CBCS Syllabus

M.A. Local Governance and Development
2017 - 2019
M.A. Local Governance and Development

This programme structures multi-dimensional and inter-sectoral knowledge-base for strengthening Local Government Institutions and development organisations. The curriculum enables the youth to analyse the dynamics of decentralized governance and to equip them with the requisite skills towards realising local economic development and social justice. It is expected to enhance their leadership potentials as change agents. The curriculum is dynamic and updated in tune with the pressing needs and demands of the field. The programme include courses like Disaster & Risk Management, Public Policy, ICT for Governance and Development, Sustainable Cities, Participatory Learning and Action, Agriculture & Local Government (LG), Education & LG, Public Health & LG, Tribal Governance and Development, Evaluation of Programmes and Projects, Constituency Management, Geo-spatial Technology for G & D, are also incorporated in the programme. It is designed to evolve appropriate approaches, strategies and practices aiming at ‘mainstreaming youth in local governance’. It empowers the learner to apply the principles of ‘Horizontal Learning’ to identify, share and adapt the best practices to achieve ‘good governance at the grassroots’. Thematic workshops, learning journey, internship, field-based studies, social laboratory, experiential learning, etc. add value to the programme and enhance the employability of the learners in diverse work settings.

Objectives of the Programme

* To mould the learner as responsible citizens with social relevance, by providing relevant inputs for knowledge, attitude and skills to enable them to contribute for empowerment of Local Government Institutions, development organisations and civil society.

* To equip the learner to play an active and responsible leadership role in the functioning of Local Government Institutions.

* To develop capacity among the youth in the planning, implementation and monitoring of various development and welfare programmes.

* To enable the youth to effectively participate in disaster management and sustainable development.

* To suggest policy initiatives in various cross-cutting areas of governance and development.

* To continuously strive for realising ‘Good Governance at the Grassroots’.

* To empower the learner to actively participate in governance and development as ‘Subjects’ rather than as ‘Objects’, i.e., to take part in the process as ‘informed citizens’ rather than as ‘beneficiaries’.
### Outline of the Programme and Scheme of Examination

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Foundation (F) / Core (C) / Elective (E) / Skill Enhancement Course (S)</th>
<th>IA</th>
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**Semester I - Min. No. of Credits**: 19

**Semester II - Min. No. of Credits**: 20

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**Semester III – Min. No. of Credits**

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**Semester IV – Min. No. of Credits**

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**Grand Total**

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IA: Internal Assessment; ES: End Semester; NC & A: No Credited and Audited

* Ratified in the AC meeting held on 17 Sep 2016.
** Approved in the AC meeting held on 17 Sep 2016.

Note:
1. During the **Second Semester**, the student is expected to select a **minimum of Two Electives**; in the **Third Semester**, the student is expected to select a **minimum of Three Electives**; and in the **Fourth semester**, the student is expected to select a **minimum of Two Electives**.

2. A student of M.A. Local Governance and Development is expected to acquire minimum of **Four credits** from the elective courses offered by other programmes of RGNIYD. The Extra Departmental Elective courses may be opted by the student during the Second/Third/Fourth Semesters.
3. The courses **MALG3E11** and **MALG3E12** will be offered as Open Electives by the Department of Local Governance.

4. The course **MALG4E16** will be offered as Elective to the Students of **M.A. Local Governance and Development** and **M.A. Development Policy and Practice**.

5. For successful completion of the programme, **M.A. Local Governance and Development**, a student is expected to acquire **minimum of 75 credits** as given below.

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<th>Category</th>
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<td><strong>Core Courses</strong></td>
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<td><strong>Elective Courses</strong></td>
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<tr>
<td><strong>Non-Credited &amp; Audited</strong></td>
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| I Semester                    | - Field Exposure (2 Hours in a week)  
|                               | - Skill Enhancement Course (2 Hours in a week) |
| II Semester                   | - Skill Enhancement Course (2 Hours in a week) |
| III Semester                  | - Skill Enhancement Course (2 Hours in a week) |
| IV Semester                   | - Skill Enhancement Course (2 Hours in a week) |
I Semester
MALG1C01: Research Methodology

Objectives
On successful completion of the course, the student will be able to:
- conceptualize and operationalize the of Research problem
- design quantitative and qualitative studies with appropriate methodology
- prepare scientific research reports

Unit I: Introduction
Social Science Research: Characteristics and Limitations – Methods and Methodology - Philosophical Foundations of Research: Ontological and Epistemological - Types of research: Inductive and Deductive, Pure and Applied, Quantitative and Qualitative, and Social Action Research - Ethical Considerations in Social Science Research

Unit II: Types of Research Design
Descriptive Design - Explanatory Design - Exploratory Design - Experimental Design - Diagnostic Design

Unit III: Research Problem and Hypotheses
Framing Research Questions and Objectives - Formulation and Conceptualisation of Research Problem – Hypothesis: Types - Characteristics of good hypotheses - Testing hypotheses

Unit IV: Sampling Framework
* Probability sampling : Simple random, Systematic, Stratified, Multi-stage, Cluster and Area sampling
* Non Probability Sampling : Accidental, Purposive, Quota and Snowball sampling

Unit V: Research Data - Management and Reporting
* Sources of data: Primary and secondary
* Quantitative methods of data collection: Interview, Questionnaire, Schedule method and Observation
* Qualitative Methods of data collection: Participant Observation, Focus Group Interviews, Oral History and Narratives, Content Analysis and Case Study – Thematic Analysis - Other unobtrusive methods
* Data Processing, Analysis and Interpretation – Use of Statistics in research – Use of Statistical packages
* Writing research report: Addressing research question - Writing Strategies - Structure and style of reports - Referencing and Citation

Prescribed Readings
Babbie Earl (2008), The Basics of Social Research, Printed at Thomson Higher Education, USA.

Suggested Readings
MALG1C02: Constitution of India

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

- understand the basic structure and features of Indian constitution.
- list out the fundamental rights and duties of citizens.
- identify the powers and functions different levels of government.
- analyse the Union-State relations in India.

Unit I: Introduction

Unit II: Union Government
The President and the Vice-President: Election, Powers and Functions - The Prime Minister and Council of Ministers - The Lok Sabha and the Speaker - The Rajya Sabha and the Chairperson - The Supreme Court of India: Independence of the Judiciary and Judicial Review - Amendment Procedures of the Constitution

Unit III: State Government
The Governor: Appointment, Powers and Functions - Chief Minister and the Council of Ministers - The Legislative Assembly and Speaker - The Legislative Council and the Chairperson - The High Court

Unit IV: Federalism in India
Nature of federation and Federal features of the Indian Constitution - Union-State: Legislative Relations, Administrative Relations and Judicial Relations - Division of Powers: Union List, State List, Concurrent List - Residual Powers - Control of All India Services over State Services - Inter-State Council

Unit V: Union Territories and Tribal Councils

Prescribed Readings

Suggested Readings
Note: Latest articles from EPW and other reputed journals will be included in the suggested readings.
MALG1C03 : Local Government System

Objectives
On successful completion of the course, the student will be able to:
- explain the perspectives of different Indian leaders on local government.
- understand the contributions of various committees on local government.
- describe the features and provisions of Constitutional Amendment Acts.
- analyse the significance of Grama Sabha in Local Government system.

Unit I : Local Government

Unit II : Rural Local Government
73rd Amendment Act (1992) - Major Features - 11th Schedule of the Constitution – Significance of Grama Sabha – Resources for Panchayati Raj Institutions (PRI) - Difficulties and Issues in functioning – Suggestions for improving the functioning of PRIs

Unit III : Urban Local Government

Unit IV : Local Government system in selected areas

Unit V : Comparative Local Government
Local Government System in Selected Countries: United Kingdom, United States of America, France, China and Norway.

Prescribed Readings:
Mathew G and Jain L. C (Eds.), (2005), Decentralisation and Local Governance, New Delhi: Orient Blackswan.
Niraja Gopal Jayal and et.al. (2006), Local Governance in India – Decentralisation and Beyond, New Delhi: Oxford University Press.

