

(Abstract)

MA Decentralization and Local Governance Programme (CBSS) in the Institute of Public Policy and Leadership Studies (under KILA) at International Centre for Leadership Studies Campus, Taliparamba - Scheme & Syllabus - Implementation w. e. f 2022 admission onwards- Orders issued.

ACADEMIC C SECTION

Acad C3/1212/KILA/2022

Dated: 27.01.2023

-
- Read:-1. UO No Acad C1/11460/2013 dated 12/03/2014
2. UOs No Acad C1/11460/2013 dated 05/12/2015,22/02/2016, 29/04/2017 & 01/08/2018
3. UO No Acad A2/8591/KILA-New College/2022-23 dated 29/07/2022
4. Letter No KILA/2021/550/HQ dated 01/09/2022 from Dr Joy Elamon, Director General, KILA, Thrissur
5. Letter of even number dated 05/09/2022
6. Email dated 09/01/2023 from Sukanya. U, Research Associate , KILA, Thrissur
7. Email dated 14/12/2022 from Dr Jiju P Alex, Member, Kerala State Planning Board, Pattom PO, Thiruvananthapuram.

ORDER

1. As per paper read (1) above, the Regulations for PG Programmes under Credit Based Semester System (CBSS) in Affiliated Colleges were implemented in the University w.e.f 2014 admission and certain modifications were effected to the same later, vide paper read (2) above.
2. As per paper read (3) above, Provisional Affiliation was granted to start MA Decentralization and Local Governance Programme in the Institute of Public Policy and Leadership Studies (under KILA) at International Centre for Leadership Studies Campus, Taliparamba, in the academic year 2022-23.
3. As per paper read (4) above, Director, KILA submitted the draft Scheme & Syllabus for MA Decentralization and Local Governance programme (CBSS) , prepared in tune with the regulation for PG programmes in affiliated Colleges w.e.f 2014, along with a panel of two Subject Experts to scrutinize the Syllabus.
4. As per paper read (5) above, Dr Jiju P Alex, Member, State Planning Board and Former Director of Extension, Kerala Agricultural University and Dr Jos Chathukulam, Former Professor, Sri Ramakrishna Hegde Chair on Decentralization and Development, Institute for Social and Economic Change (ISEC), Bengaluru (Currently Director, Centre for Rural Management (CRM), Kottayam) were requested to scrutinize the said syllabus.
5. As per paper read (6) above, Sukanya U, Research Associate, KILA, Thrissur submitted the modified Scheme & Syllabus of MA Decentralization and Local Governance Programme (CBSS) after incorporating the suggestions /modifications of the External Subject Expert as per the paper read (7) above.
6. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Chapter III, Section 11(1) of the Kannur University Act 1996 accorded sanction to implement the Scheme & Syllabus of MA Decentralization and Local Governance Programme (CBSS) in the Institute of Public Policy and Leadership Studies (under

KILA) at International Centre for Leadership Studies Campus, Taliparamba w.e.f 2022 admission onwards, and to report the same to the Academic Council.

7. The Scheme & Syllabus for MA Decentralization and Local Governance programme (CBSS) are uploaded on the website of the University.

8. Orders are issued accordingly.



Sd/-

Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: 1. Director, KILA, Thrissur

Copy To: 1) The Examination Branch (Through PA to CE)

2) PS to VC/PA to PVC/PA to R

3) DR I/DR II/AR II/AR VIII (Exam) , DR-/ARI/AR II (Acad)


4) Computer Programmer

5) EG 1/EX C I (Exam)

6)The Webmanager (for uploading on the University Website)

7)SF/DF/FC

Forwarded / By Order


SECTION OFFICER

8

KANNUR UNIVERSITY

M.A. DECENTRALISATION AND LOCAL GOVERNANCE

(Credit Based Semester System)

Regulations, Curricula, Syllabus and Scheme of Evaluation

(With Effect from 2022 admission)

Kannur University M A Scheme and Syllabus (CBSS) 2022

M.A.DECENTRALISATION AND LOCAL GOVERNANCE

About the Programme

MA Decentralization and Local Governance, based on Credit Based Semester System(CBSS) is a four semester Programme. The programme aims at enabling the students to understand the decentralization and local governance at the international, national and state contexts.

Programme Outcomes (PO)

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. Mastery of the conceptual and practical arena of social enterprises
5. Multidisciplinary approach

Programme Structure

The programme shall include three types of courses:

- i. Core courses
- ii. Elective courses

There shall be two field surveys in first and third semesters respectively, one internship in second semester and a project with dissertation and comprehensive viva voce in fourth semester as core courses. The programmes shall also include assignments, seminars and class tests. The programme will facilitate the students to engage in field level activities so that they have practical understanding of the decentralization and local governance in different contexts. The elective courses are offered in the third and fourth semesters. The list of courses in the programmes is given in Table.1.

Table1: List of Courses, Credit distribution and marks

Semester	Course Code	Course Title	CR/EC*	Credits	CC A	ESA	Total Marks
I	DLG1C01	India: Society, Economy and Polity	CR	3+1	20	80	100
	DLG1C02	Development, Gender and Decentralization	CR	3+1	20	80	100
	DLG1C03	Sustainable Development	CR	3+1	20	80	100
	DLG1C04	Evolution of Local Governance, democratic decentralization and rural democratization	CR	4	20	80	100
	DLG1C05	Public and Development Administration in India	CR	4	20	80	100
		Communication Skills (MOOCs & OPEN)	--	--	--	--	--
		Total		20	100	400	500
II	DLG2C06	Local Governance – Concepts and Theories	CR	3+1	20	80	100
	DLG2C07	Participatory Learning and Action	CR	3+1	20	80	100
	DLG2E01	Local Government Finances	EC	3+1	20	80	100
	DLG2C08	Research Methodology	CR	3	20	80	100
	DLG2C09	Computer Proficiency	SS	3	20	80	100
	DLG2C10	Internships	CR	2	40	60	100
		Total		20	140	460	600
III	DLG3C11	Development planning and Management	CR	4	20	80	100
	DLG3C12	Decentralized planning	CR	3+1	20	80	100
	DLG3E02	Comparative Study on Local Governments	EC	3+1	20	80	100
	DLG3C13	Service Delivery by Local Governments	CR	3	20	80	100
	DLG3E03	Public Policy and Governance	EC**	3	20	80	100

	DLG3E04	Global Change Dimensions and Preparing for the Future		3	20	80	100
	DLG3C14	Field Survey/ Case Study—Level 2*	CR	2	40	60	100
		Total		20	140	460	600
IV	DLG4C15	Inclusive Development in Local Governance	CR	3	20	80	100
	DLG4C16	Management strategies for Strengthening Local Governance	CR	3	20	80	100
	DLG4C17	Disaster Management	CR	2	20	80	100
	DLG4C18	Geospatial Tools in Local Level Planning	CR	3	20	80	100
	DLG4E05	Human Infrastructure, Communication and Leadership	EC***	3	20	80	100
	DLG4C19	Research Project and Comprehensive Viva voce#	CR	4+2	60	40	100
		Total		20	160	440	600
		Grand Total		80	540	1760	2300

Note: Minimum credits required for completing the Programme is 80.

** - CR- Core Course; EC- Elective course*

*** - Other electives in semester 3 are 1) Project Management 2) Welfare Policies 3) Statistical Packages for Research.*

**** - Other electives for the fourth semester are 1) Managing Public Private Partnerships 2) Resource Mobilization for Social Enterprises and Community Development*

- Research project and comprehensive viva- voce are two components for evaluation. Total marks of 100 and 50 shall be given for them respectively.

Number of Papers, Teaching Hours, and Credit Distribution

Table2 gives the details of it.

Table 2
Number of Papers, Teaching Hours and Credit Distribution

Credit Distribution												
											Total Hours/week: 25 Total Credit:20	
SEM I			SEM II			SEM III			SEM IV			
	No P	Hr/ w	C r	NoP	Hr/ w	Cr	NoP	Hr/ w	Cr	NoP	Hr/ w	Cr
Theory	5	22	17	5	23	18	5	23	18	4	18	14
Field Survey	1	3	3	0	0	0	1	2	2	0	0	0
Internships	0	0	0	1	2	2	0	0	0	0	0	0
Project viva Voce	0	0	0	0	0	0	0	0	0	1	5	4
Total	6	25	20	6	25	20	6	25	20	6	25	20

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

Admission

Any Graduate with 45% marks is eligible to apply for the course. Marks exemption and reservation for admission are applicable as per University rules.

Attendance

The students admitted in the P.G. programme shall be required to attend at least 75% percent of the total number of classes (theory/practical) held during each semester. The students having less than prescribed percentage of attendance shall not be allowed to appear for the University examination.

Condonation of shortage of attendance to a maximum of 12 days of the working days in a semester subject to a maximum of two times during the whole period of post graduate programme may be granted by the Vice Chancellor of the University. Benefit of Condonation of attendance will be granted to the students on health grounds, for participating in University

Union activities, meeting of the University bodies and participation in other extracurricular activities on production of genuine supporting documents with the recommendation of the Head of the Department concerned. A student who is not eligible for such condonation shall repeat the course along with the subsequent batch.

Students who complete the courses and secure the minimum required attendance for all the courses of a semester and register for the university examinations at the end of the semester alone will be promoted to higher semesters.

The students who have attendance within the limit prescribed but could not register for the examination have to apply for the token registration, within two weeks of the commencement of the next semester. Attendance of each course will be evaluated (internally) as below-

Table 3: Percentage of marks by Attendance

Attendance	% of marks for attendance
Above 90% attendance	100
85 to 89%	80
80 to 84 %	60
76 to 79 %	40
75%	20

Examination

There shall be University examination at the end of each semester. Project evaluation and Comprehensive (External) viva -Voce shall be conducted at the end of the programme only. Project evaluation and Viva-Voce shall be conducted on *separate days* by two external examiners.

Pattern of Questions

A question paper may contain short answer /annotation type, paragraph type and essay type questions. A general pattern may be followed by the Board of Studies.

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to

synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/she shall also submit a detailed scheme of evaluation along with the question paper.

Different types of questions shall possess different marks to quantify their range. Maximum marks can vary from course to course depending on their comparative importance.

Evaluation and Grading

The evaluation scheme for each course, including project shall contain two parts: Continuous assessment (CA) and End Semester Evaluation (ESE). 20 % marks shall be given to CA and the remaining 80 % to ESE. The ratio of marks between internal and external is 1:4 excluding research project and comprehensive viva-voce. Both internal and external evaluation shall be carried out using marks with corresponding grade and grade points in 7-point indirect relative grading system.

Continuous Assessment (CA)

This assessment shall be based on pre-determined transparent system involving periodic written tests, assignments, seminars and attendance 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.

Table 4: Components of Internal Assessment and Mark Allocation

	Components	% of internal marks
i.	Two test papers	30
ii.	Practicals	20
iii.	Assignments/Book review/debates	15
iv.	Seminars/Presentation of case study	15
v.	Attendance	20

To ensure transparency of the evaluation process, the internal assessment 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.

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 10 working days from the date of the tests.

Practical

To start with the practical is taken as a component of CC assessment.

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

The results of the CA shall be displayed on the notice board within 5 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 CA shall not be rounded off, if it has a decimal part. The CA of each course shall be rounded off to the nearest whole number.

Assignments

Each student shall be required to do two (2) 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. Punctuality in submission is to be considered.

All the records of Continuous Assessment (CA) must be kept in the department and must be made available for verification to the University.

The results of the CA shall be displayed on the notice board within 5 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 CA shall not be rounded off, if it has a decimal part. The CA 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. There shall be double valuation system of answer books. The average of two valuations shall be taken into account. If there is a variation of more than 10 % of the maximum marks, the answer books shall be valued by a third examiner. The final marks to be awarded shall be the average of the nearest two out of three awarded by the examiners. After that there shall be no provision for revaluation.

The external evaluation shall be done immediately after the examination preferably in a Centralized Valuation Camp.

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

The results of the ESE shall be published within 45 days from the date of the last examination.

Grading System

Evaluation (both internal and external) is carried out using Mark system the grading on the basis of a total internal and external marks will be indicated for each course and for each semester and for the entire Programme. The guidelines of grading is as follows.

Table 5: Guidelines for Grading

% of Marks (CA+ESE)	Grade		Range of Grade Points	Class
90 and above	O	Outstanding	9-10	First class with distinction
80 to below 90	A	Excellent	8-8.99	
70to below80	B	Very good	7-7.99	First class
60to below 70	C	Good	6-6.99	
50To below60	D	Satisfactory	5-5.99	Second class
40 to below 50	E	Pass/adequat	4-4.99	Pass

		e		
Below 40	F	failure	0-3.99	Fail

S.G.P.A = $\frac{\text{Sum of credit points of all courses in the semester total}}{\text{Credits in that semester}}$

CREDIT POINT = GRADE POINT (G) X CREDIT

C.G.P. A= $\frac{\text{Sum of credit points of all completed semesters}}{\text{Total credits acquired}}$

O.G.P.A = $\frac{\text{Sum of credit points obtained in four semesters}}{\text{Total credits (80)}}$

Pass Conditions

For the successful completion of a semester, a candidate should pass all course and secure a minimum SGPA of 4. However, a student is permitted to move to the next semester irrespective of his/her SGPA. A student will be permitted to secure a minimum SGPA of 4.00 required for the successful completion of a Semester or to improve his results at ESE of any semester, by reappearing for the ESE of any course of the semester concerned, along with the examinations conducted for the subsequent admission

A CANDIDATE SECURING E GRADE WITH 40% OF AGGREGATE MARKS AND 40% SEPARATELY FOR CCA & ESE FOR EACH COURSE SHALL BE DECLARED TO HAVE PASSED IN THAT COURSE.

Field Studies

While the students will be required to undertake short field works relating to different courses in different semesters, they will have to undertake two end of the semester filed works –first at the end of the first semester and the second at the end of the third semester.

