



**Rajiv Gandhi National Institute of Youth Development**  
(Institute of National Importance by the Act of Parliament No. 35/2012)  
Ministry of Youth Affairs & Sports, Government of India  
Sriperumbudur – 602 105



## 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 includes 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'.

**Rajiv Gandhi National Institute of Youth Development**  
**Programme: M.A. Local Governance and Development (2017-2019 Batch)**  
**Outline of the Programme and Scheme of Examination**

Semester	Course Code	Course Title	Foundation (F) / Core (C) / Elective (E) / Skill Enhancement Course (S)	IA	ES	Total Marks	Credits
<b>I</b>	PGCP1F01	Understanding Youth	Foundation	40	60	100	2
	PGCP1F02	India: Society, Economy and Polity	Foundation	40	60	100	2
	PGCP1F03	Gender and Society	Foundation	40	60	100	2
	MALG1C01	Research Methodology	Foundation	40	60	100	4
	MALG1C02	Constitution of India	Core	40	60	100	3
	MALG1C03	Local Government System	Core	40	60	100	3
	MALG1C04	Local Governance - Concepts, Theories and Models	Core	40	60	100	3
	MALG1C05	Field Exposure	Core	--	--	--	NC & A
	MALG1NC1	Skill Enhancement Course (SEC)	SEC	--	--	--	NC & A
<b>Semester I - Min. No. of Credits</b>							<b>19</b>
<b>II</b>	MALG2C06	Indian Administration	Core	40	60	100	3
	MALG2C07	Development Administration	Core	40	60	100	3
	MALG2C08	Local Government Finance	Core	40	60	100	3
	MALG2C09	Research Practices in Local Governance	Core	40	60	100	3
	MALG2E01	Public Policy	Elective	40	60	100	2
	MALG2E02	Participatory Learning and Action	Elective	40	60	100	2
		Extra Departmental Elective (Optional)	Elective	40	60	100	2
	MALG2C10	Field Immersion	Core	--	50	50	2
	MALG2C11	Internship (4 weeks)	Core	--	50	50	2
	MALG2NC2	Skill Enhancement Course (SEC)	SEC	--	--	--	NC & A
<b>Semester II - Min. No. of Credits</b>							<b>20</b>
<b>III</b>	MALG3C12	Perspectives of Rural Development	Core	40	60	100	3
	MALG3C13	Urban Development Management	Core	40	60	100	3
	MALG3C14	Decentralised Planning	Core	40	60	100	3
	MALG3C15	Leadership for Good Governance	Core	40	60	100	3
	MALG3C16	Field Practicum	Core	--	50	50	2
	MALG3E03	Natural Resource Management	Elective	40	60	100	2
	MALG3E04	Sustainable Cities	Elective	40	60	100	2

	MALG3E05	Environmental Governance	Elective	40	60	100	2
	MALG3E06	Urban Planning	Elective	40	60	100	2
	MALG3E07	ICT for Governance and Development	Elective	40	60	100	2
	MALG3E08	Education and Local Government	Elective	40	60	100	2
	MALG3E09	Public Health and Local Government	Elective	40	60	100	2
	MALG3E10	Agriculture and Local Government	Elective	40	60	100	2
	MALG3E11	Understanding Indian Constitution *	Open Elective	40	60	100	2
	MALG3E12	Values for Happy and Healthy Life *	Open Elective	40	60	100	2
		Extra Departmental Elective (Optional)	Elective	40	60	100	2
	MALG3NC3	Skill Enhancement Course (SEC)	SEC	--	--	--	NC & A
<b>Semester III – Min. No. of Credits</b>							<b>20</b>
<b>IV</b>	MALG4C17	Empowerment of Local Government	Core	40	60	100	3
	MALG4C18	Constituency Management	Core	40	60	100	3
	MALG4E13	Disaster and Risk Management	Elective	40	60	100	2
	MALG4E14	Evaluation of Programmes and Projects	Elective	40	60	100	2
	MALG4E15	Tribal Governance and Development	Elective	40	60	100	2
	MALG4E16	Geo-spatial Technology for Governance and Development **	Elective	40	60	100	3
		Extra Departmental Elective (Optional)	Elective	40	60	100	2
	MALG4C19	Dissertation	Core	--	150	150	6
	MALG4NC4	Skill Enhancement Course (SEC)	SEC	--	--	--	NC & A
<b>Semester IV – Min. No. of Credits</b>							<b>16</b>
<b>Grand Total</b>							<b>75</b>

**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.

Foundation Courses	: <b>06</b> credits
Core Courses	: <b>55</b> credits
Elective Courses	: <b>14</b> credits (including <b>minimum of 04 credits</b> from other programs)
Non-Credited & Audited	:
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.

Biber Sharlene N.H and Leavy Patricia (2011), The Practice of Qualitative Research, Second Edition, Los Angeles: Sage Publications.

Blalkie, N. (2010) Designing Social Research. 2<sup>nd</sup> Edition, Cambridge: Polity Press. (Refer Introduction & Chapter 1 – 7)

Burton Dawn (2000), Research Training for Social Scientists, New Delhi: Sage Publications.

Cargan Leonard. (2008), Doing Social Research, New Delhi: Rawat Publications.

Jackson L. Sherri, (2009), Research Methods and Statistics, New Delhi: Rawat Publications.

## **Suggested Readings**

Elliott, Alan C and Woodward Wayne, A.(2007). Statistical Analysis-Quick Reference Guidebook, New Delhi: Sage Publications.

Gomm Roger (2008) Social Research Methodology: A Critical Introduction, New York: Palgrave Macmillan.

Osborne W. Jason, (2008), Best Practices in Quantitative Methods, London: Sage Publications.

## **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**

Ideological Bases of Constitution of India - The Preamble - Basic Structure of the Constitution - Territory and Citizenship - Fundamental Rights and Fundamental Duties of Citizens - Directive Principles of State Policy

### **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**

Union Territories of India: Diversity of their Administration - Lieutenant Governor - Chief Minister - Legislative Council - Speaker - Tribal Identity - Provisions of the Panchayats Extension to Schedule V Areas (PESA) Act, 1996 - Central Act No.40 - Constitutional Safeguards for Autonomy for Tribals - Important Cases: Kesavananda Bharti Case, Mathura Rape Case, Shah Bano Begum Case, Lal Bihari Identity Case, Vishakha Case and NALSA Case.

### **Prescribed Readings**

Basu, Durga Das, (2002), Introduction to the Constitution of India, New Delhi: Wadhwa and Company Law Publishers.  
Basu, Durga Das, (2008), Commentary on the Constitution of India, New Delhi: Wadhwa and Company Law Publishers.  
Datar, Arvind P, (2010), Datar Commentary on Constitution Of India (3 Vols.), Nagpur: LexisNexis Butterworths Wadhwa.  
Jain, M.P. (2010), Indian Constitutional Law 6<sup>th</sup> Edition (2 Volumes), Nagpur: LexisNexis Butterworths Wadhwa,  
Neeraj Jayal and Sudha Pai, (2001), Democratic Governance in India, New Delhi: Sage.  
Shukla, V.N.(2006), Constitution of India, Lucknow: Eastern Book Company.

### **Suggested Readings**

Johari, J.C.(1995), The Constitution of India – A Politico-Legal Study, New Delhi: Sterling Publishers Private Limited.  
Kashyap, Subhash. (2005), Our Constitution, New Delhi: National Book Trust.  
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**

Local Government: Meaning, Nature and Importance – Constituent Assembly Debate - Thoughts on Local Government: Kautlya, Uttiramerur inscriptions – Views by MK Gandhi, JL Nehru, BR Ambedkar, RM Lohia, Vinoba Bhave, Jaya Prakash Narain - Community Development Programmes – Important Committees: Balwant Rai Mehta (1957), Ashok Mehta (1978), LM Singhvi (1986) - 64<sup>th</sup> Constitutional Amendment Bill (1989) - 65<sup>th</sup> Constitutional Amendment Bill (1989)

### **Unit II : Rural Local Government**

73<sup>rd</sup> Amendment Act (1992) - Major Features - 11<sup>th</sup> 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**

Emerging trends of Urbanisation in India, 74<sup>th</sup> Amendment Act (1992) – Major Features – 12<sup>th</sup> Schedule of the Constitution - Types of Urban Local Government Institutions (ULGI) – Resources of ULGIs – Difficulties and Issues in functioning – Suggestions for improving the functioning of ULGIs

### **Unit IV : Local Government system in selected areas**

Panchayat Extended to Schedule V Areas - Scheduled areas - Schedule V and VI - PESA (1996)-Key Provisions- Implications - Status of Panchayats in Scheduled Areas-Current Status of PESA- LWE Districts & PESA- Key Issues in Implementation- Forest Right Act- Suggestions

### **Unit V : Comparative Local Government**

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

### **Prescribed Readings:**

Maheswari, Shriram. (2008), Local Government in India, Agra: Lakshmi Narain Agarwal.  
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.  
Sachdeva, Pradeep. (2011), Local Government in India, New Delhi: Pearson Education India.