Suggested Readings:
Objectives

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

- understand the meaning and types of democracy.
- realise the significance of democratic decentralisation.
- distinguish between government and governance.
- explain the different models of local governance.
- describe the initiatives for good governance.

Unit I: Democracy


Unit II: Perspectives of Decentralisation


Unit III: Local Government and Local Governance


Unit IV: Models of Local Governance

Local Governance – Institutional preferences: Local autonomy, Direct Democracy, Accountability, Control over Services - Models of Local Governance: Localist, Individualist, Mobilization and Centralist – Alternative Models of Local Governance - Legal Status and Relative Importance of Local Governments

Unit V: Good Governance Initiatives in Local Governments


Prescribed Readings

Suggested Readings

Bardhan, Pranab and Dilip Mukherjee. (Eds.). (2007), Decentralisation and Local Governance in Developing countries: A Comparative Perspective, New Delhi: The Oxford University Press.


Vijayanand, S.M. (2009), Kerala: A Case study of Classical Democratic Decentralisation, Thrissur: Kerala Institute of Local Administration (KILA).
MALG1C05 : Field Exposure

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

- study the functioning of various local level institutions;
- understand the functioning of Local Government Institution in the select area.
- make a preliminary appraisal of governance issues and development gaps.

Activities:

(a) Visit an Anganawadi (Child care centre); interact with the stakeholders; make a preliminary appraisal about the functioning of the institution; and document.

(b) Visit a Primary/Middle/High School; interact with the stakeholders; make a preliminary appraisal about the functioning of the institution; and document.

(c) Visit a Primary Health Centre/ Sub Centre/Clinic; interact with the stakeholders; make a preliminary appraisal about the functioning of the institution; and document.

(d) Visit a Public Distribution System Centre/Outlet; interact with the stakeholders; make a preliminary appraisal about the functioning of the institution; and document.

(e) Visit a SHG/ Youth Club/Co-operative Society/Community Based Organisation; interact with the stakeholders; make a preliminary appraisal about the functioning of the institution; and document.

(f) Visit a Gram Panchayat; interact with the elected members and officials; make a preliminary appraisal about the functioning of the Local Government Institution; and document.

(g) Visit an urban Local Government Institution; interact with the elected members and officials; make a preliminary appraisal about the functioning of the Local Government Institution; and document.

(h) Visit a Non-Government Organisation/Development Organisation; interact with the key functionaries; make a preliminary appraisal about the functioning of the organisation; and document.

Note: As part of this course, each student is expected to visit different local Institutions and organisations, carry out an appraisal about its functioning and document the same in a Practicum Record. This Practicum Record will be audited by the faculty.
PGCP1F01 : Understanding Youth

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

- understand the concept and perspective of Youth.
- familiarize the different approaches to youth
- analyse the inherent power of youth

Unit I: Introduction
Defining Youth - Social Construction of Youth - Changing conceptions of Youth

Unit II: Perspectives of Youth
Cultural Perspective - Comparative Perspective - Biographic Perspective

Unit III: Approaches to Youth
Youth as Action - Youth as Identity - Youth as Transition - Youth and Inequality - Youth and Dependence - Youth in Society - Youth Culture

Unit IV: Youth Power
Youth Demographics - Youth and Socio-political Movements - Youth as Social Capital - Youth as Change agents - Youth in the context of globalisation

Unit V: Youth in New Millennium: Challenges and Opportunities
Equity and Access - Education and Skill Development - Employability and Employment – Health – Physical, Mental and Spiritual wellbeing – Citizenship and civic engagement

Activity 1: Collect details on the contributions of leaders like Mahatma Gandhi, Swami Vivekananda in Youth development.

Activity 2: Organise debate/discussion on shift in value system.

Prescribed Readings
Jones, Gill, (2009), Youth, Polity Press, UK.

Suggested Readings
The social fabric of Indian Society is complex and is characterised by the caste, class and religion, besides the distinctive feature of joint family system. The first section on society introduces the students to the concepts and debates relating to social structure, social process and social issues that have bearing on the socio-economic development of the Indian society. The main objective of the section on economy is to provide the students with a critical understanding of the Indian economy, to understand the status, issues and policies of the Indian economy at the aggregate as well as sectoral levels and to understand the experiences in pre as well as post reform years, keeping colonial experience at the background. The section on Indian political system helps students to understand structure and functions of constitution, union government, state government, and local government institutions. It also discusses the centre – state relationships.

Section A: Society

Unit I: Modern Indian Nation: A historical perspective
- India on the eve of British Rule – Colonial Rule under the East India Company from 1757 to the Great Revolt of 1857 – Crown Rule 1857-1947 – Conditions of the Indian People and Society under Colonial Rule
- Nationalism in India – Rise and growth – Indian National Congress – Moderates and Extremists- Gandhi and the emergence of a mass movement for freedom from colonial role –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

Unit II: Contemporary Indian Society
- Main features: Large and diverse territory and population - Language, ethnicity, religion and geography as markers of diversity and plurality – Uniqueness of India as a unified Nation state with the highest degree of diversity
- The Indian Caste System -Hierarchies – Relations of Dominance and Dependence – Untouchability and other forms of caste discrimination/oppression - Caste as a marker of identity in a changing India - Role of affirmative action/positive discrimination
- Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes such as economic modernization and urbanization
- Globalization and contemporary Indian Society –Implications for Family and Social Values.

Section B: Indian Political System

Unit III: Indian Political System
- Union Government: Parliament – Powers and functions of key functionaries: President, Vice President, Prime Minister, Council of Ministers and Speaker – Supreme Court of India: independence of Judiciary
- Federalism and Centre-State Relations – Coalitions at Centre and in the States
- Centre-State Financial Relations - Finance Commission
- State Government: Legislative Assembly – Powers and functions of key functionaries: Governor, Chief Minister, Council of Ministers and Speaker – High Court
- Local Government : PRIs & Urban Local Government Institutions
Section C: Indian Economy
Unit IV: Economic Development in India from 1950 to 1990
- Indian Economy at Independence: Population, Education, Health, Agriculture, Industry, Physical and Industrial Infrastructure
- Economic Growth Patterns: Overall, Agriculture, Industry, Services
- Human Development Trends
- Trends in extent of Poverty over time in India and major States
- Employment and Unemployment – Trends in terms of quality and quantity
- An introduction to Environment, Development and Displacement Issues in India

Unit V: Indian economy since 1990
- Economic reforms of liberalization, privatization and globalization - Growth, poverty, employment and unemployment and food security.

Prescribed Readings:
Society

Indian Polity

Indian Economy
- Gupta, K.R and Gupta, J.R (2008), Indian Economy, New Delhi: Atlantic Publishers
PGCP1F03: Gender and Society

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

- introspect on the gendered experiences across the spectrum of daily life and understand power relations through gender lens
- understand the gender disparities and gender inequality in society
- explore the possibilities to alter the genderscape.

Unit I: Introduction
Sex and Gender - Types of Gender - Gender Roles, Private vs Public Dichotomy - Patriarchy and Gender Relations

Unit II: Gender and Family
Gender Division of Labour and Gender Hierarchy - Gender Role Socialization - Gender Dynamics in Patriarchal and Matrilineal Families

Unit III: Gender and Education
Gender Disparity in Education - Gender Bias and Gender Stereotyping in Curriculum - Promoting Gender Equality through Education

Unit IV: Gender and Economy
Segmented Labour Market and Occupational Segregation - Gender Issues in Informal Sector - Gender Stereotyping and Gender Discrimination at the Work Place

Unit V: Gender and Polity
Political Participation of Women in India - 73rd and 74th Constitutional Amendments - Politics of Reservation Bill for Women

Prescribed Readings:
Jackson, S & Scott, S (2002) Gender: A Sociological Reader. New York: Routledge (part 1 ch-1.2.3.4, part 3 Ch 18, 19 & Part 4)
73rd and 74th Amendment. Planning Commission, GOI publication

Suggested Readings:
Active Learning Tool kit:

**Exploring Gender**: How gender permeates everyday life as what it means to be a woman or a man?

**Activity**: Reflective Analysis of personal lives and preparing a concept note on Gendered Lives

**Questioning Gender**: Are Gender roles in Family hierarchical or complementary? How can we transform hierarchical gender relations into complementary roles.