Field Study- Level I

Objective

- To provide student an opportunity to apply theoretical knowledge into practical situations
- To translate theoretical ideas into real life situations

Requirements

- It should be a team study
- The team should consist of 2 to 5 students consisting of female(s) and male(s).
- The team shall conduct experienced field study with the intention of understanding the organizational structure, functions and human resources in the local government where field study is conducted
- Experienced study implies participatory approach in every allowed aspect of the rural or urban local government including the institutions under them.
- The students should undergo 3 days pre-field training
- There should be minimum 50 hours of field study.
- There should be 2 supervisors for a team – one from the selected organization and one from the attached local government or institution.
- The team need to keep a diary to record their meetings, collected data etc. which shall be signed by the supervisor of the selected organization. Copy of which shall be sent to the supervisor of the school/department every week.
- Every team shall submit a report along with the dairy as mentioned in point 9.
- There should be a formal presentation of the structure of the report and findings of the field before a team of school/departments and external faculty.
- The findings must highlight how far, theory that the students comprehended from the classroom is different from practice.

Field Study – Level 2

Objective

- To trace out a problem from the field, study it and suggest measures to solve it.

Requirements

- It should preferably be study by individual students. Team based study can be allowed but the team should not exceed three students.

- The individual or team shall conduct observational and experienced field study with the intention of understanding the various courses of the first three semesters. However, it should be noted that the individual or team shall not repeat the area(s) selected for field study and internship during the first two semesters.
- Observational method is suggested for identifying the problem of study. Experienced study implies participatory approach in every allowed aspect of the designated institution or field along with personnel there.
- The students should spend 3 to 5 days in the selected institution/ field for finalising the problem of study. It should be practical oriented and finalised problem must be reported to both supervisors belonging to the parental and designated institution.
- There should be a minimum of 50 hours of observation cum experienced field study.
- The individual/ team must state the objectives of the problem of study in the context of selected local government or organization.
- There should be 2 supervisors for an individual/ a team – one from the selected organization and the other from the parental department.
- The individual /team need to keep a diary to record their meetings, collected data etc. which shall be signed by the supervisor of the selected organization. Copy of which shall be sent to the supervisor of the parental department every week.
- Every individual/ team shall submit a report along with the dairy as mentioned in point 9.
- There should be a formal presentation of the structure of the report and findings of the field before a team of parental department and external faculty.
- The findings must highlight how far the collected data addresses the selected problem and the suggestions must evolve from the data analysis and findings.

Internship

There shall be an internship in second semester. The primary purpose of doing an academic internship is to better understand the theories, ideas, and practices by actively engaging in a "hands-on," work-based, learning experience. In addition, an internship can be an exciting way to learn. The internship can provide the students an opportunity to question and examine the tension between theory and practice. In other words, how does what you read differ from what you observe and experience outside the classroom? An internship is also a time of inquiry. Students

can discover new knowledge and understanding for themselves by being curious explorers and investigators during an internship. In-short an internship helps an individual to set the foundations of a career.

Guidelines for Internship

The primary purpose of doing an academic internship is to better understand the theories, ideas, and practices by actively engaging in a "hands-on," work-based, learning experience. In addition, an internship can be an exciting way to learn. The internship can provide the students an opportunity to question and examine the theory and practice. In other words, how does what you read differ from what you observe and experience outside the classroom? An internship is also a time of inquiry. Students can discover new knowledge and understanding for themselves by being curious explorers and investigators during an internship. In-short an internship helps an individual to set the foundations of a career.

- The internship programme will have a definite framework which emphasizes the different skills to be acquired and the observations to be made
- Every student shall undergo an internship for a minimum period of 3 weeks.
- Students can form a group with minimum of two and maximum of four.
- Each group shall identify a teacher in charge for internship.
- Each group should take prior permissions from the concerned local government or organization.
- Student should follow all ethical practices
- Students must take necessary health and safety precautions while doing the internship.
- Student should report to his/her academic guide on a weekly basis on the progress of internship.
- At the end of the internship period, student shall submit an internship completion cum attendance certificate and a report of the learning/training he/she has received from the

internship, duly certified by a competent person in the organization where the internship was done.

- Finally, a 15-minute formal presentation of the internship report can be done which should include your individual internship experience.

Research Project

There shall be a project work with dissertation to be undertaken by all students in the fourth semester. The dissertation entails field work, lab work, report, presentation and viva voce. The class hours allotted for project work may be clustered into a single slot so that students can do their work at a centre /location for a continuous period of time. However appropriate changes can be made by the concerned board of studies in this regard.

Project work shall be carried out under the supervision of a teacher in the parent department concerned or prescribed by the department coordinator.

- Students would be required to take an individual assignment with one or more local governments
- Students shall choose a topic that would be of critical importance for the effective functioning of local governments. There can be policy issues and other generic subjects as well, based on relevance from time to time.
- Research Project has two parts – Submission of dissertation and Viva voce. Maximum of 100 marks will be given for dissertation.

The project report shall be prepared according to the guidelines approved by the university. Two typed copies of the project report shall be submitted to the Head of the Department, two weeks before the commencement of the ESE of the final semester.

Project layout. No two project reports of any student should be identical, if in case this may lead to the cancellation of the project report by the university.

Evaluation of project report

1. The ESE of the project work shall be conducted by two external examiners
2. Evaluation of the Project Report shall be done under mark system
3. The evaluation of the project will be done at two stages.
 - i) Continuous/ internal assessment (CA) (Supervising teacher/s will assess the project and award internal marks)
 - ii) External evaluation (by external examiners appointed by the University)
4. Marks secured for the project will be awarded to candidates, combining the internal and external marks
5. The internal to external component is to be taken in the ratio 1:4
6. Assessment of different components of project may be taken as below.
7. External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board for the smooth conduct of the evaluation of project.
8. Internal Assessment should be completed 2 weeks before the last working day of fourth semester.
9. Internal Assessment marks should be published in the department.
10. Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines
11. Submission of the Project report and presence of the student for viva are compulsory for internal evaluation. For external evaluation (for programmes without practical) the Project report submitted by the student shall be evaluated by the external examiners. No marks shall be awarded to a candidate if she/he fails to submit the Project report for external evaluation.
12. A student shall be declared to pass in the Project report course if she/he secures minimum 40% marks of the aggregate and 40% separately for external
13. The student should get a minimum of 40% marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be submitted along with subsequent examinations through parent department

Arrangement of Contents:

- i) The project should be arranged as follows

1. Cover Page and Title Page
2. Bonafide certificate/s
3. Declaration by the student
4. Acknowledgement
5. Table contents
6. List of Tables
7. List of Figures
8. List of symbols, Abbreviations and Nomenclature
9. Chapters
10. Appendices
11. References

ii) Page dimension and typing instruction

The dimension of the project report should be in A4 size. The report should be printed in bond paper and bound using flexible cover of the thick white art paper or spiral binding. The general text of the report should be typed with 1.5 line spacing. The general text shall be typed in the font style ‘Times of New Roman’ and font size 12. The paragraphs should be arranged in justified alignment with margin 1.25” each on Top. Portrait orientation shall be there on Left and right of the page. The content of the report shall be around 40 pages.

iii) A typical specimen of Bonafide Certificate

KANNUR UNIVERSITY

BONAFIDE CERTIFICATE

< font style: Times of New Roman- Size – 14>

Certified that this project report” TITLE OF THE PROJECT>.....” is the Bonafide work of “ NAME OF THE CANDIDATE” who carried out the project work under my supervision.

<Signature of the HoD> < Signature of the Supervisor/ Co Supervisor>

Signature

Signature

Name

Name

Head of the Department

Head of the Department

Academic Designation`

Academic Designation

Department

Department

Seal

Seal

iv) Declaration by the student

DECLARATION

I,, hereby declare that project work entitled(Title of the Project)has been prepared by me and submitted to Kannur University in partial fulfillment of requirement for the award of Bachelor of Is a record of original work done by me under the supervision of Dr./ Prof? of Department of college / (Name of Institute)

I also declare that this Project work has not been submitted by me fully or partly for the award of any Degree, Diploma, Title or correction before any authority.

Place:

Signature of the student

Date:

(Reg. No)

Evaluation of project report

1. The ESE of the project work shall be conducted by two external examiners
2. Evaluation of the Project Report shall be done under mark system
3. The evaluation of the project will be done at two stages.
 - i. Continuous/ internal assessment (CA) (Supervising teacher/s will assess the project and award internal marks)
 - ii. External evaluation (by external examiners appointed by the University)
4. Marks secured for the project will be awarded to candidates, combining the internal and external marks
5. The internal to external component is to be taken in the ratio 1:4
6. Assessment of different components of project may be taken as below.
7. External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board for the smooth conduct of the evaluation of project.
8. Internal Assessment should be completed 2 weeks before the last working day of IVth semester.
9. Internal Assessment marks should be published in the department.
10. Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines
11. Submission of the Project report and presence of the student for viva are compulsory for internal evaluation. For external evaluation (for programmes without practical) the Project report submitted by the student shall be evaluated by the external examiners. No marks shall be awarded to a candidate if she/he fails to submit the Project report for external evaluation.
12. A student shall be declared to pass in the Project report course if she/he secures minimum 40% marks of the aggregate and 40% separately for external
13. The student should get a minimum of 40% marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be submitted along with subsequent examinations through parent department

The breakup of internal marks is given in Table 6.

Table 6: Breakup of Internal Marks for Research Project

Internal(Viva) 20% of total	% of internal marks
Components	
Punctuality	20
Use of data	20
Scheme/ Organization of report	40
Viva voce	20

The breakup of external marks of research projects is shown in Table 7.

Table 7: Breakup of External Marks for Research Project

External (80%) of Total	% of External Marks
Components	
Relevance of the Topic	5
Statement of Objectives	10
Methodology/ Reference/ Bibliography	15
Presentation of Facts/ Figures/ Language Style/ Diagrams etc.	20
Quality of Analysis/ Use of Statistical tools	15
Findings and Recommendations	10
Viva-Voce	25

Common Viva-Voce

There will be a comprehensive subject viva-voce for which maximum marks that can be awarded will be 50. External examiner will conduct the viva voce.

Seminar

There shall be a common seminar in all semesters for all programmes. Marks will be awarded at the end of fourth semester only. Two hours should be devoted for this, preferably on Thursday afternoon. There will be invited talks, presentation by students and debates. Two teachers will be in charge of conduct of seminar. The components of evaluation for seminar are as follows.

Table 8: Components of Common Seminar Evaluation

Internal Evaluation of 50 marks	% of internal marks
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Components	
Presentation/ Debates	50
Question& Answer Session	20
Interaction	20
Punctuality and attendance	10

Improvement

A candidate who secures minimum marks (40 %) for a pass in a course will be permitted to write the same examination along with the next batch if he/she desires to improve his/her performance in ESE. If the candidate fails to appear for the improvement examination after registration, or if there is no change/up gradation in the marks after availing the improvement chance, the marks obtained in the first appearance shall be retained. There shall be no improvement chance for the marks obtained in internal assessment. Improvement of a particular semester can be done only once. The student shall avail the improvement chance in the succeeding year along with the subsequent batch.

There will be no supplementary examination. For re-appearance/ improvement student can appear along with the next batch.

DETAILED SYLLABUS

Semester 1

DLG1C01

INDIA: SOCIETY, ECONOMY, AND POLITY

No of Credits: 3+1

Total Teaching Hrs:54

COURSE OBJECTIVES

On completion of this course, the learner will get a good grounding in the background conditions in which policies are formulated, and the influences the society, economy, and polity have in shaping policy. This course will also be foundational, especially for those enrolling in the Programme from a non-social science stream.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*
O1	Demonstrate the features of Indian society, ancient India, ancient polity, ancient economy etc.- mostly pre-British an understanding of Colonial Rule under the East India Company to comprehend literary and political, discourses in contemporary India	R, U
O2	Understand the key factors that have powerfully shaped India as a developing economy and the largest democratic republic in this world, and develop a deeper insight into the invisibility and prominence of caste issues in politics and everyday life	R,U
O3	Apply innovative knowledge and solutions to the challenges after having a deeper understanding of economic growth and contractions.	U, Ap
O4	Analyse the political economy of the economic reforms implemented in the 1990s and examine if continuing reforms thereby have become necessary for India in order to achieve inclusive growth and structural transformation.	An, E
O5	Evaluate Indian Political systems in a way to understand political factor in the Society and develop a deeper understanding of how political institutions emerge, operate, and interact with their external environment, and shape individual and collective behavior	An, E

*R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Modules	Content mapped to CO number	Hours
<p>Module I: Modern India: A Historical Perspective</p> <p>British features of pre British India society polity and economy Rule in India – Colonial Rule under the East India Company – Crown Rule from 1857 to 1947 – Conditions of the Indian People and Society under Colonial Rule</p> <p>Rise and Growth of Nationalism in India – Moderates and Extremists- Gandhi and the emergence of a mass movement for freedom from colonial rule –Role of the Working Class and Peasant movements - Modern Indian Nation State as the product of an anti-colonial struggle uniting people across sentiments of religion, caste, language and region</p>	1,2	13
<p>Module II: Contemporary Indian Society</p> <p>Main features: Large and diverse territory and population- Language, ethnicity, religion and geography as markers of diversity and plurality The Indian Caste System - Untouchability and other forms of caste discrimination/oppression - Caste identity in India - Role of affirmative action/positive discrimination Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes Globalization and contemporary Indian Society –Implications for Family and Social Values</p>	1,2	15
<p>Module III: Economic Development in India from 1950 to 1990</p> <p>Indian Economy at Independence: Population, Education, Health, Agriculture, Industry, Physical and Industrial Infrastructure Economic Growth Patterns: Overall, Agriculture, Industry, Services Human Development Trends Extent of Poverty – Trends in the country and in States Employment and Unemployment – Trends in terms of quality and quantity Introduction to Environment, Development and Displacement Issues in India</p>	2,3	14
<p>Module IV: Indian Economy since 1990</p> <p>Economic reforms of liberalization, privatization, and globalization - Growth, poverty, employment and unemployment and food security. Impact of globalization, An overview of the impact of globalization on various development sectors and the lives of people. Demonetization: Its impacts</p>	4	12

Introduction of Goods and Service Taxes and its impact		
The Constitution of India: Evolution, Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy		

Readings:

1. Chandra, Bipin. (2009). History of Modern India. New Delhi: Orient Blackswan.
2. Ahuja, R. (1999). Society in India: Concepts, Theories and Recent Trends. Jaipur: Rawat.
3. Herald, R. M. & Haralambos, M. (2011). Sociology: Themes and Perspectives. Oxford: Oxford University Press.
4. Madan, T.N. (1991). Religion in India. Oxford: Oxford University Press.
5. Dreze, J.A. and A.K. Sen (2014), An uncertain glory: India and its contradictions, New Delhi: Penguin Books.
6. Jalan, Bimal (2004) Indian Economy: Problems and Prospects, New Delhi: Penguin Books.
7. Kurien, C.T (1992) The Economy: An Interpretative Introduction, New Delhi: Sage Publications.
8. Kurien, C.T. (1994), Global Capitalism and Indian Economy, New Delhi: Orient Longman.
9. Vaidyanathan A. (1995), The Indian Economy: Crisis, Response and Prospects, New Delhi: Orient Longman.
10. Dutt and K.P.M. Sundaram (2006) Indian Economy, New Delhi: Sultan and Chand Company.
11. Kapila, Raj and Kapila, Uma (2002), India's Economy in the 21st Century. New Delhi: Academic Foundation.
12. Jayal, Neeraj and Sudha Pai, (2001), Democratic Governance in India, New Delhi: Sage.
13. Chakrabarty, Bidyut and Rajendra Kumar Pandey (2008) Indian Government and Politics, New Delhi: Sage Publications.
14. Basu, Durga Das, (2008), Commentary on the Constitution of India, New Delhi: Wadhwa and Company Law Publishers.
15. Kashyap, Subash. (2005), Our Constitution, New Delhi: National Book Trust.
16. Johari, JC. (1995). The Constitution of India – A Politico-Legal Study, New Delhi: Sterling Publishers Private Limited.