### **Suggested Readings:**

Bijoy, C.R. (2012), Policy Brief on PESA(1996)- United Nations Development Plan, 2012 New Delhi.

# **MALG1C04 : Local Governance - Concepts, Theories and Models**

## **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**

Democracy – Types of Democracy: Direct and Representative – Basic Principles of Democracy: Pluralism, Citizenship and Respect for Human Rights – Participatory Democracy – Deliberative Democracy

## **Unit II: Perspectives of Decentralisation**

Decentralisation: Major forms: Deconcentration, Delegation and Devolution - Major Principles: Subsidiarity and Autonomy – Typologies of Decentralisation - Democratic Decentralisation - Key issues, Major Trends and Future developments

## **Unit III: Local Government and Local Governance**

Governance: Meaning and Features – Government and Governance - Theories of Governance: Rational Choice, Systems and New Institutionalism – Perspectives on Local Governance: Stigler's menu, The Decentralisation Theorem and The Subsidiarity Principle - Key elements of Citizen-centred Local Governance: Responsive Governance, Responsible Governance and Accountable 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**

Good Governance - Features of Good Governance: Accountability, Transparency, Responsiveness, Equity & Inclusiveness, Effectiveness & Efficiency, Rule of law, Participatory, Consensus – Initiatives for Good Governance: Right to Education, Right to Information and Right to Public Services - Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report Card and Ombudsman

## **Prescribed Readings**

Bevir, Mark (Ed.). (2011), The Sage Handbook of Governance, Sage.

Chakrabarty, Bidyut and Mohit Bhattacharya (Eds.). (2008), The Governance Discourse, New Delhi: Oxford University Press.

Goel, S.L. (2007), Good Governance – An Integral Approach, New Delhi: Deep and Deep Publications Private Limited.

Jain, L.C. (Ed.) (2005). Decentralisation and Local Governance, Hyderabad: Orient Longman.

Kumar, Girish. (2006), Local Democracy in India, New Delhi: Sage Publications.

Manor, James. (1999), The Political Economy of Democratic Decentralisation, Washington DC: The World Bank.

Mathew G and Jain L. C (Eds.). (2005), Decentralisation and Local Governance, New Delhi: Orient Blackswan.

Miller, William L, et.al. (n.d.), Models of Local Governance, Palgrave Macmillan.

Smith, B.C. (2007), Good Governance and Development, Palgrave Macmillan.

## 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.

Crook, Richard and James Manor. (2000), *Democratic Decentralisation*, OED Working paper series 11, Washington DC: The World Bank, [www.worldbank.org/html/oed](http://www.worldbank.org/html/oed)

John, M.S. and Jos Chathukulam (2015), *Theoretical Perspectives of Decentralisation*, *Mainstream*, Vol.LIII, No.26, New Delhi.

Muraleedharan, Sarada. (2014). *Democratic Decentralisation and Citizenship*, *Economic and Political Weekly*, Vol.XLIX, No. 20.

Shah, Anwar with Sana Shah. (n.d.), *The New Vision of Local Governance and Evolving Role of Local Governments*.

UNDP. (2000), *Decentralisation in India: Challenges and Opportunities*, New Delhi: Human Development Resource Centre.

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**

Balan, K.(1985), Youth Power in the Modern World, Ajanta Publications, New Delhi.  
Jones, Gill, (2009), Youth, Polity Press, UK.  
Kehily, Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London.  
Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.  
Verma,M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi.  
Roche, Jeremy et al (2005) *Youth in Society*. New Delhi: Sage.

### **Suggested Readings**

DeSouza, Peter Ronald. et.al.(2009) *Indian Youth in a Transforming World: Attitudes and Perceptions*. New Delhi: Sage.  
Haralambos and Holborn (Edn: 7) (2008) *Sociology: themes and Perspectives*. London: Harper Collins  
Henderson, S. (2007) *Inventing Adulthoods: A Biographical Approach to Youth Transitions*. New Delhi: Sage.  
Muuss, R. E. (1988) *Theories of Adolescence*. New York: Random House.  
Petersen, A. C. and J.T Mortimer. (2006) *Youth Unemployment and Society*. Cambridge: Cambridge University Press.  
Singh, Renuka. (2005) *Problems of Youth*. New Delhi: Serials Publications.

## **PGCP1F02 : India : Society, Economy and Polity**

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 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

#### **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**

- The Constitution of India: Evolution, Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy
- 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**

- Chandra, Bipin. (2009). History of Modern India. New Delhi: Orient Blackswan.
- Ahuja, R. (1999). Society in India: Concepts, Theories and Recent Trends. Jaipur: Rawat.
- Herald, R. M. & Haralambos, M. (2011). Sociology: Themes and Perspectives. Oxford: Oxford University Press.
- Johari, JC. (2004). The Constitution of India - A Politico - Legal Study. New Delhi: Sterling Publishers Private Limited.
- Madan, T.N. (1991). Religion in India. Oxford: Oxford University Press.

#### **Indian Polity**

- Jayal, Neeraj and Sudha Pai, (2001), Democratic Governance in India, New Delhi: Sage.
- Chakrabarty, Bidyut and Rajendra Kumar Pandey(2008) Indian Government and Politics, New Delhi: Sage Publications.
- Sharma, Brij Kishor (2011) Introduction to the Constitution of India, New Delhi: PHI Learning Private Limited.
- Basu, Durga Das, (2008), Commentary on the Constitution of India, New Delhi: Wadhwa and Company Law Publishers.
- Kashyap, Subash. (2005), Our Constitution, New Delhi: National Book Trust.
- Johari, JC. (1995). The Constitution of India – A Politico-Legal Study, New Delhi: Sterling Publishers Private Limited.
- Isaac T.M and Richard W. Franke (2000) Local Democracy and Development: People's Campaign for Decentralised Planning in Kerala, New Delhi: Left Word Books.

#### **Indian Economy**

- Dreze, J.A. and A.K.Sen (2014), An uncertain glory: India and its contradictions, New Delhi: Penguin Books.
- Jalan, Bimal (2004) Indian Economy: Problems and Prospects, New Delhi: Penguin Books.
- Kurien, C.T (1992) The Economy: An Interpretative Introduction, New Delhi: Sage Publications.
- Kurien, C.T. (1994), Global Capitalism and Indian Economy, New Delhi: Orient Longman.
- Vaidyanathan A. (1995), The Indian Economy: Crisis, Response and Prospects, New Delhi: Orient Longman.
- Dutt and K.P.M.Sundaram (2006) Indian Economy, New Delhi: Sultan and Chand Company.
- Kapila, Raj and Kapila, Uma (2002), India's Economy in the 21<sup>st</sup> Century. New Delhi: Academic Foundation.
- Dingra, I.C. (2009), Indian Economy, New Delhi: Sultan and Chand Sons.
- 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 - 73<sup>rd</sup> and 74<sup>th</sup> 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)

Lipman, Jean - Blumen. (1984) *Gender Roles and Power*. USA: Prentice Hall Inc.

Menon, Nivedita. (2000) "Elusive 'Woman': Feminism and Women's Reservation Bill" *Economic and Political Weekly* 35: 43/44. October 21<sup>st</sup> - November 3<sup>rd</sup>. 2000. pp. 3835- 3844.

Wharton, Amy. (2005) *The Sociology of Gender: an Introduction to Theory and Research*. Oxford: Wiley-Blackwell Publishers. (Ch 1 & 2)

73<sup>rd</sup> and 74<sup>th</sup> Amendment. Planning Commission, GOI publication

Leela Kasturi "Report of the Sub-Committee, *Women's Role in Planned Economy*, National Planning Committee (1947) in Maitrayee Chaudhuri ed. *Feminism in India* (Zed, 2005) pp. 136-155.

### **Suggested Readings:**

Joan, Z . et al (2008). *Kaleidoscope of Gender*. Sage: California. (Ch 7)

Lindsey, L (2011) *Gender Roles: A Sociological Perspective*. New Delhi: PHI learning (ch-3,8,10,11)

McDowell, L. & Pringle, R. (1992) *Defining Women: Social Institutions and Gender Divisions*. Cambridge: Blackwell Publishers Inc.