**Group Discussion and Presentation**: Analysing roles, responsibilities and every day activities of men and women in family and suggesting strategy for transformation towards gender equality

**Discussion Question**: How does private patriarchy influence public patriarchy and the implications for gender inequality?

**Activity - Gender Analysis**: Statistical analysis of labour force participation of men and women and explaining theoretical assumptions of occupational segregation and feminization of occupations
II Semester
MALG2C06: Indian Administration

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

- explain the administrative structure at the centre and state levels.
- describe the functions of institutions like National Development Council, Planning Commission and NITI Aayog.
- Understand the significance of civil services.

Unit I: Introduction
Historical Legacy of Indian Administration: Ancient, Medieval, Colonial Period and Post-Independence.

Unit II: Central Administration
Central Administration: President as the Chief Executive - Central Secretariat: Structure and Functions - Executive Agencies: Attached and Subordinate Offices, Line and Staff Agencies - Government Departments, Public Corporations, Government Companies and Boards - Commissions in India: Constitutional Commissions, Statutory Commissions/Boards, Boards/Commissions set up by Executive Orders - Finance Commission - Election Commission of India - Comptroller and Auditor General of India - Role of The Prime Minister’s Office - Cabinet Secretariat - The Cabinet Secretary - Organization of Ministries.

Unit III: State and District Administration
State Administration: Governor as the Chief Executive - State Secretariat: Structure and Functions - Role of The Chief Minister’s Office - Chief Secretary-Organization of Ministries, Governments of States - The Directorates - District Administration: District Collector and other District Officials - Administration below District.

Unit IV: Indian Public Service / Administrative Services in India
Evolution of Civil Services in India – Civil Services Structure and Recruitment: All-India Services, Central Services, State Services and Local Services - Public Service Commissions: Union and State - Training of Civil Services - Types of Training, Training Agencies in India: Training for All-India Services, Training for State Services, and Training for Local Services.

Unit V: Issues in Indian Administration
Political and Permanent Executive: Relationship between Minister and Secretary, Generalist and Specialists in Administration, Integrity in Public Administration: Anti-Corruption measures and Machinery: Vigilance Organisations in Ministries, Lok Pal and Lok Ayukta, Redressal of Citizens Grievances.

Prescribed Readings
Arora, Ramesh and Rajni Goyal. (2009), Indian Public Administration- Institutions and Issues, New Delhi: Viswa Prakashan.
Maheswari, Shriram. (2004), Indian Administration (Sixth Edition), New Delhi: Orient Blackswan.
Singh, Hoshiar and Pankaj Singh. (.....), Indian Administration, New Delhi: Pearson Education India.
Laxmikanth, M (2011), Governance In India, New Delhi: Tata McGraw-Hill Education.

Suggested Readings
MALG2C07 : Development Administration

Objectives
On successful completion of the course, the student will be able to:
- understand the scope and importance of development administration and contributions of development theorists.
- describe the developmental planning in India.
- explain the administrative capability for development and administrative Reforms in India.
- identify the challenges of development administration in India

Unit I: Evolution of Development and Development Administration

Unit II: Theories and Models of Development Administration
Bureaucratic theory (Max Weber) - Behavioural theory (Herbert Simon) - Ecological theory (FW Riggs) – Developmental Models (Edward Weidner)

Unit III: Development Planning

Unit IV: Administrative Capability for Development and Administrative Reforms
Administrative Capability - Definition, Measures, Assessment, Enhancing Administrative Capability, Requirements of New Bureaucracies

Unit V: Challenges of Development Administration

Prescribed Readings

Suggested Readings
MALG2C08 : Local Government Finance

Objectives
On successful completion of the course, the student will be able to:
- understand the Fiscal Federalism in India
- comprehend the Local Finance structure and its functions
- perceive Budgeting, Accounting and auditing in Local Governments

Unit I: Fiscal Federalism in India


Unit II: Rural Local Finance

Committees on Panchayat Finances: Finance Enquiry Committee, Taxation Enquiry Committee, Santhanam Committee, Ashok Mehta Committee, Singhvi Committee - Problems of Resources - Resources for PRIs.

Unit III: Urban Local Finance


Unit IV: Budgeting


Unit V: Accounting & Auditing


Prescribed Readings:
Goel, S.L. (2008), Public Financial Administration, New Delhi: Deep and Deep Publications,
Chand, S.N. (2008), Public Finance, Volume 2, Delhi: Atlantic Publishers,

Suggested Readings


MALG2C09 : Research Practices in Local Governance

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

- design and perform the survey of a selected population in a locality.
- observe and record the changes to a group of people.
- study a unit of case and analyse its significance.
- disseminate the findings and outcome of a study.

Unit I : Introduction
Qualitative and Quantitative Research Paradigms - Qualitative research: Features, Methods and techniques, Credibility, Triangulation, Dependability - Mixed methods and interdisciplinary designs - Ethics in research - Avoidance of plagiarism – Trends in local governance research – Policy notes, Programmes and Projects.

Unit II : Survey and Observation
Survey – Purpose, principles and steps - Types of survey: Mail and online survey, Cross-sectional and longitudinal studies - Interview schedules and questionnaires for data collection - Analysis of data and drawing inferences - Merits and limitations of survey – Observation - Types of observation: Natural, participant and non-participant - Observation skills – Observation: Planning, recording and analysis

Unit III : Case Study and Focus Group
Case Study: Scope and significance – Social microscope – Types: Explanatory, Exploratory, Retrospective and Prospective case studies - Sources of evidence - Steps in conduct of case analysis - Advantages and limitations.
Focus Groups - How to conduct - Role of respondents and moderator in focus group - Client participation in focus group - Mini focus group, Teleconference focus group and Online focus groups - Analysis of focus group data – Focus Group: Benefits, strength and limitations

Unit IV : Other Qualitative Research Paradigms
Ethnography, Content Analysis and Narratives - SWOT analysis - Participatory methods: RRA, PRA and PLA - Social Mapping, Resource Mapping, Time line, Seasonal Calendar, Venn Diagram - Participatory Action Research

Unit V : Adjudication and Dissemination
Adjudication - Viva-voce and open defense - Dissemination of research findings: Oral, Visual and Written - Publication of project reports: Presentations in Conferences, Seminars and Workshops – Articles in Journals, Books - Monographs.

Practicum

Activity 1: Carry out the survey of youth population in a nearby village/town/slum; and prepare a report.
Activity 2: Observe the conduct of Gram Sabha/ village committee/ SHG meeting; and document its proceedings.
Activity 3: Carry out the case study of: an elected member of Local Government Institution/ Social Researcher/ Key functionary of Development Organisation/ Social activist/ Extension Activist; and document.
Activity 4: Organise a discussion on the topics like alcoholism, de-addiction, domestic violence, corruption, accountability and transparency.
Activity 5: Carry out SWOT analysis of a LGI/ other local level institution/ Community Based Organisation.
Prescribed Readings

Vaus, David De. (2003), Surveys in Social Research, Jaipur: Rawat Publications.

Suggested Readings

Morse, Janice M. (1997), Completing a Qualitative Project Details and Dialogue, SAGE Publication.
MALG2E01 : Public Policy

Objectives

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

- understand the scope and significance of public policy.
- describe the different types of public policy.
- examine the contributions of various stakeholders in policy making
- list the political, financial and popular difficulties in the implementation of policy.
- analyse the cycle of selected public policies.