DLG1C02

DEVELOPMENT, GENDER AND DECENTRALISATION

No of Credits:3+1

Total Teaching Hrs:54

COURSE OBJECTIVES

The course intends to familiarize the students with the basic and theoretical foundations of Development Economics, Gender and Decentralization. It makes them capable of identifying inequality, the emergence of new forms of inequality, and exclusionary practices too. They will have a clear vision of the perspective of development and decentralization and the challenges in actualizing it.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*
O1	Demonstrate the understanding of the difference between growth and development and realize the causes and measures of poverty, inequalities, and unemployment	R, U
O2	Understand a variety of theoretical models and mechanisms and arguments that are relevant for development and poverty issues	U, Ap
O3	Apply social development concepts and principles to enhance the wellbeing of citizens	Ap, An
O4	Analyze Inclusive development policies and projects 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.	An, E, C
O5	Evaluate the nature as well as efficiency of the decentralization concept and elucidate components of a well-designed fiscal decentralized system	E, C

*R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Modules	Content mapped to CO number	Hours
<p>Module I: Introduction</p> <p>Income and growth- PQLI and HDI - Income Distribution in developing and developed Countries. IHDI - MDI and IHDI in India and Kerala. Poverty-HC Method- Multi Dimensional Poverty- Hunger Index- Genuine Progress Index.</p>	1,2	12
<p>Module II: Theories of Economic Development & Social Development</p> <p>Duality models- a survey investment strategies; a survey- Balanced and Unbalanced growth strategies -Theories of Migration - Political economy of development.</p> <p>Social Development -SDI - Social inequality- Global inequality and social protection - Occupational structure and Social Class-Social Development. Theory and practice-Stages of Economic Growth- Vicious Circle & Poverty by Nurkse- Political Economic Theory (Marx)- Dependency Theory (Neo-Marxist Theory), Feminist Theory – Psychological Theories of Development</p>	2,3,4	16
<p>Module III: Gender Issues and Development</p> <p>Gender Development Index-Women Empowerment - Composition of labour force -Labour force participation-Women’s Labour and worker participation rates-wage discrimination and gender discrimination. in workplace - Composition of labour force in informal labour sector.</p>	3,4,5	13
<p>Module IV: Decentralisation and Development</p> <p>Growth and decentralisation: one way and two-way causation. Tiebout model—First- and second-generation theory & fiscal decentralization- subsidiary principle-Local government. Autonomy & Decentralisation index: fiscal, political, and administrative- Women in LG’s</p>	3,4,5	13

References:

1. Debraj Ray (1998): Development Economics, Princeton University Press, Oxford.
2. SubartoGhattak (2003): Introduction to Development Economics, Routledge.

3. Marko Kothenbueger (2008): Revisiting the Decentralisation Theorem: On the role of Externalities, *Journal of Urban Economics*, Vol.64, July, Elsevier.
4. Robert Ryan and Poul Woods (2015): Decentralisation and Subsidiarity: Concepts and Frameworks for Emerging Economies, *Forum of Federations*, Occasional Paper no. 15, Ottawa, Canada. Uts.edu.an.
5. Maksym Ivanyna and Anwar Shah (2012): How Close Is Your Government to Its People? *Worldwide Indicators on Localization and Decentralization*, *Economics E-Journal and Research Gate*.
6. UNDP Annual Reports, UNDP.org
7. UNDP Gender Equality Strategy: Annual Report 2020, UNDP.org
8. Reports of National Commission for Minorities, Ministry of Minority Affairs, Govt. of India.
9. Reports of National Commission for Women, NCW.NIC.in

DLG1C03

SUSTAINABLE DEVELOPMENT

No of Credits:3+1

Total Teaching Hrs:54

COURSE OBJECTIVES

The successful completion of this could enable the learners to identify the complexity and operations of climate governance systems and processes on international, national, and local levels, differentiate between government and Governance, analyse policymaking processes regarding sustainability issues and apply analytical and problem-solving skills to specific sustainable development problems.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*	CO mapped to PSO number
O1	Demonstrate the basics of Sustainable Development and understanding the consequences of getting Sustainability	R, U	1,4
O2	Understand how states respond to the challenge of Sustainable Development Goals and Its governance	U, R	1,4
O3	Apply the best available sources to attain the sustainability of the world. It includes the science to adapt in the natural, built, social and economic domains that will enable all actors to take stronger action to adapt to Sustainable development.	Ap, An	2,3
O4	Analyse Institutional and adaptive governance through the lens of climate change. Evaluate to generate evidence on what works and assess progress in SDG implementation	An, E,C	3,4
O5	Demonstrate the basic science and political sphere of Climate Change and how the states respond to the challenges of climate change governance	E, C	5,6
O6	Apply the best available science to adapt in the natural, built, social, and Analyze Institutional and adaptive governance	E, C	5,6

through the lens of Climate change.		
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<i>*R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create</i> Modules	Content mapped to CO number	Hours
Module 1: Sustainable Development Development – Meaning, Definition, Characteristics and Importance – Need for Development, Sustainable Development: Definition, Meaning and Importance, –Non-Sustainability: Sustainability, Barriers or Challenges of Sustainable Development, Symptoms- Millennium Development Goals – Sustainable Development Goals (SDG): Goals and Indicators and Related Activities	1,4	8
Module 2: Introduction to Sustainable Development Goals: An overview of SDGs / Concept of Sustainable Development Goals- Meaning- Definition- Importance –Types- Need and Significance of Sustainable Development Goals – Scope of Sustainable Development Goals- Relevance, Historical Context of Sustainable Development Goals, Status of SDG in India, Kerala: Performance across SDGs India Index Report, Historical Basis: Decentralized planning Process in Kerala	1,4	8
Module 3: Introduction to Localising Sustainable Development Goals: Meaning – Definition – Characteristics – Importance – Different Themes – Thematic Approaches – Need for Localising Sustainable Development Goals – Relevance, Localizing SDGs in India Perspectives, Localizing SDGs in Kerala perspectives, Objectives of SDGs localizing Strategy, Local Self Governments and SDGs,	2,3	8
Module 4– Institutional framework for Localization of SDGs Approaches and Strategies- National Indicator Frame work (NIF), State Indicator Frame Work (SIF), District Indicator Frame work (DIF), Local Indicator frame work for SDGs in Kerala and India, Key features of Local Indicator Framework (LIF), Building a Data Base for Local Governance, Policy environment for sustainable development	5, 3,4	10
Module 5: Climate Change and Climate Change Governance	5,6	10

<p>Meaning and Definition of Climate Change – The Political Ecology – Climate and Environment Policy- Climate Diplomacy- Climate Risk and Climate Resilience,</p> <p>Climate Change as a Governance Challenge – Societal reach – Scientific uncertainty- distributional and equity linkages- long term frames- global implications-key dimension of Climate Change Governance- problems and resilience- Developing countries- accelerating development approach and Climate Change Governance</p>		
<p>Module 6: Institutional Framework and Climate change Governance</p> <p>Approaches to Climate Change: Decentralized Governance- Multi-Stakeholder Governance- Multi-level Governance- Polycentric Governance- Participatory Governance-Community based Governance-adaptive governance-Characteristics of Governance resilient to climate change- Systemic Issues in Governance.</p> <p>Adaptive Capacity framework – Policy Coherence and adaptation- Information Sharing and public engagement- Gender and Climate Governance- Governance of climate finance- Collations and Policy Framing- Key sectors- Agriculture- rural economy-land tenure- Energy- city and sub national climate governance</p>	5,6	10

Readings

1. James Nachbaur, Iri.na Feygina, Elise Lipkowits, DarshanKarwat (2017), Climate Change Resilience: Governance and Reforms (A Report), Arizona State University.
2. Arabella Fraser and Amy Kirbyshire (2017), Supporting Governance for climate resilience: Working with political institutions, London: Overseas Development, Institute.
3. Meadowcroft James- Climate Change Governance (2009). Policy Research Working Paper, background paper to World Development Report 2010, May.
4. Duit, Andreas (2008), The Ecological State: Cross National Patterns of Environmental Governance Regimes, EPIGOV Paper No. 39, Ecologic – Institute for International and European Environmental Policy: Berlin.

5. Eckersley, R. (2004), *The Green State: Rethinking Democracy and Sovereignty*, Cambridge, MA: MIT Press.
6. National Climate Change Governance-Topic Guide (2017), GSDRC, International Development Department, College of Social Sciences, University of Birmingham, B15 2TT, UK.

DLG1C04

EVOLUTION OF LOCAL GOVERNANCE

Credit: 4

Theory Hours: 54 Hrs

Modules	Hrs
Module 1: Theoretical and historical perspective of local government models -The shift from government to governance – The system of local governance in ancient Greece and Rome- some examples from Sumerian civilization and Shang civilization - The concept of local governance in ancient India – Theories on Harappan polity and the concept of localized administration - Vedic Folk Assemblies - village councils found in <i>Arthashastra</i> of Kautilya- Megasthenes on the municipal administration of Pataliputra- <i>Gana Sangha</i> - Village assemblies under the Chola dynasty –nature of tribal systems – nature and significance of local governance in Kerala.	12
Module 2: Basic Principles of Devolution in Medieval India – <i>Panchayats</i> in Medieval India- the concept of Sulh – i-kul- Muqaddam-local administration under Delhi Sulthanate and Mughal India – civil administration under Akbar- – Asiatic Mode of Production	14
Module 3: British colonialism on local administration- Lord Rippon –Royal Commission of 1901- Government of India Act of 1919 and dyarchy - Provincial Autonomy and Government of India Act of 1935- nationalist response to British administration - Gandhiji's vision of <i>Poorna Swaraj</i> - the concept of Grama Swaraj – Constructive Programme- Rabindranath Tagore and Rural Reconstruction- communist type of local government	14
Module 4: Local governance in Independent India- Rural-Urban Divide- Nehru and Indian Federalism- objectives of Panchayat Raj- the 73 Constitutional Amendment Bill-Ashok Mehta and Balwant Rai Committee Report –Various commissions on Decentralization evolution of urban local government - challenges faced by local government, other constituting commissions and their recommendations.	14

Selected References:

1. M. K. Gandhi, *Hind Swaraj*, 1909
2. K.P.Jayaswal, *Hindu Polity*, 1924
3. Romila Thapar, *A History of India: Volume 1*, 1990
4. Irfan Habib, *The Indus Civilization*, 2002

5. M. Athar Ali, *Mughal India: Studies in Polity, Ideas, Society and Culture*, Oxford University Press, 2006
6. Sathesh Chandra, *History of Medieval India*, 1952
7. M. N. Roy, *India in Transition*, 2002
8. R. P. Dutt, *India Today*, 1947
9. Bipan Chandra, *India's Struggle for Independence: 1857-1947*, 2016
10. Sumit Sarkar, *Modern India*, 1989
11. Mark Bevir (Ed.), *The Sage Handbook of Governance*, Sage, 2011
12. S. L Goel, *Good Governance – An Integral Approach*, New Delhi: Deep and Deep Publications Private Limited, 2007
13. Publications Private Limited, 2007
14. Girish Kumar, *Local Democracy in India*, New Delhi: Sage Publications, 2006
15. Manor, James Manor, *The Political Economy of Democratic Decentralisation*, Washington DC, 1999
16. Mathew G and Jain L. C (Eds.). (2005), *Decentralisation and Local Governance*, New Delhi: Orient Blackswan. 2005
17. Blackswan. 2005
18. P. Sachdeva, *Local Government in India*, New Delhi: Pearson, 2011
19. B.S. Bhargava and Rama Rao, *Indian Local Government – A Study*, New Delhi: Minerva Associates, 1978
20. Neena: *Local Government Administration*, New Delhi, Alfa, 2008
21. Khanna & Khanna: *Rural Local Government in India and South Asia*, New Delhi: Deep & Deep, 1998
22. T.M. Joseph, *Local Governance in India: Ideas, Challenges, and Strategies*, New Delhi: Concept, 2007
23. Lakshmi Narasaiah and Raju, *Finances of Local Government*, New Delhi, Sonali Publications, 2009
24. Kashyap, Subhash, 2003, “Institutionalisation of Grassroots Governance” *Grassroots*
25. *Evolution of Local Governance (Before 73rd and 74th) Amendment* 217
26. *Governance*, Vol. I, No.1.
27. B. S. Khanna, *Panchayati Raj in India*, Deep and Deep Publications, New Delhi, 1994
28. Mishra Sweta, *Democratic Decentralisation in India*, Mittal Publications, New Delhi, 1994
29. S.N. Mishra, *Rural Development and Panchayati Raj*, Concept Publishing, Company, New Delhi, 1981

DLG1C05: PUBLIC AND DEVELOPMENT ADMINISTRATION IN INDIA

Credit 4

Theory Hours:54 Hrs

Course Objectives

- To learn about the ideas and contributions of the various contemporary thinkers on administration who have shaped the study of Development Administration
- To help to gain an understanding of the various perspectives and concepts of Development Administration.
- This course helps to develop a clear perspective on Indian administration in a broader framework of India's long trajectory of historical and political experiences.
- To provide an understanding on contemporary issues such as decentralization, governance and transparency in administration.