Robyn, Gayle (2012). *Questioning Gender*. Los Angeles: Sage. (ch 9,14)

Nongbri, Tiplut (2003) *Development, Ethnicity and Gender: Select Essays on Tribes in India*. Delhi and Jaipur: Rawat Publications.

Dube, Leela. (2001). *Anthropological Explorations in Gender- Intersecting fields*. New Delhi: Sage Publications.

Mead, Margaret (2001) *Male and Female*. New York: Harper Collins.

Chaudhuri, Maitrayee (1996) "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), *Social Reforms, Sexuality and the State*. New Delhi: Sage. Pp. 211-235

Dube, Leela. (1992). *Women in a Matrilineal Muslim Community*. In: Mohini Anjum (Ed). *Muslim Women in India*. New Delhi: Radiant Publishers.

Oakley, Ann. (1976) *The Housewife*. UK: Penguin Books Ltd.



**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. (2007), Indian Administration, New Delhi: Sumity Enterprises.  
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, Hoshier and Pankaj Singh. (.....), Indian Administration, New Delhi: Pearson Education India.  
Laxmikanth, M (2011), Governance In India, New Delhi: Tata McGraw-Hill Education.

### **Suggested Readings**

Frederick Stapenhurst and Peter Langseth. (1997). The role of Public Administration in fighting corruption, *International journal of Public Sector Management*, Vol. 10. No. 5, pp. 311-330.  
Dan Banik. (2011). The Transfer Raj: Indian Civil Servants on the move, *The European Journal of Development Research*, Vol. 13, No.1.  
Iyer, Lakshmi. (2012). Political change and Bureaucratic turnover in India, *The Review of Economics and Statistics*, Vol.94, No.3, pp.723-739.

## **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**

Concept of Development - Political, Economic, Cultural, Administrative, Social and Modernization. Approaches to Development - Communist Model of Development, Diffusion Approach, Psychological Approaches, Dependency Theory, Alternative Development Approach, Gandhian Approach to Development, Human needs centered Development, Market-Friendly Approach and Strategy.

Evolution of Development Administration, Development Administration: Definitions, Nature, Elements, Scope and Characteristics of Development Administration, Development Administration and Traditional Administration, Public Administration and Development Administration – Two facets of Development Administration- Need of Development of 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**

Development Planning: Meaning, Types, Need and Features - Functions of Development Planning Agencies - Development Planning Machineries in India - Central Level - Planning Commission, NITI Aayog and National Development Council - State Level: State Planning Board/Cell - Local level: District Planning Committee - District Rural Development Agency and District Urban Development Agency.

### **Unit IV: Administrative Capability for Development and Administrative Reforms**

Administrative Capability - Definition, Measures, Assessment, Enhancing Administrative Capability, Requirements of New Bureaucracies

Administrative Reforms - Need, Methods and Techniques of Administrative Reforms- Administrative Reforms Indian Experience –Royal Commissions, Reforms after Independence- Gorwala, Appleby reports and Implementation of Reforms.

### **Unit V: Challenges of Development Administration**

Politics Administrative Interface, Citizen Administration Interface, Administrative Accountability and Transparency - People's participation: Meaning, Need, Importance, Nature, Types and Stages.

### **Prescribed Readings**

Palekar, S. A. (2012), Development Administration, New Delhi: PHI Learning Private limited.  
Goel, S.L. (2010), Development Administration: Potentialities and Prospects, New Delhi: Deep and Deep Publications.  
Sahni, Pardeep and Etakula Vayunandan. (2010), Administrative Theory, New Delhi: PHI Learning Private Limited.  
Hazary. (2006), Development Administration: Quest for Identity, New Delhi: APH Publishing.  
Sapru, R.K. (1994), Development Administration, New Delhi: Sterling.

### **Suggested Readings**

Haque, S.M. (...), Rethinking development administration and remembering Fred W Riggs, *International Review of Administrative Sciences*, Vol.76, No. 4, pp.767-773.  
Khator, Renu.(1998). The new paradigm: From development administration to sustainable development administration, *International Journal of Public Administration*, Vol.21, No.12.  
Balakrishnan, Pulapre. (2015). Kerala and the Rest of india – What we can learn from each others' Development Experience, *Economic and Political Weekly*, Vol. 1, No.2.

## **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**

Fiscal Federalism in India – Principles of Fiscal Federalism – Centre – State – Local Financial Relations - Structure of Local Finance: Village Panchayats, Panchayat Samitis, Zilla Parishads, Municipalities and Municipal Corporations – State Finance Commission - Local Finance in 11<sup>th</sup> to 14<sup>th</sup> Finance Commission.

### **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**

Powers of Taxation of Urban Local Government - Major Sources of Revenue - Expenditure patterns - Reasons for Critical Financial Condition of Urban Local Government Institutions - Suggestions for Augmenting Municipal Finance - Municipal Finance Corporation - Urban Development Finance Corporation - Municipal Finance Commission.

### **Unit IV: Budgeting**

Union, State and Local Government Budgeting: Budgeting - Preparation – Enactment – Implementation – Monitoring - Gender Budgeting - Budgeting for SC/ST - Scope of Youth Budgeting.

### **Unit V: Accounting & Auditing**

Accountability – Utilization of Fund – Maintaining Accounts – Linkage between Bank and Local Government Institutions - Auditing: Local Fund Audit - Social Auditing and Local Governments – Audit by District Administration.

### **Prescribed Readings:**

Sachdeva, Pardeep. (2011), Local Government in India, New Delhi: Dorling Kindersley (India) Private Limited.  
Goel, S.L. (2008), Public Financial Administration, New Delhi: Deep and Deep Publications,  
Chand, S.N. (2008), Public Finance, Volume 2, Delhi: Atlantic Publishers,  
Shah, Anwar. (2006) Local Governance in Developing Countries, Washington DC: The World Bank.

### **Suggested Readings**

Oommen, M.A. (2015), Fourteenth Finance Commission – Implications for Local Governments, *Economic and Political Weekly*, Vol. 1, No. 21, 23 May.

Shah, Anwar. (2007), Local Budgeting, Washington DC: The World Bank.

World Bank. (2004), Fiscal Decentralisation to Rural Government in India, New Delhi: The Oxford University Press.

## **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

Bhattacharjee, Anol, Social Science Research: Principles, Methods, and Practices 2<sup>nd</sup> Edition, USF Tampa Bay Open Access Textbooks Collection, 2012.  
([http://scholarcommons.usf.edu/oa\\_textbooks/3](http://scholarcommons.usf.edu/oa_textbooks/3))  
Somekh, B and Cathy Lewin (Eds.). (2005), Research Methods in the Social Sciences, New Delhi: Vistaar.  
Miller, C and N J Salkind. (2002), Handbook of Research Design and Social Measurement, New York: Sage.  
Vaus, David De. (2005), Research Design in Social Research, New Delhi: Sage.  
Vaus, David De. (2003), Surveys in Social Research, Jaipur: Rawat Publications.  
Thomas, Gary. (2011), How to do your Case Study, New Delhi: Sage.  
Cargan, Leonard. (2008) Doing Social Research, Jaipur: Rawat Publications.

## Suggested Readings

Babbie, Earl. (2004), The Practice of Social Research, Thomson Wadsworth.  
Moris, J and J.Copestake. (1993), Qualitative Enquiry for Rural Development, London: Intermediate Technology Publication.  
Morse, Janice, M. (1997), Completing a Qualitative Project Details and Dialogue, SAGE Publication.  
Bordens, K.S. and BB Abbott. (2006), Research Design and Methods, New Delhi: Tata McGraw-Hill Publishing Company.  
Nigel G.Fielding, Nigel, G and Raymond M.Lee, (1991), Using Computers in Qualitative Research, New Delhi: Sage.  
Denzin, Norman, K and Y. S.Lincoln. (1994), Handbook of Qualitative Research, New Delhi: Sage.  
Pertti Alasuutari. (1995), Researching Culture Qualitative Method and Cultural Studies, New Delhi: Sage.  
Raymond Mark. (1996), Research Made Simple - A Handbook for Social Workers, New Delhi: Sage.  
Tim May, Tim. (2001), Social Research Issues, Methods and Process, Open University Press.  
Neuman, W, L. (2006), Social Research Methods Qualitative and Quantitative Approaches, New York: Pearson Education, Inc.