Unit I: Introduction

Definition and Types of Public Policy: Regulatory, Welfare, Distributive and Re-distributive –

Unit II: Policy Making in India


Unit III: Policy Implementation


Unit IV: Policy Monitoring and Evaluation


Unit V: Public Policies

Population Policy - Education Policy - Health Policy

Prescribed Readings

Ayyar, R.V.V. (2009), Public Policy Making in India, New Delhi: Pearson Education India.
De, Prabir Kumar. (2012), Public Policy and Systems, New Delhi: Pearson Education India.

Suggested Readings

Hill, Michael and Peter Hupe. (2002), Implementing Public Policy, Sage.
MALG2E02 : Participatory Learning and Action

Objectives
On successful completion of the course, the student will be able to:
- understand the concept of PLA and its techniques
- learn about the application procedure of Participatory mapping and ranking techniques.
- use the different tools for accountability.

Unit I: Concepts and Principles of PLA
Participatory approaches & Rapport Building: Rapid Rural Appraisal (RRA); Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) - Features of PRA Philosophy, principles, objectives, and scope - Types of PRA - Roles and Responsibilities of PLA Team - Concerns and challenges of PLA

Unit II: Participatory Mapping Techniques
Meaning, Procedures and Application of Participatory Mapping techniques: Social Mapping; Resource Mapping, Mobility Mapping, Venn Diagrams, Focus Group Discussion and Flow Diagram

Unit III: Participatory Ranking Techniques
Meaning, Procedures and Application of Participatory Ranking techniques: Wealth ranking, Pair wise Ranking, Problem and Preference Ranking, Matrix ranking and Scoring, SWOT Analysis, Trend Analysis and Seasonal Calendars

Unit IV: Tools for Social Accountability in PLA
Citizen Report Card - Citizen Voice Card - Citizen Participation in Public Policy making - Participatory Budgeting - Citizen monitoring of Public Service Delivery - Social Audit - Lobbying and Advocacy Campaign - Pro-poor Public Interest Litigation - People’s Court

Unit V: Application of PLA Methods
PLA in project formulation: Formulating development Projects with people’s participation; Problem Identification, Analysis and Formulation – Data Requirements and Methods: Participatory Poverty Assessments; Sustainable Livelihood Assessments – Integration of Geographic Information System (GIS) data and other scientific inputs with the data gathered through participatory methods and techniques

Prescribed Readings
Chambers, Robert. (2008), Revolutions in Development Inquiry, Earthscan.

Suggested Readings
MALG2C10 : Field Immersion

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

- experience and analyse the governance issues and development gaps in the study area.
- Identify the potentials, resources and scope for interventions by the Local Government Institutions and development organisations in the area to address the governance issues and development gaps in the area.

Activities:
The students will be staying in a selected area for a specific period as part of the learning journey. As part of their study, they will visit various local institutions, interact with the community, interview the elected members and officials of the Local Government Institution and functionaries of development organisations working in the area. They will also carry out case studies on relevant individuals/organisations/topics/issues in the area. The field immersion will be planned in co-ordination with an Academic Institution/ Development Organisation/ NGO working in the field of Local Governance. The field immersion will be carried out under the guidance and supervision of faculty members and functionaries of Institution/Development Organisation/NGO.

Note: As part of this course, each student is expected to document the details of activities carried out in a Practicum Record, which will be evaluated.
MALG2C11: Internship

At the end of the 2nd Semester of M.A. Programme, the candidate is expected to carry out field work/study in an organisation/agency related/relevant to the programme/subject for the period of four weeks and submit a report to the Department in the format specified.

The Organisation / Agency can be a Government Department, Local Government Institution, Academic/Research Institution, Autonomous research organisation, Development Organisation, Non-Governmental Organisation (NGO) working in the area relevant to the programme. If it is an NGO or a Development Organisation, it must be registered. Internship with unregistered organisation(s) will not be accepted.

For more details, refer Internship Guidelines brought out by the Institute.
III Semester
MALG3C12 : Perspectives of Rural Development

Objectives:
On successful completion of the course, the student will be able to:
- Understand the concept of Rural Development, Approaches and Strategies
- Analyse the implementation of major development and welfare programmes.
- Identify the institutions involved in rural development
- Evaluate the concerns of rural development Information system

Unit I: Introduction

Unit II: Institutions for Rural Development and Management
Structure, Functions and Role in Rural Development - National level Institutions: Planning Commission, Ministry of Rural Development, Ministry of Panchayati Raj, NIRD, CAPART and NABARD - State Level Institutions: State Planning Board, State Institute of Rural Development and Kerala Institute of Local Administration - District & Other Level Institutions: District Planning Committee; Panchayati Raj Institutions - Community Based Institutions – Scientific inputs and support from the Institutions like ICAR, ISRO, CSIR Institutes, etc.

Unit III: Rural Development Information System (RDIS)
Management Information System - Impact of MIS on organization - RDIS: RD professionals’ responsibility in phase of RDIS development - RDIS Planning & RDIS Implementation - Emerging Trends in RDIS

Unit IV: Major Development and Welfare Programmes
Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGS) - Swarnajayanthi Gram Swarojgar Yojana / National Rural Livelihood Mission (NRLM) - Indira Awaas Yojana (IAY) - National Rural Health Mission (NRHM) - Total Sanitation Programme (TSP) - Swajaldhara - Backward Region Grant Fund (BRGF) – Pradhan Mantri Gramin Sadak Yojana (PMGSY) – Integrated Wasteland Development Programme (IWD) - Provisions of Urban Amenities in Rural Areas (PURA) – PPP/CSR Initiatives in Rural Development

Unit V: Case Studies and Good Practices

Prescribed Readings

Suggested Readings
MALG3C13 : Urban Development Management

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

- Understand the concept and theories of urbanization and to know the evolution of urban local bodies in India
- Discover the Urban Management Institutions, its structures and functions
- Analyse Urban Planning and Management in Five Year Plans
- Know about the Urban Personnel System and Management
- Assimilate various Urban Issues, Urban Public Services and Urban Development Policies and Programmes

Unit I: Urbanisation Theories and Evolution of Urban Local Bodies in India
Urbanisation - Concept, - Urban Development Theories - Modernization, Dependency Theory, Migration Model, Urban Bias Theory, Social Darwinism, Neo-classical, Historical materialism, Circuits theory, Land nexus theory, Serote’s Framework,
Evolution of Urban Local Governments in India - Types of Urban Local Governments in India: Municipal Corporation, Municipal Councils, Notified Area Committee, Town Area Committee, Cantonment Boards, Town Panchayats, Townships, Port Trusts and Special Purpose Agencies.

Unit II: Urban Management: Institutions, Structures and Functions and Urban Developmental Planning


Unit III: Urban Personnel System and Management

Unit IV: Urban Issues and Urban Public Services

Unit V: Urban Development Policies and Programmes


**Prescribed Readings**

Sachdeva, Pradeep (2011), Local Government in India, New Delhi: Pearson Education India.
Nair, Padmanabhan (2010), Urban Public Services, Hyderabad: ICFAI University Press.

**Suggested Readings**

MALG3C14: Decentralised Planning

Objectives
On successful completion of the programme, the student will be able to
• understand the significance of decentralised planning;
• learn about the planning process at each level of Local Institutions;
• understand the significant role the Local Governments play in the planning.
• know the significant role Local government institutions play in the planning
• comprehend the advantages of local level planning with people’s participation.

