chibba’s approaches to inclusive development: good governance, Structural transformation and Multipronged policy and programmes - Multidimensional Inclusiveness Index.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> Chibba, M (2008), Perspectives on Inclusive Development: Concept, approaches and current issues, <i>World Economic Journal</i>, Vo1.9, Issue.4, 145-156. Planning Commission of India (2006), Towards Faster and More Inclusive Growth: An Approach to IIth Five Year Plan, New Delhi: Yojana Bhawan. Sengupta, A. (2009), Inclusive development vs equitable growth, The Asian Age, June.29, http://www.asianage.com/presentation/leftnavigation/pinkd_opinion/inclusive-development-vs-equitable-growth Dev S M. (2010). <i>Inclusive Growth in India: Agriculture, Poverty, and Human Development</i>. Oxford University Press Rahul A, Mr.Saurabh Mishra, Shanaka J. Peiris. (2013). <i>Inclusive Growth: Measurement and Determinants</i>. International monetary fund. Dörffel, Christoph; Schuhmann, Sebastian (2020). <i>What is inclusive development? Introducing the multidimensional inclusiveness index</i>, Jena Economic Research Papers, No. 2020-015, Friedrich Schiller University Jena, Jena 	16
<p>Module 2: Elements of Inclusive Growth and development Agriculture Development and food security - Poverty Reduction - Social Sector Development - Industrial development - Reduction in regional disparities - Employment generation - Equal distribution of income - Gender Equality - Environmental protection.</p> <ul style="list-style-type: none"> Gurusamy. S. (2019). <i>Inclusive growth in India</i>. MJP Publisher. Kohli.A (2012). <i>Poverty Amid Plenty in the New India</i>. Cambridge University Press. Chibba, Michael (2008), "Perspectives on Inclusive Development: Concept, approaches and current issues", <i>World Economic Journal</i>, Vo1.9, Issue.4, 145- 158pp. Dev, S.M (2006), <i>Inclusive Growth in India: Performance, Issues and Challenges</i>, First Dr. P.R. Dubashi Lecture. Gokhale Institute of Politics and Economics, 	16
<p>Module 3: Local Governance for Inclusive Development Inclusive governance: Constitutional, institutional and proactive frameworks - Participative governance: Participative structures, Participatory tools - Welfare schemes (MGNREGA, PMAY and NRLM) - Focus areas of local governance in inclusive development: Social Infrastructure, Economic Development, Environmental Sustainability - Community-based inclusive Development -</p>	16

<p>Challenges of building resilient communities - Integrate Entrepreneurship Education for social inclusion.</p> <ul style="list-style-type: none"> Chibba, Michael (2008), "Perspectives on Inclusive Development: Concept, approaches and current issues", <i>World Economic Journal</i>, 9 (4), 145- 158pp Menocal, A. R. (2020). <i>What does "inclusive governance" mean? Clarifying theory and practice</i>. OECD development policy papers Technical Report. pp14-18 C.P. 2015. Inclusive Development and Local Governance. <i>AEIJMR</i>. 1 3 (5). Pouw, N. R. and De Bruijne, A. (2015). Strategic governance for inclusive development. 	
<p>Module 4: Inclusive Development and Social Justice</p> <p>Forms of social exclusion: Women, children, elderly, differently abled, religious, caste and ethnic minorities, LGBTQ+, Migrants and Refugees, Region, Language and Ethnicity, Illness. – State sponsored policies and programmes: Welfare, Development and Empowerment - Understanding strategies for social inclusion: - Gender mainstreaming and budgeting, Capacity building for marginalized groups - Affirmative action and reservation policies for the socially and educationally backward - Contemporary Debates of social inclusion.</p> <p><i>Essential readings</i></p> <ul style="list-style-type: none"> Bhattacharya. H and Anshumankar (2010). <i>The politics of social exclusion in India: Democracy at the cross roads</i>. Routledge. Bryne D. (2006). <i>Social exclusion</i>. London. Open University press. Sen. A. (2007). <i>Social exclusion: Concept Application and scrutiny</i>. New delhi. Critical Quest. Subrahmanyam V and Sekhar. (2010). <i>Social exclusion, Integration and inclusive policies</i>. Rawat publications. Mehrotra, N (2012). Disability, Gender and Caste: Marginality, Exclusion and Opportunities in the Indian Economy, <i>Women's Link</i>, 18 (2), pp. 5-8. Economic Review. 2016. State planning Board. Govt. of Kerala. Thematic report. (2022). Social inclusion. NITI Ayog. BriK, A B and C. Taylor Brown. (2024). Global Trends in Social Inclusion and Social Inclusion Policy: A Systematic Review and Research Agenda. <i>Social Policy and Society</i>, pp 1-24 	16

MADLG03C18
FIELD STUDY LEVEL 2

Course Description

There shall be an intensive 7-day fieldwork module provides students with a practical and immersive experience in Decentralisation and Local Governance process. Participants will tackle real-world challenges, observe policy implementation processes, and collaborate with stakeholders in the local level. The module connects theory and practice, promoting critical thinking, analytical skills, and a deeper understanding of decentralised local governance process.

Overall Objectives

- To provide students with first hand exposure to the complexities and opportunities of Decentralisation and Local Governance
- To strengthen students' ability to critically analyse interventions in the local level and their impact on communities.
- To foster students' understanding of stakeholder engagement and participatory development practices.
- To cultivate ethical research practices and a commitment to social responsibility.

Expected Learning Outcomes

Upon successful completion of this module, students will be able to:

- Conduct field-based research using appropriate methodologies.
- Analyse and interpret data collected from various sources.
- Evaluate the effectiveness and impact of public policy interventions.
- Communicate research findings effectively through written reports and presentations.
- Demonstrate an understanding of ethical considerations in field research.
- Develop a nuanced understanding of the challenges and opportunities local governance

Guideline for conducting fieldwork:

Theme and area: The theme and area of the fieldwork will be decided collectively by in-house faculties and students. The field area should be identified within two months of commencing the semester. It should be an individual-based study.

Duration: Seven consecutive days (including weekends) at the selected institution/field site.

Fieldwork commencement: Fieldwork commences immediately after the end-of-semester exams or the completion of the classes.

Research Guide: Each student shall be under the supervision of faculty from the parental institution

Data collection instructions: The student shall maintain a diary to record field experiences, meetings, and data collected.

Report style: The report will follow an academic style with the following specifications:

- Page limit: Minimum 40 pages
- Font: Times New Roman,
- Size: 12
- Reference style: APA or Chicago

Report: Two Hard copies of the report shall be submitted within two weeks of completing fieldwork.

Report Presentation: A formal report presentation before the departmental panel.

Internal evaluation: Internal evaluation with maximum 40 marks will be based on the fieldwork experience, report presentation and viva voce. The marks for the presentations will be distributed based on time management, relevance of the topic, presentation skills, content, structure, audience engagement and viva voce.

External evaluation: External evaluation with maximum 60 marks will be allocated based on the Statement of Objectives, methodology, analysis, findings, recommendations and viva voce. The study will be evaluated by not more than two experts appointed by the university.

SEMESTER IV

MADLG04E04

GEOSPATIAL TOOLS IN LOCAL LEVEL PLANNING

Course Description

This course offers a comprehensive introduction to geospatial technologies, equipping students with both theoretical understanding and practical skills in Geographic Information Systems (GIS), Remote Sensing, Global Positioning System (GPS), digital image processing, and cartography. Students will explore the principles and tools used in geospatial data collection, analysis, and visualization to address real-world environmental and socio-economic challenges.

Course Objectives:

- Introduce fundamental concepts of geospatial technologies, including GIS, remote sensing, GPS, and cartography.
- Develop technical skills in utilizing geospatial tools for data collection, analysis, and visualization.
- Apply geospatial analysis techniques to address real-world problems across various disciplines.
- Enhance abilities in map design and digital cartography for effective communication of spatial information.
- Foster critical thinking in spatial data interpretation and decision-making processes.

