KANNUR UNIVERSITY

(Abstract)

Modified Scheme and Syllabus and Model Question Paper of MA Public Policy and Development Programme (CBSS) in the Institute of Public Policy and Leadership Studies (under KILA) at International Centre for Leadership Studies Campus, Taliparamba - implemented- w. e. f 2022 admission onwards- Orders issued.

ACADEMIC C SECTION

ACAD C5/1212/KILA/2022 (I)

Dated: 05.06.2023

Read:-1. U.O No. Acad C3/1212/KILA/2022 (I) Dated: 27.01.2023.

2. Letter No. ACAD C5/1212/KILA/2022 dated 17.02.2023 and 31.03.2023.

3. Letter No. IPPL/22-23/07 dated 13.04.2023, from the Director, KILA.

4. Letter No. ACAD C5/1212/KILA/2022 dated 15.05.2023.

5. Letter No.IPPL/2022-23/11 dated 25.05.2023 and No. IPPL/2022-23/10 dated 24.05.2023.

ORDER

1. The Scheme & Syllabus of MA Public Policy and Development Programme (CBSS) in the Institute of Public Policy and Leadership Studies (under KILA) at International Centre for Leadership Studies Campus, Taliparamba, was implemented w.e.f 2022 admission onwards, vide paper read(1) above.

2. As the Unit wise mark, Pattern of Question Paper and Model Question Paper are not seen included in the Syllabus of the MA Public Policy and Development programme, the Director, KILA was requested to prepare and submit the same, vide paper read (2) above.

3. As per the paper read (3) above, the Director, KILA forwarded modified Scheme and Syllabus for MA Public Policy and Development Programme (CBSS) after incorporating Unit wise mark, Pattern of Question Paper and Model Question Papers, for implementation. While considering the same, the Vice Chancellor has ordered to revise and resubmit the Scheme and Syllabus of aforesaid programme as there is mismatch in Credit Value and Hours per week.

4. Accordingly the Director, KILA was requested to revise the syllabus, rectifying the defects and to resubmit the same, as per the paper read (4) above..

5. The Director, KILA vide Paper read (5) above has resubmitted the modified Scheme and Syllabus for MA Public Policy and Development Programme and model Question paper (CBSS) in tune with the PG regulation 2014 of Affiliated colleges, after rectifying the defects pointed out such as mismatch in Credit Value and Hours per week, mark and credit distribution and typographical errors in course code for certain courses.

4. The Vice Chancellor after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under Chapter III, Section 11(1) of the Kannur University Act 1996, accorded sanction to modify the Scheme and Syllabus of MA Public Policy and Development Programme (CBSS) *after correcting the mismatch in the credit value & hours per week, mark and credit distribution and typographical errors in course code for certain courses and also incorporating Unit wise mark, Pattern of Question Paper and Model Question Papers and to implement the same w.e.f 2022 admission onwards in the Institute of Public Policy and Leadership Studies (under KILA) at International Centre for Leadership Studies Campus, Taliparamba, and to report the same to the Academic Council.*

5. The modified Scheme and Syllabus and Model Question Papers for MA Public Policy and Development programme are uploaded on the website of the University.

6. The U.O read (1) above, stands modified to this extent.
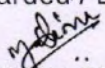
7. Orders are issued accordingly.

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Sd/-

Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

</div>

To: 1. Director, KILA, Thrissur

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

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

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

          4) Computer Programmer

          5) EX C I (Exam)

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

          7)SF/DF/FC

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Forwarded / By Order

SECTION OFFICER

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KANNUR UNIVERSITY

M.A. PUBLIC POLICY AND DEVELOPMENT

(Credit Based Semester System)

Regulations, Curricula, Syllabus and Scheme of Evaluation

(With Effect from 2022 admission)

Kannur University M A Scheme and Syllabus (CBSS) 2022

M.A. (Public Policy and Development)

About the Programme

The MA Public Policy and Development programme will enable the learner to use social science tools and engage the analysis of policies at different levels and assess their implications on individuals and communities. This would also help the learner analyse macro level policies at the national and international levels. Analysis of policies at different levels and assess their implications on individuals and communities. This would also help the leaner analyse macro level policies at the national and international levels. Further, the programme allows the learners to grasp the developmental issues confronting the world, India and Kerala and the ability to communicate effectively in academically acceptable written and oral forms. The programme will also provide professional and ethical competence to do basic research involving human subjects, including citing sources, develop critical thinking about public policy issues and the ability to conduct professional analyses of social, political, and economic structures and bureaucratic processes.

Programme outcome (PO)

The learners will acquire

1. Critical, analytical and integrative thinking

2. Strong ability to analyse complex problems, especially in crisis situations

3. Recommend rationally informed decisions

4. High degree of cognitive and interdisciplinary skills

5. Make them capable of policy advocacy

Programme Structure

The programme shall include two types of courses:
   i.   Core courses

   ii.   Elective courses

There shall be field surveys in first and third semesters respectively, one internship in second semester and a project with dissertation and comprehensive viva voce in fourth semester as core courses. The programmes shall also include assignments, seminars, and class tests. The electives are offered in third and fourth semesters only. The list of courses in the programmes is given in Table1.

Table 1.

List of courses, credit distribution and marks

The distribution of the courses over the four semesters of the PG program can be

Semester I

Course Code	Course Title	Core/Elective	Credit	Instructional hours /week	Tutorial/ contact hours /week	Total hours /Semester	Internal Marks	End Sem. Marks	Total
PPD1C01	India: Society, Economy and Polity	Core course	3	3	1	64 (16 x 4)	20	80	100
PPD1C02	Gender and Society	Core course	3	3	1	64 (16 x 4)	20	80	100
PPD1C03	Sustainable Development	Core course	3	3	1	64 (16 x 4)	20	80	100
PPD1C04	Constitution of India	Core course	3	3	0	48 (16 x 3)	20	80	100
PPD1C05	Concepts and Theories of Policy, Governance and Development	Core course	3	3	0	48 (16 x 3)	20	80	100
PPD1C06	Policy Making in India	Core course	2	2	1	48 (16 x 3)	20	80	100
PPD1C07	Field Survey – Level 1	Core course	3	1	1	32 (16 x 2)	40	60	100
	Weekly Seminar			2		32 (16 x2)			
		Total	20	20	5	400	160	540	700

Total Credit for Core : 20

Semester II

Course Code	Course Title	Core/Elective	Credit	Instructional hours /week	Tutorial/ contact hours /week	Total hours /Semester	Internal Marks	End Sem. Marks	Total
PPD2C08	Development : Concepts, Approaches and Theories	Core course	3	3	1	64 (16 x 4)	20	80	100
PPD2C09	Selected System Policies (Population, Education, Health, Environment and National Security)	Core course	3	3	1	64 (16 x 4)	20	80	100
PPD2C10	Comparative Public Policy	Core course	3	3	1	64 (16 x 4)	20	80	100
PPD2C11	Research Methodology	Core course	3	3	1	64 (16 x 4)	20	80	100
PPD2C12	Law and Science & Technology for Policy, Governance and Development	Core course	3	3	-	48 (16 x 3)	20	80	100
PPD2E01	Budget Making and Analysis	Elective Course	3	3	-	48 (16 x 3)	20	80	100
PPD2C13	Internship	Core course	2	-	1	16 (16 x 1)	40	60	100
--	Computer Tools(Basic)	NCA	---	---	-	---	---	---	---
	Weekly Seminar			2		32 (16 x 2)			
		Total	20	20	5	400	160	540	700

Total Credit for Core : 17

Total Credit for Elective : 3

Semester III

Course Code	Course Title	Core /Elective	Credit	Instructional hours /week	Tutorial/ contact hours /week	Total hours /Semester	Internal Marks	End Sem. Marks	Total
PPD3C14	Policies for Local Economic and Social Development	Core course	3	3	1	64 (16 x 4)	20	80	100
PPD3E02	Policies for Sustainable Development	Elective Course	3	3	1	64 (16 x 4)	20	80	100
PPD3C15	Rural Development and Decentralised Planning	Core course	3	3	-	48 (16 x 3)	20	80	100
PPD3E03	Monitoring, Evaluation &Learning of Policies and Programmes	Elective course	3	3	-	48 (16 x 3)	20	80	100
PPD3C16	Data Analytics for Policy Research	Core course	3	3	-	48 (16 x 3)	20	80	100
PPD3C17	Internship with an Institution/Organisation	Core course	3	2	-	32 (16x2)	20	80	100
PPD3E04	Urban Development	Elective course							
PPD3E05	Tribal Development	Elective course	2	2	-	32 (16x2)	20	80	100
PPD3E06	Psychology and Public Policy	Elective course							
PPD3C18	Field Survey – Level 11		3	2	-	32 (16 x2)	40	60	100
--	Academic Writing Skills (NCA)								
	Weekly Seminar			2		32 (16 x2)			
		Total	23	23	2	400	180	620	800

Total Credit for Core : 15

Total Credit for Elective : 8

Semester IV

Course Code	Course Title	Core/Elective	Credit	Instructional hours /week	Tutorial/ contact hours /week	Total hours /Semester	Internal Marks	End Sem. Marks	Total
PPD4C19	Ethics and Leadership in Public Policy	Core course	4	4	1	80 (16 x 5)	20	80	100
PPD4E07	Disaster and Risk Management	Elective course							
PPD4E08	Natural Resource Management	Elective course	3	3	1	64 (16x4)	20	80	100
PPD4E09	Big Data and Public Policy	Elective course							
PPD4E10	Being Human	Elective course							
PPD4C20	Dissertation with viva voce	Core	8	8	-	96 (16 x 6)	40	60	100
PPD4C21	Viva Voce	Core	2	-	-	-	-	100	100
--	Resume Development, Career development through Social Networking etc.								
	Weekly Seminar			2		32 (16 x 2)			
			17	17	2	272	80	320	400

Total Credit for Core : 14

Total Credit for Electives : 3

Total credits of four semesters = 80   Total Marks = 2600

Elective Courses:

Course(s) to be offered by the Parent Department as options/ choices to the students.