# **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**

Concepts of Public and Policy - Nature, Scope and Significance of Public Policy – Definition and Types of Public Policy: Regulatory, Welfare, Distributive and Re-distributive – Evolution of Public Policy Studies – Public Policy Cycle, Models of Public Policy: Systems Model, Harold Lasswell, Herbert Simon, and Charles Lindblom

## **Unit II: Policy Making in India**

Constitutional framework for Policy Making – Institutional Factors: Legislature, Executive, Judiciary, Planning Commission and National Development Council – Other Forces in policy making: Public Opinion, Political parties, Pressure groups, Media and Professional Bodies - External Influencing Agencies: UNDP, WHO, ILO, UNEP, ADB, World Bank, and IMF - Policy Making process

## **Unit III: Policy Implementation**

Public Policy Delivery Agencies and Implementers: Aspects of Policy Design for Implementation, Modes of Policy Delivery and Implementers, Enforcement Modes. Problems in Public Policy Implementation: Conceptual, Political and Administrative Problems, Conditions for Successful Implementation

## **Unit IV: Policy Monitoring and Evaluation**

Policy Monitoring: Approaches and Techniques, Constraints in Policy Monitoring, Measures for Effective Policy Monitoring - Policy Evaluation: Role, Process and Criteria, Types of Evaluation, Evaluating Agencies – Problems in Policy 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.  
Sapru, R.K. (2010), Public Policy – Formulation, Implementation and Evaluation, New Delhi: Sterling Publishers Private Limited.

## **Suggested Readings**

Anderson, James (2003), Public Policy Making: An Introduction, Houghton Mifflin.  
Dunn, William, N. (1994), Public Policy Analysis – An Introduction, New Jersey: Prentice Hall.  
Dye, Thomas. (1995), Understanding Public Policy, New Jersey: Prentice Hall.  
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.  
Mukherjee, Neela. (1997), *Participatory Rural Appraisal Volume 1 of Studies in rural participation*, New Delhi: Concept Publishing Company,  
Narayanasamy, N. (2009), *Participatory Rural Appraisal: Principles, Methods and Application*, New Delhi: SAGE Publications.  
PRIA. (2000). *Doing Research with People : Approaches to Participatory Research - An Introduction*, New Delhi: Society for Participatory Research in Asia.  
PRIA. (1982), *Participatory Research – An Introduction*, New Delhi: Society for Participatory Research in Asia.

### **Suggested Readings**

Birch, Izzy, et.al., (2008), *Immersion: Learning About Face-to-face (Participatory Learning and Action)*, International Institute for Environment and Development.  
Chambers, Robert. (2007), *Poverty Research: Methodologies, Mindset and Multidimensionalities*, IDS Working paper No. 293, Brighton, UK: Institute of Development Studies, University of Sussex.  
Mukherjee, Amitava (Ed.). (2004), *Participatory Rural Appraisal: Methods and Applications in Rural Planning : Essays in Honour of Robert Chambers*, New Delhi: Concept Publishing House.  
Mukherjee, Neela. (2002), *Participatory Learning and Action: With 100 Field Methods - Issue 4 of Studies in rural participation*, New Delhi: Concept Publishing Company.

## **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 2<sup>nd</sup> 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**

Rural Development: Concept, Elements, Importance and Scope - Approaches: Sectoral, Area Approach, Target Group Approach, Participatory Approach, Integrated Approach - Strategies of Rural Development - Rural Management: Scope and Significance of Rural Management – Economic perspectives of Rural Development: Lack of access to assets, Micro finance, Capital market - Sectoral Issues in Rural development: Agriculture, Industries, Land Reforms

### **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) - Swarnajayanti Gram Swarajgar 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 Grameen Sadak Yojana (PMGSY) – Integrated Wasteland Development Programme (IWDP) - Provisions of Urban Amenities in Rural Areas (PURA) – PPP/CSR Initiatives in Rural Development

### **Unit V: Case Studies and Good Practices**

Experiments in Rural Development before Independence: Sriniketan, Marthandam, Sevagram, Vardha experiment, Baroda experiment, Firka Development, Nilokheri and Etawa Pilot Project - Individual models: Ralegan Siddhi experiments of Anna Hazare and impact on rural development - Tarun Bharat Sangh experiment of Rajendra Singh and its impact - Nandigram experiment of Gandhi Vichar Parishad, Bankura, West Bengal and its impact - Empowerment based models: SEWA experience, Chipko movement, Silent Valley movement

### **Prescribed Readings**

Prasad, B.K.(2003), Rural Development: Concept, Approach and Strategy, New Delhi: Sarup & Sons. Singh, Katar. (2009). Rural Development – Principles, Policies and management, New Delhi: Sage. Srivastava, Madhuri and Alok Kumar Singh (Eds.) (2008), Rural development in India: Approaches, strategies, and programmes, New Delhi: Deep and Deep Publications. Sundaram, Satya. (2002), Rural Development Mumbai: Himalaya.

### **Suggested Readings**

Government of India. (2012), Greening Rural Development in India, New Delhi: Ministry of Rural Development and UNDP. Singh, Katar and RS Pundir. (2000), Co-operatives and Rural Development in India, IRMA. India Rural Development Report 2013-14, Hyderabad: Orient Blackswan.

## **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**

Trends of Urbanization in India – Organisational Structure and Functions of Urban Local Government Institutions: Municipal Corporation, Municipal Council, Town Panchayat. Ministry of Urban Development– Town and Country Planning Organisation. State Urban Development Department- Urban Development Authorities-National Institute of Urban Affairs, All India Institute of Local Self Government and State Institute of Urban Development - Scientific inputs and support from the Institutions like ISRO, CSIR Institutes, etc.

Urban Planning and Management: Emerging issues - Planning system: Perspective Plan, Development Plan, Annual Plan, and Projects/Schemes - Urban Planning in Five Year Plans - Thrust Areas in various Plans

### **Unit III: Urban Personnel System and Management**

Importance of Municipal Personnel Management, Personnel Development, 1) Recruitment and Maintenance of Municipal Personnel 2) Manpower Planning 3) Municipal Capacity Building and Training, 4) Flexibility in Staffing Arrangement 5) Reform Strategies for Municipal Personnel and 6) Role of State - Performance Based Personnel Management: Introduction to Performance Appraisal, Importance of Performance Appraisal, Organizational Context, Purpose of Performance Appraisal, Critical Issues for PA Practice, Job Description, Career Management Plan, Staffing Structure, Politicization

### **Unit IV: Urban Issues and Urban Public Services**

Urban Issues: Urban Poverty, Urban Slums, Urban Safety, Pollution, Traffic Congestion, Urban Health, Law and Order, Land grabbing, Civic amenities, Waste Management - Urban Public Services: Demand for efficient Urban Public Services, Types of Urban Public Services, Performance Measurement of Urban Public Services. Emerging Urban Governance Issues - India's Response to Global Campaign for Good Urban Governance - Management of Urban Services

### **Unit V: Urban Development Policies and Programmes**

Policies: National Urban Sanitation Policy, National Urban Transport Policy - Centrally sponsored and State Sponsored programmes – Jawaharlal Nehru National Urban Renewal Mission (JNNURM)/ AMRUT, Urban Infrastructure Development Scheme for Small and Medium Towns (UIDSSMT) - North Eastern Region Urban Development Programme (NERUDP) - National Urban Information System (NUIS) - Swarna Jayanthi Shahari Rozgar Yojana (SJSRY) - Rajiv Awaas Yojana (RAY) - PPP/CSR Initiatives in Urban Development

### **Prescribed Readings**

Simon, Parker. (2015) *Urban Theory and the Urban Experience: Encountering the City*, Routledge  
Bheenaveni, Ramaiah. (2011), *Urban Management in India*, Lulu Publications, United States.  
Goel, S.L.(2010), *Urban Governance*, New Delhi: Deep and Deep Publications. .  
Rao, P,S,N. (2005), *Urban Governance and Management*, New Delhi: Kanishka.  
Sachdeva, Pradeep (2011), *Local Government in India*, New Delhi: Pearson Education India.  
Nair, Padmanabhan (2010), *Urban Public Services*, Hyderabad: ICFAI University Press.  
Murthy, Narayana. (2009), *A Better India: A Better World*, New Delhi: Penguin Books.  
Singh,U.B. (2002), *Revitalised Urban Administration in India: Strategies and Experiences*, New Delhi: Kalpaz Publications.

### **Suggested Readings**

Bakshi, Sanchita, et.al. (2015). *Regional Disparities in India – A Moving Frontier*, *Economic and Political Weekly*, Vol. 1, No.1, 03 January.  
Government of India. (2007). *Sixth Report on Local Governance: An Inspiring journey into the Future*. New Delhi: Second Administrative Reforms Commission. Retrieved from Department of Administrative Reforms and Public Grievances website, <http://arc.gov.in/6-1.pdf>  
Verma, A.K. (2014), *Development and Governance – Trump Caste Identities in Uttar Pradesh*, *Economic and Political Weekly*, Vol.XLIX, No.39.