Unit I: Introduction
Planning: Evolution, Concept, Types, Stages and Limitations - Decentralized Planning: History, Concept, importance and Approaches - Need for Decentralized Planning - Difference between Centralized Planning and Decentralized Planning - Recent Initiatives of Decentralized planning in India - Decentralized Planning Process - District Planning Committee - Metropolitan Planning Committee

Unit II: Approaches towards Decentralized Planning
Approaches to Decentralised Planning: Bottom up approach, Trickle-down theory - Local level planning - Multi-level planning
Planning for Development: Sectoral Plans - Special Component Plans - Plans for the Weaker Sections – Scope of introducing Youth Component Plan in planning

Unit III: Resource Mobilisation
Importance of resources for decentralised planning - Current mechanism/organisational set up for resource mobilisation - Resource generation and sharing - Operational impediments and institutional problems in resource mobilisation - Budget and its elements - Optimum utilisation of resources – Scope and opportunities of mobilising resources from scientific institutions

Unit IV Methodologies and Techniques for Decentralised Planning
Database Information - Information Systems for Development Challenges – Incorporation of GIS data and other scientific inputs for Decentralised Planning - E-Panchayat/Municipality for Development

Unit V: Decentralised Planning in India: Experiences and Prospects
Decentralised Planning and Five Year Plans - NITI Aayog - Decentralized Development Planning: Critical Issues in Change and Transformation – Initiatives and interventions by scientific institutions

Prescribed Readings
Suggested Readings


Mishra, S.N. et.al. (2000), Decentralised Planning and Panchayati Raj Institutions, New Delhi: Mittal Publications.


MALG3C15 : Leadership for Good Governance

Objectives
On successful completion of the course, the student will be able to:
- understand the nature and scope of leadership studies
- describe the qualities of a good leader
- explain the social determinants of leadership
- list the relationship between the political leader and the administrator
- understand the values, ethics and principles essential for a leader.

Unit I: Leadership Studies
Leadership: Concepts, Principles and Significance - Classification of Leadership: Spheres, Types and Styles – Theories, Styles and Approaches of Leadership - Transactional and Transformative Leadership - Tasks of Leadership: Representation of social diversity; Encouragement of social equality; Visualising and realising long-term and short term objectives

Unit II: Leadership and Politics

Unit III: Leadership and Local Government

Unit IV: Leadership and Civil Society
Leadership in civil society - Role and functions: Identification of Needs; Communication and Advocacy; Interest groups and pressure groups; Enhancing citizen participation in governance and development – Role of civil society in citizen empowerment – Transformation of leadership - Working for Good Governance

Unit V: Ethics in Leadership
Qualities of Good Leadership - Values, Ethics and Principles in Leadership – Leadership and Good governance – Contemporary Issues and challenges - Case Studies

Prescribed Readings


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

- carry out the detailed situational analysis of a given sector in the study area.
- make an appraisal of development gaps and governance issues.
- understand the potentials, resources and scope for interventions by the Local Government Institutions to address the governance issues and development gaps in the area.
- Interact with the different stakeholders and prepare the plans for any specific interventions in the field.

Activities:

(a) Visit a colony/village/slum; carry out the situational analysis of the area; identify the major issues and challenges; and, analyse the extent and reach of various development and welfare programmes.

(b) Study the functioning of an Anganawadi (Child care centre); analyse the issues and challenges of the institution; identify the role of Government, Development Organisations and community to improve its functioning; and, make suggestions for enhancing the service delivery.

(c) Study the functioning of a Primary/Middle/High School; analyse the issues and challenges of the institution; identify the role of Government, Development Organisations and community to improve its functioning; and, make suggestions for enhancing the service delivery.

(d) Study the functioning of a Primary Health Centre/ Sub Centre; analyse the issues and challenges of the institution; identify the role of Government, Development Organisations and community to improve its functioning; and, make suggestions for enhancing the service delivery.

(e) Study the functioning of a Public Distribution System (PDS) shop; analyse the issues and challenges of the institution; identify the role of Government, Development Organisations and community to improve its functioning; and, make suggestions for enhancing the service delivery.

(f) Study the functioning of a SHG/ Youth Club/ Co-operative Society/ Community Based Organisation; analyse the issues and challenges of the institution; identify the role of Government, Development Organisations and community to improve its functioning; and, make suggestions for enhancing the service delivery.

(g) Study the functioning of select Local Government Institution(s); make an appraisal about its resources (natural, physical, human and financial); identify the role of Government/Development Organisations to improve its functioning; examine the measures to enhance citizen participation in local governance; make suggestions for enhancing the service delivery.

(h) Visit to a Development Organisation working in the sector/topic/area; make an appraisal about its resources; identify its role in local governance and development; analyse the measures to improve its effectiveness and efficiency for empowerment of Local Government Institutions; make suggestions for enhancing the service delivery.

Note: As part of this course, each student is expected to analyse the specific sector/topic/area selected by him/her, and record the same in a Practicum Record, which will be evaluated.
MALG3E03 : Natural Resource Management

Objectives

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

- describe the different dimensions of resource management.
- analyse the theories of natural resource management.
- differentiate between common property and common pool resources.
- understand the role of State, Local Government and community in the protection and preservation of public property.
- realise the significance of Local Governments in natural resource management.

Unit I: Introduction to Natural Resources


Unit II: Approaches and Theories of Natural Resource Management


Unit III: Common Property Resource (CPR) Management


Unit IV: Natural Resource Conflicts


Management of Common International Resources: Ocean, climate, International fisheries and management commissions; Antarctica: the evolution of an international resource management regime

Public Property: Protection and preservation - Encroachment and Eviction of ‘Porambokes’: Role and responsibilities of State, Local Governments and community

Unit V: Initiatives in Natural Resource Management – Case Studies

Management of Common Resources – Case studies from selected States: Karnataka, Kerala, Tamil Nadu, Rajasthan and West Bengal.

Case Studies: Resource management in mountain ecosystem, Dry-land ecosystem, management of marine and coastal resources, shifting cultivation and Mangrove ecosystem – Initiatives and interventions by scientific institutions in natural resource management.
**Prescribed Readings:**


**Suggested Readings:**


MALG3E04 : Sustainable Cities

Objectives

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

- understand the scope and significance of sustainable cities.
- describe the various approaches of planning sustainable cities.
- perceive the role of local governments in sustainable energy planning in cities.

Unit I : Sustainable Urbanism and Concepts of Sustainable Cities


Unit II: Building Sustainable Cities

Brundtland Commission - URBAN-21 Conference - Network of Sustainable Cities: Emergence of Sustainability oriented City Networking - Typology of City Networks on Sustainability: Spatial scope, Sectoral or thematic issues, Membership and Founding or leading organisations - Functioning of City Networks - Network Collaboration and Administration- The "Digital Divide" and Communication Problems in Networks - Real and Virtual Networks- Financing of Networks - PLUS Network: An Example for a Sustainability-oriented City Network.

Unit III: City to City Learning

UNDP's approaches to planning a sustainable city - On community sustainability action projects-On public participation in long-term vision - On multi-stakeholder teams building integrated plans- On realigning corporate functions and decision-making for sustainability; and On integrating all of these concurrently. Plan plus - Planning cycle - Six Principles - Adopting long term lens - Viewing city as a complex system - Using integrated approach - Focusing on Ecological Footprint and Neighbours.

Unit IV: Sustainable Cities and Local Governments


Unit V: Energy planning in Sustainable Cities and Case studies

Prescribed Readings

Andre Sorensen. (2008), Towards Sustainable Cities, Ashgate Publishing Company, USA.


Giles Atkinson. (2007), Handbook of Sustainable Development, Edward Elgar Publishing Limited, Massachusetts, USA.


Suggested Readings


MALG3E05 : Environmental Governance

Objectives

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

- understand the fundamentals of Environmental governance.
- perceive the different approaches and models of Environmental governance.
- analyse the International and National Environmental Policies and Laws.
- identify the Environmental Management Instruments.

Unit I : Fundamentals of Environmental Governance


Unit II: Approaches and models of Environmental Governance

Ad hoc Approach, Problem solving approach, systems approach, regional approach, specialist discipline approach, strategic environmental management approach, voluntary sector approach, commercial approach, political economy or political ecology approach, human ecology approach, Feminist and anthropological approach. Environmental movements in India.