Course Outcome

- Students would develop the capacity to analyse the pattern of development in India and the changing role of democratic decentralization and governance.
- The students would be able to understand the various aspects of Indian administration and help to develop a critical thinking.

Modules	Hrs
Module 1 Introduction Concept of Development and Principles of Public Administration Development Administration- Emergence, Definition, Characteristics and Need Approaches to Development -Communist Model of Development, Diffusion Approach, Psychological Approach, dependency Theory, Alternative Development Approach, Gandhian Approach to Development Human Needs centered Development, Market Friendly Approach and Strategy Development Vs Traditional Approaches	8
Module 2 Theories and Models of Development Administration Structure Oriented/ Action Oriented Programme Effectiveness/Efficiency and Economy. Development Administration and Non Developmental Administration. Development Administration and Regulatory Administration Problems of Development Administration. Bureaucratic Theory of Max Weber & Karl Marx, Behavioural Theory of Herbert Simon Ecological Theory of F W Riggs Developmental Models- Edward Weidner, Joseph La Palombra	12
Module 3 Federal Administration in India -Civil Service and Fiscal Administration President of India as the Chief Executive -Organisation and Functions of Cabinet	14

<p>Secretariate-Cabinet Secretary. The Prime Minister and Union Council of Ministers -Prime Minister’s Office-National Security Council. Government Departments, Public Corporations, Government Companies and Boards Constitutional Commissions- Election Commission and Finance Commission Governor of the State - The Chief Executive, Chief Secretary and State Secretariate- Organisation and Function. Chief Minister and Council of Ministers- Chief Minister’s Office, Directorates. Urban and Local Administration- District Administration and District Collector Local Financial Administration.</p> <ol style="list-style-type: none"> a. All India Services- Recruitment and Role of UPSC, SSC and State Public Service Commission-Civil Service Training, Administrative Reforms Commission and Administrative Adjudication. b. Budgetary process in India-Role of Finance Ministry-Parliamentary Control over Public Expenditure -Public Accounts Committee and Estimate Committee- Role of the CAG 	
<p>Module 4 Development Planning in India</p> <p>Planning-Types of Planning, Projects and Plan Formulations, Plan Implementation and Evaluation. Planning Agencies in India -Planning Commission, NITI Aayog and National Development Council State Planning Board District Level-District Planning Committee -District Rural and Urban Development Agency</p>	10
<p>Module 5 Reforms and Challenges of Development Administration</p> <p>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. Interactions among Bureaucrats, politicians, technocrats, social scientists Administrative Reforms -Need, Method and Techniques of Administrative Reform A D Gorwala Report on Public Administration (1951) Santhanam Committee on prevention of Corruption (1962-1964) Administrative Interface – bureaucrats, politicians, technocrats, social scientists and citizen People’s Participation in Development, social Auditing and Citizen’s Charter. Globalization and Developmental Administration</p>	10

REFERENCES

1. Maheswari, S.R., 2009, *Indian Administration*, New Delhi, Orient Blackswan
2. Sharma, P.D., and Sharma, B.M., 2009, *Indian Administration: Retrospect and Prospect*, New Delhi, Rawat Publications
3. Maheswari, S.R., 2013, *Local Government in India*, Agra, Lakshmi Narain Agarwal
4. Hoshiar Singh and Pankaj Singh, 2011, *Indian Administration*, New Delhi, Pearson
5. Singh Satyajith and P.K. Sharma (eds.) (2007), *Decentralization : Institutions and Politics in Rural India*, New Delhi, Oxford University Press.
6. Abbas, Hoveydaand, Ranjay Kumar and Mohammed Aftab Alam (2011): *Indian Government and Politics*, New Delhi: Pearson Education.
7. Ayyar, Vaidyanatha, R. V. (2009): *Public Policymaking in India*, New Delhi: Pearson Education.
8. Baviskar, B.S. and George Mathew (eds.) (2009): *Inclusion and Exclusion In Local Governance*, New Delhi: Sage.
9. Chattopadhyaya, H.P. & Indu Baghel (2009): *Indian Administration, Vol.1*, New Delhi: Global Vision.
10. Dan, Bani. (2011). *The Transfer Raj: Indian Civil Servants on the Move*, *The European Journal of the development Research*, Vol.13, No.1.
11. Iyer, Lakshmi. (2012) *Political Change and Bureaucratic Turnover In India*, *The Review of Economics and Statistics*, Vol.94, No.3, pp.723-739.
12. Kabra, Kamal Nayan (1996): "Indian Planning and Liberalisation," *Economic and Political Weekly*, 5 October.
13. Kale, Vaman Govind (2010): *Indian Administration*, New Delhi: Kessinger.
14. Kapur, Devesh, Pratap B. Mehta (eds.) (2007): *Public Institutions in India: Performance and Design*, New Delhi: Oxford University Press.
15. Kothari, Rajni (1998): *State against Democracy in Search of Human Governance*, Delhi: Ajanta.
16. Maheshwari, S.R. (2004): *Indian Administration*, New Delhi: Pearson Education.
17. Mathew, G. and Nayak (1996): "Panchayats at work: what it means for the Oppressed," *Economic and Political Weekly*, Vol.31, No.27, 6 July .
18. Prasad, Kamala (2006): *Indian Administration*, New Delhi: Pearson Education.
19. Singh, Hoshiar, Pankaj Singh, Singh Hoshiar (2011): *Indian Administration*, New Delhi: Pearson Education.
20. Singh, Satyajit and P. K. Sharma (eds.) (2007): *Decentralization: Institutions and Politics in Rural India*, New Delhi: Oxford University Press.
21. Goel, S.L (2010): *development Administration: Potentialities and Prospects*, New Delhi: Deep & Deep Publications
22. Sahni, Pradeep. And Etakula Vayunadan. (2010), *Administrative Theory*, New Delhi: PHI Learning Private limited.
23. Sapru, R.K (1994), *development Administration* . New delhi: Sterling
24. Laxmikanth., M. *Public Administration*, (2011) New Delhi: Mc Graw Hill Education.
25. Polinaidu, S. ((2014). *Public Administration*, New Delhi, Galgotia Publications .

SEMESTER 2

DLG2C06

LOCAL GOVERNANCE: CONCEPTS AND THEORIES

Credit: 3+1

Theory Hours: 54Hrs

Course Objectives

- The course throws light on the administrative dimensions of local governance.
- To look at the challenges to decentralized development and discuss the ways of meeting them

Course Outcomes

- The students would be able to understand the meaning and significance of decentralization and local governance

Modules	Hrs
Module 1: Understanding the concept of local governance - Significance of Democratic Decentralisation –Indian and Greek city states experiences - Contextual Dimensions of Democratic Decentralisation: Political, Constitutional and Administrative- Components of Decentralised Development- Understanding Decentralisation in Contemporary Settings	12
Module 11: Inclusive local governance -Theories and concepts local governance - Divine theory- The evolutionary theory- Social contract theory- the concept of single centralized and decentralized- Governance from the below –social capital, Functions of local development, Principles of devolution of power, authority and resources to local governments etc	14
Module 111: Partnership of Local Government with Non-State Agencies- : Impact of Decentralised Development- Organisational Structure of Rural Local Bodies- Organizational Structure of Urban Local Bodies- Intra-Local Government Relationship- Union and State Governments- Partnership among Different levels of governance	14
Module 1V: Experiments of decentralized planning - Bureaucracy and Elected Representatives – Reservation and Women Leadership – State	14

Control over Local Governments - Elections and State Election Commission – Citizen Participation –Participatory learning and action tools, on comparative analysis of local body systems in different countries and how they work.	
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Selected References:

1. Maheswari: Local Governments In India, Agra: L.N. Agarwal, 2012.
2. P. Sachdeva: Local Government in India, New Delhi: Pearson, 2011
3. B.S. Bhargava and Rama Rao: Indian Local Government – A Study, New Delhi: Minerva Associates, 1978
4. Neena: Local Government Administration, New Delhi, Alfa, 2008
5. Khanna & Khanna: Rural Local Government in India and South Asia, New Delhi: Deep & Deep, 1998
6. T.M. Joseph: Local Governance in India: Ideas, Challenges, and Strategies, New Delhi: Concept, 2007
7. Lakshmi Narasaiah and Raju: Finances of Local Government, New Delhi: Sonali Publications, 2009
8. Niraja Gopal Jayal by Oxford,
9. LOCAL GOVERNANCE IN INDIA: Decentralization and Beyond

DLG2C07

PARTICIPATORY LEARNING AND DISTINCT DIFFERENTIATION

Credit : 3+1

Theory Hours :54 Hrs

Course Objectives

The main objective of the course is to support students within communities to analyse their own situation and feel empowered to take action. It is a philosophy and a way of thinking that emphasizes reversals in power relations between communities and outsiders

Course Outcomes

At the end of the course students will be able to understand and train various methods in Participatory Learning and Action

Modules	Hrs
Module 1: Introduction to the concept of Participatory learning - Principles of Participatory Learning and Action - Participatory learning tools- Information Processing and Humanistic Approaches to Learning- Understanding Personality and Facilitating Social action- Management of Innovations- Policy Formulation and Policy Planning - Group Dynamics and Team Building –Formulating learning cycle - Participatory research approach	14
Module 2: Meaning and Approaches - Household resource management - Adult learning- Visualization methods and tools- Interview methods and tools - Reporting methods – Coordination and networking - Partnership and Linkages- Strategies for Development	12
Module 3: Community development- group learning approach - Nominal participation - Consultative participation Community -Action oriented participation - Passive participation - Participation in information giving- Participation by consultation - Interactive participation - Self-Mobilization- Skills mastery and knowledge – methods of documenting local knowledge practices	14
Module 4: Definition and meaning of democracy- Types of Democracy – Basic Principles of Democracy - Participatory Democracy –Direct democratic devices: referendum. Plebiscite, recall- Cognitive and social action – Obstacles to participation- Feeling Excluded-Protective boundaries- Gender related issues	14

Selected References:

1. R Chambers, Participatory Workshops - a Sourcebook of 21 sets of Ideas and Activities, London, 2000

2. H Buhaenko and V Butler, What men and women want: a practical guide to gender and Participation, 2004
3. Ravindra Prasad (et.al), Administrative Thinkers, New Delhi: Sterling, 1993
4. R. N. Singh, Management Thought and Thinkers, New Delhi: S.Chand& Co, 1977
5. S. Maheswari, Administrative Theory: An Introduction, New Delhi: Macmillan, 2003
6. R.K. Sapru, Administrative Theories and Management Thought, New Delhi: PHI,2006
7. B.L. Fadia and Kuldeep Fadia, Public Administration: Administrative Theory and Concepts, Sahitya Bhawan, 2012.
8. Nila Mukherjee. Participatory Rural Appraisal

DLG2E01

LOCAL GOVERNMENT FINANCES

Credit : 3+1

Theory Hours : 54Hrs

Course Objectives

- Provide an understanding on local government finance in the context of fiscal federalism in India.
- Learn the budget, budgeting process and resource mobilization at the local level and inter-governmental transfers.
- To familiarise the concept of gender budgeting, child budgeting and budgeting for vulnerable groups at the local level
- To help the students to analyse the local government budgets in general and for particular vulnerable groups

Course Learning Outcomes

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

- Good grasp of the sources of revenue of local governments, issues in resource allocation and scope and constraints in resource mobilisation at the local level
- Understand the tax and non-tax revenue sources of local governments, scope and limits to resource mobilization at the local level
- Be able to search relevant additional information and facts about local government finances and analyse and assess these aspects independently
- Good understanding on local government budgets and acquire the ability to take a key role in budget making at the local level in light of various constitutional, legal provisions.
- Be able to analyse and evaluate the budgets of local governments as a whole for specific groups

Course description

Modules	Hrs
Module 1: Fiscal Federalism in India Principles of fiscal federalism; Decentralisation Theorem, Fiscal federalism in India- Fiscal Decentralization in India in the context of 73rd and 74th Constitutional Amendments, Assignment of functions and devolution of resources; Resource transfer from Union to states and to local bodies; Role of Finance Commissions in the federal set up; Union Finance Commissions and State Finance Commissions- objectives, functions and role, Recommendations of two previous Union Finance Commissions with respect to local government financing and its implications, Comparison of State Finance Commission recommendations of sample states, Issues in	14

Fiscal Decentralisation in India. Methodology of devolution	
<p>Module 2: Local Finance: Sources and Scope</p> <p>Local bodies and their financial responsibilities, Sources of revenue of local governments- grants from central and state governments, performance grants, Own source revenue of local governments – property tax, professional tax, other local own sources, user charges, borrowing by local governments, Scope and constraints in resource mobilisation at the local level, Issues in local finance.</p>	14
<p>Module 3: Local Government Budgeting</p> <p>Principles of budgeting, budgetary process, execution of budgets, constraints of budgeting, gender budgeting, child budgeting and budgeting for vulnerable groups, Special Plans- Women Component Plan, Special Component Plan, Tribal Sub Plan, Other Special Plans, Outcome budget.</p>	12
<p>Module 4: Budget Evaluation</p> <p>Sources of Data – Local Government Information System of States and Ministry of Panchayati Raj, Tools for evaluation, Budgeting Efficiency, Revenue Collection Efficiency, Utilisation ratio, Comparison over the years and comparison between local governments., LFA Approach. Child budget analysis, gender budget analysis and analysis of budgets for vulnerable groups.</p> <p>Each student to study the budget of one rural or urban local government or the same local government over the years. They should understand the issues in the budget document and suggest changes required in the budget.</p>	14

References

- 1) Bagchi Amaresh, Readings in Public Finance, OUP, New Delhi, 2011.
- 2) George KK and K.K. Krishnakumar, Regaining the Constitutional Identity of the Finance Commission, A Daunting Task for the 13th Finance Commission, Working Paper No.20, CSES, 2008.
- 3) Gulati I.S and K.K. George, Essays in Federal Financial Relations (Centre for Development Studies Monograph Series), Oxford and IBH, 1988.
- 4) Musgrave & Musgrave, Public Finance in Theory and Practice. Mac Graw Hill, 1976.
- 5) Oommen M.A, “Towards a Rational and Progressive Fiscal Policy: What Role for Local Governments”, in Praveen Jha (ed.), Progressive Fiscal Policy in India, New Delhi: Sage Publications, 2011, pp. 283-298.