## **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**

Issac, Thomas and Richard, W. Franke. (Eds.) (2000). Local Democracy and Development : People's Campaign for Decentralisation in Kerala, New Delhi: Leftward.

ISS. (1994), Decentralised Planning and Panchayati Raj, New Delhi: Institute of Social Sciences.

Hooja, Rakesh and Prakash Chand Mathur. (Eds.) (1991), District and Decentralized Planning, Jaipur: Rawat Publications.

Sanyal, Bikash Mohan. (2001). India: Decentralized Planning: Themes and Issues, New Delhi: Concept Publishing Company.

Sundaram, V. (1997). Decentralized Multilevel Planning Principles and Practices, Asian and African Experiences, New Delhi: Concept Publishing Company.

Sundaram, K.V. (2012). Development Planning at the Grassroots. New Delhi: Concept Publishing Company.



## Suggested Readings

Government of India. (2006). Report of the Expert Group: Planning at the grassroots level – An Action Programme for the 11<sup>th</sup> FYP, New Delhi: Planning Commission.

Government of India. (2007). Sixth Report on Local Governance: An Inspiring journey into the Future. New Delhi: Second Administrative Reforms Commission. Retrieved from Department of Administrative Reforms and Public Grievances website, <http://arc.gov.in/6-1.pdf>

John, M.S. and Jos Chathukulam. (2002), Building Social Capital through State Initiative – Participatory Planning in Kerala, *Economic and Political Weekly*, Vol. XXXVII, No.20, 18 May.

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

Rai, Manoj, et. al. (Eds.) (2001). The State of Panchayats: A Participatory Perspective, New Delhi: Samskriti.

Umdor, Sumardin, (2009) Decentralised Planning in the Sixth Scheduled Area of India (A Study of Meghalaya), *Man and Development*. Retrieved from <http://www.indiaenvironmentportal.org.in/files/Man%20and%20development%202.pdf>

## **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**

Democracy and Political parties: Scope and significance of Leadership - Political parties: Ideology, Agenda and Manifesto – Vision and Mission Governance and Development - Electoral Participation - Policies, programmes and Projects - Alliances and Coalitions: Opportunities, Strategies and Approaches - Non-Electoral functions

### **Unit III: Leadership and Local Government**

Leadership in Local Government: Role and functions – Initiatives for Local Economic Development, Social Justice and Civic functions – Political parties and Local Government: Scope and opportunities – Coalition politics at the grassroots – 'Politicisation of Local Government' and competitive politics - Development and Welfare - Conflicts: Negotiation, Management and Transformation – Scope and potentials of virtual knowledge sharing and dissemination

### **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**

Northouse, P.G. (2007), Leadership: Theory and Practice, New Delhi: Sage.

Gill, R. (2006), Theory and Practice of Leadership, New Delhi: Sage.

Christopher, E.M. and LE Smith (2009), Leadership Training, New Delhi: Viva Books.

Normand L Frigan Sr and Harry K Jackson Jr. (2000), The Leader, Mumbai: Magna Publishing Company Limited.

Adair, John. (2009), Inspiring Leadership, New Delhi: Viva Books Pvt. Limited.

## MALG3C16 : Field Practicum

### 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**

Concept of resource, Classification of Natural Resources. Factors influencing resource availability, distribution and uses. Interrelationships among different types of natural resources. Concern on Productivity issues. Principles of Natural Resource Management. Ecological, Social and Economic dimensions of resource management.

## **Unit II: Approaches and Theories of Natural Resource Management**

Ecological Approach, Economic Approach, Ethnological Approach, Community-based Approach, Livelihood Approaches, Adaptive management, Landscape-scale Approaches, Implications of the Approaches, Integrated Natural Resource Management Strategies. Theories: Carrying Capacity, Physical Measures, Stakeholder analysis, Liberal theories of Natural Resource Management

## **Unit III: Common Property Resource (CPR) Management**

Meaning, Importance, Types and Difference between Common Property Resources and Common Pool Resources – Theories of Common Property Resources: Evolution, Participation and Collective Action - Management Models: Capitalist Model, Socialist Model and Anthropological Model. Theories of Management of CPR: Ecological disasters and Theories on CPR - Hardin's Theory of Tragedy of Common - Game Theories of CPR management and game of Prisoners dilemma - Olson's Logic of collective action.

## **Unit IV: Natural Resource Conflicts**

Resource extraction, access and control system. Types of jurisdiction over natural resources Conflict over Natural Resources: Land, Water and Forest. Environmental Conflict and Environmental Security: Theories and Issues. Environmental Politics: From Kyoto to Copenhagen and Beyond Environmental Peacekeeping, Cooperation and Resolution: Cases of Narmada River Dispute, Ganga Action Plan, Amazonian Deforestation and Nile River Management. Green Peace Movements

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 'Porambores': 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:**

Barbier, Edward B. (2005). *Natural Resources and Economics Development*. Cambridge: Cambridge University Press.

Mitchell, B. (2005). Integrated water resource management: Institutional arrangements and landuse planning. *Environment and Planning A*, 37(8), 1335 – 1352.

Pertile, M. (2014). The Changing Environment and Emerging Resource Conflicts, in M Weller (ed), *The Oxford Handbook of the Use of Force under International Law*, Oxford: Oxford University Press.

Ostrom, Elinor. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University press.

**Suggested Readings:**

Babu, Umesh, M.S. and Sunil Nautiyal. (2015), Conservation and Management of Forest Resources in India: Ancient and Current Perspectives, Scientific Research Publishing, *Natural Resources*, 2015, 6, 256-272 Published Online April 2015 available at <http://www.scirp.org/journal/PaperInformation.aspx?paperID=55575#.VZPHBRuqqko>

Humphreys, M.(2005). Natural Resources, Conflicts, and Conflict Resolution, *Journal of Conflict Resolution*, Vol. 49(4), pp. 508-537.

Mishra, Aman. (2015). The Right to Water in India: Changing Perceptions, *International Journal of Research in Humanities and Social Studies*, Volume 2, Issue 4, April 2015, PP 1-5. Available at <http://www.ijrhss.org/pdf/v2-i4/1.pdf>

Nautiyal, Sunil. Potential of manure based biogas to replace conventional and non-conventional fuels in India: Environmental assessment for emission reduction, Emerald Group Publishing Limited.

Ullah, Amir. (2015). Public Private Partnership in Hydro-Power Development of India : Prospects and Challenges, *Journal of Business Management & Social Sciences Research*, Volume 4, No. 2, Available at [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2566621](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2566621)

## **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**

Civilizational Transition and Urban Chaos - Concept of Sustainability - Learning from the history about Managing Sustainable Cities - Dimensions of Urban Sustainability: Social, Economic, Physical, Ecological and Political Sustainability - Concept of Sustainable Cities: Meaning, Characteristics of a Sustainable City, Forces Driving Sustainability, Indicators for Sustainable Cities - Main Issues in a Sustainable City, Advantages and Barriers to Creating 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 of 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**

Sustainable Cities and Local Sustainability: Local Action for Sustainable Development, Localizing Agenda 21 (LA21) - Local and Urban Sustainability as a substantive concept, Practical guidelines for Local Sustainability, Broad based local government and sustainable city - Sustainable Cities Programme (SCP): International- Indian Context, Linkage with Urban Environmental Forums. Local Government as a Learning Organisation, Links between Departments, Alliances with External Agencies, Creative Policy Making, Facilitation and Leadership, Communication with Civil Society, Environmental Awareness as a Catalyst, Vision and Strength, Networking between Local Authorities, Multilevel Governing, Limits of local and urban sustainability, Urban Governance Index.

### **Unit V: Energy planning in Sustainable Cities and Case studies**

Sustainable Energy Path for Cities: Sustainable Energy Action Planning, City Energy Plan Process: Designating a lead office, Finding Champions, Establishing Partnerships, Finding the Hooks, Conducting an Energy and Greenhouse Gas (GHG) Emissions Audit, Analysing the Data and Developing a Draft Plan, Building Public and Internal Support, Finalising the plan, Implementing and Financing The Plan, Monitoring and Evaluating the plan and Publicising the Benefits - Case Studies on Energy services and housing, Public and commercial buildings, Water services, wastewater and sanitation, Waste management & methane recovery, Public lighting, Public transport & city planning, Air Quality Management, Green energy sourcing, Urban greening - Inputs from scientific institutions for energy planning - Fleet management and Green Purchasing practiced in different countries - Carbon Credit

### **Prescribed Readings**

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

Aariz Aftab. (2005), *Are the Third World Cities Sustainable*, New Delhi: Allied Publishers.