Course Outcomes:

- Demonstrate proficiency in using GIS for geospatial data analysis and visualization.
- Effectively create maps that are fit-for-purpose and convey intended information.
- Apply geospatial technologies to analyze and solve environmental and societal issues.
- Stay informed about emerging trends and advancements in geospatial technologies.

Module	Hours
<p>Module 1: Cartography and surveying</p> <p>Basic principles of surveying - Types of surveying - Surveying instruments - Basic principles of fieldwork - Techniques in physical and socio-economic field surveys - Data collection methods. Elements of Map Science - Concepts of scale and map - Types of maps and scales - Construction of graphic/linear scales - Enlargement and reduction of maps - methods and procedures - Map compilation and generalization.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Sinha, M. M. P., & Bala, S. (2021). <i>Advanced cartography and practical geography</i>. Rajesh Publications. • Jain, J. L. (2022). <i>Fundamentals of cartography and geoinformatics</i>. Atlantic Publishers & Distributors (P) Ltd. • Punmia, B. C., Jain, A. K., & Jain, A. K. (2005). <i>Higher surveying</i> (Vol. II). Laxmi Publications. • Anderson, J. M., & Mikhail, E. M. (2008). <i>Surveying: Theory and practice</i> (7th ed.). McGraw-Hill. • Ghilani, C. D., & Wolf, P. R. (2017). <i>Elementary surveying: An introduction to geomatics</i> (15th ed.). Pearson. 	10
<p>Module 2: Remote Sensing</p> <p>Definition of Remote Sensing: History and development, concept and components, advantages and limitations. Electro-magnetic radiation and EM spectrum, Interaction of EMR with atmosphere and Earth's surface, Spectral signature – Resolution - Sensors - Optical mechanical scanner, Platforms - Satellite and their characteristics, Metrological satellites. Social Applications - Remote sensing for urban growth and land-use change, Monitoring deforestation and environmental impacts affecting communities, Assessing crop health and drought prediction, and Long-term monitoring of deforestation and carbon emissions</p> <p>Essential Readings</p>	16

<ul style="list-style-type: none"> • Lillesand, T. M., Kiefer, R. W., & Chipman, J. W. (2015). <i>Remote sensing and image interpretation</i> (7th ed.). Wiley. • Campbell, J. B., & Wynne, R. H. (2011). <i>Introduction to remote sensing</i> (5th ed.). The Guilford Press. • Rees, W. G. (2013). <i>Physical principles of remote sensing</i> (3rd ed.). Cambridge University Press. • Ryerson, R. A., & Rencz, A. N. (1999). <i>Manual of remote sensing</i> (Vols. 1 & 2). Wiley. • Chuvieco, E. (2008). <i>Earth observation of global change</i>. Springer. • NASA. (1988). <i>The Landsat tutorial workbook: Basics of satellite remote sensing</i>. U.S. Government Printing Office 	
<p>Module 3. Geographical Information System</p> <p>Definition of GIS, GIS components, Concept of data, Geographic data sources, Data structure in GIS, Type of data, Data acquisition procedure, GIS data formats (Raster and Vector), Data input methods, Topology, Data quality, Different types of geospatial data, Types of spatial data structure, Advantage and Disadvantage of various data structure, database management system (DBMS), Theoretical framework for GIS, Recent trends in GIS and future directions. Database query, Concept of SQL and Metadata, overlay operations, Buffer Analysis, Concepts and Models of Network analysis, Digital Elevation Model (DEM), Methods of development and application of DEM, Triangulated Irregular Network (TIN). Population and Demographic Analysis using GIS, Urbanization, and land use mapping. Slums and informal settlement analysis using GIS. Transportation and accessibility studies. Public service allocation, GIS in policy-making and governance. The role of participatory GIS in community development. Emerging trends in spatial social sciences.</p>	16

Essential Readings

- Longley, P. A., Goodchild, M. F., Maguire, D. J., & Rhind, D. W. (2015). *Geographic information systems and science* (4th ed.). Wiley.
- Cromley, E. K., & McLafferty, S. L. (2012). *GIS and public health* (2nd ed.). The Guilford Press.
- Leick, A. (1995). *GPS satellite surveying*. John Wiley & Sons.
- Hofmann-Wellenhof, B., Lichtenegger, H., & Collins, J. (1994). *Global positioning system: Theory and practice*. Springer-Verlag.
- Huisman, O., & de By, R. A. (Eds.). (2009). *Principles of geographical information systems: An introductory textbook*. ITC. <https://doi.org/10.25674/9789061642695>

Module 4. Digital Image Processing

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Introduction, Image classification techniques, feature extraction, Supervised and unsupervised classification, Image enhancement, Image Interpretation: Basic principles, Types, Steps and Elements, Techniques of visual interpretation and interpretation. Image distortion and rectification, Preprocessing, and Post-processing. Geometric distortion, rectification, GCP, Radiometric distortion, Image enhancement - Satellite image statistics, Spatial feature manipulations, edge enhancement, edge detection, Fourier analysis.

Essential Readings

- Reddy, M. A. (2011). *Textbook of remote sensing and geographical information systems*. BS Publications. ISBN: 81-7800-112-8
- Lillesand, T. M., Kiefer, R. W., & Chipman, J. W. (2008). *Remote sensing and image interpretation*. John Wiley & Sons.
- Jensen, J. R. (1986). *Introducing digital image processing*. Prentice Hall.

<ul style="list-style-type: none"> • Schowengerdt, R. A. (1984). <i>Techniques for image processing and classification in remote sensing</i>. Academic Press. ISBN: 9780126289800 • Travett, J. W. (1986). <i>Imaging radar for resources surveys</i>. Chapman and Hall. • Ulaby, F. T., Moore, R. K., & Fung, A. K. (2001). <i>Microwave remote sensing: Active and passive</i> (Vols. 1–3). Addison-Wesley Publishing Company. 	
<p>Module 5: Global Positioning System Introduction – GPS satellites – Components – Satellite Ranging – Codes - Basics of Geodesy – Branches, Applications and Observations of Geodesy. GPS – DGPS - GPS Receiver and its Features – Receiver selection – Enhancement of receiver - GPS processor Software – GPS Data – Processing of GPS data and types. GPS Field, Survey Techniques</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Gopi, S. (2005). <i>Global positioning system: Principles and applications</i>. Tata McGraw-Hill Publishing Company Limited. • Seeber, G. (1993). <i>Satellite geodesy</i>. Walter de Gruyter. • Leick, A. (1995). <i>GPS satellite surveying</i>. John Wiley & Sons. • Hofmann-Wellenhof, B., Lichtenegger, H., & Collins, J. (1994). <i>Global positioning system: Theory and practice</i>. Springer-Verlag. • Huisman, O., & de By, R. A. (Eds.). (2009). <i>Principles of geographical information systems: An introductory text book</i> (ISBN 978-90-6164-269-5). ITC. 	10

MADLG04E05
HUMAN INFRASTRUCTURE, COMMUNICATION AND LEADERSHIP

Course Description:

This course is designed to equip participants with the essential mindset, emotional intelligence, communication skills, and leadership capabilities required for effective engagement in social entrepreneurship and local governance. Participants will explore how to apply these attributes in real-life scenarios, particularly in local governance and social entrepreneurship settings.

Course Objectives:

- To introduce the concept and importance of human infrastructure, encompassing attitude, mindset, emotional intelligence, and essential skills in the context of the evolving world, particularly in local governance and social entrepreneurship.
- To equip participants with an understanding of key mindset attributes such as focus, positivity, GRIT, emotional intelligence, and flexibility, and to explore methods for their enhancement and application in diverse life scenarios.
- To develop participants' communication, presentation, and professional discussion skills, alongside their abilities in scenario analysis, planning, problem-solving, and unbiased decision-making.
- To foster an understanding of group and teamwork dynamics, interpersonal relationships, and the ability to analyze and bridge gaps in personal and professional development.