- 6) Oommen, M.A., “Fourteenth Finance Commission – Implications for Local Governments”, *Economic and Political Weekly*, Vol. 1, No. 21, 2015.
- 7) Rajesh K. 2020. *Local Politics and Participatory Planning in Kerala: Democratic Decentralization, 1996–2016 Hardcover* – 1 June 2020
- 8) Rao Govinda and R .J. Chelliah, *Survey of Research on Fiscal Federalism in India*, ICSSR, 1996.
- 9) Shah, Anwar, *Local Budgeting*, Washington DC: The World Bank, 2011.
- 10) Weingast B, “Second Generation Fiscal Federalism: Political Aspects of Decentralization and Economic Development.” *World Development*, Vol. 53, 2014, pp. 14-25.
- 11) World Bank, *Fiscal Decentralisation to Rural Government in India*, New Delhi: The Oxford University Press, 2004.

DLG2C08

RESEARCH METHODOLOGY

Credit: 3

Theory Hours : 54 Hrs

(With Practicals)

COURSE OBJECTIVE

The primary objective of this course is to acquaint the students with the fundamentals of research methods. It specifically aims at introducing them to the basic concepts used in research, scientific research methods and their approach. It includes discussions on sampling techniques, research designs and techniques of analysis. It provides them applied knowledge and skills that are required to undertake research.

COURSE OUTCOMES

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

CO	Module Outcome	Cognitive Level*
O1	Remember the basic framework of research process and be able to formulate research problem and develop a sufficiently coherent research design	R, U
O2	Understand qualitative, quantitative, measurement & scaling techniques and develop a basic awareness of data analysis, including descriptive & inferential measures	U,Ap
O3	Apply the different sampling methods for designing and selecting a sample from a population	Ap, An
O4	Analyse the data using statistical packages	An, Ec
O5	Evaluate a research report and take initiatives for publication of a research report.	E, C

**R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create*

Modules	Content mapped to CO number	Hours
<p>Module I: Research Preliminaries and Problem Formulation</p> <p>Social Science Research Meaning- Types of research- Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical - Identification of research gaps and needs</p> <p>Selection of the topic, Literature Review and formulation of the research problem-Theoretical Framework in research - Research design-exploratory, descriptive and hypothesis-testing research studies.</p>	1,2	14
<p>Module II: Research Design - Sampling and Data Sources</p> <p>Research Design-Nature of and Classification of design – Developing an appropriate research design – Issues of validity and reliability - Qualitative, Quantitative, and mixed methods of research</p> <p>Sampling design- Types-Sampling Bias</p> <p>Data types and sources-Biases in data collection</p> <p>Hypothesis testing- Procedure of Hypothesis testing- Parametric and Non- Parametric test.</p>	2,4	12
<p>Module III- Practical</p> <p>Questionnaire Preparation- Mock Interview Method- Mock Delphi Method</p>	4,5	13
<p>Module IV: Research Report</p> <p>Research report-Structure of the research report- Modern Language Association (MLA) and American Psychological Association (APA) guidelines. Ethics in publication, plagiarism.</p>	3,4,5	15

Core Texts:

- Cooper, D., Schindler, P., Sharma, J. (2018). Business research methods, 12th ed. McGraw-Hill

- C R Kothari, 2004 Research Methodology, Methods and Techniques, New Age International.
- Kumar, R. (2014). Research methodology: A step by step guide for beginners, 4th ed. Sage Publications.

DLG2C09

COMPUTER PROFICIENCY

Credit: 3

Theory Hours : 54Hrs

COURSE OBJECTIVE

The course aims to introduce the students to the concept of information systems and the use of information technology for improved organizational performance. It provides an overview of designing and using information systems, data driven decisions and managing information function, and security. The course also equips students with basic skills in using MS Excel and Access for enhanced personal productivity at workplace.

COURSE OUTCOMES

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

CO	Module Outcome
O1	Recall concepts and applications of Information systems, networks, DBMS, system analysis and design.
O2	To understand the importance and use of IT in modern day organizations; To explain the basic theories, concepts, methods, and terminology used in information systems.
O3	Apply Excel and Access functions and features to perform basic calculations, format spreadsheets, create reports and data visualizations using charts and graphs
O4	Analyse how information systems & technology may improve the performance of local governments, including improving organizational processes, decision-making, personal productivity and service delivery.
O5	Analyse the performance of the local governments using local government information management system and data available with local governments.

Modules	Hrs
Module I: Introduction to Information Systems Organization, Management and technology dimensions, Role of Information systems in business firms, Organizing IS function in firms; Strategic information systems and Business strategy; Ethical issues and challenges in IS; IT Infrastructure: Hardware platforms, Operating system platforms, Enterprise applications, Database management applications, Networks, Internet platforms, System integration.	14

<p>Module II: Management of data Database concepts, Data warehousing and mining, data models; Data Mining: tools and techniques; Decision support systems; Business intelligence, Knowledge management systems. Artificial intelligence and machine learning. Data bases for planning at the grassroot level – Citizen databases</p>	12
<p>Module III: Data analytics concept, types, applications; Data Visualization Techniques and tools; MS Excel Basics: Basic Excel skills: Functions and Formula (SUM, COUNT functions, Descriptive statistics functions, logical functions, Basic functions for editing text; Creating Charts; Pivot Table applications for creating reports and analyzing data; Advanced Filters and AutoFilters; Formulae and Cell references; VLOOKUP and HLOOKUP; Data validation, Goal seek; Basic Statistical analysis of data analysis using Excel Tool Pack; Basis skills in Access</p>	14
<p>Module IV: Familiarise Local Government Information Management System available in different states</p> <p>Students shall assess the performance of sample local governments based on the data available in the Local Government Management System and other data available in the local governments.</p>	14

References:

1. O' Brien, J. A., &Marakas, G. M. (2013). *Management Information Systems*. McGraw-Hill Irwin.
2. Laudon, K. C., & Laudon, J. P. (2015). *Management Information Systems*. Pearson Education India.
3. Sadagopan, S.(2014). *Management Information Systems*. Prentice Hall India
4. Alexander, M., Kusleika, R. &Walkenbach, J. (2019). *Excel 2019 Bible*. Wiley.
5. Pearlson, K. E., Saunders, C. S., &Galletta, D. F. (2016). *Managing and Using Information Systems: A Strategic Approach*. John Wiley & Sons.
6. Lemahieu, W., Vanden Broucke, S., &Baesens, B. (2018). *Principles of Database Management: The Practical Guide to Storing, Managing and Analyzing Big and Small Data*. Cambridge University Press.
7. Kroenke, D. M., & Boyle, R. (2013). *Using Mis*. Pearson.

DLG2C10 Internships

Internship

There shall be an internship in second semester. The primary purpose of doing an academic internship is to better understand the theories, ideas, and practices by actively engaging in a "hands-on," work-based, learning experience. In addition, an internship can be an exciting way to learn. The internship can provide the students an opportunity to question and examine the tension between theory and practice. In other words, how does what you read differ from what you observe and experience outside the classroom? An internship is also a time of inquiry. Students can discover new knowledge and understanding for themselves by being curious explorers and investigators during an internship. In-short an internship helps an individual to set the foundations of a career.

Guidelines for Internship

The primary purpose of doing an academic internship is to better understand the theories, ideas, and practices by actively engaging in a "hands-on," work-based, learning experience. In addition, an internship can be an exciting way to learn. The internship can provide the students an opportunity to question and examine the theory and practice. In other words, how does what you read differ from what you observe and experience outside the classroom? An internship is also a time of inquiry. Students can discover new knowledge and understanding for themselves by being curious explorers and investigators during an internship. In-short an internship helps an individual to set the foundations of a career.

- The internship programme will have a definite framework which emphasizes the different skills to be acquired and the observations to be made
- Every student shall undergo an internship for a minimum period of 3 weeks.
- Students can form a group with minimum of two and maximum of four.
- Each group shall identify a teacher in charge for internship.

- Each group should take prior permissions from the concerned local government or organization.
- Student should follow all ethical practices
- Students must take necessary health and safety precautions while doing the internship.
- Student should report to his/her academic guide on a weekly basis on the progress of internship.
- At the end of the internship period, student shall submit an internship completion cum attendance certificate and a report of the learning/training he/she has received from the internship, duly certified by a competent person in the organization where the internship was done.
- Finally, a 15-minute formal presentation of the internship report can be done which should include your individual internship experience.

SEMESTER 3

DLG3C11

Development planning and Management

Credit: 4

Theory Hours: 54 Hrs

Objectives:

- ❖ To develop professional skills in formulation, implementation, monitoring and evaluation of development projects and programmes.
- ❖ To impart knowledge on various aspects of development studies.
- ❖ To train qualified human resources in the professional area of development studies.

Course outcomes:

- ❖ Upon completion of the course, students will be able to have clear understanding on the concept of development.
- ❖ To understand the planning and development process, This session should also focus on principles of rural and urban planning, priorities, methods etc. to give the students an overview of the difference between rural and urban planning
- ❖ To make the students aware of the difference in the rural and urban planning

Modules	Hrs
Module 1: Towards a theory of development management: - Development Theory and Practice - The concept of progress and development - Managing Development Projects - International Development Finance- Human Resource Strategies for the International Manager -Successful management - rapid development process - Determinants of development success - Analytical narratives on development failure.	14
Module 2 : Public order Develop management : Concept, Approaches and Strategies - The origins and role of the management systems - Development Goals and Praxis - Social contract approaches- Political accountability, and order – Significance of public policy making - Characteristic of less-developed countries.	12
Module 3: Structure and Development: sociological perspectives of development - Gender sensitive Planning and Policy Making – social institutions, organisations and development management - The transformation from less to more effective institutions.	14
Module 4: The rural urban dichotomy - Theory of Descartes and	14

Francis Bacon –from Dichotomy to Governance- Marxist conceptualizations of structure and agency - Vision hierarchy -, hierarchical relations within government- Development and decentralization- the concept of localized governance - Organisational Structure of Rural Local Bodies - Organisational Structure of Urban Local Bodies- The Emerging local financial architecture – Rural planning tools and techniques – Decision making steps and process- Theories on urbanization -	
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Selected References:

1. D. North, Institutions, Institutional Change and Economic Performance, Cambridge: CUP.
2. Brett, E.A. Reconstructing Development Theory. Basingstoke: Palgrave-Macmillan.
3. R.D. Putnam, Making Democracy Work: Civic Traditions in Modern Italy, Princeton: Princeton University Press.
4. D.Rodrik (ed.), In Search of Prosperity: Analytical Narratives on Economic Growth, Princeton: Princeton University Press.
5. Stephen A. Robbins & David A. Decenzo & Mary Coulter, *Fundamentals of Management*, Pearson Education, 2011.
6. Robert Kreitner & Mamata Mohapatra, *Management*, Biztantra, 2008.
7. Harold Koontz & Heinz Weihrich, *Essentials of management*, Tata Mc Graw Hill, 1998.

DLG3C12

DECENTRALIZED PLANNING

Credit: 4

Theory Hours:54Hrs

Objectives:

- Have an introductory understanding of efforts to pursue a more strategic integrated approach to local planning
- Explain the role and contribution of different agencies in decentralized planning.
- Identify the need, scope and purpose of decentralized planning in terms of national and community needs.

Course outcomes:

- On completion of the course the students will be able to identify the significance and the need of decentralized planning.
- To understand the basic structure of decentralized planning

Modules	Hrs
Module 1: Meaning, Nature, Scope and Significance of decentralized planning - Contextual Dimensions of Democratic Decentralisation-1: Political, Constitutional and Administrative - Evolution of Public Administration- - Components of Decentralized Development - Equal Distribution of Benefits of Development - Inter disciplinary approaches to the study of decentralized administration.	14
Module 2: Planning Mechanisms - Partnership Among Different Levels of Government – Union and State Governments - Priorities to be given at central and state levels - Local Authorities and Special Purpose Agencies - District level planning- Institutional Planning - Partnership Between Local Government and Non-State Agencies.	12
Module 3: Institutional structures and functions - Evolution of Decentralized Planning - The Community Development Phase, the evolution of rural development programmes and democratic decentralization attempts since independence chronologically. –Different rural development and democratic decentralization initiatives since independence- Basic Structure of <i>Panchyati</i> Raj System - The District Planning Phase - Panchayati Raj After Independence – The <i>Panchayati</i> Raj Revival Phase - Integrating Administrative Decentralization with Democratic Decentralization- A critical analysis of various development programmes since independence- Reasons for success/failure	14

<p>Module 4: Dimensions of Decentralized Planning- Functional Decentralization - Financial Decentralization - Administrative Decentralization - Political or Democratic Decentralization - Impact of decentralised planning and development - Understanding Decentralization in Contemporary Settings</p> <p>Planning for development in various sector- methods- models- agriculture- health- services- infrastructure- contingent planning</p> <p>Processes of decentralized planning- evidence based planning- databases for local development planning</p> <p>Emerging functions of local governments and strategies of development in various sectors</p>	<p>14</p>
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Selected References:

1. Nayan Mitra and René Schmidpeter (eds), *Corporate Social Responsibility in India : Cases and Developments after the Legal Mandate*, Springer, 2022
2. Victoria A. Beard, Faranak Miraftab, Christopher Silver(Ed.), *Planning and Decentralization: Contested Spaces for Public Action in the Global South*, Routledge, 2008
3. Arpita Banerjee and Pravat Kumar Kuri, *Development Disparities in India : An Enquiry into Convergence*, Springer, 2022
4. Rakhee Bhattacharya (ed), *Regional Development and Public Policy Challenges in India*, Springer, 2022
5. U.K. Hicks, *Development from Below : Local Government and Finance in Developing Countries of the Commonwealth*, Oxford University Press, 1961.
6. S.S Meenakshi Sundaram, *Decentralization in Developing Countries*, Concept Publishing Company, New Delhi, 1994
7. H Maddic, *Democracy, Decentralization and Development*, Bombay : Asia Publishing House, 1966, p. 23.
8. Norman Uphoff and Milton J. Esman, *Local Organization for Rural Development in Asia*, Centre for International Studies, Cornell University, 1974.
9. K.V.Sundaram, *Decentralized Multi-level Planning: Principles and Practice*: Concept Publishing House, 1997.