>Urban Development
>Tribal Development
>Psychology and Public Policy
>
>Disaster and Risk Management
>
>Natural Resource Management
>Big Data and Public Policy
>
>Being Human

Note: In **Semester III and Semester IV**, the students are expected to select **at least one Elective Course** offered by the Department to acquire the minimum number of credits for successful completion of the programme.

Number of Papers, Teaching Hours, and Credit Distribution

Table2 gives the details of it.

Table 2

Number of Papers, Teaching Hours and Credit Distribution

Credit Distribution

	SEM I			SEM II			SEM III			SEM IV		
	NoP	Hr/w	Cr	NoP	Hr/w	Cr	NoP	Hr/w	Cr	NoP	Hr/w	Cr
Theory	6	17	17	6	18	18	6	17	17	2	7	7
Field Survey	1	1	3	0	0	0	1	2	3	0	0	0
Internships	0	0	0	1	0	2	1	2	3	0	0	0
Project	0	0	0	0	0	0	0	0	0	1	8	8
Viva Voce	0	0	0	0	0	0	0	0	0	1	0	2
Weekly Seminar	0	2	0	0	2	0	0	2	0	0	2	0
Total	**7**	**20**	**20**	**7**	**20**	**20**	**8**	**23**	**23**	**4**	**17**	**17**

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

ADMISSION

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

ATTENDANCE

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

Condonation of shortage of attendance to a maximum of 12 days of the working days in a semester subject to a maximum of two times during the whole period of post graduate programme may be granted by the Vice Chancellor of the University. Benefit of Condonation of attendance will be granted to the students on health grounds, for participating in University Union activities, meeting of the University bodies and participation in other extracurricular activities on production of genuine supporting documents with the recommendation of the Head of the Department concerned. A student who is not eligible for such condonation shall **repeat the course** along with the subsequent batch.

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

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

Table 3

Percentage of marks by Attendance

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

EXAMINATION

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

PATTERN OF QUESTIONS

Pattern of Questions A question paper may contain Objective type questions, short answer / annotation type, short essay / paragraph type and essay type questions. A general pattern may be followed by the Board of Studies.(Pattern of Question affixed Here).

Part A - MCQ (10 questions x Mark 1 each = 10)

[Answer all questions (10 questions x Mark 1 =10)]

Part B - Short Essay (8 questions x Marks 3 each =24)

[Answer any 5 questions (5 questions x Marks 3 each=15)]

Part C - Essay (8 questions x 5 Marks each =40)

[Answer any 5 questions (5 questions x 5 Marks each= 25)]

Part D - Long Essay (5 questions x Marks 10 each =50)

[Answer any 3 questions(3 questions x Marks 10 each =30)]

Total marks including choice -124

Maximum External marks of the course – 80

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/she shall also submit a detailed scheme of evaluation along with the question paper. Different types of questions shall possess different marks to quantify their range. Maximum marks can vary from course to course depending on their comparative importance.

EVALUATION AND GRADING

The evaluation scheme for each course, including project shall contain two parts: Continuous assessment (CA) and End Semester Evaluation (ESE). 20 % marks shall be given to CA and the remaining 80 % to ESE. The ratio of marks between internal and external is 1:4 excluding research project and comprehensive viva-voce. Both internal and external evaluation shall be

carried out using marks with corresponding grade and grade points in 7-point indirect relative grading system.

CONTINUOUS ASSESSMENT (CA)

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

Table 4

Various Components of Internal Assessment and mark Allocation

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

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students for each course in a semester shall be published on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks.

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

TESTS

For each course there shall be at least two class tests during a semester. The probable dates of the tests shall be announced at the beginning of each semester. Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the tests.

ASSIGNMENTS

Each student shall be required to do two (2) assignments/book review for each course. Assignments/Book review after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. Punctuality in submission is to be considered.

PRACTICALS

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

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

The results of the CA shall be displayed on the notice board within 5 working days from the last day of a semester. It should be get signed by the candidates. The marks awarded for various components of the CA shall not be rounded off, if it has a decimal part. The CA of each course shall be rounded off to the nearest whole number.

END SEMESTER EVALUATION (ESE):

The End Semester Examination in theory courses is to be conducted by the University with question papers set by external experts. Answer papers shall be bar coded to ensure confidentiality. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. There shall be double valuation system of answer books. The average of two valuations shall be taken into account. If there is a variation of more than 10 % of the maximum marks, the answer books shall be valued by a third examiner. The final marks to be awarded shall be the **average of the nearest two** out of **three awarded by the examiners**. After that there shall be no provision for revaluation.

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

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

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

GRADING SYSTEM

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

Table 5

Guidelines for Grading

% of Marks (CA+ESE)	Grade		Range of Grade Points
90 and above	O	Outstanding	9-10
80 to below 90	A	Excellent	8- 8.99
70 to below 80	B	Very good	7- 7.99
60 to below 70	C	Good	6- 6.99
50 to below 60	D	Satisfactory	5- 5.99
40 to below 50	E	Pass/adequate	4- 4.99
Below 40	F	Failure	0- 3.99

S.G.P.A = Sum of credit points of all courses in the semester
          Total Credits in that semester

CREDIT POINT = GRADE POINT (G) X CREDIT

C.G.P. A= Sum of credit points of all completed semesters
          Total credits acquired

O.G.P.A = Sum of credit points obtained in four semesters
          Total credits (80)

PASS CONDITIONS

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

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

WEEKLY SEMINAR

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

Table 8

Components of Common Seminar Evaluation

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

IMPROVEMENT

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

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

Semester 1

PPD1C01

India: Society, Economy and Polity

Learning outcome

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

Course Content

Modules	Hours
Module 1: Modern India: A Historical Perspective British Rule in India – Colonial Rule under the East India Company –Crown Rule from 1857 to 1947 – Conditions of the Indian People and Society under Colonial Rule Rise and Growth of Nationalism in India – Moderates and Extremists- Gandhi and the emergence of a mass movement for freedom from colonial role –Role of the Working Class and Peasant movements - Modern Indian Nation State as the product of an anti-colonial struggle uniting people across sentiments of religion, caste, language and region	12
Module 2: Contemporary Indian Society Main features: Large and diverse territory and population - Language, ethnicity, religion and geography as markers of diversity and plurality The Indian Caste System - Untouchability and other forms of caste discrimination/oppression - Caste identity in India - Role of affirmative action/positive discrimination Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes Globalization and contemporary Indian Society –Implications for Family and Social Values.	12
Module 3: 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 Extent of Poverty – Trends in the country and in States Employment and Unemployment – Trends in terms of quality and quantity Introduction to Environment, Development and Displacement Issues in India	12
Module 4: Indian Economy since 1990 Economic reforms of liberalization, privatization and globalization - Growth, poverty, employment and unemployment and food security. Introduction of Goods and Service Taxes and its impact	8
Module 5: 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	12

State Government: Legislative Assembly – Powers and functions of key functionaries: Governor, Chief Minister, Council of Ministers and Speaker – High Court Local Government: Panchayati Raj Institutions & Urban Local Government Institutions	

Readings

Chandra, Bipin. (2009). History of Modern India. New Delhi: Orient Blackswan.

Ahuja, R. (1999). Society in India: Concepts, Theories and Recent Trends. Jaipur: Rawat.

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Madan, T.N. (1991). Religion in India. Oxford: Oxford University Press.

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.

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Vaidyanathan A. (1995), The Indian Economy: Crisis, Response and Prospects, New Delhi: Orient Longman.

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Kapila, Raj and Kapila, Uma (2002), India's Economy in the 21st Century. New Delhi: Academic Foundation.

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.

Basu, Durga Das, (2008), Commentary on the Constitution of India, New Delhi: Wadhwa and Company Law Publishers.

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Johari, JC. (1995). The Constitution of India – A Politico-Legal Study, New Delhi: Sterling Publishers Private Limited.

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	12	25		
2	12	25		
3	12	25	80	20
4	8	24		
5	12	25		
Total	56	124	80	20

PPD1C02

Gender and Society

Learning outcome

This course will provide the learner with a basic understanding of the gendered nature of society and all developmental and policy interventions and acquire the necessary gender sensitivity in policy studies.

Course content

Modules	Hours
Introduction:Evolution of gender Sex and Gender - Types of Gender - Gender Roles, Private vs Public Dichotomy - Patriarchy and Gender Relations	12
Gender and Family Gender Division of Labour and Gender Hierarchy - Gender Role Socialization - Gender Dynamics in Patriarchal and Matrilineal Families	8
Gender and Education Gender Disparity in Education - Gender Bias and Gender Stereotyping in Curriculum - Promoting Gender Equality through Education	11
Gender and Economy Segmented Labour Market and Occupational Segregation - Gender Issues in Informal Sector - Gender Stereotyping and Gender Discrimination at the Work Place	10
Gender and Polity Political Participation of Women in India - 73rd and 74th Constitutional Amendments – Politics of Reservation Bill for Women Gender Mainstreaming in Development	13

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 21st - November 3rd. 2000. pp. 3835-3844.