Course Outcomes:

- Upon completion of this course, participants will be able to articulate the significance of human infrastructure in navigating the complexities of the modern world, especially within local governance and social entrepreneurship.
- Participants will be able to identify, analyze, and apply key mindset attributes like focus, GRIT, and emotional intelligence in various personal and professional situations.
- Participants will demonstrate improved communication, presentation, and professional discussion skills, along with enhanced abilities in analyzing scenarios, solving problems systematically, and making informed decisions with reduced bias.

- Participants will be able to understand and navigate group dynamics, build effective interpersonal relationships, and identify areas for personal and professional growth within a team setting.
- Participants will be able to analyze the changing landscape of leadership and develop a mindset conducive to leading future generations and building leadership capacity within organizations.
- Participants will be able to design a comprehensive two-year action plan outlining strategies for the ongoing development of their mindset and skillset to effectively address challenges in social entrepreneurship and local governance.

Modules	Hours
<p>Module 1</p> <p>Human Infrastructure: Attitude, Mindset, Emotional Intelligence and Skills</p> <p>Human infrastructure in the new world – concept and relevance. Real life application of the concept in the context of local governance and social entrepreneurship. The mindset: Focus, Positivity, GRIT, Emotional Intelligence and Flexibility. Methods to enhance Focus, GRIT, Emotional Intelligence and Flexibility.</p> <p>References</p> <p>Jimenez, E. (1995). Human and physical infrastructure: Public investment and pricing policies in developing countries. <i>Handbook of development economics</i>, 3, 2773-2843.</p> <ol style="list-style-type: none"> 1. Duckworth, A. (2016). GRIT: The Power of Passion and Perseverance. Scribner 2. Goleman, D. (1996). Emotional Intelligence: Why it can matter more than IQ. Bloomsbury 3. Chand, P., & Misra, S. (2019). Role of human capital in fostering innovation and entrepreneurship: A study from India. <i>Journal of Entrepreneurship and Innovation in Emerging Economies</i>, 5(2), 234-252. 4. Devika, J., & Thampi, B. V. (2007). Between empowerment and liberation: The Kudumbashree initiative in Kerala. <i>Indian Journal of Gender Studies</i>, 14(1), 33-60. 5. Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. <i>Journal of Personality and Social Psychology</i>, 92(6), 1087-1101. 6. Goleman, D. (1998). Emotional intelligence. <i>Bantam Books</i>. 7. Isaac, T. M. T., & Franke, R. W. (2000). Local democracy and development: The Kerala People's Campaign for Decentralized Planning. <i>Rowman & Littlefield Publishers</i>. 8. Langer, E. J. (1989). Mindfulness. <i>Perseus Books Group</i>. 	16
<p>Module 2</p> <p>Communication, Presentation and Professional Discussion Skills</p> <p>Verbal and non-verbal communication. Preparation and delivery of professional</p>	18

presentations and discussions. Scenario Analysis, systematic Planning, Problem Solving and Decision Making. Different approaches to solve problems. Subconscious biases, self-sensitization and unbiased decision making.

Activity – Conduct a role-play simulation of a Grama Sabha meeting where students collaboratively address a local governance issue through a social entrepreneurship initiative, using professional presentation, inclusive discussion, scenario analysis, and unbiased decision-making.

References

1. Argyle, M. (1994). *The psychology of interpersonal behaviour*. Penguin Books.
2. Brown, T. (2009). Change by design: How design thinking creates new alternatives for business and society. *Harper Business*.
3. Heath, C., & Heath, D. (2007). Made to stick: Why some ideas survive and others die. *Random House*.
4. Mehrabian, A. (1971). Silent messages. *Wadsworth Publishing*.
5. Schoemaker, P. J. (1995). Scenario planning: A tool for strategic thinking. *Sloan Management Review*, 36(2), 25-40.
6. Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185(4157), 1124-1131.

Module 3

Group and team work, interpersonal dynamics and relationship management
 Personality types and traits. Dynamics of interpersonal relationships. Approaches and methods for effective group and team work. Understand and analyze the gap between current position and the expected level.

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References

1. Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.
2. Jordan, P. J., & Troth, A. C. (2004). Managing emotions during team problem-solving. *Human Performance*, 17(2), 195-218.
3. Myers, I. B., & Briggs, K. C. (1980). Gifts differing: Understanding personality type. *Davies-Black Publishing*.
4. Salas, E., Sims, D. E., & Burke, C. S. (2005). Is there a "big five" in teamwork? *Small Group Research*, 36(5), 555-599.
5. Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384-399.

Module 4

14

Leadership for future

Role of leaders in future. Leading the 'unknown' generation. Mind-set to build leadership in a brick-by-brick manner. International perspectives about leadership and its function within modern institutions/organizations.

References

1. Avolio, B. J., Sosik, J. J., Kahai, S. S., & Baker, B. (2014). E-leadership: Re-examining transformations in leadership sources and styles. *Leadership*

<p><i>Quarterly</i>, 25(1), 105-131.</p> <ol style="list-style-type: none"> 2. Bass, B. M. (1985). Leadership and performance beyond expectations. <i>Free Press</i>. 3. Greenleaf, R. K. (1977). Servant leadership: A journey into the nature of legitimate power and greatness. <i>Paulist Press</i>. 4. Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. <i>Prentice-Hall</i>. 5. Ng, T. W. H., & Feldman, D. C. (2010). The relationships of age with job attitudes. <i>Journal of Applied Psychology</i>, 95(1), 42-56. 	
<p>Module 5 Plan Development: Design a 2-year action plan to develop and sharpen the most optimum mind set and skillset to be ready for solving various problems related to social entrepreneurship and local governance.</p>	16

MADLG04C19
SERVICE DELIVERY BY LOCAL GOVERNMENTS

Course Objective

This paper aims to cultivate a comprehensive understanding of good governance and the fundamental principles underpinning effective public service delivery, emphasizing accountable, transparent, and responsive service delivery mechanism in the local level. It explores legislative and regulatory frameworks that institutionalize citizens' right to services, while establishing measurable service delivery indicators and standards to ensure consistency and quality. Students will examine the transformative role of e-governance tools and Total Quality Management (TQM) methodologies in streamlining processes, enhancing efficiency, and fostering continuous improvement in service outcomes, especially in local government sphere.

Course outcome

By the end of this course, students will be able to:

- Explain the evolution and principles of people-centric service delivery and related legal frameworks.
- Assess local government service delivery using key performance indicators and citizen feedback tools.
- Apply TQM and ISO principles to improve service quality in local governance.
- Understand e-governance models and digital initiatives with relevant Indian case studies.
- Understand inclusive and innovative service delivery practices, including pandemic responses.

Module	Hours
<p>Module 1- Introduction</p> <p>Concept of public service delivery-People centric services-, Service delivery principles, Legislative and regulatory framework for Right to Service Delivery- Citizens' Charter, Right to Service Delivery Act, Sevottam Model, Institutions delivering services of local governments.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> Andrews, M., & Shah, A. (2007). <i>Citizen-centered governance</i>. World Bank Publications. Second Administrative Reforms Commission. (2009). <i>Citizen centric administration: The heart of governance</i> (Report No. 12). Government Of India. http://arc.gov.in/12threport.pdf. Chand, Vikram K (Ed.) (2010). Public Service Delivery in India: Understanding the Reform Process, Oxford University Press, New Delhi Citizens' Charter of Grama Panchayats, Municipalities and Municipal Corporations in different states Afidi, F. (2017). <i>Governance and public service delivery in India</i> (IZA Discussion Paper No. 10856). IZA – Institute of Labor Economics. https://doi.org/10.2139/ssrn.2998269 Sekhar, S., Nair, M., & Reddy, A. V. (2008). <i>Decentralised service delivery in panchayats: A pilot citizens' audit</i>. Public Affairs Centre. McNeil, M., Herzog, A., Cosic, S., & PRISM Research. (2009). <i>Citizen review of service delivery and local governance in Bosnia and Herzegovina</i>. The World Bank. 	8
<p>Module 2- Assessing local government service delivery</p> <p>Service delivery of local governments: parameters/indicators and standards – Efficiency-organizational effectiveness and responsiveness in the delivery of services- Measuring/review of quality of services of local governments – benefits of review, internal review and external review, need for citizen's perspective in review, data in service delivery, Use of Local Government Management Information, social audit of local government services, Citizen satisfaction surveys,</p>	12