DLG3E02

COMPARATIVE STUDY ON LOCAL GOVERNMENTS

Credit 4

Theory Hours:54 Hrs

Course Objectives

- To learn about the knowledge of local governments in other parts of the world.
- To helps to gain an understanding of the various perspectives and concepts of local government of the world

Course Outcome

- Students would develop the capacity to compare various local administrative practices of the democratic states

Modules	Hrs
Module 1 Local Governments in Global Context. Origin and Development of Local Governments, Theories of Local Government, Local Governments in the Context of Globalization. The Rationale for Comparative Perspective. Major issues of Local Governments.	8
Module 2 Local Governments in UK & USA a) 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. b) Origin of Local Government, Constitution and Local Governments, The County Administration, Municipal Government, Metropolitan Areas and Their Reformatations, Local Finance, problem and Issues of Local Governments.	12
Module 3. Local Government in France and Switzerland a) 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. b) 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	14

of the Cantons.	
Module 4 Local Government in India Debates in the Constituent Assembly, Early Efforts, Rural Local Governance, Urban Local Governance, Civil Society: Facilitating People's Participation in Local Governance, New Dimensions of local Governance.	10
Module 5: Comparison of Local Governments Comparison of Local Governments in U K & USA with India Comparison of Local Governments of Switzerland and France with India Other local Governments –Chinese, African and South American Experiences Local governments in SAARC Region Comparison with Kerala Model.	10

Reading List

1. Muttalib, M.A & Khan, Akbar Ali. (1983) Theory of Local Government, Sterling Publishers, New Delhi.
2. Considine, Mar. & Ciguere, Sylvain.(2008) The Theory and Practice of Local Governance and Economic Development , Palgrave Mc Millan, New York.
3. Maheswari, S.R. (2020) Local Government in India, Lekshmi Narayan Agarwal, New Delhi.
4. Wilson, David. Game, Chris. Local Government in the United Kingdom, Palgrave MacMillan, London.
5. Chandler,, J.A.(2013), Explaining Local Governments- Local Government in Britain since 1800, Manchester university Press.
6. Myneni, S.R (2016) Local self Government , Allahabad Law Agency, Allahabad.
7. Kneier, Charles (1957) City Governments in the United States, Harper & Brother, New York.
8. Cole, Alistair. Governing and Governance in France, Cambridge University Press.
9. Shaw, Albert. Municipal Government in Continental Europe, Nabu press
10. Martin, Vincent John. (2019) Government in Switzerland , Wentworth Press.

DLG3C13

SERVICE DELIVERY BY LOCAL GOVERNMENTS

Credit :3

Theory Hours : 54Hrs

Course Objectives

- To provide an understanding on good governance and principles of public service delivery
- To provide an understanding on the legislative and regulatory frameworks for right to services and service delivery indicators and standards
- To provide an understanding of e-governance and Total Quality Management (TQM) in improving service delivery
- To familiarise the aspects of inclusiveness in service delivery
- Familiarise good practices in service delivery of local governments in India and other countries

Course Outcome

- After completion of the course, students should understand various aspects of local government service delivery
- Students should gain knowledge of ‘good’ governance and the statutory and regulatory obligations for right to services from government.
- Students should have a good grasp of standards of service delivery of local governments and data and methods for assessment of quality of services
- Students should have a clear understanding on the e-governance initiatives for local governance and TQM and ISO certification in improving service delivery of local governments.
- Students shall become aware of various good practices in the service delivery improvement at the local level.
- Students should be able to search relevant additional information and facts about public service delivery in general and that of local governments in particular independently.

Modules	Hrs
Module 1: Introduction to Public Service Delivery Good Governance: Concept, principles and importance, People centric services- concept and importance, 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.	8
Module 2: Service Delivery Standards of Local Governments	12

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, Importance and value of data, Use of Local Government Management Information System for tracking quality of services, social audit of local government services, Aspects of customer satisfaction, Citizen satisfaction surveys, Changes in community expectations and changing satisfaction levels.	
Module 3: e-governance, TQM, ISO and Change Management Efficient Service Delivery through e-Governance in local governments- role in improving efficiency and transparency in service delivery, Inclusive e-governance and limitations of e-governance, Total Quality Management- TQM Principles, techniques and procedures, Organizational culture and managing change for efficient service delivery, ISO certification for local governments and its benefits, Constraints in improving quality of local government services- external and internal factors, Managing conflict of interest in service delivery, Resistance to change and managing resistance, Need for training in service delivery aspects for HR.	14
Module 4: Inclusive Service Delivery and Good Service Delivery Practices Service Delivery to the Poor: Institutional issues and concerns, Doorstep delivery of services, Changing contours of local government service delivery during Covid pandemic.	10
Module 5: Good Practices in Service Delivery of Local Governments Good Practices in Service Delivery of Local Governments – Case Studies of good practices, Field Visits and Group Presentations.	10

Readings

1. Administrative Reforms Commission Kerala (2021). People-Centric Service Delivery in Local Self Government Institutions, Eleventh Report of Fourth Administrative Reforms Commission Kerala (in partnership with the Centre for Socio-economic & Environmental Studies), Government of Kerala.
2. AehyungKim (2008). Decentralization and the Provision of Public Services: Framework and Implementation, Policy Research Working Paper 4503 The World Bank Development Economics Capacity Building, Partnership, and Outreach Team.

3. Ahmad, Junaid, Shantayanan Devarajan, Stuti Kehmai, and Shekhar Shah (2005). "Decentralization and Service Delivery." Policy Research Working Paper 3603, World Bank, Washington, DC.
4. ARC. (2009). Citizen Centric Governance: The Heart of Governance. Twelfth Report of ARC. New Delhi. Govt. of India.
5. Centre for Socio-economic and Environmental Studies (2006). Baseline Study of Institutions Selected under Service Delivery Project (Individual Reports on Anganwadis, Lower Primary Schools, Upper Primary Schools, High Schools, Higher Secondary Schools, Grama Panchayats and Municipalities), CSES, Kochi.
6. Centre for Socio-economic and Environmental Studies and Institute of Social Sciences (2013). Baseline Study of the Kerala Local Government Service Delivery Project, CSES, Kochi.
7. Chand, Vikram K (Ed.) (2010). Public Service Delivery in India: Understanding the Reform Process, Oxford University Press, New Delhi.
8. Citizens' Charter of Grama Panchayats, Municipalities and Municipal Corporations in different states
9. Farzana Afridi (2017). Governance and public service delivery in India, Synthesis paper S-35407-INC-1, Indian Statistical Institute Economics and Planning Unit, New Delhi.
10. McNeil, Mary, Andre Herzog, Sladjana Cosic and PRISM Research (2009). Citizen Review of Service Delivery and Local Governance in Bosnia and Herzegovina, The World Bank, Washington.
11. Right to Service Delivery Act of different states
12. Second Administrative Reforms Commission (2008). Refurbishing of Personnel Administration - Scaling New Heights, Tenth Report of ARC, New Delhi, Government of India.
13. Sekhar, Sita, Meena Nair and A.Venugopala Reddy (2008). Decentralised Service Delivery in Panchayats, Public Affairs Centre (PAC), Bangalore.
14. Vivekananda, M, S. Sreedharan and Malavika Belavangala, Social Audit of Public Service Delivery in Karnataka, Public Affairs Centre, Bangalore.
15. Work, Robertson (2005). 'The Role of Participation and Partnership in Decentralised Governance: A Brief Synthesis of Policy Lessons and Recommendations of Nine Country Case Studies on Service Delivery for the Poor', UNDP.
16. World Bank (2004). World Development Report: Making Services Work for Poor People. Washington, DC: World Bank.
17. World Bank (2006). "India Inclusive Growth and Service Delivery: Building on India's Success." Development Policy Review, Report No 34580-IN, Washington, DC.

DLG3E03

PUBLIC POLICY AND GOVERNANCE

Credit: 3

Theory Hours: 54Hrs

Course Objective-

- Understand the scope and significance of public policy and governance in India'
- Helps to assess key incentives and constraints that are inherent in policy processes.

Course Outcome:

- Students are able to suggest alternative solutions to basic policy issues faced by the system and recommend new way of governance.

Modules	Hrs
Module 1: Introduction Introduction- Public Policy- Meaning, Rationale and Evaluation. Public Policy- Meaning, definition and scope Rationale for the Study of Public {Policy Evolution of Public Policy Policy Inputs, Outputs and Outcomes, Typologies, Policy Cycle, Bardach's Eightfold Path to Problem Solving and Policy Analysis: Constraints in Policy Making. Policy Analysis as Art and Craft	8
Module 2 Role& Meaning of Governance Concept, Meaning and Dimensions, Governance, Good Governance and democratic governance. Role of State, Civil Society, and individual Nature and Characteristics of Governance in developed, developing and Least developed Countries. Role of Legislature, executive and Judiciary in Governance Government by Design Governance and Governmentality(Foucault)	12

<p>Module 3 Public Policy and Governance in India</p> <p>Constitutional framework for policy making in India- Institutional Factors: Legislature, executive, Judiciary, Planning Commission, NITI AYOOG, National development Council, Other factors in policy making: Public Opinion, Political Parties, Pressure Groups and Media.</p>	10
<p>Module 4 Experience from Kerala</p> <p>Democratic Decentralisation in Kerala, Process and Methodology of local policy making, Policies for strengthening local Governments in Kerala, Kudumbasree and Poverty Alleviation – Instruments of transparency and Accountability in local governance- Right to Public service, Citizen’s Charter, Obmudsman – Tribunal for Local Governance.</p>	14
<p>Module 5:</p> <p>Institutional Mechanism for good governance, Accountability and Control, Grassroot governance, Planning and Development, Public Policy as an instrument of socio-economic development in India, Monitoring and evaluation of Public Policy.</p>	10

Reading List

1. Anderson, J.E.(2006) Public Policy Making- An Introduction, Boston, Houghton
2. Ashford, Dough (ed.) (1992), History and Context in Comparative Public Policy, New York University of Pittsburgh press.
3. Bardach, Eugene (2011). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. CQ Press College.
4. Birkland, Thomas A. (2011). Policy Process: Theories, Concepts, and Models of Policy Making. Routledge.
5. Aziz. Abdul(ed) (1996) Decentralised Governance in Asian Countries, Sage Publications New Delhi.
6. AroraRamesh K. Goyal. Rajani. (1996) Indian Public Administration, ViswaPrakashan, New Delhi.
7. Chakrabarthy. Bidyut (2017). Indian Constitution, Text, Context and Interpretation, sage, New Delhi. Bhagvan. Vishnu. & Bhushan, Vidhya(2017) World Constitutions – A Comparative Study, Sterling, New Delhi.
8. Weimer, D. L., & Vining, A. R. (2011). Policy analysis: Concepts and practice. Boston: Longman

DLG3E04

DIMENSION OF GLOBAL CHANGE AND PREPARING OF THE FUTURE

Credit : 3

Theory Hours : 54 Hrs

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 Outcome

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

Number	Course Outcome	Cognitive Level	Outcome is mapped to unit number:
1	Demonstrate perfect understanding about the way world is progressing now, major factors driving changes and top influencers of change.	R, U	1, 2
2	Be clear on potential changes in science, technology, law and the geo political systems and how these changes influence human life.	R, U	1,2
3	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 selves to be relevant in future.	R, U, Ap	2,3,4
4	Develop an actionable plan to position self in the changing global landscape.	Ap, An, E, C	1,2,3,4,5

5	Apply the understanding on Future Dimensions in executing professional roles, personal planning and social beingness.	Ap, An, E, C	1,2,3,4,5
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R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Unit	Unit & Objective	Content Mapped to Course Outcome	Hours
1	<p>Global Change: Direction, Dimension, Drivers and Influencers</p> <ul style="list-style-type: none"> ○ The major areas in which the world is experiencing phenomenal changes which can lead to quantum shifts. ○ The changes happening in 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. 	1,2,5	15
2	<p>Impact of Change in Human Life: Professional, Personal, Social, Political, Existential</p> <ul style="list-style-type: none"> ○ 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. 	1,2,5	12
3	<p>Miraculous Future: Nature, Possibilities and Methods to Keep us Relevant in Future</p> <ul style="list-style-type: none"> ○ Different thoughts and arguments about the nature and shape of future. ○ What are the possibilities and challenges each 	3,4,5	15

	<p>person should anticipate?</p> <ul style="list-style-type: none"> ○ What make humans relevant in the future too. ○ How to shape ourselves in synchronization with the demands of future. ○ Bringing clarity from chaos. 		
4	<p>Future of Employment: Trends, Emerging Fields, Finding the Suitable Spot</p> <ul style="list-style-type: none"> ○ 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. 	4,5	11
5	<p>Mindset and Skills for Future: Areas to Improve, Factors to Develop and Techniques to Enhance the Vital Attributes</p> <ul style="list-style-type: none"> ○ Skill set and Mindset on demand in the future. ○ Scientific analysis and understanding of the skill set and mindset gap. ○ Global tools and techniques to develop skill set and mindset to adapt each person to the demands of future. ○ Building the plan to develop mindset and skill set to support the 5-year plan. 	4,5	10

Reading and Reference

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2. Acemoglu, D. and Robinson, J. (2012). *Why nations fail: the origins of power, prosperity, and poverty*. Random House Digital, Inc.
3. Ackerman, E. and Guizzo, E. (2011). 5 technologies that will shape the web. *Spectrum*, IEEE, vol. 48, no. 6, pp. 40–45.
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13. Murphy, K.P. (2012). *Machine learning: a probabilistic perspective*. The MIT Press.
14. Nankervis, A, R., Connel, J. et.al. (2020). *The Future of Work in Asia and Beyond*. Taylor and Francis. London.
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17. Stager, J, C. (2011). *Deep Future: The Next 100,000 Years of Life on Earth*. Saint Martin’s Press.
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Assessment

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

DLG3C14

Field Study – Level 2

Objective

- To trace out a problem from the field, study it and suggest measures to solve it.