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

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.

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

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	12	30		
2	8	20		
3	11	25	80	20
4	10	24		
5	13	25		
Total	54	124	80	20

PPD1C03

Sustainable Development

Learning outcome

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

Course content

Modules	Hours
Module 1: Sustainable Development **Development** – Meaning, Definition, Characteristics and Importance – Need for Development, **Sustainable Development**: Definition, Meaning and Importance, –Non-Sustainability: Sustainability, Barriers or Challenges of Sustainable Development, Symptoms- Millennium Development Goals – Sustainable Development Goals (SDG): Goals and Indicators and Related Activities	8
Module 2: Introduction to Sustainable Development Goals: An overview of SDGs /Concept of Sustainable Development Goals- Meaning- Definition- Importance –Types- Need and Significance of Sustainable Development Goals – Scope of Sustainable Development Goals- Relevance, Historical Context of Sustainable Development Goals, Status of SDG in India, Kerala: Performance across SDGs India Index Report, Historical Basis: Decentralized planning Process in Kerala	8
Module 3: Introduction to Localising Sustainable Development Goals: Meaning – Definition – Characteristics – Importance – Different Themes – Thematic Approaches – Need for Localising Sustainable Development Goals – Relevance, Localizing SDGs in India Perspectives, Localizing SDGs in Kerala perspectives, Objectives of SDGs localizing Strategy, Local Self Governments and SDGs,	8

Module 4–Institutional framework forLocalization of SDGs Approaches and Strategies- National Indicator Frame work (NIF), State Indicator Frame Work (SIF), District Indicator Frame work (DIF), Local Indicator frame work for SDGs in Kerala and India, Key features of Local Indicator Framework (LIF), Building a Data Base for Local Governance, Policy environment for sustainable development	10
Module 5: Climate Change and Climate Change Governance Meaning and Definition of Climate Change – The Political Ecology – Climate and Environment Policy- Climate Diplomacy- Climate Risk and Climate Resilience, Climate Change as a Governance Challenge – Societal reach – Scientific uncertainty- distributional and equity linkages- long term frames- global implications-key dimension of Climate Change Governance- problems and resilience- Developing countries- accelerating development approach and Climate Change Governance	10
Module 6: Institutional Framework and Climate change Governance **Approaches to Climate Change:** Decentralized Governance- Multi-Stakeholder Governance- Multi-level Governance-Polycentric Governance-Participatory Governance-Community based Governance-adaptive governance-Characteristics of Governance resilient to climate change- Systemic Issues in Governance. **Adaptive Capacity framework** – Policy Coherence and adaptation- Information Sharing and public engagement- Gender and Climate Governance-Governance of climate finance- Collations and Policy Framing- Key sectors-Agriculture- rural economy-land tenure- Energy- city and sub national climate governance	10

Readings:

James Nachbaur, Irina Feygina, Elise Lipkowits, Darshan Karwat (2017), Climate Change Resilience: Governance and Reforms (A Report), Arizona State University.

Arabella Fraser and Amy Kirbyshire (2017), Supporting Governance for climate resilience: Working with political institutions, London: Overseas Development, Institute.

Meadowcroft James- Climate Change Governance (2009). Policy Research Working Paper, background paper to World Development Report 2010, May.

Duit, Andreas (2008), The Ecological State: Cross-National Patterns of Environmental Governance Regimes, EPIGOV Paper No. 39, Ecologic – Institute for International and European Environmental Policy: Berlin.

Eckersley, R. (2004), *The Green State: Rethinking Democracy and Sovereignty,* Cambridge, MA: MIT Press.

National Climate Change Governance-Topic Guide (2017), GSDRC, International Development Department, College of Social Sciences, University of Birmingham, B15 2TT, UK.

Question Paper Mark Distribution				
Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	8	17	80	20
2	8	20		
3	8	25		
4	10	23		
5	10	20		
6	10	19		
Total		124	80	20

PPD1C04

Constitution of India

Learning Outcome

On completion of this course, the learner will receive a good grounding on the regulatory framework within which policies are framed and the needed coordination necessary at different levels in federal systems to formulate effective policies.

Course content

Modules	Hours
Module 1: 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	10
Module: 2 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	11
Module 3: 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	8
Module 4: 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	12
Module 5: 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, ShahBano Begum Case, Lal Bihari Identity Case, Vishakha Case and NALSA Case.	13

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 6th 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.

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.

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark In-cluding Choice	Maximum Mark	Internal Mark
1	10	25		
2	11	25		
3	8	20	80	20
4	12	27		
5	13	27		
Total	54	124	80	20

PPD1C05

Concepts and Theories of Policy, Governance, and Development

Learning outcome

On completion of this course, the learners will gain a nuanced understanding of the nature of public policy, Governance, and development, enabling them to use the necessary theoretical and critical knowledge to analyse and evaluate concrete public policies and propose alternatives.

Course Content

Modules	Hours
Module:1 **Evolution of public policy studies**. Nature of public policy. Policy development, Policy Cycle- Agenda setting including problem recognition and issue selection; policy formulation and decision-making; implementation, evaluation and termination; critique of the policy cycle approach	10
Module: 2 Models of Public Policy. Optimality model of Pareto, Interest Aggregation model of Gabriel Almond, Policy as a science idea of Harold Lasswell, YehezkelDrorand Mega and Meta, Charles Lindblom's Incrementalism, William Niskanen and Budget Maximizing Model, ElinorOstrom's Institutional Rational Choice – Douglas North, Ronald Coase, Williamson.	12
Module 3: The power of ideas in policy making and policy change; Policy communities and Policy networks; Weighing Policy Alternatives; Stakeholder analysis; Policy framing and communication; Political Governance of wicked problems; policy innovation in turbulent times	8
Module 4: Idea of Governance, good governance, transparency, ethical Governance, Public values, transparency and right to information, citizen's charters, social audit	8
Module 5: Development – mainstream and alternative theories and ideas, Post-development - Gandhian contributions	8
Module 6: Kerala's Development Experience	8

Readings

Understanding Public Policy, Thomas R Dye, 15th edition

Handbook of Public Policy Evaluation, Stuart S Nagel (ed).

Cite as Arturo Escobar, "Farewell to Development," interview by Allen White, *Great Transition Initiative* (February 2018), http://greattransition.org/publication/farewell-to-development.

Kothari, R (1990) Rethinking Development: In Search of Humane Alternatives (London: Aspect Publications).

Sachs, W (ed) (1992) The Development Dictionary: A Guide to Knowledge as Power (London: Zed Books).

Nederveen Pieterse, J (2000) After post-development, Third World Quarterly, 21 (2), pp 175-191

Theoretical Perspectives on Gender and Development *Edited by Jane L. Parpart, M. Patricia Connelly, and V. EudineBarriteau, 2000, Ottawa*; International Development Research   Centre   (downloadable)

Mintrom, M., & Williams, C. (2012). Public policy debate and the rise of policy analysis. In Routledge handbook of public policy (pp. 21-34). Routledge.

Cairney, P. (2021). The politics of policy analysis. Springer Nature

Kraft and Furlong (2018) "Assessing Policy Alternatives" from Public Policy: Politics, Analysis, and Alternatives (6th edition) –•

Bardach, E. (2005). A practical guide for policy analysis: The eightfold path to more effective problem solving. CQ press. Pages 10-52

Brinkerhoff and Crosby "Stakeholder Analysis" from Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries - (2001)

Kingdon J W, How Does an Idea's Time Come?" and "The Policy Window, and Joining the Streams" from Agendas, Alternatives, and Public Policies (2nd edition), 2002.

Deborah Stone, Policy Paradox, Introduction and Chapter 1. • Michael Walzer, 1973, "Political Action: The Problem of Dirty Hands," Philosophy & Public Affairs 2(2): 160-180

Kingdon, John W. 1995. Agendas, Alternatives, and Public Policies. 2nd Ed. New York: Longman, chs. 4, 9.

MarijSwinkels, How ideas matter in public policy: a review of concepts, mechanisms, and methods, International Review of Public Policy [Online], 2:3 | 2020.

Weimer and Vining: Policy Analysis: Concepts and Practice

Leslie A. Pal & Ian D. Clark (2016) Teaching public policy: Global convergence or difference?, Policy and Society, 35:4, 283-297, DOI: 10.1016/j.polsoc.2016.11.006

Currie-Alder (2016) The state of development studies: origins, evolution and prospects, Canadian Journal of Development Studies , 37:1, 5-26, DOI: 10.1080/02255189.2016.1135788

Frank Fischer , Gerald J. Miller & Mara S. Sidney (Eds.) Handbook of Public Policy Analysis Theory, Politics, and Methods, Boca Ratan Fl. CRC Press, 2007.

Brian W. Head, Wicked Problems in Public Policy Understanding and Responding to Complex Challenges, Cham, Switzerland: Palgrave Macmillan, 2022.