<p>Essential Readings</p> <ul style="list-style-type: none"> • Afridi, F. (2017). <i>Governance and public service delivery in India</i> (IZA Discussion Paper No. 10856). IZA – Institute of Labor Economics. https://doi.org/10.2139/ssrn.2998269 • McNeil, M., Herzog, A., Cosic, S., & PRISM Research. (2009). <i>Citizen review of service delivery and local governance in Bosnia and Herzegovina</i>. The World Bank. • OECD & Asian Development Bank. (2019). <i>Government at a Glance Southeast Asia 2019</i>. OECD Publishing. https://www.oecd.org/en/publications/government-at-a-glance-southeast-asia-2018_9789264305915-en.html 	
<p>Module 3- Efforts towards improving public service delivery quality</p> <p>Total Quality Management - TQM Principles, techniques and procedures, TQM in Local governments, ISO certification for local governments and its benefits, Criticism of ISO Certification in local governments, Change management in local governments, Human Resource Management in local governments.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Kiran, D. R. (2016). <i>Total quality management: Key concepts and case studies</i>. Butterworth-Heinemann. • West, J. P., Berman, E. M., & Milakovich, M. E. (1993). Implementing TQM in Local Government: The Leadership Challenge. <i>Public Productivity & Management Review</i>, 17(2), 175–189. https://doi.org/10.2307/3380513 • Rajan, J. B., & S. K., B. (2022). Total Quality Management in Local Governments of Kerala, India: Some Insights for Replication. <i>The International Journal of Community and Social Development</i>, 4(1), 39-60. https://doi.org/10.1177/25166026221079159 • https://www.iso.org/certification.html • Brown, A., & Wiele, T. V. D. (1996). A typology of approaches to ISO certification and TQM. <i>Australian Journal of</i> 	14

<p><i>Management, 21(1), 57-72.</i></p> <ul style="list-style-type: none"> Ćwiklicki, M., Pilch, K., & Żabiński, M. (2020). ISO 9001 quality management systems in local government institutions in Poland: past, present and future. <i>International Review of Administrative Sciences, 86(4)</i>, 799-815. 	
<p>Module 4- E- Governance</p> <p>Concept and Evolution of E-Governance-Models of E-Governance -E-Literacy: ‘Akshaya’ in Kerala, Digitalization of Land Records Administration: ‘Bhoomi’ in Karnataka-Automizing District Administration: The E-District project-ILGMS, KSMART-E-Readiness-Digital Divide (Gender, Geographic, Economic, Social and Political)-E-Governance Critical Factors (Technology, People, Process, Resources, Infrastructure, Nature of PPP models)E- Governance: Issues and Challenges in local governance</p> <p>Essential Readings</p> <ul style="list-style-type: none"> Bellamy, C., & Taylor, J. A. (1998). <i>Governing in the information age</i>. Open University Press. Bhatnagar, S. C. (2004). <i>E-Government: From vision to implementation – A practical guide with case studies</i>. Sage Publications. Bhatnagar, S. C. (2009). <i>Unlocking e-government potential: Concepts, cases and practical insights</i>. Sage Publications Heeks, R. (2006). <i>Implementing and managing eGovernment: An international text</i>. Sage Publications. Marchionini, G. (1995). <i>Information seeking in electronic environments</i>. Cambridge University Press. Milakovich, M. E. (2012). <i>Digital governance: New technologies for improving public service and participation</i>. Routledge. Pardhasaradhi, Y., & Others. (2009). <i>E-governance and Indian society: An impact study</i>. Kanishka Publishers 	<p>18</p>

<p>Module 5 Inclusive Service Delivery and Good Service Delivery Practices</p> <p>Service Delivery to the Poor-Concept of social safety net-Door step delivery of services-Local Government Service delivery during COVID19 Pandemic. Good Practices in Service Delivery of Local Governments – Case Studies of good practices, Field Visits and Group Presentations</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Moolakkattu, J. S., & Chathukulam, J. (Eds.). (2022). <i>Challenges to local governance in the pandemic era: Perspectives from South Asia and beyond</i>. Cambridge Scholars Publishing. • World Bank (2004). World Development Report: Making Services Work for Poor People. Washington, DC: World Bank. • World Bank (2006). “India Inclusive Growth and Service Delivery: Building on India’s Success.” Development Policy Review, Report No 34580-IN, Washington, DC 	<p>12</p>
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MADLG04C20
LOCAL ECONOMIC AND SOCIAL DEVELOPMENT

Course Description

This course explores the principles, strategies, and challenges of Local Economic Development (LED) in a globalized world. It integrates theoretical frameworks with practical tools to analyze and address economic disparities, urban-rural dynamics, and stakeholder collaboration. Topics include globalization's impact on local economies, sustainable development, and innovative approaches like smart cities and digital economies. Case studies (e.g., Mumbai's informal sector, Bengaluru's IT growth) and practitioner insights highlight real-world applications

Course Objective:

This course aims to critically examine the multidimensional impacts of globalization on local economic and social development. It explores how global forces such as trade liberalization, migration, technological advancement, and cultural exchange influence local communities, institutions, and development trajectories. Students will engage with theoretical perspectives and real-world case studies to understand the tensions and synergies between global integration and local autonomy, especially in the context of urbanization, digital transformation, and environmental challenges.

Course outcomes:

By the end of this course, students will be able to:

- Identify and explain key drivers of local economic and social development in the context of globalization, including trade, FDI, migration, technology, and cultural flows.
- Analyze the impact of globalization on local economies, highlighting both opportunities and challenges such as brain drain, resource exploitation, and environmental degradation.
- Evaluate the role of global institutions (WTO, IMF, World Bank) and their influence on local development policies and outcomes.
- Examine urbanization trends and the emergence of global cities, with a critical lens on inequality, informality, and spatial segregation.
- Critically assess new and emerging challenges to local development such as pandemics, the gig economy, AI-driven unemployment, and climate-induced displacement.

- Apply theoretical insights and empirical evidence to develop context-sensitive strategies for promoting inclusive and sustainable local development.

Module	Hours
<p>Module 1: Introduction to Local Economic Development</p> <p>Drivers of LED - Globalisation and localisation- Penetration of Global Capital in Local Economy - Principles of LED - Rationale for LED - Stakeholders and Institutions of LED – Goals of LED - Strategies for LED: Local economic analysis and planning, Investment, Entrepreneurship, Innovation and SME development - Developing clusters and industrial agglomerations, Infrastructure and connectivity, Human capital development, Public-private partnerships, Endogenous development approaches</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Malizia. Emil et al. (2021). Understanding Local Economic Development. Routledge • Leigh, Nancey Green & Blakely, Edward J. (2017). Planning Local Economic Development: Theory and Practice. Sage. • Gregorio, Simon Peter and Mendoza, Lourdes Didith (2003). Local Economic Development: Stimulating Growth and Improving Quality of Life • Beer, Andrew and Clower, Terry L. (2020). Globalisation, Planning and Local Economic Development. Routledge 	16
<p>Module 2: Theoretical Foundations of Local Economic Development</p> <p>Theoretical foundations of LED: Staple theory, Economic base theory, Growth pole theory, Cluster development, Endogenous vs. exogenous development, New Economic Geography, Regional Innovation Systems, Sustainable Development Theory, Social capital theory, Dependency Theory</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Rowe, James E. (2009). Theories of Local Economic Development. Routledge. • Malizia. Emil et al. (2021). Understanding Local Economic Development. Routledge • Leigh, Nancey Green & Blakely, Edward J. (2017). Planning Local Economic Development: Theory and Practice. Sage. • Gregorio, Simon Peter and Mendoza, Lourdes Didith (2003). Local Economic Development: Stimulating Growth and Improving Quality of Life • Beer, Andrew and Clower, Terry L. (2020). Globalisation, Planning and Local Economic Development. Routledge 	16