Requirements

- It should preferably be study by individual students. Team based study can be allowed but the team should not exceed three students.
- The individual or team shall conduct observational and experienced field study with the intention of understanding the various courses of the first three semesters. However, it should be noted that the individual or team shall not repeat the area(s) selected for field study and internship during the first two semesters.
- Observational method is suggested for identifying the problem of study. Experienced study implies participatory approach in every allowed aspect of the designated institution or field along with personnel there.
- The students should spend 3 to 5 days in the selected institution/ field for finalising the problem of study. It should be practical oriented and finalised problem must be reported to both supervisors belonging to the parental and designated institution.
- There should be a minimum of 50 hours of observation cum experienced field study.
- The individual/ team must state the objectives of the problem of study in the context of selected local government or organization.
- There should be 2 supervisors for an individual/ a team – one from the selected organization and the other from the parental department.
- The individual /team need to keep a diary to record their meetings, collected data etc. which shall be signed by the supervisor of the selected organization. Copy of which shall be sent to the supervisor of the parental department every week.
- Every individual/ team shall submit a report along with the dairy as mentioned in point 9.
- There should be a formal presentation of the structure of the report and findings of the field before a team of parental department and external faculty.

- The findings must highlight how far the collected data addresses the selected problem and the suggestions must evolve from the data analysis and findings.

SEMESTER 4

DLG4C15

INCLUSIVE DEVELOPMENT IN LOCAL GOVERNANCE

Credit: 3

Theory Hours: 54 Hrs

Objectives:

- Awareness generation and sensitization programmes on inclusive development.
- Capacity building programmes to overcome barriers of equal opportunity.
- Grievance redressal on equal opportunity issues.
- Creating productive and gainful campaign for inclusive development.
- Building effective and efficient social safety nets to protect marginalized sections.

Course outcomes:

- Inclusive development programme enables the students to understand the significance of human resource management in constituting economic growth by ensuring social justice.
- On completion of the course the students will be able to identify the significance and the need of Inclusive development in local governance
- To understand the basic features of inclusive development

Modules	Hrs
Module 1: Need of Inclusive growth in India: concept, Definition and objectives - Inclusive Human Resource Planning and Management- The Processes of Inclusion - The Approaches to Inclusion- Dimensions of Inclusive Development-Philosophy of development- significance of subaltern perspectives in history and sociology- Role of Sociologists in local governance- understanding of indigenous knowledge systems – Eurocentric and development – caste and hierarchy - Corruption crime and urban violence.	12
Module 2: Elements of Inclusive Growth and development: Poverty Reduction - Agriculture Development and food security- Social Sector Development - Gender Equality - Human Development index- Role of educational institutions in facilitating - managing and motivating multi culture teams -entrepreneurship Development - Cross Cultural Human Resources Management – Staffing and Training for Global Operations - cultural	14

Negotiation	
Module 3: Challenges and Opportunities for Inclusive Growth- Challenges of building resilient communities- Major social security problems and solutions - Gender, Employment and Economic Crisis - Community-based Inclusive Development - Poverty - Disability- General concept on disability - Integrate Entrepreneurship Education into Mainstream curriculum	14
Module 4: International and national Initiatives for inclusive growth and development: Entrepreneurship education for social inclusion - higher education with a focus on growth and opportunity - entrepreneurial marketing and selling- need of organisational training - Strategies for Sustained Growth - National Development Goals- significance of Kerala Model- Accessible buildings and workstations – imparting recent trends in science Technology- Gender budgeting – social auditing. Local economic development- principles-methods- role of local governments in local economic development- models of local economic development led by local governments	14

Selected References:

1. Amar Bhide, *The Origin and Evolution of New Business*, Oxford University Press, New York, 2000.
2. Steven C., Brandt, *The 10 Commandments for Building a Growth Company*, Third Edition, Macmillan Business Books, Delhi, 1977
3. Vasant Desai, *Management of small scale enterprises*, New Delhi, Himalaya Publishing House, 2004
4. Dollinger M.J, *Entrepreneurship strategies and Resources*, 3rd edition, Pearson Education, New Delhi 2006.
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6. Garner James, *Training Interventions in Job Skill Development*, Massachusetts
7. Jac, *A New Vision for Human Resources*,Crisp,2004
8. Kaila H.L.,*Human Resource Development and Organizational Psychology*, Aitbs,2012
9. Vinod Vasishtha, *Organization Skills*, Ferguson, 2007

DLG4C16

MANAGEMENT STRATEGIES FOR STRENGTHENING LOCAL GOVERNANCE

Credit : 3

Theory Hours:54 Hrs

Course Objectives

- To learn about the need and significance of empowerment of local governments.
- To helps to gain an understanding of the various perspectives and concepts of empowerment of local governments

Course Outcome

- Students would develop the capacity to analyse the specific need for empowerment of different social categories
- Identifies the appropriate empowerment strategies for local governments.

Modules	Hrs
Module 1: Concepts of Empowerment Empowerment: Meaning, definition and Significance- Individual empowerment, Group Empowerment and Community Empowerment -Children, Youth, Women, Elderly, Differently abled, Scheduled Castes and Scheduled Tribes, Minorities. Organizational empowerment: Issues of community empowerment, resistance, Conflict, community awareness, Organising the community.	8
Module 2: Empowerment in practice Empowerment as a professional practice- Values and principles guiding professional practice- Professional's role in empowerment- Methods of intervention: Strategies and Tactics. Institutional Support to Strengthening Local Governments: National Institute of Rural Development, State Institute of Rural Development Block Grama Associations < Municipal Chamber, Mayors Chamber Case Study of KILA as a mechanism to strengthen Local Governments	12
Module 3: Approaches for empowering Local Governments Empowering Local Governments: Need and Relevance – Approaches for empowerment: Constitutional/Legal, Political, Institutional and Economic – Constitutional /Legal Approach: Redrawing of division of powers between	14

<p>Centre and States, Delegation of powers from State Government to Local Governments, Need and relevance for Initiatives – Political Approach: Elections to Local Governments, Reservation system, Capacity building of elected members, staff and community, Use of technology for empowerment of elected members, officials and citizens of Local Government Institutions (LGI) – Scope for virtual training/ remote learning to elected members of LGIs, Leadership training, Role of political parties, Association of elected members - Institutional Approach: Staff and other support systems, Relationship between elected members and officials, Delivery of services, Participatory Structures at the local level, Collaborative Ventures, Social Audit, Application of GIS for Resource Mapping and Decentralised Planning – Economic Approach: Grants and other support from Centre and State Governments, Generation of revenues, Enhancing own income, Ensuring community ownership, Role of SHGs, Co-operatives and development organisations, Public Private Partnership - Other options</p>	
<p>Module 4: Challenges, Constraints and Possibilities</p> <p>Centre-Local Relations and State-Local relations in India - Diversity of Local Structures - Challenges for Local Governments: Geographical dimensions (Rural, Urban, Tribal and Coastal) – Challenges for Local Governments: Social Dimensions (Class, Caste, Gender and other social categories) – Constraints for Local Governments: Administrative, Financial, Political - Public Relations in Local Governments: Civic consciousness, Campaigns and Participation - Briefing the media – Learnings and Experiences from the field</p> <p>Also add: Integration of multiple agencies at the grassroots level Concept, principles and processes</p>	<p>10</p>
<p>Module 5 : Local Governments and Youth- Significance of civic engagement of youth – Framework for civic engagement of youth: Youth Policy, Agencies and programmes – Youth Participation in Local Governance: Experiences from selected countries – Participatory Structures at the local level and youth - Mainstreaming Youth in Local Governance: Learning from different parts of India – Policy initiatives to empower Local Governments: Scope, Relevance and Strategies</p>	<p>10</p>

Prescribed Readings

1. Dreze, Jean and Amartya Sen. (2002), India : Development and Participation, New Delhi: Oxford University Press.
2. Emmanuel Brunet-Jailley and John F.Martin. (2010). Local Government in a Globalized World, Oxford University Press, New Delhi.
3. Verma, S.B. et. al (Eds.). (2006). Empowerment of the Panchayati Raj Institutions in India, Sarup and Sons, New Delhi. Bandopadhyaya, D and Amitava Mukherjee. (2006). Empowering Women Panchayat Members, Concept, New Delhi.

4. Baviskar, B.S, and George Mathew (Eds.). (2009). Inclusion And Exclusion In Local Governance: Field Studies From Rural India, New Delhi, Sage.
5. Jayal. Niraja Gopal (2006). Representing India: Ethnic Diversity and governance of Public Institutions, Palgrave Macmillan.
6. Johal, R,K., et.al. (2012), Situation Analysis on Youth and Local Self-Governance, Commonwealth Youth Programme Asia Centre, Chandigarh. Tandon, Rajesh and Mohini Kak (Eds.). (2007).
7. Citizen Participation and Democratic Governance: In Our Hands, New Delhi: Concept. World Bank. (2007). Empowerment in Practice : Analysis and Implementation, World Bank Institute, Washington DC.

Suggested Readings:

Government of India. (2013), Towards Holistic Panchayati Raj – Twentieth Anniversary Report of the Expert Committee on Leveraging Panchayats for Efficient delivery of Public Goods and Services, Volume I to IV.

Government of India. (2015). Best Practices in Panchayats – Management and Service Delivery, New Delhi: Ministry of Panchayati Raj. Government of India. (2015).

Best Practices in Panchayats on Livelihoods and Natural Resource Management, New Delhi: Ministry of Panchayati Raj.

Gireesan, K and Jos Chathukulam. (2015), „ReModule 3 Approaches for empowering Local Governments

DLG4C17

DISASTER MANAGEMENT

Credit : 2

Theory Hours : 54 Hrs

Course Objectives

- To provide a systematic knowledge base on disasters and climate risks, typology, vulnerability and their impacts.
- To comprehend on approaches and methods of disaster management, preparedness and response, related policies and law.
- To provide an understanding of risk assessment processes and tools, risk reduction and adaptation measures
- To provide an understanding on possible pathways, tools and options for risk reduction through developmental planning and integration into projects at the local level
- To familiarise organizational development at the level with a focus on adaptation and disaster risk reduction
- To familiarise Disaster Risk Management and Climate Action Tool (DCAT) for Local Governments

Outcome

- After completion of the course, students should understand various types of disasters and climate risks and underlying factors, typology, vulnerability and their impacts.
- Students should gain knowledge of approaches and methods of disaster management, preparedness and response, related policies and law.
- Students should have a good grasp of risk assessment processes and tools, risk reduction and adaptation measures
- Students should have a clear understanding on the disaster risk management at the local level.
- Students should acquire the capability to apply Disaster Risk Management and Climate Action Tool (DCAT) for Local Governments

Modules	Hrs
Module 1: Disasters- Introduction Characteristics and Types of disasters, Basic concepts - Hazard, Disaster, Risk, Vulnerability, Mitigation, climate risks/climatic extreme events - drought, landslide, flood and cyclone, vulnerability factors, impact of	12

disasters – environment, land/geography, socio-economic development, health, infrastructure, systems, etc., impact on most vulnerable population groups, community resilience interventions, governmental processes, systems and institutions - Disaster Management Act, 2005, Disaster Management Authority at various levels.	
<p>Module 2: Foundations of Risk Assessment and Management</p> <p>Disaster Risk Reduction (DRR) and its evolution, DRM, Early warning and communication, Emergency response, Relief and rehabilitation, Resilience, Reconstruction, Recovery; Disaster vulnerability- national, state, district and local levels, Disaster Risk Management Tools and Methods, Hazard, risk and vulnerability assessment, Situation analysis, PDNA, Recovery framework, ecoDRR.</p>	14
<p>Module 3: Community-based Disaster Management</p> <p>Community Based Disaster Management- Scope and Significance, Disaster preparedness- Role of Local Governments in Disaster Preparedness and Risk Reduction – Analysis of functions of Local Governments, Local preparedness, Relief management, Role of agencies, technology and coordination; Disaster management planning at the local Level – Mapping of Area and Resources, Preparatory Exercises at the local level, Emergency response and recovery, Empowering Local Governments in Disaster Preparedness and risk reduction, Disaster Preparedness Measures, Use of GIS data and application of disaster-specific information, Natural Resource Management and Disaster Risk Management, Watershed management, Scope of MGNREGA in disaster risk reduction.</p>	14
<p>Module 4: Disaster Risk Management and Climate Action Tool (DCAT) for Local Governments</p> <p>DCAT- Scope of the Tool, Approach and Methods- Self rating and peer assessment, Technical assessment, Components- Climate relevance, Disaster Relevance and Governance, indicators for self assessment, peer assessment and Technical assessment, measurement, weightage of components and assignments of scores, Application of DCAT in a local government.</p>	14

Readings

1. Anil K Gupta, Jane Eppers and Ilona Porche (2011). Adaptation in Disaster Risk Management. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Govt of India MoEFCC.
2. Anil K Gupta, S S Nair (2013). Environmental Legislation for Disaster Risk Management. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and NIDM India.
3. Anil K Gupta, S S Nair (2014). Mainstreaming Climate Change Adaptation and Disaster Risk Reduction into District Level Development Plans. CDKN UK, ISET USA and NIDM India.
4. David Samuel Williams, Sérgio Rosendo, Oocheetsing Sadasing & Louis Celliers (2020) Identifying local governance capacity needs for implementing climate change adaptation in Mauritius, *Climate Policy*, 20:5, 548-562, DOI: [10.1080/14693062.2020.1745743](https://doi.org/10.1080/14693062.2020.1745743)
5. Gireesan, K. (2013), Disaster Preparedness and Risk Reduction – Significance of Empowering Panchayati Raj Institutions, *Disaster and Development*, Vol.7, No. 1 & 2, pp.146-163, New Delhi: National Institute of Disaster Management.
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<http://www.uncsd2012.org/index.php?page=view&type=400&nr=252&menu=45>
13. Walia, A and S Guleria, (2012), Village Disaster Management Plan, New Delhi: National Institute of Disaster Management.