Wheelan, Charles (2011). Introduction to Public Policy. 1st Edition. New York, NY: W.W. Norton & Company. ISBN 9780393926651

Bardach, Eugene (2012). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. 4th edition. Washington, DC: CQ Press. ISBN 9781608718429

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark In-cluding Choice	Maximum Mark	Internal Mark
1	10	22		
2	12	24		
3	8	22		
4	8	20	80	20
5	8	18		
6	8	18		
Total	54	124	80	20

PPD1C06

Policy-Making in India

Learning outcome

On completion of this course, the learners will gain a critical understanding of the processes involved in policy making in India, the different interests at work, the capacity of institutions to evolve and implement policies and enable them to evaluate, compare and identify strengths and drawbacks of policies as well as propose alternatives based on research data. The learner will also be equipped to prepare effective policy memorandums

Course contents

Modules	Hours
Module 1: Public Policy in India: Past and Present, Policy Formulation: Institutions, Policy Entrepreneurs, Politics and Society. Role of political parties, parliament, council of ministers, advisory groups, judiciary, bureaucracy, Planning Commission and Niti Aayog. Preparing effective policy memorandums	12
Module 2: Role of think tanks, individuals, civil society and media in shaping public policy. Public consultation of draft policies in India. Gender and policy. Case studies: Right to Education Act, MGNREGA	14
Module 3: Policy Implementation: Framework and Challenges- role of the bureaucracy	10
Module 4: Policy Analysis and Evaluation in India- methods of evaluation	8
Module 5: Problems and prospects of strengthening Policymaking in India. Unclear or Ambitious Policy Goals, Governance Structure and capacity, Political and Budgetary Constraints, Administrative Reforms in India	10

Readings

S. R. MAHESHWARI and S. R. MAHESWARI, PUBLIC POLICY MAKING IN INDIA, The Indian Journal of Political Science , July - Sept. 1987, Vol. 48, No. 3 (July - Sept. 1987), pp. 336-353

Vishal Narain, Public Policy: A View from the South , New Delhi: Cambridge University Press, 2018.

Rajesh Chakravarthy and KasuhikiSanyal, Public policy in India: A Short introduction, Oxford. 2016

Rajesh Chakravarthy and KasuhikiSanyal Shaping Policy in India: Alliance, Advocacy, Activism, Oxford, 2017.

Vijay Kelkar and Ajay Shah, In service of the republic, Penguin Books

Kuldeep Mathur, Public Policy and Politics in India: How Institutions Matter

RVV Iyer, Public Policy Making in India, Pearson

BidyutChakraborthy& Prakash Chand Public Policy Concept, Theory and Practice
Sage
Rakesh Basant The Black Box :Innovation and Public Policy in India (IIMA Business Series), , Penguin , 2021
Devesh Kapur, Pratap Bhanu Mehta, Milan Vaishnav Rethinking Public Institutions in India. Oxford University Press, 16-Feb-2018

Richa Singh , 2014. Civil Society and Policymaking in India: In Search of Democratic Spaces a case study , Centre for Democracy and Social Action, Oxfam India

Gautam Chikermane , 70 POLICIES THAT SHAPED INDIA 1947 to 2017, Independence to $2.5 Trillion , Observer Research Foundation, 2018.

DeeptaChopra, Policy Making in India: A Dynamic Process of Statecraft , Pacific Affairs , MARCH 2011, Vol. 84, No. 1, E

Preparing the Policy memo :https://www.youtube.com/watch?v=XBDs4l48_0A

Oriana Skylar Mastro (2021) Teach What You Preach: A Comprehensive Guide to the Policy Memo as a Methods Teaching Tool, Journal of Political Science Education, 17:sup1, 326-340, DOI: 10.1080/15512169.2020.1865990

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	12	28		
2	14	26		
3	10	22	80	20
4	8	24		
5	10	24		
Total	54	124	80	20

PPD1C07

FIELD STUDY- LEVEL I

It is intended to conduct in the first semester.

Objective

- To provide student an opportunity to apply theoretical knowledge into practical situations

- To translate theoretical ideas into real life situations

Requirements

- It should be a team study

- The team should consist of 2 to 5 students consisting of female(s) and male(s).

- The team shall conduct experienced field study with the intention of understanding the origin, evolution, innovation cycle, entrepreneurial nature, organizational structure, and marketing strategies of the organization where field study is conducted

- The students should undergo 3 days pre-field training

- There should be minimum 50 hours of field study.

- The team must understand the objective of the selected organization and categorize it as a social/commercial enterprise or both.

- There should be 2 supervisors for a team – one from the selected organization and one from the attached school/department.

- The team need to keep a diary to record their meetings, collected data etc. which shall be signed by the supervisor of the selected organization. Copy of which shall be sent to the supervisor of the school/department every week.

- Every team shall submit a report along with the dairy as mentioned in point 9.

- There should be a formal presentation of the structure of the report and findings of the field before a team of school/departments and external faculty.

- The findings should critically focus on the origin of the enterprise and how it has evolved over a period of time under different circumstances

- The findings must also highlight how far, theory that the students comprehended from the classroom is different from practice

Communication skills

Non-credit value-added course (minimum 30 hours (teaching, self-study, practice).

Semester 2

PPD2C08

Development: Concepts, Approaches and Theories

Learning outcomes

On successful completion of the course, the learner will understand different perspectives, concepts, debates,and theories about development. They will also be able to unravel the implications of different theoretical perspectives for development policy in practice and demonstrate a nuanced and critical knowledge of development problems and opportunities in the areas of democracy and governance, sustainable development, economic development, and gender equality

Course Content

Modules	Hours
Introduction Development: Concepts and Definitions - Dimensions of development: Economic dimension, social dimension, human dimension, political dimension & cultural dimension of development	12
Approaches to Development 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.	14
Classical Theories Adam Smith: Natural law, invisible hand, Laissez Faire, division of labour, capital accumulative and stationary state TR Malthus: Population growth and economic development David Ricardo: Land and agriculture, diminishing return, stationary state – ethic development J.S Mill: Wage fund theory cooperative workers, capital accumulative and development	10
Marxian & Neo-Marxian Theories Marxian theory: Materialistic interpretation of history, labour theory of value, the surplus value, feeling rate of profit and declining capitalism J S Schumpeter theory: the circular flow, the entrepreneur, innovations, role of profit and economic development	8
Other Important Theories Sociological Theories: Max Weber and Emile Durkheim Human Capital Theories: Amartya Sen and Martha Nussbaum	10

Readings

Preston, PW (1982) Theories of Development, USA, Routledge

Preston, PW (1996) Development Theory : An Introduction, USA, Blackwell Publishing

Seddon, David (2007) Theories of Development in Comparative & Historical Perspectives, London, Routledge

Sirmai, Adam (2005), The Dynamics of Socio-Economic Development – An introduction, UK Cambridge University Press

Cypher James and Dietz Jane L (2007), The process of Economic Development, UK, Routledge

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.

Katie Willis, *Theories and Practices of Development*, Routledge, 2011.

Gilbert Gist. 2008. History of Development: From Western Origins to Global Faith. Zed Books

Jan Nederveen Pieterse. 2009. Development Theory: Deconstructions/Reconstructions, 2nd ed. Los Angeles and London: Sage

Anthony Payne and Nicola Philips. 2010. Development. Cambridge: Polity Press.

Richard Peet and Elaine Hartwick, ed. Theories of Development: Contentions, Arguments and Alternatives. London and New York: The Guilford Press.

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark	Maximum Mark	Internal Mark
1	12	25		
2	14	25		
3	10	25	80	20
4	8	24		
5	10	25		
Total	54	124	80	20

PPD2C09

Selected System Policies (Population, Education, Health, Environment, and National Security)

Learning outcome

Upon completing this course, the learner will gain a critical understanding of the ideas and issues relating to five key policy areas and use the insights derived to propose more sound national policies. The course will also enable the learner to see how the national policies compare with the ideas generated by the policy community in the five policy areas.

Course contents

Modules	Hours
Module 1: Importance of sectoral approaches to policy. The need for inter-sectoral cooperation for achieving specific policy area outcome - Population policy – rationale for population policy- population policy in liberal Western countries- population policy between the two world wars- international population policies after the second world war- declining fertility and population policy- evolution of population policy in India and China- international migration and population policy. Population policy of Indian States – Uttar Pradesh, Assam, Kerala and Karnataka	14
Module 2: Education- Goals of education policy – human capital theory, citizenship and social justice and accountability- issues ofschool size, class size, school choice, school privatization, teaching methods, curricular content, and graduation requirements. the need for quality, employability, comparability and mobility in higher education - national education policy of India 2020	12
Module 3: Health Policy – public health law – individual interest vs public interest and the motorcycle helmet law- organization of the healthcare system- care of the elderly , principles of health insurance – prescription drugs - International comparisons, other health care models- health policies in India in recent decades- National health policy 2017 -WHO and health policies	10
Module 4: Environment- Environmental Policy making process- air and water pollution- climate change – waste disposal – carbon reduction – protection of flora and fauna- environmental policies in India- Environmental decision-making bodies in India - The discourse on Western Ghats	9
Module 5: National Security – internal and external – strategies- national security council- role of the national security advisor- terrorism and crime – naxalism and insurgency in the Northeast.	9

Readings

Demeny, Paul. 2003. "Population policy: A concise summary," Policy Research Division Working Paper no. 173. New York: Population Council.