<p>Module 3: Urbanisation and Global Cities Blurring of urban-rural divides -Economic Drivers of Urban Growth: Financialization, Special Economic Zones (SEZs), Informal Sector; Social Inequality in Global Cities: Displacement of urban poor, Gated Communities vs. Slums, Spatial apartheid -Environmental Costs -smart cities - labour migration-Gender and urban space -Case Study - Mumbai: Financial hub vs. Dharavi's informal economy, Bengaluru: IT globalization and rising inequality</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Sassen, S. (2001). <i>The global city</i>: New York, London, Tokyo (2nd ed.). Princeton University Press. • Davis, M. (2006). <i>Planet of slums</i>. Verso. • Graham, S., & Marvin, S. (2001). <i>Splintering urbanism: Networked infrastructures, technological mobilities, and the urban condition</i>. Routledge 	16
<p>Module 4: New Challenges of Local Development Pandemics -Digital divide -Venture capital and platform economy -Gig work - Artificial intelligence and unemployment -universal minimum income debate -Climate-induced displacement -nuclear families and crisis in care work -Evictions and land grabs under “smart city” projects.</p> <p>Essential Readings</p> <ul style="list-style-type: none"> • Chen, M. A. (2021). The informal economy in times of COVID-19. WIEGO • Acemoglu, D., & Restrepo, P. (2019). Automation and new tasks. <i>Journal of Economic Perspectives</i> • Wood, A. J., et al. (2019). Networked but commodified: Digital labor's (dis)embeddedness. <i>Sociological Review</i>, • Baldwin, A., & Fröhlich, C. (2022). From climate migration to anthropocene mobilities. <i>Progress in Human Geography</i> • IMF (2024) Gen-AI: Artificial Intelligence and the Future of Work 	16

MADLG04C21
RESEARCH PROJECT AND COMPREHENSIVE VIVA VOCE

Introduction

This document outlines the guidelines for the individual dissertation/project to be undertaken by students in the fourth semester of the MA Public Policy and Development Programme.

Objectives:

- To provide students with an opportunity to conduct independent research in their chosen area of specialization.
- To develop students' research, analytical, and communication skills.
- To apply theoretical knowledge to real-world issues.
- To enhance student's skills in fieldwork, lab work, data analysis, and academic writing.

2. Project Supervision and Timeline

- Supervisor Allocation: The head of departments will allocate a supervisor to each student within one month of the commencement of the fourth semester.
- Supervisors will be faculty members from the parent department or as prescribed by the HOD.
- Topic Finalization and Proposal Presentation: By the end of the second month, students must finalize their research topic in consultation with their supervisor.
- Students will present a detailed research proposal to the department, including:

Research question(s) and objectives, Preliminary literature review and Proposed methodology (including data collection and analysis techniques).

Progress Report Submission: By the end of the third month, students must submit an introduction chapter and a comprehensive review of the literature chapter.

Regular meetings with the supervisor shall be conducted.

Final Dissertation Submission: Two typed and bound copies of the dissertation must be submitted to the Head of the Department.

Submission of the project report and presence of the student for viva are compulsory for evaluation.

3. Dissertation Structure and Formatting

- Arrangement of Contents:
- Cover Page and Title Page (as per university format)
- Bona fide Certificate(s) (signed by the supervisor and Head of Department)

- Declaration by the Student
- Acknowledgment
- Table of Contents
- List of Tables
- List of Figures
- List of Symbols, Abbreviations, and Nomenclature (if applicable)
- Chapters:

Chapter 1: Introduction:

Chapter 2: Review of Literature:

Chapter 3: Data Presentation and Analysis:

Chapter 4: Findings, Discussion, and Recommendations:

Chapter 5: Conclusion:

Appendices (questionnaires, interview guides, data tables, etc.)

- References (APA, MLA, or other approved style).
- Formatting Guidelines:

Paper size: A4.

Binding: Flexible cover of thick white art paper or spiral binding.

Line spacing: 1.5.

Font: Times New Roman, 12-point.

Margins: 1.25 inches (top, bottom, left, and right).

Estimated page length: Not less than 80 pages.

4. Evaluation

Project evaluation shall be conducted at the end of the fourth semester as per the following guidelines:

- a. Evaluation of the Project Report shall be done under Mark System.
- b. The evaluation of the project will be done at two stages:
 - i) Continuous Evaluation (supervising teachers and head of the departments will assess the project and award Continuous Evaluation Marks)
 - ii) End Semester Project Evaluation shall be conducted by not more than 2 external examiners appointed by the University based on the recommendation of the HoD.
- c. Marks secured for the project will be awarded to candidates, combining the Continuous Evaluation and End Semester Evaluation marks.

The Continuous Evaluation to End Semester Evaluation shall be in the ratio of 1:4 based on the following distribution.

Continuous Assessment (20% of total)		End Semester Evaluation (80% of total)	
Components	Percentage	Components	Percentage
Punctuality	20	Relevance of the Topic Statement of objectives Methodology/ references/ Bibliography	5 10 15
Use of Data	20	Presentation of contents/Figures/Language Style/Diagrams Quality of Analysis/Use of Statistical Tools	-- 15
Scheme/Organization of Report	40	Findings and Recommendations	10
Viva voce	20	Viva voce	25

No marks shall be awarded to a candidate if she/he fails to submit the Project Report for End Semester Evaluation.

Passing Criteria: Students shall obtain a minimum of 50% marks in both external and internal evaluations. No marks shall be awarded to a candidate if she/he fails to submit the Project Report for End Semester Evaluation

MADLG04C22 **COURSE VIVA VOCE**

The course viva voce is designed to evaluate students' understanding of key concepts, theories, and applications discussed throughout the course. It also aims to assess the student's ability to critically engage with the subject, articulate arguments, and demonstrate independent thinking.

Structure:

- **Total Marks:** 100
- **Duration:** not less than 20 minutes per student
- **Format:** Viva shall conducted by not more than two external faculty members appointed by the university based on the recommendation of Hod
- **Mode:** In-person.

The successful completion of viva voce is a mandatory requirement of the program.

SEMESTER 2

Reg. No

Name

**SECOND SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT \\\
DECENTRALISATION AND LOCAL GOVERNANCE\ PUBLIC POLICY AND
DEVELOPMENT
(2025 Admission Onwards)**

MADLG02C08-DEVELOPMENT, GENDER AND DECENTRALISATION

Time: 3 Hours

Total: 80 Marks

PART A

**(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)**

1. Differentiate between growth and development.
2. Write a note on gender budgeting.
3. What is social dualism?
4. Write a note on theory of surplus value.
5. Bring out the importance of gender equity in economic development.
6. Define decentralisation and explain its significance in development.

(5x4 = 20 marks)

PART B

**(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)**

1. Discuss the success and limitations of gender-responsive budgeting in decentralised governance.
2. Briefly discuss about gender wage gap and informal economy.
3. How are backward and forward linkages related to development strategy? Explain.
4. Examine the role of NGOs and civil society organizations in promoting gender equity within decentralised governance structures.
5. Explain the role of shocks and stimulants as visualized by the critical Minimum Effort theory.

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Analyze how decentralisation policies have impacted marginalized communities, especially women, in rural India.
2. What are the main components of Marxian theory? Discuss the applicability of Marxian theory in UDCs.
3. Critically assess the effectiveness of fiscal decentralisation in addressing gender-based inequalities.
4. Compare and contrast balanced and unbalanced growth. Which of the two will you prefer to the developing country like India?
5. Discuss the key challenges in implementing gender-sensitive policies at the local government level? Suggest strategies to address them.

(3x12 = 36 marks)

Reg. No

Name.....