Bob Evans. (2007), *Governing Sustainable Cities*, New York: Earthscan Publications.

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

Paul Selman. (1996), *Local Sustainability: Managing and Planning Ecologically Sound Places*, London: Sage Publications Company.

Newman, Peter and Jeffrey Kenworthy. (1999), *Sustainability and Cities: Overcoming Automobile Dependence*, Washington DC: Island Press.

Gwendolyn Hallsmith. (2003), *The Key to Sustainable Cities: Meeting Human Needs, Transforming Community Systems*, New Society Publishers.

### **Suggested Readings**

Greenstone, Michael and Janhavi Nilekani. (2015), *Lower Pollution, Longer lives, Life expectancy gains if India reduced particular matter pollution*, *Economic and Political Weekly*, Vol. 1, No.8.

Misra, R.P. (1998), *Urbanization in India: Challenges and Opportunities*, New Delhi: Regency Publications.

## **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**

Meaning and Origin of Environment concept, Environmental philosophies. Evolution of environmentalism in India. Social Sciences and Environment. Environmental Governance: Meaning, Nature, Scope and Significance of Environmental Governance. Principles of Environmental Governance. Global, national and local environmental challenges. Themes of environmental Governance: Globalization, Decentralization, Market-and Agent-Focused Instruments, Cross-Scale. Environmental Ethics.

### **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**

Basic Concepts in Environmental Law, International Environmental law: law of treaties; signature, ratification. Evolution of Environmental laws and Policy Making in India. Constitutional provisions- Union, State and Concurrent Lists, Stockholm conference; Bhopal gas tragedy; Rio conference. Forest, Wildlife , Biodiversity Air, Water , Marine Laws, Laws relating to prevention of pollution, Environment Protection Act as the framework legislation-strength and weaknesses; EIA; National Green Tribunal, Hazardous Substances PLI Act. Ministry of Environment and Forests: Structure and Functions.

### **Unit IV: Environmental Management Instruments**

Cleaner Production, Environmental Auditing, Environmental Management Accounting, Environmental Management Systems, Environmental Labelling, Environmental Performance Indicators, Environmental Reporting, Green Procurement, Integrated Product Policy, Life Cycle Assessment, Risk Assessment and Risk Management, Application of GIS data in environment management.

### **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 Management, National Green Tribunal (NGT), Centralised Resource Inventory System (CRIS)



**Prescribed Readings:**

Bala Krishnamoorthy (2005), Environmental Management, Prentice-Hall of India Pvt. Limited.

Christopher J. Barrow(1999), Environmental Management: Principles and Practice, Routledge Publications, London.

Environmental Governance (2003) Sourcebook By United Nations Development Programme. Regional Bureau for Europe and the Commonwealth of Independent States.

Leelakrishnan P. (2008), Environmental Law in India, 3rd ed., Lexis Nexis, India.

Ranabir Samaddar, Suhit K. Sen(2012), New Subjects and New Governance in India, Routledge Publications.

Sands P. (2002) Principles of International Environmental Law, 2nd ed, Cambridge.

Upadhyay S. and Upadhyay V. (2002) Hand Book on Environmental Law- Forest Laws, Wildlife Laws and the Environment; Vols. I, II and III, Lexis Nexis- Butterworths-India, New Delhi.

**Suggested Readings**

Breton, Albert. (2007), Environmental Governance and Decentralisation, Edward Elgar Publishing, UK.

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

Jordan, A. et.al., (2003), New Instruments of Environmental Governance?: National Experiences and Prospects, Frank Cass Publishers, London.

## **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**

Urban socio-spatial changes: Demographic changes; Shifting population (In and out migration); Changes in land-use patterns – Economic changes – Industrialisation and Institutional Changes - Environment Challenges – Sustainability, Climate change and Disasters - Urbanization, Urban change and Urban growth - Land use patterns: Main City, Rural Areas, Peripheral Areas - Urban Planning: Meaning, Nature and Significance - Evolution of urban planning in India - Types of Urban Planning – Concerns of Physical Planning: Water, Sewerage, Electricity, Housing, Transport, Communications, Fire, Heritage and Tourism - Concerns of Social Planning: Poverty and Slums, Education, Health, Culture, Crime and Violence

### **Unit II: Urban Planning Institutions**

Planning institutions and Norms and Practices – Planning Commission, Ministry of Urban Development, National Institute of Urban Affairs, State Government Departments, State Institute of Urban Development – Urban Development Authorities: Metropolitan, City and Township – Urban Development Information System (UDIS) – Role of Scientific Institutions in Urban Planning - Incorporation of GIS data in Urban Planning.

### **Unit III: Approaches to Urban Planning**

New Urbanism and the Compact City: Master Planning – Classical Planning and New Approaches: Features of Strategic Planning, Spatial Planning, Participatory Planning, Sectoral Planning and International Inputs to Urban Planning – Stakeholders in Urban Planning

### **Unit IV: Process of Urban Planning**

Planning Exercises: Administrative and Participatory – Features and Advantages of Participatory Urban Planning: Multi-level exercise, Inputs from stakeholders - Process of Participatory Urban Planning: Residential Associations, Ward Committees, Urban Local Government Institutions – District Planning Committee - Monitoring and Evaluation of Urban Plans - Types of Monitoring and Evaluation - Indicators of urban plan evaluation: Evaluation of feasibility of project, policy or programme in plan formulation - Challenges to Urban Planning: Resource identification, mobilisation and management

### **Unit V: Case Studies**

Cases from Delhi, Bangalore, Mumbai, Lucknow, Chandigarh

### **Prescribed Readings**

Nath, V. (2007), Urbanization, urban development, and metropolitan cities in India, Concept Publishing Company, New Delhi, 2007.

Nick Devas, et.al. (2006), Urban Governance, Voice and Poverty in the Developing World, Earthscan, London.

Chaudhuri, Ray. (2001), "An introduction to development and regional planning : With special reference to India", Orient Blackswan Publishers, Kolkata.

Bhargava, Gopal. (2001), "Development of India's urban, rural, and regional planning in 21st century: policy perspective", Gyan Publications, New Delhi.

### **Suggested Readings**

Hopkins, Lewis, D. (2001), "Urban development: the logic of making plans", Islands Press, Washington DC.

"Planning Sustainable Cities", Global Report on Human Settlements 2009, Earthscan Publishers, London, 2009.

## **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**

From IT to ICT – Information and Communications for Development: International Trends and Policies – Open and Accountable Development using ICTs - Focal Domains of ICT in Governance: e-Administration - e-Citizens and e-Services – e-Society

### **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**

Institutional Structure: Department of Electronics, NIC, From Union Ministry of IT to Ministry of Communications and IT - IT Act 2000 - IT (Amendment) Act, 2008 - National e-Governance Plan: Implementation Strategy, Approach & Methodology of NeGP, Institutional Structure, Common Infrastructure, Mission Mode Projects - PPP – UID – myGov web portal

G2C Initiatives – Computerisation of Land Records, Project Bhoomi, Gyandoot, Lokvani, FRIENDS, e-Mitra, MeeSeva, Project Saukharyam

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**

ICT Reforms in Governance: Building a Congenial Environment, Identification of ICT Projects and Prioritisation, Business Process Reengineering (BPR), Capacity building and Creating Awareness, Developing Technological Solutions, Change Management, Administrative Culture, Monitoring and Evaluation, Institutional Framework for Coordination and Sharing of Resources/Information, Knowledge Management.

### **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

Backus, Michiel. (2001), E- Governance in Developing Countries, The International Institute for Communication and Development, Research Brief – No.1, pp. 1 - 4.

Bedi, Kiran. et.al. (2001). *Government @ net*, New Delhi: Sage Publications.

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

Bhatnagar, Subhash. (2009). Unlocking E-Government Potential – Concepts, Cases and Practical Insights, New Delhi: Sage Publications.

Heeks, R. (2005) Overestimating the Global Digital Divide, eDevelopment Briefing no.7, November. <http://www.sed.manchester.ac.uk/idpm/research/publications/wp/di/index.htm>

## Suggested Readings

Ashwani Saith, et.al. (2008). ICTs and Indian Social Change, New Delhi: Sage Publications.

CIMA (2007) Community Radio: Its Impact and Challenges to its Development, Center for International Media Assistance, Washington, DC. [http://www.ned.org/cima/CIMA-Community\\_RadioWorking\\_Group\\_Report.pdf](http://www.ned.org/cima/CIMA-Community_RadioWorking_Group_Report.pdf)

Heeks, R. (2009) The ICT4D 2.0 Manifesto: Where Next for ICTs and International Development?, Development Informatics Working Paper no.42, Centre for Development Informatics, University of Manchester, UK. [http://www.sed.manchester.ac.uk/idpm/research/publications/wp/di/di\\_wp42.htm](http://www.sed.manchester.ac.uk/idpm/research/publications/wp/di/di_wp42.htm)

Samarajiva, Rohan and Zainudeen, Ayesha. (2008). ICT Infrastructure in Emerging Asia, New Delhi: Sage Publications.