Pravin Visaria, Population Policy, *Seminar* available from https://www.undp.org/content/dam/india/docs/population_policy.pdf

Les Bell and Howard Stevenson, 2006. Education Policy Process, Themes and Impact, London : Routledge

Leiyu Shi and Douglas Singh, The Nation's Health, Eight Edition

Kraft, M. (2011). Environmental Policy and Politics. (5th ed.). Longman Press

Matson, P. Clark, W., and Andersson, K. (2016). Pursuing Sustainability: A Guide to the Science and Practice. Princeton, NJ: Princeton University Press

James Connelly, Graham Smith, David Benson, & Clare Saunders, (2012): *Politics and the Environment -From Theory to Practice*, 3ed., Routhledge.

Inderfurth& Johnson. 2004. Fateful Decisions: Inside the National Security Council. Oxford University Press, ISBN: 978-0-19-515966-0

Snow, Donald. 2017. National Security, 6th Edition. New York: Routledge

P.D. Williams – M. McDonald (eds.), Security Studies: an introduction, 3rd edition, Routledge, 2018.

India's National Security: A Reader by Kanti P. Bajpai, Harsh V. Pant

J.S. Moolakkattu and J Chathukulam Eds. 2022. *Challenges to Local Governance in the Pandemic Era: Perspectives from South Asia and Beyond*. New Castle Upon Tyne: Cambridge Scholars Publishing

J Chathukulam& J Tharamangalam, January 2021, "The Kerala model in the time of COVID19: Rethinking State, Society and Democracy", *World Development*, Volume 137, 105207

J Chathukulam& M Joseph, "Management of COVID 19 Pandemic in Kerala through the Lens of State Capacity and Clientelism" in *WIDER Working Paper 2022/60*, UNU-WIDER

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark	Maximum Mark	Internal Mark
1	14	28		
2	12	26		
3	10	25	80	20
4	9	25		
5	9	20		
Total	54	124	80	20

PPD2C10

Comparative Public Policy

Learning Outcome

At the end of the course, students should become familiar with broad theoretical concepts explaining policy development, apply them in practical situations, compare across different policy issue areas and nations and identify common patterns as well as models that are worthy of adoption in different settings.

Modules	Hours
Module 1: What is comparative public policy? Why do we compare? How do we compare Interests, institutions, and ideas: variations in public policies; Domestic context of policy making; capitalism and policy outcome; Class, caste and race in public policy; Limits of such analyses, Policy transfer, policy convergence and the role of international organisations.	12
Module 2: Policy as the outcome of group conflict and cooperation- Rational choice institutionalism - policy driven by strategic actors working within institutional constraints - Policy legacies and their impacts on current and future policymaking - Public opinion and democratic Governance- Comparing across nations: quantitative vs qualitative methods.	14
Module 3: Contemporary comparative social policy Models and actors of social policy provision. Contemporary global trends and social policy responses. Welfare states around the world. UK, France, Germany, US, China, India, Russia. South Africa International aspects of social policy.	10
Module 4: Poverty concepts and definitions. Poverty measures. Data sources for measuring poverty. Poverty profile. International comparisons of poverty. Poverty prevention programmes.	9
Module 5: Social policy and social services Health. Housing. Social security. Personal social services. Education. Health & family policies: learning from German and Sweden cases. Comparing health and family policies across nations. The scope of health and family policies. Education policy in global perspective.	9

Readings

Anneliese Dodds (2016). Comparative Public Policy. Second Edition. Palgrave Macmillan

Anderson, James E. 2006. Public Policymaking: An Introduction. Sixth Edition. Boston/ New York: Houghton Mifflin

Guess, George M, Comparative Public Budgeting: Global Perspectives on Taxing and Spending

Francis G. Castles (1998). Comparative Public Policy: Patterns of Post-war Transformation. Cheltenham: Edward Elgar.

Jochen Clasen (1999). Comparative Social Policy: Concepts, Theories and Methods. Oxford: Blackwell Publishers.

Michael Howlett, M. Ramesh and A. Perl (2009). Studying Public Policy: Policy Cycles and Policy Subsystems. 3 rd Edition. Toronto: Oxford University Press.

Arnold J. Heidenheimer, Hugh Heclo and Carolyn Teich Adams (1990). Comparative Public Policy. Third Edition. New York: St. Martins Press.

Deborah A. Stone (2002). Policy Paradox: The Art of Political Decision-Making. New York: WW   Norton

Burau, V. & Blank, R. H. (2006). Comparing health policy: an assessment of typologies of health systems. Journal of Comparative Policy Analysis, 8(1): 63–76.

Giaimo, S. &Manow, P. (1999). Adapting the welfare state: the case of health reform in

Britain, Germany and the United States. Comparative Political Studies, 32, 967-1000

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark	Maximum Mark	Internal Mark
1	12	26		
2	14	28		
3	10	26	80	20
4	9	24		
5	9	20		
Total	54	124	80	20

PPD2C11

Research Methodology

Learning Outcome

At the end of the course, the learner will gain the necessary competence to analyse different types of policies, express and articulate the main argument/idea from an academic article critically assess the strengths and weaknesses of existing research, research design and methodology and conduct research in an area of their interest to demonstrate their familiarity with the use of research design tools

Course content

Modules	Hours
Module I: Research Preliminaries and Problem Formulation	8
Social Science Research Meaning- Types of research- Descriptive vs. Analytical, applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical - Identification of research gaps and needs	
Selection of the topic, Literature Review and formulation of the research problem-Theoretical Framework in research -Research design-exploratory, explanatory, ex post facto, descriptive and hypothesis-testing research studies, Research ethics	
Module II: Research Design - Sampling and Data Sources	12
Research Design-Nature of and Classification of design –Types- Descriptive, Explanatory, Exploratory, Experimental, Ex-post-facto research- Developing an appropriate research design – Issues of validity and reliability - Qualitative, Quantitative, and mixed methods of research Research Problem- Framing research questions and objectives- Formulation and Conceptualization of Research Problem Sampling design- Types-Sampling Bias Data types and sources-Biases in data collection Hypothesis testing- Procedure of Hypothesis testing- Types of Hypothesis- Characteristics of good hypothesis, - Testing Hypothesis- Parametric and Non-Parametric test.	
Module III- Tools and Techniques of Research	9
Questionnaire, check list, rating scale, schedule, interview,	
Practical– Preparation of Questionnaire, check list, rating scale, - Mock Interview Method- Mock Delphi Method	
Module IV **Participatory Methods in Social Science Research** Concepts and Principles of Participatory Rural Appraisal (PRA)/ Participatory Learning and Action (PLA). Participatory Mapping techniques: Social Mapping; Resource Mapping,	15

Mobility Mapping, Venn Diagrams and Flow Diagram	
Participatory Ranking techniques: Wealth ranking, Pair wise Ranking, Problem and Preference Ranking, Matrix ranking and Scoring, Trend Analysis and Seasonal Calendars Organizing data: frequency table and graphs - distributions – Z scores Associations and Correlations, linear and multiple regression Surveys. Sampling Distribution and estimation, T test, Chi-square and ANOVA	
Module V: Research Report	10
Research report-Structure of the research report- Modern Language Association (MLA) and American Psychological Association (APA) guidelines. Ethics in publication, plagiarism.

Application of the methods of research in Policy Studies :Policy Analysis, Impact assessment. | |

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. 2ndEdition, 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.

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.

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 Macmillian.

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

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	8	26		
2	12	30		
3	9	13	80	20
4	15	30		
5	10	25		
Total	54	124	80	20

PPD2C12

Law Science and Technology for Policy, Governance and Development

Learning outcomes

Through this course the learners will know how under which law and legal institutions contribute to social change through their impact on public policy. Through this approach, the course aims to provide students a critical understanding of the range of legal tools and methods used in a variety of public policy settings.

Course contents

Modules	Hours
Module 1: Movements of labor, environment, human rights, gender and poverty/welfare/social justice and public policy through the law and law courts. The courts as an active agent of policy formulation through judicial activism. Judgments as inputs for policy	10
Module 2: Implications of technology policies at municipal, state, and federal levels, Discussion of key current issues including, Digital rights, Broadband access , Data privacy and protection, Emerging technologies, Technology policy evaluation framework	12
Module 3: Governance and architecture, Hiring and procurement; Agile, lean, and design methods Open data; Promoting transparency, supporting analytics to improve outcomes, assessing performance, and addressing accountability; Data, automation, and AI; E-governance initiatives and outcomes. Importance of security, privacy, law, and ethic	14
Module 4: Smart cities and communities; The role of "smart city" technologies and approaches in advancing sustainability and resiliency goals; Role of broadband and 5G in smart cities; Why engagement matters - lessons learned from city efforts to date	9
Module 5: Regulating the sharing economy & the future of work; Role and importance of data sharing in regulatory frameworks; Interventions and investments needed to promote a more equitable society. Science and technology and risk reduction. Over view of science policies in different countries, impact of science, education and research polices on development of various sectors etc Green revolution or IT policies	9

Readings

Rosenberg, Gerald. *The Hollow Hope: Can Courts Bring About Social Change?* University of Chicago Press, 2008. ISBN: 9780226726717.

Kevin J. Fandl, Law and Public Policy, Routledge, 2019

Cole, S. (2005). "More Than Zero: Accounting for Error in Latent Fingerprint Identification." Journal of Criminal Law & Criminology 95(3): 985-1078.