**SECOND SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT \
DECENTRALISATION AND LOCAL GOVERNANCE\ PUBLIC POLICY AND
DEVELOPMENT
(2025 Admission Onwards)
MADLG02C09-CONSTITUTION OF INDIA**

Time: 3 Hours

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Briefly discuss the significance of the Preamble to the Constitution of India.
2. Distinguish between Fundamental Rights and Directive Principles of State Policy.
3. Explain the challenges that federalism in India currently faces.
4. What are the key powers and functions of the Lok Sabha?
5. Highlight the importance of constitutional amendments in the Indian context.
6. Describe the role of the Finance Commission in India.

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Elaborate on the philosophical foundations that influenced the framing of the Indian Constitution.
2. Discuss the salient features of the Indian Constitution that make it unique.
3. Analyze the unitary and federal features present in the Indian Constitution.
4. Explain the composition and functions of the Rajya Sabha.
5. Discuss the grounds on which a national emergency can be declared in India.

(Signature/Stamp)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Critically analyze the debates and challenges faced by the Constituent Assembly during the framing of the Indian Constitution.
2. Evaluate the significance of fundamental rights in safeguarding individual liberties and promoting social justice in India.
3. Discuss the evolving dynamics of center-state relations in India, highlighting the major areas of conflict and cooperation.
4. Examine the composition, jurisdiction, and functions of the Supreme Court of India as the apex judicial body.
5. Analyze the key principles and implications of the landmark judgment in *Kesavananda Bharati V. State of Kerala* (1973) for the Indian Constitution.

(3x12 = 36 marks)

Reg. No

Name

**SECOND SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT \
DECENTRALISATION AND LOCAL GOVERNANCE\ PUBLIC POLICY AND
DEVELOPMENT
(2025 Admission Onwards)**

MADLG02C10-SUSTAINABLE DEVELOPMENT Time: 3 Hours

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. What is climate change and what are its primary causes?
2. What are the main objectives of the Paris Agreement?
3. What does it mean to localize sustainable development goals, and why is it important for achieving SDGs?
4. In what ways does cultural sustainability contribute to preserving heritage and promoting social cohesion?
5. In what ways does cultural sustainability contribute to preserving heritage and promoting social cohesion?
6. Describe the three pillars of sustainable development and explain their interconnections.

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. What is sustainable development, and how does it differ from traditional development models? Discuss the three pillars of sustainable development: economic growth, social inclusion, and environmental protection.
2. Who are the key stakeholders in sustainable development? Discuss their roles and responsibilities in promoting sustainability at local, national, and global levels. Write a note on the emergence of new economic order with the introduction of new economic policies
3. Discuss the relationship between urbanization and sustainable development. What strategies can be employed to make cities more sustainable?
4. Examine the impact of resource allocation on the successful localization of the SDGs. How can local governments balance limited budgets with the need to address multiple sustainable development targets simultaneously?

5. In light of climate change and other environmental stressors, how can localizing SDGs contribute to building resilience within communities? Provide examples of practices that promote sustainability in vulnerable area

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Discuss the effectiveness of international agreements such as the Paris Agreement and the Kyoto Protocol in addressing climate change. What roles do these agreements play in global governance? Assess their strengths and weaknesses, and propose potential improvements that could enhance their efficacy in future climate negotiations.
2. Analyze the role of local governance structures in the implementation of the Sustainable Development Goals in India. How can local government initiatives be aligned with national policies to localize the SDGs effectively? Discuss the challenges and potential strategies for enhancing local governance capacity in achieving these goals.
3. Explore how India's cultural diversity influences the localization of Sustainable Development Goals. In your essay, discuss the interplay between traditional practices, local knowledge systems, and modern sustainability practices. How can integrating these elements lead to more effective localization of the SDGs?
4. Discuss the three pillars of sustainable development—economic, social, and environmental. How do these dimensions interact with one another in achieving sustainability? Provide specific examples to illustrate the synergies and conflicts that may arise between these dimensions in real-world scenarios.
5. Critically assess the effectiveness of current policy frameworks aimed at promoting sustainable development at local, national, and international levels. What are the significant barriers to implementation, and how can these be overcome? Suggest improvements or innovative policy measures that could enhance sustainability efforts.

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(3x12 = 36 marks)

Reg. No

Name

**SECOND SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT \
DECENTRALISATION AND LOCAL GOVERNANCE\ PUBLIC POLICY AND
DEVELOPMENT
(2025 Admission Onwards)**

MADLG02C11-FUNDAMENTALS OF MANAGEMENT Time: 3 Hours

Total: 80 Marks

PART A

**(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)**

1. Define Management.
2. What is Bureaucracy according to Max Weber?
3. List three emerging trends in management thought.
4. What is Strategic Planning?
5. Define Staffing.
6. Define Corporate Governance.

(5x4 = 20 marks)

PART B

**(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)**

1. Explain the key principles of Fayol's Administrative Management theory.
2. Discuss the Behavioural Science Approach to management.
3. Explain the process of Decision-making in management.
4. Describe the Controlling process and mention two non-budgetary control techniques.
5. Discuss the barriers to effective communication in the workplace.

. (3x8 = 24 marks)

Part C

**(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)**

1. Trace the evolution of management thought, discussing the key contributions of Classical Theories.
2. Explain the concepts of Motivation and Leadership. Discuss at least two theories of motivation and two theories/styles of leadership. How are communication and leadership interrelated?
3. Elaborate on Change Management. Discuss why people resist change, describe a model of change management and explain how to manage innovation within an organization.
4. Discuss the key issues in Modern Management.
5. Describe the Strategic Management process. How can strategies be formulated specifically for social impact, including planning, implementation, and evaluation

(3x12 = 36 marks)

Reg. No

Name

SECOND SEMESTER MA DECENTRALISATION AND LOCAL GOVERNANCE
(2025 Admission Onwards)
MADLG02C12-PUBLIC POLICY AND GOVERNANCE

Time: 3 Hours

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Define Redistributive Policy with an example.
2. What is the key difference between Agenda Setting and Policy Formulation?
3. Name three actors in the Policy Triangle.
4. Explain Incrementalism in policymaking.
5. How does Ideology influence public policy?
6. List two features of Bardach's Eightfold Path.

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Compare Rational Choice Theory and Incrementalism in policy analysis.
2. Discuss the significance of Agenda Setting in the policy cycle.
3. How do federal and unitary systems impact public policy design?
4. Analyze the role of mass media in stakeholder engagement.
5. Explain the Systems Model with a real-world example.

. (3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Critically evaluate the applicability of Bardach's Eightfold Path in the context of developing countries like India.
2. "Ideology shapes policy outcomes more than institutional structures." Discuss with examples from socialist and liberal governance models.

3. Trace the evolution of India's National Education Policy (1968–2020) and analyze its alignment with changing governance paradigms.
4. How do global actors like the WHO or UN influence national health policies? Illustrate with examples from the UK/US health policies.
5. "The policy-making process is inherently political." Analyze this statement using the Policy Triangle framework

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(3x12 = 36 marks)

Reg. No:
Name:

**SECOND SEMESTER MA SOCIAL ENTREPRENEURSHIP AND
DEVELOPMENT/ DECENTRALISATION AND LOCAL GOVERNANCE
MADLG02E01 – DIMENSIONS OF GLOBAL CHANGE AND PREPARING FOR
THE FUTURE
(2025 Admission Onwards)**

Time: 3 Hours

Total: 80 Marks

PART A

**(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)**

1. What are the drivers of global change in the 21st century?
2. Define the concept of “Knowledge Economy.”
3. How can individuals remain relevant in the AI-driven future?
4. Briefly explain the term “Digital Literacy” in the context of future preparedness.
5. Mention three essential skills for the future workforce.
6. How do geo-political changes influence global development?

(5x4 = 20 marks)

PART B

**(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)**

1. Discuss the impact of disruptive technologies on human life.
2. Examine the significance of emotional intelligence in future employment.
3. How does the Fourth Industrial Revolution differ from previous revolutions?
4. Analyze the role of governments in shaping the future through policy and planning.
5. Describe the role of start-ups in navigating global change.