Unit III: Machineries for Environmental Governance: Laws and Policies


Unit IV: Environmental Management Instruments


Unit V: Environmental Schemes and Programmes

National River Conservation Plan, Ecomark Scheme of India (ECOMARK) - Ecomark Labelling, National Afforestation Programme: A Participatory Approach to Sustainable Development of Forests, National Action Programme to Combat Desertification, Grants-in-aid Scheme for Voluntary Agencies

Major Initiatives: Compensatory Afforestation Fund Management and Planning Authority (CAMPA) , National River Conservation Directorate (NRCD), Capacity Building for Industrial Pollution Manangement, National Green Tribunal (NGT), Centralised Resource Inventory System (CRIS)
Prescribed Readings:


Suggested Readings


James Gustave Speth and Peter M. Haas. (2007), Global Environmental Governance, Pearson Education India, New Delhi.

MALG3E06 : Urban Planning

Objectives
On successful completion of the course, the student will be able to:
- understand the significance of urban planning in India.
- identify the potentials of institutions engaged in urban planning.
- realise the challenges of urban planning.
- describe the new approaches to urban planning.

Unit I: Urban Planning in India

Unit II: Urban Planning Institutions

Unit III: Approaches to Urban Planning

Unit IV: Process of Urban Planning

Unit V: Case Studies
Cases from Delhi, Bangalore, Mumbai, Lucknow, Chandigarh

Prescribed Readings

Suggested Readings
MALG3E07: ICT for Governance and Development (ICT4GD)

Objectives:

On successful completion of the course, the student will be able to:
- discuss the concept and significance of ICTs for governance and development.
- explain the various theoretical frameworks of ICTs on governance.
- categorise the fundamental requirements for initiating an ICT4GD project in India.
- highlight the issues and challenges facing ICT implementation in local governance.

Unit I: ICT in Governance: Concept and Significance

Unit II: Theoretical Frameworks
6C Model - E-Governance Maturity Model - E-Readiness Framework - Design Reality Gaps - The ICT4D Cube – Core Principles of ICT projects

Unit III: Governance Framework: Indian Context
G2G Initiatives – Khajane Project, SmartGov
G2B Initiatives – e-procurement projects in Andhra Pradesh, Gujarat, Ministry of Corporate Affairs 21 (MCA 21)

Unit IV: ICT Reforms in Governance

Unit V: Areas of ICT Interventions and Managing Interfaces
Areas of ICT Interventions: Civic Engagement - Poverty and ICTs - Education and ICTs – Health and ICTs - Gender Equality and ICTs – People with Disabilities – Climate Change – Literacy and Skills Development – Promoting ICT Innovation for Growth, Job, and Competitiveness – Role of scientific Institutions for governance and development

Managing Interfaces: Cyber Security; Surveillance, Cyber Crimes - Socio-Economic Issues-Capacity Building - Socio-Political implications of E-Governance - Issues of Integration – Knowledge-Based Societies and Digitally Divided Societies
Prescribed Readings


Bhatnagar, Subhash and Robert Schware, (2000). Information and Communication Technology in Development: Cases from India, New Delhi:


Suggested Readings


MALG3E08 : Education and Local Government

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

- understand the basics of Indian Education system;
- examine the role of Local Government Institutions in education;
- explain the concept and significance of digital literacy; and
- examine the challenges of local educational systems.

Unit I: Indian Education System
Education system in India:
- Elementary Education – School Education
- Secondary Education – Tertiary Education
- Vocational Education – Teacher Education
- Adult Education

Major Initiatives in Indian Education:
- National Policy on Education
- Sarva Shiksha Abhiyan
- Sakshar Bharat Mission
- National Child Labour Project
- Open Schooling
- Community Colleges
- Special provisions for Women, SCs, STs and Minorities
- Child Rights
- Digital Literacy

Unit II: Community Learning and Development
Functional Literacy:
- Health and Hygiene
- Nutrition and Food
- Farming
- Drinking Water and Sanitation
- Co-operatives and Credits
- Home and Family Welfare
- Civic sense and Citizenship
- Scientific Temper
- Environment
- Living in the Community
- Integrated Education for Differently abled
- Empowerment of Education Volunteers and Community leadership

Unit III: Skill Development
Skill Development:
- Scope and Potentials
- Issues and Challenges of the Skill Development Institutions in India
- National Policy on Skill Development
- Involvement of Local Government Institutions, Private players, NGOs and other stakeholders
- Education and Skill development: Ensuring convergence

Unit IV: Role of Local Government and Community
Local Government and Education:
- Functions and Limits
- Budgetary provisions for Education and Skill Development
- Delivery of services
- Structures at the local level: Village Education Committee, Parent Teacher Association
- Participatory Monitoring and Evaluation of Education
- Case Studies from Urban and Rural areas
- Local Government and Skill Development: Potentials and Possibilities
- Experiences from the field

Unit V: Key issues, Case Studies and Strategies
Local Economic Development and Social Justice:
- Unique initiatives and Interventions by the Local Government
- Joint efforts of Local Government Institutions, Educational Institutions and NGOs
- PPP as a development alternative
- Capacity Building Programme for various stakeholders
- Strategies to enhance service delivery

Prescribed Readings

Suggested Readings

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MALG3E09: Public Health and Local Government

Objectives:

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

- Understand the concept of public health and its emergence in India
- Know the Public Health Delivery System at Union, State and Local Level in India
- Comprehend various Public Health Programmes
- Interpret and realize the various issues and challenges of Public Health

Unit I: Introduction to Public Health

Unit II: Public Health Delivery System at Union and State Level in India
Union Ministry of Health and Family Welfare: Structure and Functions - Directorate of General of Health Services; Central Council of Health - State Health Administration: Structure and Functions - State Ministry of Health and Family Welfare; State Director of Health.

Unit III: Public Health Delivery System at District and Sub-District Level
District Health Organizations: Structure and Functions - Rural Health Care: Community Health Centres, Primary Health Centres & Sub Centres; Village Health Guides, Local Dais, Anganwadi workers, Accredited Social Health Activist (ASHA) - Urban Health Care: Urban Primary Health Care, Urban Community Health Centre, Urban Family Welfare Center, Urban Health Post

Unit IV: Public Health Policies and Programmes

Unit V: Issues and Challenges to Public Health in India
Ethics in Public Health - Rural/ Urban Differentials - Nutrition and Food Safety in Public Health - Gender and social hierarchies - Water and sanitation Issues - Life Style Diseases - New Emerging Diseases - Drug availability and their prices; Indian System of Medicine; Public-Private Partnership in provision of health services; Regulations in health sector; Infrastructure and skilled human resources.

Prescribed Readings:

Suggested Readings:
Asian Development Bank (2010), Improving Health and Education Service Delivery in India through Public-Private Partnership (2010), Manila: ADB.
MALG3E10: Agriculture and Local Government

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

- examine the role of agriculture in Indian economy.
- explain the institutional arrangements in agriculture.
- conduct a purposeful inquiry in exploring the problems/issues confronting the successful implementation of the agricultural schemes/programmes.
- explore the areas to attract and retain youth in agriculture.

Unit I: Agriculture in India: An Overview
Pre-Independence Agrarian System: Self-Sufficient Village Economy - Consequences of British Rule: Commercialisation of Agriculture – Introduction of Feudal Land Relations – Occurrence of Famines and Scarcities - Agriculture in India’s Five Year Plans

Unit II: Constitutional Provisions and Institutional Framework for Agriculture
Ministry of Agriculture: Departments of the Ministry – Important Organisations under the Ministry - National Agricultural Policy (NAP), 2000 – National Policy for Farmers, 2007 - Programmes/Schemes for Agricultural Development: Rashtriya Krishi Vikas Yojana (RKVY), 2007 – Macro Management of Agricultural Scheme – Extending Green Revolution to the Eastern States – National Project on Promotion of Organic Farming – Agricultural Technology Management Agency (ATMA) – Role of NABARD, Banks, SHGs, etc. - Role of institutions like ICAR, ISRO, CSIR institutes, etc. in supporting agriculture sector

Unit III: Agricultural Labour

Unit IV: Co-operatives in Rural development

Unit V: Contemporary Debates
Case Studies pertaining to: Agricultural credit and rural co-operative – Kisan credit card and Kisan Call Centre – Agricultural marketing – Food processing industry – Agricultural insurance – ICT – The Climate Challenge – Farmer’s suicides – Women in agriculture – Youth in agriculture – Application of GIS data specific to Agriculture – Use of GIS data in capacity building of farmers – Case studies: Village Knowledge Centre

Prescribed Readings
Vaidyanathan, A. (May 2000). India’s Agricultural Development Policy, Economic and Political Weekly, 35(20)
Additional Readings


Sinha, Sidharth (June 2004), Agriculture Insurance in India, Economic and Political Weekly, 39(25)

Minocha, AC, (April, 1995), Globalisation of Indian Agriculture, Economic and Political Weekly, 30(15).