Dickson, D. (1984). Introduction & Towards a new politics of science. The New Politics of Science. New York, Pantheon: 3-55.

Dickson, D. (1984). Towards a democratic strategy for science. The New Politics of Science. New York, Pantheon: 307-336.

Edmond, G. and D. Mercer (1999). The politics of jury competence, with commentaries by David Bernstein and Ian Freckelton and a reply by the authors. Technology and Public Participation. B. Martin. Wollongong, Australia, Science and Technology Studies, University of Wollongong.

Edwards, P. E. (1997). The terminator meets commander data: Cyborg identity in the New World Order. Changing Life: Genomes, Ecologies, Bodies, Commodities. P. J. Taylor, S. E. Halfon and P. E. Edwards. Minneapolis, University of Minnesota Press: 14-35.

Elzinga, A. and A. Jamison (1995). "Changing policy agendas in science and technology." Handbook of Science and Technology Studies. S. S. Jasanoff, G. E. Markle, J. C. Petersen and T. J. Pinch. Thousand Oaks, Sage: 572-597.

Sclove, R. E. (2003). Technological politics as if democracy really mattered. Technology and the Future. A. Teich. Belmont, CA, Thompson/Wadsworth: 91-108. Eres

Jasanoff, Sheila "STS and Public Policy: Getting Beyond Deconstruction. "Science Technology Society (1999) Vol. 4 No. 59

Pielke, Roger A. "Four Idealized Roles of Science in Policy and Politics" Chapter 1 in The Honest Broker: Making Sense of Science in Policy and Politics. (2007).

Luigi Pellizzoni and MarjaYlönen "Responsibility in Uncertain Times: An Institutional Perspective on Precaution." Global Environmental Politics. Vol. 8 No. 3 7 (Aug 2008)

Burgess, Adam "The Making of the Risk-centered Society and the Limits of Social Risk Rsearch." Health, Risk, and Society. Vol. 8 No. 4 (Dec 2006): 329 – 342.

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark	Total
1	10	25			
2	12	24			
3	14	25	80	20	100
4	9	25			
5	9	25			
Total	54	124	80	20	100

PPD2E01

Budget Making and Analysis

Learning outcome

The learner completing this course will be able to describe and explain the theoretical foundations of public budgeting in India and exhibit an understanding of the political, legal, economic, social and cultural factors influencing budgets and budget making. In addition, the learner will gain a fairly good understanding of the budgetary process and the type of negotiations and balancing that characterises the process.

Course content

Modules	Hours
Basics of Budget What is budgeting? What functions does it serve? What is the importance of budgeting in public policy? Significance of Budget, Money Bill, Article 110 and its importance, Appropriation bill and special provisions, Annual Financial Statement Article 112	9
Stakeholders and Negotiations Understanding different stakeholders, Data gathering and model creation, Demand from States and UT Inputs from NGO, Civil Society, Social Activists, etc. Inputs from Industry leaders and Individuals.	9
Economic Decisions and Political Management Decision making and role of top executives. Political process and impact of pressure groups, Identifying federal needs and its socio-political impact, Discussion and Debate Importance of Committee and their suggestions. Importance of Lok Sabha for Money Bill, Grant in Aid, Expenditure, Finance Bill, Receipts budget	10
Impact Assessment Impact on Primary Sector. Impact on Secondary and Tertiary Sectors. Perception of Budget in masses, Political mileage or criticism. Understanding FRBM Act, Impact of FRBM Act, Medium term and Short term fiscal goals	12
Case Studies and Discussions Gender Budgeting - Budgeting for SC/ST Chidambaram Budget, Manmohan Singh Budget Discussions on the Latest Budgets by the Union Government and State Governments,	14

Reference Books:

Chand, S.N. (2008), Public Finance, Volume 2, Delhi: Atlantic Publishers,

Goel, S.L. (2008), Public Financial Administration, New Delhi: Deep and Deep Publications,

Kapila, Uma (2019) Indian Economy Since Independence 30th edition Paperback, India, Academic Foundation

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.

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	9	25		
2	9	20		
3	10	26	80	20
4	12	26		
5	14	27		
Total	54	124	80	20

PPD2C13

INTERNSHIP

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

Guidelines

- Every student shall undergo an internship for a minimum period of 3 weeks.

- The internship programme will have a definite framework which emphasizes the different skills to be acquired and the observations to be made

- Students can form a group with minimum of two and maximum of four.

- Each group shall identify a teacher in charge for internship/skill training program.

- Each group should take prior permissions from the concerned industrial authority.

- Student should follow all ethical practices and SOP of industry.

- Students must take necessary health and safety precautions as laid by the industry.

- Student should contact his /her academic guide from college on weekly basis to

communicate the progress.

- At the end of the stipulated period of internship each student shall produce an internship completion cum attendance certificate and an illustrated report of the training he/she has underwent, duly certified by the in charge.

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

Computer Tools (Basic) (non-credit/value-added course).

Semester 3

PPD3C14

Policies for Local Economic and Social Development

Learning outcomes

On completion of this course the learners will develop the capacity to assess the economic and political context for local development, Identify challenges and opportunities for strengthening the local economy and job creation together with stakeholders at the local, regional and national level, develop approaches for strategic local economic planning by drawing together all the local stakeholders and become acquainted with the practical tools for refurbishing the local economy and improving the lives of people.

Course content

Modules	Hours
Module 1: Local economy and its drivers. Influence of globalization on local economic development, Decentralisation and local economic development, participation and deliberation.	12
Module 2: Planning a Local Economic Development Strategy. An overview of various local economic development strategies and tools. Strategies like Public - private partnership approach, Small business approach, Regional approach of leveraging the resources of surrounding areas and Sector-cluster approach by bringing together business, educational institutions, NGOs and government.	14
Module 3: Employment and local economic development with respect to the informal sector, clusters and supply chains. The role of SHGs and cooperatives.	10
Module 4: Compliance with labor, environmental, and other standards in local economic development. The politics and political economy of local economic development initiatives.	9
Module 5: Lessons from experiences of policy and implementation of local economic development with respect to poverty reduction, economic development, politics, and the reform of government.	9

Readings

Green, Gary Paul and Anna Haines (2008). Asset Building and Community Development, 2nd edition. Thousand Oaks: Sage Publications.

Blakely, Edward J. and Nancey Green Leigh (2010). Planning Local Economic Development: Theory and Practice. Los Angeles: Sage Publications

Emil Malizia, , Edward J. Feser, Henry Renski, Joshua Drucker, Understanding Local Economic Development, London Routledge, 2021. David J Robinson, Economic Development from the State and Local Perspective: Case studies and Public Policy debates, Palgrave Macmillan

D.T. Greenhood& R.P.F. Holt, Local Economic Development in the 21st Century, Routledge Budds, J. et al. (2013) The Role of Local Government in Local Economic Development. VNG International, The Hague. www.vnginternational.nl

The Role of Local Governments in Territorial Economic Development, UCLG Policy Paper Available from https://www.uclg.org/sites/default/files/the_role_of_local_governments_in_territorial_economic_development.pdf

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	12	25		
2	14	30		
3	10	25	80	20
4	9	24		
5	9	20		
Total	54	124	80	20

PPD3E02

Policies for Sustainable Development

Learning outcomes

1.   Gain a deep understanding of the relevant theoretical and empirical approaches to the study of sustainable development and the sustainable development goals

2.   Learn what works, how and why in relation to global and national interventions aimed at promoting sustainable development

3.   Gain an analytical insight into the role of politics in policies aimed at achieving sustainable development

4.   Acquire necessary skills to undertake comparative studies of sustainable development and SDG implementation in differing contexts

5.   Analyse and explain the world's most pressing problems such as poverty & inequality, ecosystem degradation & biodiversity loss, climate change

6.   Gain a broad overview of the key challenges and potential solutions to achieve development in the 21st century.

Course content

Modules	Hours
Module 1: Scale and Scope of the SDGs; A Brief History of the SDGs. Insights from Gandhi and Kumarappa. Transformation Challenges; Structures of power and decision making. Transformation Pathways to Success. Education, Inclusion, Jobs, and Growth, Health and Wellbeing Clean Energy and Industry. Sustainable Food and Land Use. Smart Cities and Transport. Digital Technologies and E-Governance	10
Module 2: Government and the SDGs. Planning and Backcasting. Organizing Government for the SDGs. SDG Policy Instruments. SDG Pathways: The Case of Deep Decarbonization. Industrial Policies and the SDGs	12
Module 3: SDG Financing. Needs assessments: estimating resource needs for the SDGs. Types of Financing SDGs. Capital Markets and the SDGs. New financing mechanisms and Global Funds. Development financing for the SDGs. The Business Sector and the SDGs. The Role of Business in the SDGs. Shareholders and Stakeholders. Global Value Chains. Unsustainable Industries. Public-Private-Civil Society Partnerships	14

	9
Module 4: Civil Society and the SDGs. Public awareness and Consumer Activism. Data for Accountability and Decision-making. Social business, CSOs, and operations where government is weak. Global Partnerships for the SDGs. Development Assistance. Other dimensions of Global Partnership. The Role of Universities, Moral Advocacy: Religious Leaders Cross-Border Cooperation.	
Module 5: Public Policies for sustainable development in India -Swachh Bharat mission, BetiBachoBetiPadhao, Pradhan Mantri Awas Yojana, Smart Cities, Pradhan Mantri Jan Dhan Yojana, DeenDayal Upadhyay Gram Jyoti Yojana and Pradhan Mantri UjjwalaYojana. **National Clean Air Programme, National policy on resource efficiency,** Public policies for sustainable development in Kerala	9