(3x8 = 24 marks)

Part C

**(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)**

1. Critically analyze the various dimensions of global change and their interconnections.
2. Discuss the challenges and opportunities presented by the future of employment.

3. Explore strategies for individuals to prepare themselves for an unpredictable future.
4. Evaluate the ethical concerns in the age of Artificial Intelligence and automation.
5. Develop a five-year personal and professional plan to adapt to global change

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(3x12 = 36 marks)

Reg. No:

Name:

SECOND SEMESTER MA DECENTRALISATION AND LOCAL GOVERNANCE

MADLG02E02 – KERALA’S DEVELOPMENT EXPERIENCE

(2025 Admission Onwards)

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Briefly explain the Kerala Model of Development.
2. Define the concept of structural change in the context of Kerala’s economy.
3. What are the core objectives of the Nava Kerala Mission?
4. Explain the concept of demographic transition using Kerala as an example.
5. Highlight any three recent trends in migration in Kerala.
6. What is the significance of MSMEs in Kerala’s economy?
7. Explain the role of KSITM in Kerala’s IT sector.
8. What are the key health challenges in contemporary Kerala?

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Analyze the role of education and health in Kerala’s development model.
2. Discuss the economic and social impact of Gulf migration on Kerala.
3. Evaluate the trends and challenges in Kerala’s industrial sector.
4. How has tourism contributed to Kerala’s service economy?
5. Critically examine the role of decentralised planning in Kerala’s development.
6. What are the recent demographic challenges Kerala is facing?
7. Describe the contributions of Kudumbashree in empowering women in Kerala.
8. Discuss the significance of KIIFB in financing infrastructure projects.

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Critically evaluate the sustainability and replicability of the Kerala Model of Development.
2. Examine the historical and structural foundations of Kerala's development trajectory.
3. Analyze the sectoral performance of Kerala's economy with a focus on agriculture, industry, and services.
4. Assess the key initiatives under the Rebuild Kerala Development Programme and their effectiveness.
5. Discuss the implications of ageing and educated unemployment in Kerala's development planning.

(3x12 = 36 marks)

Semester III

Reg. No:

Name:

THIRD SEMESTER MA DECENTRALISATION AND LOCAL GOVERNANCE

MADLG03C14-COMPARATIVE LOCAL GOVERNMENTS

(2025 Admission Onwards)

Time: 3 Hours

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Define "Elitism" in the context of local governance.
2. What distinguishes a unitary system from a federal system?
3. Name two key features of the UK's committee system.
4. How does globalization affect local government finances?
5. List three functions of Swiss Cantons.
6. What is the role of the "Regierungsrat" in Switzerland?

(5x4 = 20 marks)

. PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Analyze the impact of the 73rd/74th Amendments on India's federal structure.
2. How do US local governments differ from UK councils in financial autonomy?
3. Discuss the role of Administrative Courts in French local governance.
4. Explain how China's Local People's Governments align with socialist principles.
5. Why is the "Metropolitan Planning Committee" critical in urban governance?

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. "Pluralism and Elitism offer contrasting views on power distribution in local governance." Critically evaluate with examples from the UK and USA.
2. Trace the evolution of local governance in France post-Revolution and its influence on modern administrative practices.
3. How do federal systems (USA, Switzerland) balance autonomy and central control in local governance? Contrast with India's Panchayati Raj.

4. Assess the impact of globalization on the fiscal and operational autonomy of local governments in developing nations.
5. "The committee system in the UK ensures participatory democracy but hinders efficiency." Discuss with evidence

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(3x12 = 36 marks)

Reg. No:

Name:

THIRD SEMESTER MA DECENTRALISATION AND LOCAL GOVERNANCE

MADLG03C15-LOCAL GOVERNMENT FINANCE

(2025 Admission Onwards)

Time: 3 Hours

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Differentiate Horizontal imbalance and Vertical imbalance.
2. State utilisation ratio.
3. State the role of Finance Commission.
4. What is participatory budgeting, and why is it important?
5. Write a note on Fiscal Federalism.
6. Define local government finance and explain its importance in local governance.

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.) (Based on the cognitive level of Creating)

1. Explain the Centre-state financial relations in India.
2. Identify the emerging issues in the local financial relations in India.
3. Examine the role of local self-government in the light of 73rd Constitutional amendment.
4. Identify the emerging issues in local financial relations in India.
5. Critically examine fiscal decentralisation theorem.

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.) (Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Explain the functions of Finance Commission and critically evaluate the major recommendations of Fifteenth Finance Commission.
2. Discuss the various Issues in Fiscal Decentralisation in India.
3. Analyze the impact of intergovernmental fiscal transfers on the autonomy of local governments.
4. Discuss the structure of local government finance and explain key sources of revenue and expenditure.
5. Explain principles of budgeting. Discuss the process of local government

(3x12 = 36 marks) .

Reg. No:

Name:

THIRD SEMESTER MA DECENTRALISATION AND LOCAL GOVERNANCE

MADLG03C16-DEVELOPMENT

ADMINISTRATION AND DECENTRALISED

PLANNING

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Define "Development Administration."
2. List two features of New Public Management (NPM).
3. What is the role of the Central Vigilance Commission (CVC)?
4. Name two Participatory Rural Appraisal (PRA) techniques.
5. What is the significance of the Gram Sabha in decentralized planning?
6. Explain "Right-based development" in one sentence.

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Compare Public Administration and Private Administration.
2. Discuss the significance of the Right to Information Act (2005) in ensuring accountability.
3. Explain Fred W. Riggs' "Prismatic Society" model.
4. How does the Santhanam Committee report address corruption?
5. Analyze the role of media in promoting administrative accountability.

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. "New Public Management (NPM) has undermined the ethos of public service." Critically evaluate.
2. Trace the evolution of decentralized planning in India, highlighting the impact of the 73rd Constitutional Amendment.
3. Assess the effectiveness of anti-corruption mechanisms like the Lokpal and CVC in India.
4. "Participatory Rural Appraisal (PRA) bridges the gap between policymakers and grassroots communities." Discuss with examples.
5. Evaluate the Kerala People's Plan Campaign as a model of decentralized planning. What lessons can other states learn?

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(3x12 = 36 marks)

Reg. No:

Name:

THIRD SEMESTER MA DECENTRALISATION AND LOCAL GOVERNANCE

MADLG03C17-URBANISATION AND DEVELOPMENT

(2025 Admission Onwards)

Time: 3 Hours

Total: 80 Marks

Part A

Multiple Choice Questions

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. What is urbanization, and what are its primary driving factors?
2. What are the primary indicators used to measure economic growth in urban areas?
3. Identify key social challenges that arise from rapid urbanization, such as housing shortages and inequality.
4. Explain the role of urban planning in managing the effects of urbanization.
5. Discuss the social, economic, and environmental impacts of rapid urbanization.
6. What is urban sprawl, and what are its potential effects on urban sustainability?

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Investigate the role of migration in urbanization. What challenges do cities face as a result of increased migration, and how might these challenges be addressed through effective urban policies?
2. Discuss the concept of urbanization and its historical evolution. How has urbanization impacted social structures and economic development in both developed and developing countries?
3. Analyze the relationship between urbanization and sustainable development. What principles should guide the development of sustainable cities, particularly in the context of rapid urban growth?
4. Explore the concept of 'smart cities' in the context of urbanization and sustainable development. What technologies and innovations can be leveraged to enhance urban sustainability? Provide examples of successful smart city initiatives.

5. Explore the impact of factors such as income inequality, caste dynamics, and socio-political pressures on urban policy decisions. Analyze how these factors affect service delivery and the overall urban governance framework.