## **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**

Ghosh, Buddhadeb (2003), External Funding for Elementary Education, *Economic and Political Weekly*, 38 (35), p. 3610.

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

Basant, Rakesh and Gitanjali Sen (2014). Access to Higher Education in India - An Exploration of Its Antecedents, *Economic & Political Weekly*, 49 (51)

Mehrotra, Santosh, (Ed.). (2014). India's Skills Challenge: Reforming Vocational Education and Training to Harness the Demographic Dividend, New Delhi: Oxford University Press.

Rao, Nitya (2009). Structural Constraints in Sarva Shiksha Abhiyan Schools, *Economic and Political Weekly*, 44 (16), pp. 17-20.

Kingdon Gandhi Geeta (2007). The Progress of School Education in India, *Oxford Review of Economic Policy*, Vol. 23, No. 2, pp. 168-195, New Delhi: Oxford University Press.

### **Suggested Readings**

Karopady, D D. (2014). Does School Choice Help Rural Children from Disadvantaged Sections? Evidence from Longitudinal Research in Andhra Pradesh, *Economic & Political Weekly*, 49 (51), pp. 46-53.

Khera, Reetika (2006). Mid-Day Meals in Primary Schools: Achievements and Challenges, *Economic and Political Weekly*, 41 (46), pp. 4742-4750.

White Paper Status of Municipal Education in Mumbai (Academic Years 2008-09 to 2011-12), Praja Retrieved from

[https://www.academia.edu/5663348/Status\\_of\\_Municipal\\_Education\\_in\\_Mumbai](https://www.academia.edu/5663348/Status_of_Municipal_Education_in_Mumbai)

## **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**

Nature, Scope and Significance of Public Health - Evolution of Public Health - Primary Health Care: Need, Meaning, Scope and Principles - Difference between Health Care and Public Health - Important Committees on Public Health - National Health Policy.

### **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**

Key initiatives in Public Health: National Rural Health Mission - National Urban Health Mission - Rashtriya Kishore Swasthya Karyakram (RKSK) - Indian Public Health Standards - Pradhan Mantri Swasthya Suraksha Yojana - National Vector Borne Disease Control Programme - National Leprosy Eradication Programme - National Iodine Deficiency Disorders Control Programme - National Mental Health Programme - National Programme for Prevention and Control of Deafness - Universal Immunization Programme - National Programme for Control of Blindness - Pulse Polio Immunisation Programme - National Programme for Prevention and Control of Fluorosis - National Tobacco Control Programme (NTCP) -National Programme for Health Care of the Elderly - Role of Local Government Institutions in the implementation of Public Health 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:**

Goel, S.L. (2005) Public Health Policy and Administration, New Delhi : Deep & Deep.  
Diatha Krishna Sundar, Shashank Garg, Isha Garg(2015), Public Health in India: Technology, Governance and Service Delivery, New Delhi: Routledge.  
Ramani K V, Dileep V Mavalankar, Dipti Govil (2008), Strategic Issues and Challenges in Health Management, New Delhi: Sage.

### **Suggested Readings:**

Monica Das Gupta, Public Health in India: An Overview, Washington: World Bank.  
Peyvand Khaleghian, Monica Das Gupta, Public management and essential public health functions, Washington : World Bank.  
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**

Agricultural workers: Attached workers – Casual workers - Problems of agricultural workers: Poverty, low wages, uncertain working days and hours – health and occupational hazards – social backwardness - Remedial measures: Minimum Wages Act, 1948 - Plantation Labour Act, 1957 – Bonded Labour System (Abolition) Act, 1976 - MGNREGA, 2005 – Insurance scheme for agricultural workers

### **Unit IV: Co-operatives in Rural development**

Importance of Co-operatives – Types of co-operatives: Multi-purpose co-operatives – co-operative credit societies – co-operative societies – co-operative farming – co-operative marketing – co-operative processing – labour and construction co-operatives - co-operative and panchayats - Problems and Challenges faced by the co-operative sector: Structure of Co-operatives – Professionalisation, Accountability and Transparency – Lack of Capital – Linkages and Competitiveness – Financial Accessibility – Sickness in co-operative sector – Co-operative Education and Training

### **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**

Biju M.R. (Ed.). (2010). Development Issues in Contemporary India, New Delhi: Concept Publishers.  
Gowda, Narayana (Eds) (et.al) (2013). Youth in Agriculture and Rural Development, New Century Publications: New Delhi.  
Prasad, Chandra Shekar (2012). Agriculture and Sustainable Development in India, New Century Publications: New Delhi.  
Vaidyanathan, A. (May 2000). India's Agricultural Development Policy, Economic and Political Weekly, 35(20)

## **Additional Readings**

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.

Som, Ranjan Kumar, (Feb 1961). Agricultural Labour in India, Retrieved from [http://www.epw.in/system/files/pdf/1961\\_13/8/agricultural\\_labour\\_in\\_india.pdf](http://www.epw.in/system/files/pdf/1961_13/8/agricultural_labour_in_india.pdf)

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 - Gol 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**

Salient Features and sources of Indian Constitution - The Preamble and its significance - Citizenship - Fundamental Rights and its limitations - Fundamental Duties and its implications - Directive Principles of State Policy and Welfare State

### **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) - 73<sup>rd</sup> Amendment Act - 11<sup>th</sup> Schedule - PESA Act - Urban Local Government Institutions (ULGI) - 74<sup>th</sup> Amendment Act - 12<sup>th</sup> 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**

Centre-states Relations: Executive, Legislative, Administrative and Financial - Division of Powers: Union List, State List, and Concurrent List - Important Constitutional Amendments and procedure - Cooperative Federalism - Bargaining Federalism

### **Prescribed Readings**

Basu, Durga Das, (2002), Introduction to the Constitution of India, New Delhi: Wadhwa and Company Law Publishers.  
Basu, Durga Das, (2008), Commentary on the Constitution of India, New Delhi: Wadhwa and Company Law Publishers.  
Datar, Arvind P, (2010), Datar Commentary on Constitution of India (3 vols.), Nagpur: LexisNexis Butterworths Wadhwa.  
Jain, M.P. (2010), Indian Constitutional Law 6<sup>th</sup> Edition (2 vols.), Nagpur: LexisNexis Butterworths Wadhwa.  
Johari, J.C. (1995), The Constitution of India – A Politico-Legal Study, New Delhi: Sterling Publishers Private Limited.  
Kashyap, Subhash, (2005), Our Constitution, New Delhi: National Book Trust.  
Mohanty, Biswaranjan, (2009), Constitution, Government and Politics in India, New Delhi: New Century Publications.  
Pylee, M.V. (2007), An Introduction to the Constitution of India, New Delhi: Vikas Publishing House Pvt.Ltd.  
Pylee, M.V. (2008), India's Constitution, New Delhi: Vikas Publishing House Pvt.Ltd.  
Shukla, V.N. (2003), Constitution of India, Lucknow: Eastern Book Company.

## **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 LGs.

### **Unit I: Concepts of Empowerment**

Empowerment: Meaning, Definition, and Significance – Individual empowerment, Group Empowerment and Community Empowerment– Community Empowerment: Children, Youth, Women, Elderly, Differently abled, Scheduled Castes, Scheduled Tribes and Minorities – Organisational Empowerment – Organisational Empowerment – Issues of Community Empowerment: Resistance, Conflict, Community awareness, Organising the community,

### **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 LGs, 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:**

Dreze, Jean and Amartya Sen. (2002), *India : Development and Participation*, New Delhi: Oxford University Press.

Emmanuel Brunet-Jailley and John F.Martin. (2010). *Local Government in a Globalized World*, Oxford University Press, New Delhi.

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.

Baviskar, B.S, and George Mathew (Eds.). (2009). *Inclusion And Exclusion In Local Governance: Field Studies From Rural India*, New Delhi, Sage.

Jayal. Niraja Gopal (2006). *Representing India: Ethnic Diversity and governance of Public Institutions*, Palgrave Macmillan.

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). *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), 'Refurbishing Grassroot Democracy : A Grassroot Initiative', in Palanithurai (Ed.), *Deliberative Democracy*, Chennai: MJP Publishers.

Mathew, George. (1990). 'Political Parties in Panchayati Raj', in George Mathew (Ed.) *Panchayati Raj in Jammu and Kashmir*, New Delhi: Institute of Social Sciences.