DLG4C18

GEOSPATIAL TOOLS IN LOCAL LEVEL PLANNING

Credit: 3

Theory Hours : 54 Hrs

Course Objectives

- To provide an understanding of decentralisation policy and planning process using Geospatial tools.
- To understand the participatory mapping concepts in community resource using PRA approach.
- To familiarise SDGs, affect empowered by Big Data analysis in local level planning.

Outcome

- This core paper will get detailed understating about the application, planning capture, monitoring and analysis of geospatial data for local level planning and better governance.

Modules	Hrs
Module 1: Cartography and surveying Introduction to geography, Map, Map features, Map Characteristics, Map Projections, Different type of Maps, Introduction to Survey and Classification	
Module 2: Remote Sensing (RS) Introduction, Electromagnetic spectrum, Physics of Remote sensing, Earth surface features and spectral signatures, Sensors, Platforms, Scanners, Different resolutions Type of Remote sensing, Classification of remote sensing, Elements of Image interpretation, Digital Elevation Models, Application of remote sensing in local level planning	
Module 3: Digital Image Processing Introduction to digital image processing, Components of Digital image processing, Digital image formats, Image pre-processing, Image Classification, Image post processing	
Module 4: Geographical Information System (GIS) Introduction to GIS and historical milestones, Components of GIS, Vector data models and Raster data models, Spatial data, Non spatial data, Data Base Management System, Classification of Spatial data, Data Capture, Topology, Geographical analysis and modelling, Surface modelling Database query,	

Overlay analysis, Proximity analysis, Network analysis, Application of GIS for E- Governance.	
Module 5: Global Positioning System (GPS) Introduction to GPS, Different type of Segments, GPS satellite Signals, Calculating locations Differential GPS, Geotagging and Participatory GIS, Application of GPS tools for Policy making and monitoring process.	

Reference

1. Burrough, P. A., and R. A. McDonnell. "Principles of Geographical Information systems Oxford University press, New York," (1998).
2. Gibson, Paul J., Clare H. Power, and John Keating. *Introductory remote sensing: Principles and concepts*. Routledge, (2013).
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4. Jensen, John R. *Introductory digital image processing: a remote sensing perspective*. No. Ed. 2. Prentice-Hall Inc., (1996).
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6. Lillesand, Thomas, Ralph W. Kiefer, and Jonathan Chipman. *Remote sensing and image interpretation*. John Wiley & Sons, (2015).
7. Plantin, Jean-Christophe. *Participatory mapping: new data, new cartography*. John Wiley & Sons, (2014).
8. Unger Holtz, Tanya S. "Introductory digital image processing: A remote sensing perspective." (2007)
9. Van Halderen, Gemma, et al. "Big data for the SDGs: country examples in compiling SDG indicators using non-traditional data sources." (2021).

DLG4E05
HUMAN INFRASTRUCTURE, COMMUNICATION AND LEADERSHIP

Credit : 3

Theory Hours : 54 Hrs

COURSE OBJECTIVE

This course is intended to bring clarity in participants about the factors to be developed to become relevant in the new world. The course also aims to guide the participants to adopt the right steps for enhancing these attributes to emerge as future ready.

Course Outcome

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

Number	Course Outcome	Cognitive Level	Outcome is mapped to unit number:
1	Demonstrate perfect understanding about the Mindset and Human Skill set required to lead successful personal, professional and social life in the new world.	R, U	1,2
2	Be clear on the current level of mental and skill attributes and realize the gap.	R, U	1,2
3	Get exposed to the global practices, methods and techniques to enhance the attributes to bridge the gap.	R, U, An	3,4,5,6
4	Make a detailed plan with execution modalities to develop the mental and skill attributes required to be ready for the future.	Ap, An, E, C	7
5	Able to apply the acquired attributes in personal,	Ap, C	1,2,3,4,5,6,7

	professional and social life.		
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R-Remember, U-Understand, Ap-Apply, An-Analyze, E-Evaluate, C-Create

Syllabus

Unit	Units & Objectives	Content Mapped to Course Outcome	Hours
1	<p>Human Infrastructure: Attitude, Mindset, Emotional Intelligence and Skills</p> <ul style="list-style-type: none"> ○ The concept and importance of human infrastructure in the new world. ○ The ‘Demanding’ Future: Changing landscape of mindset and skill demand ○ Understand and analyze the gap between current position and the expected level. 	1,2	5
2	<p>The mindset: Focus, Positivity, GRIT, Emotional Intelligence and Flexibility.</p> <ul style="list-style-type: none"> ○ Appropriate mindset and mental framework to adapt to the dynamics of the new world. ○ Methods to enhance Focus,GRIT, Emotional Intelligence and Flexibility. ○ How to apply development in mindset during different scenarios in life. 	3, 5	12
3	<p>Communication, Presentation and Professional Discussion Skills</p> <ul style="list-style-type: none"> ○ Verbal and non-verbal communication ○ Preparation and delivery of professional presentations ○ Preparation and participation in professional discussions 	3, 5	8
4	<p>Group and team work, interpersonal dynamics and relationship management</p> <ul style="list-style-type: none"> ○ Different personality types and traits ○ Dynamics of interpersonal relationships ○ Approaches and methods for effective group and team work 	3, 5	12
5	<p>Scenario Analysis, Planning, Problem Solving and Decision Making</p>	3, 5	10

	<ul style="list-style-type: none"> ○ Developing strong understanding on analyzing, conceiving and interpreting scenarios to derive meaning out of complexities. ○ Different approaches to solve problems ○ Systematic process of decision making ○ Sub-conscious biases, self-sensitization and possible methods to be un-biased while solving problems and taking decisions. 		
6	<p>Leadership for future</p> <ul style="list-style-type: none"> ○ Role of leaders in future ○ Leading the ‘unknown’ generation ○ Mindset to build leadership in a brick-by-brick manner. ○ International perspectives about leadership and its function within modern institutions/organizations. 	3, 5	15
7	<p>Plan Development:</p> <ul style="list-style-type: none"> ○ Design a 2-year action plan to develop and sharpen the most optimum mindset and skillset to be ready for the future. ○ Develop the ability to implement the plan to ensure continuous growth and development. 	4	8

Reading and Reference

1. Adair, J. (2011). *Effective Communication: The most important message skill for all*. Pan Macmillan.
2. Avolio, B. J. , Sosik, J. J. , Jung, D. I. , &Berson, Y. (2003). Leadership models, methods, and applications. In Borman, W. C. , Ilgen, D. R. , &Klimoski, R. J. , *Handbook of psychology* (Vol. 12, pp. 277–307). Hoboken, NJ: Wiley.
3. Collins, J. (2001b). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review*, 79, 66–76.
4. Duckworth, A. (2016). *GRIT: The Power of Passion and Perseverance*. Scribner
5. Goleman, D. (1996). *Emotional Intelligence: Why it can matter more than IQ*. Bloomsbury
6. Goleman, D. (2013). *FOCUS: The Hidden Driver of Excellence*. Bloomsbury
7. Greiff, S., Niepel, C., &Wüstenberg, S. (2015). 21st century skills: International advancements and recent developments [Editorial]. *Thinking Skills and Creativity*, 18, 1–3
8. Huitt, W.G. (1992). Problem Solving and Decision Making: Consideration of Individual Differences Using the Myers-Briggs Type Indicator. *Journal of Psychological Type*. Volume 24. Pages 33-44.
9. Morgan, J. (2020). *The Future Leader: 9 Skills and Mindsets to Success in the Next Decade*. Wiley.

Assessment

The participants can be rightly assessed through a 'Case analysis and Presentation' as well as the comprehensiveness & clarity of plan developed for future development.

DLG4C19

RESEARCH PROJECT AND COMPREHENSIVE SEMINAR

Research Project

There shall be a project work with dissertation to be undertaken by all students in the fourth semester. The dissertation entails field work, lab work, report, presentation and viva voce. The class hours allotted for project work may be clustered into a single slot so that students can do their work at a centre /location for a continuous period of time. However appropriate changes can be made by the concerned board of studies in this regard.

Project work shall be carried out under the supervision of a teacher in the parent department concerned or prescribed by the department coordinator.

- Students would be required to take an individual assignment with one or more local governments
- Students shall choose a topic that would be of critical importance for the effective functioning of local governments. There can be policy issues and other generic subjects as well, based on relevance from time to time.
- Research Project has two parts – Submission of dissertation and Viva voce. Maximum of 100 marks will be given for dissertation.

The project report shall be prepared according to the guidelines approved by the university. Two typed copies of the project report shall be submitted to the Head of the Department, two weeks before the commencement of the ESE of the final semester.

Project layout. No two project reports of any student should be identical, if in case this may lead to the cancellation of the project report by the university.

Evaluation of project report

14. The ESE of the project work shall be conducted by two external examiners
15. Evaluation of the Project Report shall be done under mark system
16. The evaluation of the project will be done at two stages.

- iii) Continuous/ internal assessment (CA) (Supervising teacher/s will assess the project and award internal marks)
 - iv) External evaluation (by external examiners appointed by the University)
17. Marks secured for the project will be awarded to candidates, combining the internal and external marks
 18. The internal to external component is to be taken in the ratio 1:4
 19. Assessment of different components of project may be taken as below.
 20. External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board for the smooth conduct of the evaluation of project.
 21. Internal Assessment should be completed 2 weeks before the last working day of fourth semester.
 22. Internal Assessment marks should be published in the department.
 23. Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines
 24. Submission of the Project report and presence of the student for viva are compulsory for internal evaluation. For external evaluation (for programmes without practical) the Project report submitted by the student shall be evaluated by the external examiners. No marks shall be awarded to a candidate if she/he fails to submit the Project report for external evaluation.
 25. A student shall be declared to pass in the Project report course if she/he secures minimum 40% marks of the aggregate and 40% separately for external
 26. The student should get a minimum of 40% marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be submitted along with subsequent examinations through parent department

Arrangement of Contents:

- v) The project should be arranged as follows

12. Cover Page and Title Page
13. Bonafide certificate/s
14. Declaration by the student

- 15. Acknowledgement
- 16. Table contents
- 17. List of Tables
- 18. List of Figures
- 19. List of symbols, Abbreviations and Nomenclature
- 20. Chapters
- 21. Appendices
- 22. References

vi) Page dimension and typing instruction

The dimension of the project report should be in A4 size. The report should be printed in bond paper and bound using flexible cover of the thick white art paper or spiral binding. The general text of the report should be typed with 1.5 line spacing. The general text shall be typed in the font style ‘Times of New Roman’ and font size 12. The paragraphs should be arranged in justified alignment with margin 1.25” each on Top. Portrait orientation shall be there on Left and right of the page. The content of the report shall be around 40 pages.

vii) A typical specimen of Bonafide Certificate

KANNUR UNIVERSITY

BONAFIDE CERTIFICATE

< font style: Times of New Roman- Size – 14>

Certified that this project report” TITLE OF THE PROJECT>.....” is the Bonafide work of “ NAME OF THE CANDIDATE” who carried out the project work under my supervision.

<Signature of the HoD> < Signature of the Supervisor/ Co Supervisor>

Signature

Signature

Name

Name

Head of the Department

Head of the Department

Academic Designation`

Academic Designation

Department

Department

Seal

Seal

viii) Declaration by the student

DECLARATION

I,, hereby declare that project work entitled(Title of the Project)has been prepared by me and submitted to Kannur University in partial fulfillment of requirement for the award of Bachelor of Is a record of original work done by me under the supervision of Dr./ Prof? of Department of college / (Name of Institute)

I also declare that this Project work has not been submitted by me fully or partly for the award of any Degree, Diploma, Title or correction before any authority.

Place:

Signature of the student

Date:

(Reg. No)

Evaluation of project report

14. The ESE of the project work shall be conducted by two external examiners
15. Evaluation of the Project Report shall be done under mark system
16. The evaluation of the project will be done at two stages.

- iii. Continuous/ internal assessment (CA) (Supervising teacher/s will assess the project and award internal marks)
 - iv. External evaluation (by external examiners appointed by the University)
17. Marks secured for the project will be awarded to candidates, combining the internal and external marks
 18. The internal to external component is to be taken in the ratio 1:4
 19. Assessment of different components of project may be taken as below.
 20. External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board for the smooth conduct of the evaluation of project.
 21. Internal Assessment should be completed 2 weeks before the last working day of IVth semester.
 22. Internal Assessment marks should be published in the department.
 23. Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines
 24. Submission of the Project report and presence of the student for viva are compulsory for internal evaluation. For external evaluation (for programmes without practical) the Project report submitted by the student shall be evaluated by the external examiners. No marks shall be awarded to a candidate if she/he fails to submit the Project report for external evaluation.
 25. A student shall be declared to pass in the Project report course if she/he secures minimum 40% marks of the aggregate and 40% separately for external
 26. The student should get a minimum of 40% marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be submitted along with subsequent examinations through parent department

The breakup of internal marks is given in Table 6.

Table 6: Breakup of Internal Marks for Research Project

Internal(Viva) 20% of total	% of internal marks
Components	

Punctuality	20
Use of data	20
Scheme/ Organization of report	40
Viva voce	20

The breakup of external marks of research projects is shown in Table 7.

Table 7: Breakup of External Marks for Research Project

External (80%) of Total Components	% of External Marks
Relevance of the Topic	5
Statement of Objectives	10
Methodology/ Reference/ Bibliography	15
Presentation of Facts/ Figures/ Language Style/ Diagrams etc.	20
Quality of Analysis/ Use of Statistical tools	15
Findings and Recommendations	10
Viva-Voce	25

Common Viva-Voce

There will be a comprehensive subject viva-voce for which maximum marks that can be awarded will be 50. External examiner will conduct the viva voce.

Other Details

Foundation Course

Institute/ Centre will offer the courses to the students

Dept. Elective Course

Parent dept will offer these courses

Open Elective Course

Any elective course offered by any other University/Institution/ online services OR any other courses offered by other School/Department