Readings

Sachs, D. Jeffrey, 2015. The Age of Sustainable Development. Columbia University Press. ISBN: 9780231173155

Rogers, P. P., Jalal, K. F., Boyd, J. A. (2012). An Introduction to Sustainable Development. Earthscan. UK and USA

Simon Elias Bibri, Backcasting in futures studies: a synthesized scholarly and planning approach to strategic smart sustainable city development, European Journal of Futures Research (2018) 6:13

Lina Brand-Correa*, Anna Brook, Milena Büchs, Petra Meier, Yannish Naik, Daniel W O'Neill, Economics for people and planet—moving beyond the neoclassical paradigm, *Lancet Planet Health* 2022; 6: e371–79

Ram Kumar Mishra, Ch Lakshmi Kumari, Sandeep Chachra, P.S. Janaki Krishna(Eds.) Smart Cities for Sustainable Development, Springer, 2022

Jonathan M. Harris, Brian Roach, Environmental and Natural Resource Economics: A Contemporary Approach, Routledge, 2021

Craig M. Kauffman and Pamela L. Martin, The Politics of Rights of Nature: Strategies for Building a More Sustainable Future, Cambridge, MIT Press, 2021.

Jennifer A. Elliott, An Introduction to Sustainable Development. London: Routledge, 2013.

Justice Mensah(2019) Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review, Cogent Social Sciences, 5:1, 1653531, DOI: 10.1080/23311886.2019.1653531

N V Nair & John S Moolakkattu 2018. .Revisiting the Discourse on Protection of the Western Ghats from a Gandhi-Kumarappa Perspective, *Gandhi Marg Quarterly*, 39(4): 311–330

N V Nair & John S Moolakkattu. "The Western Ghats Imbroglio in Kerala: A Political Economy Perspective", **Economic and Political Weekly**(Special Article), Vol. LII, No. 34, August 26, 2017

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	10	25		
2	12	25		
3	14	25	80	20
4	9	24		
5	9	25		
Total	54	124	80	20

PPD3C15

Rural Development and Decentralised Planning

Learning outcome

At the end of this course the learner will be able to describe the concepts, approaches and institutions of rural development, the various rural development programmes in India, the evolution of Panchayati Raj system in India and how decentralised and participatory planning can yield better outcomes

Course content

Modules	Hours
Rural Development: Concepts, Approaches and Institutions Rural Development: Concept, Elements, Importance and Scope Approaches: Sectoral, Area Approach, Target Group Approach, Participatory Approach, Integrated Approach Institutions for Rural Development: Structure, Functions and Role in Rural Development - National level Institutions: Planning Commission, Ministry of Rural Development, Ministry of Panchayati Raj, CAPART and NABARD State Level Institutions: State Planning Board 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. Training Institutions for Rural Development & Panchayati Raj	12
Rural Development Experiments in India 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	14
Rural Development Programmes Major Development and Welfare Programmes: Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGS) - Swarnajayanthi Gram Swarojgar Yojana / National Rural Livelihood Mission (NRLM) - Indira Awaas Yojana (IAY) - National Rural Health Mission (NRHM) - Total Sanitation Programme (TSP) - Swajaldhara - Backward Region Grant Fund (BRGF) – Pradhan Mantri Grameen Sadak Yojana (PMGSY) – Integrated Wasteland Development Programme (IWDP) - Provisions of Urban Amenities in Rural Areas (PURA) – PPP/CSR Initiatives in Rural Development	10
Decentralised Planning: Concepts and Approaches Decentralized Planning: History, Concepts and importance - Need for Decentralized Planning - Recent Initiatives of Decentralized planning in India - Decentralized Planning Process - District Planning Committee -	9

Metropolitan Planning Committee 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	
Decentralised Planning: Resource Mobilisation, Techniques and Experiences 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 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 Decentralised Planning Experiences - People's Plan Campaign in Kerala: Features, Experiences and Prospects - Critical appraisal of decentralised planning experiences	9

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.

Prasad, B.K.(2003), Rural Development: Concept, Approach and Strategy, New Delhi: Sarup& Sons.

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

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

Government of India. (2006). Report of the Expert Group: Planning at the grassroots level – An Action Programme for the 11th 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

Government of India. (2012), Greening Rural Development in India, New Delhi: Ministry of Rural Development and UNDP.

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.

Singh, Katar and RS Pundir. (2000), Co-operatives and Rural Development in India, IRMA.

India Rural Development Report 2013-14, Hyderabad: Orient Blackswan.

J. Tharamangalam&JChathukulam Eds. (2022) *Deepening Democracy :Comparative Perspectives on Decentralisation, Co-operativism and Self-Managed Development.* London: Routledge (Forthcoming).

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	12	25		
2	14	25		
3	10	25	80	20
4	9	24		
5	9	25		
Total	54	124	80	20

PPD3E03

Monitoring Evaluation and Learning of Policies and Programmes

Learning outcomes

On completion of the course the student will gain the necessary understanding of different types of evaluation and the competence to evaluate government policies, projects and programmes against the targets set by them, monitor their performance over the life of the project and develop and implement monitoring and evaluation systems in public sector settings.

Course content

Modules	Hours
Introduction Evaluation: Meaning, Brief History, Characteristics, Significance - Nature of Program Evaluation: A Systems View-input, transformation, outputs, environment and feedback - Types of Program Evaluation: Formative, Summative - Evaluation Standards and Ethics	10
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.	9
Phases of Evaluation and Tools Evaluation Questions, Assessing the Feasibility of Evaluation, Doing the Evaluation- Develop the data collection instruments and pre-test 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 Environment Impact Assessment	14
Policy/ 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	12
Monitoring, Evaluation and Learnings Monitoring: Meaning, Types - 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,	9

Outcome monitoring versus outcome evaluation, Strengths and limitations of outcome monitoring. Learnings from the policy initiatives and interventions Policy Education, Policy Capacity, Policy Critic and Policy Future	

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

Prasanna Chandra – Project Management

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	10	25		
2	9	25		
3	14	25	80	20
4	12	25		
5	9	24		
Total	54	124	80	20

PPD3C16

Data Analytics for Policy Research

Learning outcomes

Students will be able to use basic numeric and visualization tools to describe data and draw on statistical inference to answer policy relevant research questions. They will also learn to analyze and interpret the relationship between two or more variables. The learners will also become proficient in statistical computing software to conduct statistical analysis of data.

Course Contents

Modules	Hours
Module 1: Oral History and Narratives, Content Analysis and Case Study	6
Module 2: Data Processing, Analysis and Interpretation	6
Module 3: Introduction to statistical packages Application of Statistical packages	6
Module 4: Writing research report: Writing Strategies - Structure and style of reports - Referencing and Citation	6
Module 5: Causality and experimentation, Probability, probability distribution, & normal distribution. Conditional probability, Bayes rules	10
Module 6: Data sources in policy sciences, national and international –NSSO, NFHS etc...	10
Module 7: SPSS, R, GIS	10

Readings:

De Veaux, Velleman, and Bock (2020) Stats: Data and Models, 5th edition. ISBN: 9780135163825

Brian P. Macfie, Philip M. Nufrio Applied Statistics for Public Policy, Routledge, 2005.

Alan Agresti and Barbara Finlay. 1997. *Statistical Methods for the Social Sciences*, Prentice Hall.

Sean Gailmard. 2014. Statistical Modeling and Inference for Social Science. New York, NY: Cambridge University Press.

Kosuke Imai. 2018. Quantitative Social Science: An Introduction. Princeton, NJ: Princeton University Press

Lokesh Jasrai, Data Analysis Using SPSS, Sage, New Delhi, 2020

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	6	19		
2	6	15		
3	6	20		
4	6	10		
5	10	20		
6	10	20		
7	10	20	80	20
Total	54	124	80	20

PPD3C17

Internship with an Institution/Organisation

During the Third Semester of M.A. Programme, the candidate is expected to carry out study/work in an organisation/agency related/relevant to the programme/ policy domain/ area for the period **minimum of four weeks andmaximum of eight weeks** and submit a report to the Department.

As part of the Internship, Genealogy of Policy making / Reverse tracking of policies/ programmes in the sectors such as Agriculture, Education, Environment, Energy, Health, Land Reforms, Forests, Coastal Areas, etc. shall be examined.

The Organisation / Agency can be a Government Department, Policy Research Institute, Academic Institution, DPC or DDC, Local Government 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.

Electives

PPD3E04

Urban Development

Learning outcomes

On completion of this course the learners will gain an in-depth understanding of the nature of urban problems, the institutions in place to address them , the various programmes launched to address urban needs, the ways by which service delivery can be improved and the various policy measures that need to be adopted to ensure sustainable cities and effective urban Governance.