Archives of Yojana - Gov Publication can be accessed from http://yojana.gov.in/
MALG3E11 : Understanding Indian Constitution

Objectives
On successful completion of the course the students will be able to:

- Recognize their Fundamental Rights and limitations;
- Comprehend the significance of Fundamental Duties as responsible citizens;
- Identify the roles of Welfare State as prescribed in Directive Principles of State Policy;
- Interpret the powers and functions of government at central, state and local level;
- Analyze the concept of federalism.

Unit I: Features of Indian Constitution

Unit II: Union Government
Parliament: The President; Vice President - Lok Sabha and the Speaker - Rajya Sabha and the Chairman - The Prime Minister, Cabinet and the Council of Ministers - Elections, Powers and Functions - Emergency Provisions

Unit III: State and Local Government
Governor - Chief Minister and Council of Ministers - Legislative Assembly and Speaker; Legislative Council and Chairperson - Elections, Powers and Functions - Panchayati Raj Institutions (PRI) - 73rd Amendment Act – 11th Schedule - PESA Act - Urban Local Government Institutions (ULGI) - 74th Amendment Act - 12th Schedule

Unit IV: The Judiciary
Supreme Court, High Courts: Powers, Functions and Jurisdictions - Judicial Review - Judicial Activism – Public Interest Litigation (PIL) - Types of Writs

Unit V: Federalism in India

Prescribed Readings
MALG3C12: Values for Healthy and Happy Life

Learning Outcomes:
The students will be expected to:
- Understand and realise the importance of values in their own life;
- Identify various ways and means for applying values for happy and healthy living; and
- Imbibe and inculcate the values that influence self, family, society and environment.

Unit 1 Values – Concepts and Perspectives
Values – value based education – Historical Perspectives of great educators and philosophers on values – Major religions and leaders of the world

Unit 2 Values for Happiness
Concept of happiness – Need for real happiness – hindrance for happiness: 5Ms – List of values – Values enshrined in Indian constitution – Happiness Index – Values for happiness or happiness for values?

Unit 3 Values for Healthy Life
Healthy lifestyles in today’s context – List of values – food for healthy life – Yoga for healthy life – simple exercise for physical, mental, and spiritual health – socialising in virtual world – sports, music, dance, martial arts, creative arts – Reflections from practise

Unit 4 Human Values in Practise
Harmony with self – harmony with family – harmony with society – harmony with environment – ethics in day to day life

Unit 5 Values in Action
Journey towards inter-religious and multicultural dialogues – Field experiences in various institutions – Reaching the unreached

Classroom Activities
- case study analysis (from selected parables, myths and legends);
- circle time (Reflections on Practise);
- identify appropriate value based activities and giving an opportunity for participatory and experiential learning;
- dialogues with various schools of yoga – living examples;
- critically analysing and discussing on films/documentaries related to important personalities; and
- Workshops on relevant themes.
IV Semester
MALG4C17 : Empowerment of Local Government

Objectives
On successful completion of the course, the student will be able to:
- understand the significance of empowerment of Local Governments.
- analyse the specific need for empowerment of different social categories.
- identify the role of a professional in empowerment process.
- Devise appropriate empowerment strategies for LGIs.

Unit I: Concepts of Empowerment

Unit II: Empowerment in Practice
Empowerment as a professional practice – Values and Principles guiding professional practice – Professionals’ role in Empowerment – Methods of intervention: Strategies and Tactics

Unit III : 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 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

Unit IV: Challenges, Constraints and Possibilities
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

Unit V : 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
Prescribed Readings:
Johal, R.K., et.al. (2012), Situation Analysis on Youth and Local Self-Governance, Commonwealth Youth Programme Asia Centre, Chandigarh.

Suggested Readings:
MALG4C18: Constituency Management

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

- map the different resources available in the constituency.
- comprehend the profile, problems and aspirations of the community.
- co-ordinate the efforts of different stakeholders, programmes and projects.
- prepare the data base for constituency management.
- provide professional support in managing the constituency by a leader.

Unit I: Understanding the Constituency and Resources
Constituency: Meaning and Types – Need and significance of constituency management – Profiling of the Constituency – Mapping of resources: Natural, Physical, Financial and Human – GIS data on natural and physical resources

Unit II: Comprehending the Problems and Aspirations of the community
Delivery of basic services: Education, Health, Hygiene and Sanitation, Public Distribution System, Housing – Analysis of Agriculture and Livelihood-related aspects - Aspirations of various social categories – Initiatives and Interventions by the Government/Other Organisations - Status of development and Welfare programmes by the Government – Social Budgeting: Children, Youth, Women, Elderly, SCs/STs, Minorities

Unit III: Synergy in Constituency Development
Identifying the provisions of Programmes and Projects by different Ministries/Departments - Provisions of MPLAD funds and MLALAD funds - Locating the potential allies: Departments, Institutions, organisations and others - Facilitating collaborations and linkages – Co-ordinating functions – Optimising investments – Guidance and suggestions from Scientific Institutions

Unit IV: Data base for Constituency Management

Unit V: Follow-up
Raising the issues of constituency in Legislative Assembly/ Parliament – Follow-up of the developmental projects with the Government – Active engagement with the Local Governments – Alliance with the Development Organisations/NGOs – Communication protocol - Publicity: Use of print, visual, social and other media - Managing civil society and public opinion

Prescribed Readings
Barnes, M. et.al. (2008), Designing Citizen-Centred Governance, York: Joseph Rowntree Foundation.
Jane, Foot. (2009), Citizen Involvement in Local Governance, York: Joseph Rowntree Foundation.

Suggested Readings
Objectives
On successful completion of the course, the student will be able to:
- understand the nature and types of disasters.
- understand the Disaster management process and key institutions.
- examine the significance of community-based disaster management.
- identify the role of local governments in disaster preparedness and risk reduction.

Unit I: Disaster Contexts

Unit II: Disaster Management – Process and Institutions

Unit III: Community-based Disaster Management
Community Based Disaster Management: Scope and Significance - Disaster Management Planning at Village Level – Mapping of the Area and Resources – Preparatory Exercises at the local level – Capacity building sessions: Mock Drills; Emergency Response and recovery; First Aid - Emergency Reconstruction; Temporary Relief and Rehabilitation.

Unit IV: Disaster Preparedness and Risk Reduction
Disaster Preparedness and Risk Reduction: Scope and Significance - Eco Disaster Risk Reduction - Role of Local Governments in Disaster Preparedness and Risk Reduction – Analysis of functions by the Local Governments – Empowering Local Governments in Disaster Preparedness and Risk Reduction - Community Based Approach - Disaster Preparedness Measures: Constitution of Core team/ Task force - Village Disaster Management Plan - Capacity building of elected members, officials and community – Use of GIS data - Application of disaster-specific information through satellites/ HAM Radios

Unit V: Practicum
Mapping of resources and facilities - Preparing vulnerability Maps - Disaster Preparedness plans - Gender Sensitive Plan - Seasonal Mapping – Disaster-specific drills: Preparation of Emergency kit, Application of First Aid, Safe evacuation procedures, Preparation of temporary shelters, Operation of stand-by power and communication equipment – Operation and Maintenance of HAM Radio sets - Case studies
Prescribed Readings


Suggested Readings

Kafle, Shesh Kanta And Zubair Murshed. (2006), Community-Based Disaster Risk Management For Local Authorities, Asian Disaster Preparedness Center Through Its Partnerships For Disaster Reduction - Southeast Asia, Bangkok, Thailand.
MALG4E14 : Evaluation of Programmes and Projects

Objectives
On successful completion of the course, the student will be able to:
- understand the Concept, different types and models of Program Evaluation.
- Explain different phases of Program Evaluation.
- Know the about Programme monitoring and its stages.
- Perceive Programme Evaluation Units and Domains of Evaluation.