Oommen, M.A. (2015), *Fourteenth Finance Commission – Implications for Local Governments*, *Economic and Political Weekly*, Vol. 1, No. 21, 23 May.

Palanithurai, G., et.al. (2008), *Change Makers at Grassroots – Local Governance in Action*, Concept Publishing Company, New Delhi.

## **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**

Database for complaints, suggestions and solutions - GIS data and other scientific inputs – Preparation of data base for constituency development – Planning for model Village/ Town/ Constituency – Provisions of Sansad Adarsh Gram Yojana - Use of ICT in constituency management – Updation of Data - Case studies: Initiatives and interventions like Village Knowledge Centre.

### **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**

James, Saffron and Ed Cox. (2007) Ward councillors and community leadership: A Future Perspective, York: Joseph Rowntree Foundation. <http://www.jrf.org.uk/publications/ward-councillors-and-community-leadership-future-perspective>  
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**

Asadi, SS. et al.(2011). Creation of Integrated Rural Development Information System using Remote Sensing and GIS – A Model Study on Prakasam District, Andhra Pradesh, *International Journal on Computer Science and Engineering*, Vol. 3, No. 11. (ISSN : 0975-3397)  
Government of India. (2014), Sansad Adarsh Gram Yojana Guidelines, New Delhi: Ministry of Rural Development.  
Rajiv Gandhi National Institute of Youth Development (RGNIYD). (2014), Constituency Management in Local Government – A Study from Sikkim (Unpublished study report). Sriperumbudur: RGNIYD.  
RGNIYD (2014), Constituency Management in Local Government – A Study from Kerala (Unpublished study report). Sriperumbudur: RGNIYD.

# **MALG4E13 : Disaster and Risk Management**

## **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**

Meaning, Characteristics and Types of Disasters - Indian Society and its Vulnerability to Disasters - Hazards and Vulnerability factors - Risk assessment: Seismic Zones, Richter Scale and other measures – Impact of disasters on socio-economic development: Social, Economic, Political and Psychological – Food, Water, Shelter, Hygiene, Health, Education, Agriculture, Cattle wealth, Employment, Financial distress, Electricity, Infrastructure facilities, Transportation, Industry, Environment, Disorganising in the family, Governmental process, system and services - Impact of Disasters on population: Gender, Children, Aged, Poor, Differently abled, Shelterless, Coastal population, Tribal population.

## **Unit II: Disaster Management – Process and Institutions**

Evolution of Disaster Management in India - Disaster Management Act, 2005 – Organisation for Disaster Management at various levels – National Disaster Management Authority at National, State, District and Local Level – Role of National Institute of Disaster Management, State level institutions – Process: Disaster Preparedness, Prevention, Mitigation, and Rehabilitation – Capacity Building of the stakeholders - Institutional and Legal Mechanisms - Advocacy and Public awareness - Preparation of Prevention and Mitigation Strategies.

## **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**

Goel, S.L. (2009), *Disaster Administration – Theory and Practice*, Deep and Deep, New Delhi, 2009.  
Goel, S.L. (2010), *Management of Natural Disasters*, Deep and Deep, New Delhi, 2010.  
Singh, Tej (Ed.). (2006), *Disaster Management – Approaches and Strategies*, Akansha Publishing House, New Delhi.  
Kaur, Anu, et. al. (Eds.), *Disasters in India – Studies of Grim Reality*, Rawat Publications, Jaipur, 2005.  
*Disaster Management and Panchayati Raj Institutions – PRIA*, New Delhi, 2007.  
Walia, A and S Guleria, (2012), *Village Disaster Management Plan*, New Delhi: National Institute of Disaster Management.

## **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.  
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.  
Kent, R. (1994), *Disaster Preparedness* 2<sup>nd</sup> Edition, New York: United Nations Development Programme, 1994.  
Government of India. (2015). *Best Practices in Panchayats on Livelihoods and Natural Resource Management*, New Delhi: Ministry of Panchayati Raj.



# **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**

Program Evaluation: Meaning, Brief History of Evaluation, Characteristics of Program Evaluation, Significance of Program Evaluation. Nature of Program Evaluation: A Systems View-input, transformation, outputs, environment and feedback. Types of Program Evaluation: Formative, Summative. Evaluation Standards and Ethics

## **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**

Meaning, Types of Program Monitoring: Process Monitoring, Outcome Monitoring and uses. Process Monitoring versus Process Evaluation. Phases of Outcome Monitoring : Identification of goal indicators and data sources, determination of needed background information, pre- and post-intervention collection of data, Outcome monitoring versus outcome evaluation, Strengths and limitations of outcome 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**

Ian Graham Ronald Shaw, Jennifer Greene, Melvin M Mark. (2006),The SAGE Handbook of Evaluation, SAGE Publications Ltd.

Carol H. Weiss, Evaluation: Methods for Studying Programs and Policies, 2nd Edition, Prentice Hall; 2nd edition (December 18, 1997)

Peter H. Rossi, Mark W. Lipsey, Howard E Freeman, Evaluation: A Systematic Approach, Edition 7, SAGE, 2004

## **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**

Tribal Governance in India: Nature, Scope and Approaches - Indigenous governance models – Traditional Systems of tribal governance - Constitutional Safeguards for tribes - National Commissions and Important Committees.

### **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:**

Government of India. (2012), Special Report on Good Governance for the Tribal Development and Administration, New Delhi: National Commission for Scheduled Tribes.  
Raha, M.K. and PC Coomar. (1989). Tribal India – Problem, Development and Prospects, Vol. I, New Delhi: Gyan Publishing House.  
Sarkar, R.M. (2008). Primitive Tribal Groups In India : Tradition, Development and Transformation, Kolkata: Serial Publications.  
Narayan, Sachindra. (2003). Dynamics of Tribal Development : Issues and Challenges, New Delhi: Gyan Publishing House.

### **Suggested Readings:**

Baviskar, Amita. (2004). In the Belly of the River : Tribal Conflict Over Development in Narmada Valley, New Delhi: Oxford University Press.  
Singh, C.P. (1994). Tribal Development Administration : A Case Study, New Delhi: Mittal Publication.  
Mohanthi, Ranjitha. (2006). Participatory Citizenship: Identity Exclusion, Inclusion, New Delhi: Sage.  
Idris, Khan and David Philips. (2013). Jirgas: Pashtun Participatory Governance, Texas: Tribal Analysis Publishing.

# MALG4E16 : Geo-spatial Technology for Governance and Development

## 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 foot prints 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.

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**

- Lillesand, T., Kiefer, R. W., & Chipman, J. (2008). Remote Sensing and Image Interpretation (6th Edition edition). John Wiley & Sons.
- Chang, K.-T. (2006). Introduction to Geographic Information Systems. McGraw-Hill Higher Education.
- Samama, N. (2008). Global Positioning: Technologies and Performance (1 edition). Hoboken, N.J: Wiley-Interscience.
- Fu, P., & Sun, J. (2010). Web GIS: Principles and Applications. Esri Press.
- Roy, P. S., Dwivedi, R. S., & Vijayan, D. (Eds.). (2010). Remote Sensing Applications (Second edition). National Remote Sensing Centre. [http://www.indiawaterportal.org/sites/indiawaterportal.org/files/Remote%20Sensing%20Applications\\_NRSC\\_2010.pdf](http://www.indiawaterportal.org/sites/indiawaterportal.org/files/Remote%20Sensing%20Applications_NRSC_2010.pdf)  
[http://www.nrsc.gov.in/EO\\_Applications\\_Overview](http://www.nrsc.gov.in/EO_Applications_Overview)

### **Suggested Readings**

- Joseph, G. (2005). Fundamentals of Remote Sensing. Universities Press.
- Campbell, J. B. (2008). Introduction to Remote Sensing. Guildford Press.
- Jensen, J. R. (2004). Introductory Digital Image Processing (3 edition). Upper Saddle River, N.J: Prentice Hall.
- Burrough, P. A., & McDonnell, R. A. (1998). Principles of Geographical Information Systems (2 edition). Oxford; New York: Oxford University Press.
- Jeffrey, C. (2015). An Introduction to GNSS: GPS, GLONASS, Galileo and other Global Navigation Satellite Systems. NovAtel

### **Websites**

- <http://bhuvan.nrsc.gov.in>
- <http://fsi.nic.in> / <http://fsigeoportal.gov.in/dss>

### **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 3<sup>rd</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> Semesters, the student is expected to carry out the data collection from the field. Data analysis and interpretations will be carried out during the 4<sup>th</sup> Semester. At the end of 4<sup>th</sup> 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.