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Discuss how rapid urbanization has affected socioeconomic inequality within and between cities. What are the key drivers of this inequality in urban settings? Analyze the competing perspectives on whether urbanization exacerbates or alleviates economic disparities.
2. Investigate the relationship between migration and urbanization. How do different types of migration (internal vs. international) influence urban growth and development? Discuss the competing views on whether migration leads to urban enrichment and diversity or to social tension and resource competition in cities.
3. Evaluate the concept of smart cities and their role in promoting sustainable urban development. What technologies and strategies do smart cities employ to address urban challenges? Assess their effectiveness with real-world examples.
4. Discuss the evolution of urban governance in India. How has it changed since independence, and what are the key milestones?
5. Critically evaluate the impact of the 74th Constitutional Amendment on urban local bodies (ULBs) in India. Has it achieved its objectives?

(3x12 = 36 marks)

Reg. No:

Name:

THIRD SEMESTER MA DECENTRALISATION AND LOCAL GOVERNANCE

MADLG03E03-INCLUSIVE DEVELOPMENT AND LOCAL GOVERNANCE (2025 Admission Onwards)

Time: 3 Hours

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Define inclusive development. How is it different from economic growth?
2. What is the role of financial inclusion in achieving inclusive growth?
3. How does poverty reduction align with the goals of inclusive growth?
4. Identify and explain the key principles that underpin inclusive local governance.
5. Identify and briefly explain three major challenges that hinder inclusive growth.
6. Define LGBTQ + individuals and the need for inclusive development

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. How can inclusive development help address poverty and inequality?
2. What strategies can be employed to create jobs that benefit all sections of society?
3. Analyze the impact of gender inequality on inclusive development.
4. Analyze the effects of decentralization on local governance and inclusive development. How does transferring power to local authorities enhance the ability to address local needs and foster inclusivity?
5. Evaluate the role of social protection programs in fostering inclusive growth. How do these programs address vulnerabilities and promote economic participation among disadvantaged groups?

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Examine the core principles of inclusive development. How can governments and organizations implement these principles to ensure equitable growth?

2. Discuss the critical role of human rights in promoting social inclusion as a pathway to inclusive development?
3. Investigate how social protection systems can foster inclusive growth. What are the key components of effective social safety nets, and how do they support vulnerable populations during economic downturns?
4. Examine the relationship between gender equality and inclusive growth. How does promoting women's participation in the workforce contribute to overall economic development? Discuss specific policies that could enhance gender inclusion?
5. Discuss how social entrepreneurship can address inclusive development issues while generating economic value, thereby contributing to community development and empowerment.

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(3x12 = 36 marks)

SEMESTER IV

Reg. No:

Name:

FOURTH SEMESTER M.A. DECENTRALISATION AND LOCAL GOVERNANCE DEGREE EXAMINATION MADLG04E04: GEOSPATIAL TOOLS IN LOCAL LEVEL PLANNING

Time: 3 Hours

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. What is the basic principle of working from whole to part in surveying?
2. Define remote sensing and mention its main advantage.
3. List any two types of field data collection methods.
4. Differentiate between graphic and verbal scale.
5. Mention any two major applications of GIS in urban planning
6. What is spatial resolution in remote sensing?

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

7. Describe the different types of surveying and their applications.
8. Explain the components and concept of remote sensing.
9. Compare raster and vector data models in GIS.
10. Explain the application of remote sensing in local-level planning.
11. Explain image enhancement techniques in satellite image processing.

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Describe the basic principles of a field survey. Explain the techniques of physical and socio-economic data collection in detail.
2. Discuss the interaction of electromagnetic radiation (EMR) with the atmosphere and Earth's surface. Illustrate the concept of spectral signature.
3. Explain the concept of GIS. Describe GIS data structures, formats, and input methods with relevant examples.
4. Explain DEM and TIN. How are these models developed and used in terrain analysis?
5. Describe supervised and unsupervised image classification. How is preprocessing important in digital image processing?

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(3x12 = 36 marks)

Reg. No:

Name:

**FOURTH SEMESTER M.A. DECENTRALISATION AND LOCAL
GOVERNANCE
DEGREE EXAMINATION
MADLG04E05-HUMAN INFRASTRUCTURE, COMMUNICATION AND
LEADERSHIP**

Time: 3 Hours

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. What is the role of mindset in leadership development?
2. Mention three common subconscious biases that affect decision-making.
3. Differentiate between verbal and non-verbal communication.
4. What are the key attributes of team effectiveness?
5. Describe Kolb's experiential learning cycle briefly.
6. How does emotional intelligence impact group performance?

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Explain the importance of GRIT in professional and personal development.
2. Discuss the different personality types and their role in team dynamics.
3. Outline the process of developing effective communication and presentation skills.
4. What are the methods to develop an unbiased decision-making mindset?
5. Describe the stages of group development as per Tuckman's model.

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Explain the concept of Human Infrastructure and its relevance to social entrepreneurship and local governance.
2. Evaluate the challenges and strategies in building emotional intelligence and flexibility in modern workplaces.

3. Develop a 2-year action plan to enhance communication, leadership, and emotional skills in aspiring social entrepreneurs.
4. Critically examine the theories of leadership with reference to the needs of future institutions.
5. Discuss how the components of Human Infrastructure influence team performance and organizational success with examples.

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(3x12 = 36 marks)

Reg. No:

Name:

**FOURTH SEMESTER M.A. DECENTRALISATION AND LOCAL
GOVERNANCE
DEGREE EXAMINATION**

MADLG04C19-SERVICE DELIVERY BY LOCAL GOVERNMENTS

Time: 3 Hours

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Define "People-centric services."
2. List two components of the Sevottam Model.
3. What is the purpose of a Citizens' Charter?
4. Name two institutions responsible for rural service delivery in India.
5. How does the Right to Service Delivery Act empower citizens?
6. Explain the term "organizational effectiveness" in service delivery.

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Compare the Sevottam Model and ISO certification in improving service quality.
2. Discuss the importance of citizen feedback in service delivery reviews.
3. How does Total Quality Management (TQM) enhance local government services?
4. Explain the role of MIS (Management Information System) in tracking service quality.
5. Analyze the impact of the COVID-19 pandemic on doorstep service delivery.

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)

(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. "The Right to Service Delivery Act has transformed accountability in public services, but implementation gaps persist." Critically analyze.

2. Assess the role of the National E-Governance Plan (NeGP) in bridging the digital divide, with examples like Bhoomi and E-District.
3. How did local governments adapt service delivery during the COVID-19 pandemic? Highlight innovations and challenges.
4. "Total Quality Management (TQM) is incompatible with bureaucratic local governments." Discuss with examples.
5. Evaluate Kerala's Akshaya project as a model for inclusive e-governance. What lessons can other states learn?

(3x12 = 36 marks)

Reg. No:

Name:

**FOURTH SEMESTER M.A. DECENTRALISATION AND LOCAL
GOVERNANCE
DEGREE EXAMINATION
MADLG04C20-LOCAL ECONOMIC AND SOCIAL DEVELOPMENT**

Time: 3 Hours

Total: 80 Marks

PART A

(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding)

1. Name two stakeholders in Local Economic Development.
2. How does financialization drive urban growth?
3. What is the role of social capital in LED?
4. Give an example of a Global City from the syllabus.
5. What is the digital divide?
6. How do Special Economic Zones (SEZs) attract investment?

(5x4 = 20 marks)

PART B

(Answer 3 questions out of 5. Each question carries 8 marks.)

(Based on the cognitive level of Creating)

1. Explain the Economic Base Theory and its relevance to LED.
2. Discuss the impact of global capital penetration on local economies.
3. Compare gated communities and slums in global cities.
4. How does cluster development enhance local competitiveness?
5. Analyze the challenges of gig work in the platform economy.

(3x8 = 24 marks)

Part C

(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Critically examine the drivers of urban-rural blurring with examples.
2. Discuss the theoretical foundations of LED, highlighting the differences between endogenous and exogenous development.
3. Assess the social inequalities in global cities, referencing spatial apartheid and displacement.
4. How do pandemics and AI reshape the future of work? Refer to the universal basic income debate.
5. Analyze the role of smart cities in LED, addressing both opportunities and criticisms (e.g., evictions, digital divide)

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(3x12 = 36 marks)