Unit I : Fundamentals of Program Evaluation

Unit II : Program Evaluation - Approaches
Program Evaluation Approaches uses and Steps: Goal Based, Goal Free, Theory Based/Logic Model, Utilization, Collaborative, Balanced Score Card, Appreciative Inquiry, External, Kirkpatrick and CIPP Model.

Unit III : Phases of Program Evaluation and Tools
Program Evaluation Questions, Assessing the Feasibility of Evaluation, Doing the Evaluation- Develop the data collection instruments and pretest them. Collect the data that are appropriate for answering the evaluation questions, Analyze the data, focusing on answering the evaluation questions, write, review and finalize the report, Disseminate the report. Making changes based on the evaluation
Evaluation Tools: Performance indicators and Common rating systems, Surveys, Rapid Appraisal methods, Participatory methods – Impact Assessment

Unit IV : Program Monitoring

Unit V : Programme Evaluation Units and Domains of Evaluation Practice
UNDP, World Bank, OECD, Programme Evaluation Organisation (PEO) and Regional Evaluation Office (REO) in India.
Education – Health - Development Programmes - Welfare Programme - Evidence-Based Evaluation in Different Professional Domains - Similarities, Differences and Challenges - Disseminating the Reports

Prescribed Readings
MALG4E15 : Tribal Governance and Development

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

- identify the unique features of tribes of India.
- describe the constitutional safeguards for tribes.
- analyse the policies and programmes for tribes.
- list out the issues and challenges of tribal governance.
- examine the efforts made by various institutions and agencies.

Unit I: Tribe and Scheduled Tribe
Tribe and Scheduled tribe: Definition (Pan India) - Tribal Society: Culture & Identities - Tribal Forest Interface - Tribal rights, Demography, Economy – Agriculture.

Unit II: Tribal Governance in India

Unit III: Tribal Governance - Critical Analysis
Tribal Governance: Reform and Development - Tribal Governance : Pre-Independence and Post-Independence – Initiatives and Interventions by the Central and State Governments - Policies, Plans and Programmes for Tribes - Local Government and Tribes: Scope and Opportunities

Unit IV: issues in tribal development
Issues in Tribal Development: Displacement, Rehabilitation and Resettlement, Land Alienation, Left Wing Extremism, Indebtedness, Poverty and Unemployment - Institutionalising tribal development: Girijan Corporation and others - Welfare Governance and Tribes - Integrated tribal development agencies: Tricor and others - Issues and challenges of tribal governance and development in India

Unit V: Participatory Learning
Understanding tribal in their natural settings - Visit to Tribal areas – Study about tribal Social System- Impact of Development programmes on tribes - Conflict of modernity versus tradition – Case Studies on efforts made for tribal governance and development

Prescribed Readings:


Suggested Readings:

Objectives
On successful completion of this course, students will learn:

- The basics of Remote Sensing and GIS
- Basics of Global Navigation Satellite System (GNSS) and Mobile Applications
- Utilization of Remote Sensing and GIS tools for spatial data creation, editing, analysis and visualization
- Basics of Geo-web services with Indian examples for e-Governance
- Major applications and utilization of Geospatial technology for societal benefits.

Unit I: Remote Sensing
Definition of Remote Sensing (RS)-Basic Components-Types-Physics of Remote Sensing-Remote sensing platforms and sensors with examples-concept of resolution-sources of Indian and global RS data- strengths and limitations of RS data.
Spectral reflectance curve of major earth’s surface features-elements of image interpretation-concepts of natural and false colour composites and their interpretation-mapping Land use/land cover (LULC) using optical remote sensing images- concept of mapping scale and minimum mappable unit (MMU).

Unit II: Digital Image Analysis
Digital numbers and their significance-histogram-basic image statistics-band combinations to create natural and false colour composite images-data storage formats-coordinate system-image pre-processing (Radiometric and geometric corrections)–digital image enhancements (contrast enhancement, filtering, band ratioing and pan sharpening)- concept of digital image classification (unsupervised/supervised) and accuracy assessment.

Unit III: Geographical Information System (GIS)
Definition of GIS-components-hardware and software requirements (including free and open source tools)- concepts of spatial and non-spatial (attribute) data-Spatial data models (vector and raster) with examples -advantages and limitations of vector and raster models- spatial data formats- spatial database creation(including editing and errors)-topology concept-data conversion (vector to raster and vice versa)- basic vector and raster based spatial data analysis

Unit IV: Advanced GIS and Global Navigation Satellite System (GNSS)
Definition of Digital elevation model (DEM) and terminologies (Digital Surface Model (DSM) and Digital Terrain Model (DTM))- Sources of DEM- Global and Indian DEMs available in public domains-Derivatives of DEM (slope, aspect) and watershed analysis -Concept of Web GIS and applications, Geoportals (Bhuvan, MOSDAC etc.) -Basic concepts of GNSS (working principle and different segments)-Types of receivers- accuracies-source of errors- common applications of GNSS- different constellation (GPS, GLONASS, etc.)- Augmentation and regional systems (GPS aided Geo Augmented Navigation (GAGAN) and Indian Regional Navigation Satellite system (IRNSS)) - Mobile applications.

Unit V: Applications of Geospatial Technology
Land resource management- Mapping and monitoring of land use / land cover – Mapping of degraded lands – Crop inventory and production forecasting (FASAL)
Water resource development planning- Mapping & Monitoring of water body and snow/glaciers-mapping irrigation infrastructure-ground water prospects mapping-site selection for rainwater harvesting and artificial ground water recharge structures
Watershed management- concept of watershed management, watershed conservation planning and prioritization, space inputs and mobile applications for watershed conservation planning, monitoring and evaluation
Development and Infrastructure Planning- High resolution imagery for mapping building footprints and urban land use - urban master plan formulation using geospatial data (e.g. National Urban Information System, NUIS)- Geospatial inputs for physical infrastructure and decentralized (e.g. National...
Space based information support for decentralized planning, SIS-DP and Bhuvan-Panchayats) planning

**Disaster management support** - Types of natural hazards and their distribution with special reference to India, space inputs for monitoring and assessment of natural hazards (flood, cyclone, drought, landslide, forest fire, earthquake, Tsunami), web portals and mobile applications in support of disaster management

**Geo-environmental Planning and impact assessment** - space inputs for mapping and monitoring forest cover, environmental impact assessment (EIA) of developmental projects & mining and Environmental Management Planning (MoEF FSI Decision Support System geoportal)

**Practicals:**
Appropriate Practical sessions will be organized to familiarize students in the field of visual analysis, image processing software, geo-referencing satellite image, GIS software, vector and raster based spatial analysis, Digital Elevation Modeling, Geo-Web portals, Bhuvan-Panchayat, GNSS, Case studies and Group Projects

**Prescribed Readings**

**Suggested Readings**

**Websites**
- http://bhuvan.nrsc.gov.in

**E-Learning**
- https://elearning.iirs.gov.in
MALG4C19 : Dissertation

The dissertation will be carried out by the student under the guidance and supervision of a designated Faculty from the School. At the end of 3rd Semester, the student is expected to submit the synopsis of dissertation with a brief introduction, scope, objectives and research methodology after carrying out the review of related literature to the School through the Faculty Supervisor. During the interim period between 3rd and 4th Semesters, the student is expected to carry out the data collection from the field. Data analysis and interpretations will be carried out during the 4th Semester. At the end of 4th Semester, the dissertation need to be submitted through the Faculty Supervisor. Guidelines and format of the dissertation are indicated in the Handbook and Programme Guide.