Course Contents

Modules	Hours
Module 1: Urbanisation and Urban Planning Urbanisation: Concepts -Trends of Urbanization in India Urban Planning and Management: Emerging issues - Planning system: Perspective Plan, MASTER Plan, Development Plan, Annual Plan, and Projects/Schemes - Urban Planning in Five Year Plans - Thrust Areas in various Plans Ethno Urbanism	9
Module 2: Urban Local Governments in India& Kerala 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. 74 Constitutional Amendment Act – District Planning Committee	10
Module 3: 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	12
Module 4: Urban Development Policies and Programmes and Institutions Policies: National Urban Sanitation Policy, National Urban Transport Policy – Energy Policy, etc. Centrally sponsored and State Sponsored programmes – National urban Livelihood Mission, Hriday, Jawaharlal Nehru National Urban Renewal Mission (JNNURM)/ AMRUT, SMART Cities, Swachh Bharat Abhiyan (Urban), Urban Infrastructure Development Scheme for Small and Medium Towns (UIDSSMT) - North Eastern Region Urban Development Programme (NERUDP) - National Urban Information System (NUIS) - Swarna Jayanthi ShahariRozgarYojaya (SJSRY) – Prime Minster Awaas Yojana/ Housing for All (PMAY) - PPP/CSR Initiatives in Urban Development	14

Module 5: Institutions for Urban Development	10
Ministry of Urban Development– Town and Country Planning Organisation. State Urban Development Department- Urban Development Authorities-Scientific inputs and support from the Institutions like ISRO, CSIR Institutes, etc. Training Institutions for Urban Development: National Institute of Urban Affairs (NIUA), State Institute of Urban Development (SIUD), All India Institute of Local Self Government (AIILSG), etc.	

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.

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.

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark	Maximum Mark	Internal Mark
1	9	25		
2	10	24		
3	12	25		
4	14	28	80	20
5	10	22		
Total	55	124	80	20

PPD3E05

Tribal Development

Learning outcomes

Upon completing this course, the learner will enhance knowledge of the tribal landscape, ecosystem, tribal culture and ethos, and the various Acts and Policy measures related to tribal development.

Course content

Modules	Hours
Module 1: Tribal Development in India Tribe and Scheduled tribe: Definition (Pan India) - Tribal Society: Culture & Identities - Tribal Forest Interface - Tribal rights, Demography, Economy – Agriculture. Tribal Development in India: Nature, Scope and Approaches - Indigenous governance models – Traditional Systems of tribal Governance - Constitutional Safeguards for tribes - National Commissions and Important Committees.	10
Module 2: Tribal Development - Critical Analysis Reforms in Tribal 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	12
Module 3: 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	14
Module 4: Policies for Tribal Development National Policies – Policies by the State Government – Critical Appraisal	10
Module 5: 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	8

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.

Baviskar, Amita. (2004). In the Belly of the River: Tribal Conflict Over Development in Narmada Valley, New Delhi: Oxford University Press.

Idris, Khan and David Philips. (2013). Jirgas: Pashtun Participatory Governance, Texas: Tribal Analysis Publishing.

Mohanthy, Ranjitha. (2006). Participatory Citizenship: Identity Exclusion, Inclusion, NewDelhi: Sage.

Singh, C.P. (1994). Tribal Development Administration: A Case Study, New Delhi: Mittal Publication.

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	10	25		
2	12	25		
3	14	29		
4	10	25		
5	8	20	80	20
Total	54	124	80	20

PPD3E06

Psychology and Public Policy

Learning Outcome

This module will help the learner to get a comprehensive understanding on the need for integrating the emerging discourses and tools from Psychology and Behavioural Science in the process of policy making as well as measuring policy impact. This will also equip the learner to employ some such tools in their projects and later in the policy making process.

Course Contents

Modules	Hours
Module 1: Emerging discourses: Physical and mental health in built environments, understanding risks and negotiating in a multi-ethnic society, addressing gender issues, conflicts, violence, crime and extremism, challenges for equity, governance and welfare, Behavioural Economics, Behavioral Science.	12
Module 2: Cognition and cities: neuroscience and cities, human science of cities, physiological and social ties to our environment, environmental conditions and human responses, neuroscience of social interactions, proximity and cognitive responses, impact of air, light and noise pollution on cognitive development and responses	14
Module 3: Shaping peaceful societies: peace and conflict research, human rights issues, right to the city discourses, social tensions, environment and crime relationship, faith and planning, planning as social mobilisation	14
Module 4: Application of Psychology in policy making: The making of public policy, law and emotions-new frontier, importance of Psychology in planning, community development and potential of therapeutic planning methods.	14

Readings:

1. American Psychological Association (2013), "Toward an Urban Psychology: Research, Action, and Policy, Report of the Task Force on Urban Psychology", APA.

2. Demeritt, A. and Hoff, K. (2018), "The Making of Behavioral Development Economics", World Bank Policy Research Working Paper No.8317.

3. European Union (2016), "Behavioural Insights Applied to Policy-European Report 2016", Brussels

4. Garbarino, J. (1995). Raising children in a socially toxic environment. San Francisco: Jossey-Bass.

5. Halpern, D. (2015), "The Rise of Psychology in Policy: The UK's de facto Council of Psychological Science Advisers", Perspectives on Psychological Science, Vol. 10(6) pp 768–771.

6. Hillier, B. (2012), "Studying cities to learn about minds: some possible implications of space syntax for spatial cognition", Environment and Planning B: Planning and Design, Vol (39), pp 12-32.

7. Maroney, T.A (2006), "Law and Emotion: A Proposed Taxonomy of an Emerging Field", Law and Human Behaviour, Vol.30, pp.119-142.

8. Pentland, A (2015), "Social Physics: How Social Networks Can Make Us Smarter", Penguin Books, London

9. Thaler, R.H (Author), Sunstein, C.R (Author) (2009), "Nudge: Improving Decisions About Health, Wealth, and Happiness", Penguin Books, London

10. UN Innovation Network (2021), "UN Behavioral Science Report" New York

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	12	29		
2	14	35		
3	14	30		
4	14	30		
Total	54	124	80	20
			80	20

PPD3C18

FIELD STUDY – LEVEL II

It is intended to conduct in Third Semester.

Objective

• To trace out a problem from the field, study it and suggest measures to solve it <u>by means of social entrepreneurship</u>

    • It should be an individual based study. Team based study can also allowed but should not exceed three.

    • Mixed teams may be encouraged.

    • The individual or team shall conduct observational and experienced field study with the intention of understanding the various courses of the first three semesters. However, it should be noted that the individual or team shall not repeat the area(s) selected for field study and internship during the first two semesters.

    • Observational method is suggested for identifying the problem of study. Experienced study implies participatory approach in every allowed aspect of the designated institution or field along with personnel there.

    • The students should spend 3 to 5 days in the selected institution/ field for finalising the problem of study. It should be practical oriented and finalised problem must be reported to both supervisors belonging to the parental and designated institution.

    • There should be a minimum of 50 hours of observation cum experienced field study.

    • The individual/ team must state the objectives of the problem of study in the context of selected organization and categorize it as a social, commercial enterprise, public-private or a combination of them.

    • There should be two supervisors for an individual/ a team – one from the selected organization and the other from the parental department.

- The individual /team need to keep a diary to record their meetings, collected data etc. which shall be signed by the supervisor of the selected organization. Copy of which shall be sent to the supervisor of the parental department every week.

- Every individual/ team shall submit a report along with the dairy as mentioned in point 9.

- There should be a formal presentation of the structure of the report and findings of the field before a team of parental department and external faculty.

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

Academic Writing Skills: Non-credit value-added course (NCA)

Semester 4

PPD4C19

Ethics and Leadership in Public Policy

Learning outcomes

Upon completion of this course the student will be able to explain the major ethical concepts and theories about leadership, as well as how they are created and applied. They will learn how people lead and manage in public organizations and articulate and apply a public service perspective. This course aims to provide students with a solid foundation in the normative dimensions of public administration and public policy and the ethical implications of the decision-making process involving the design, implementation, evaluation, monitoring, and enforcement of public policies. In addition, the learners will be able to develop a critical understanding of leadership in public organizations, its types, and skills needed for effective and ethical Governance.

Course contents

Modules	Hours
Module 1: Ethical Discourse and Public Policy- Defining the Good - Stewardship of Resources: Effectiveness - Serving Justice: Fairness, Honouring Commitments: Fidelity- Ownership of Problems: Legitimacy. Indian notion of Dharma as a guiding principle. Gandhi's Talisman	8
Module 2: Corruption and Scandal- Benchmarks and Moral Discernment- Safety - Risky NewTechnologies Conventional understandings of leadership- Niccolò Machiavelli, Max Weber	10
Module 3: Leadership as discursive rather than coercive. Three main functions: the formulation of a problem diagnosis that calls for political action; the proposal of a political strategy to solve this problem; and the mobilization of support for the political leader among members of the political community.	12
Module 4: Leadership types, leaders in the legislative Process, Leadership skills and characteristics, The importance of rhetorical skills, Contextual Intelligence- transformational leadership vs adaptive leadership - Gender and performance in public organizations. Women's styles of leadership especially at the local level.	14
Module 5: Leadership and public service organizations. Form of local government and leadership. Directly elected Mayors or Panchayat Presidents Vs indirectly elected ones. New public management and collaborative Governance- Notion of political capital – Insights from Gandhian leadership	10

Readings

Dion, M. (2012), "Are ethical theories relevant for ethical leadership?", *Leadership & Organization Development Journal*, Vol. 33 No. 1, pp. 4-24. https://doi.org/10.1108/01437731211193098

Karin Lasthuizen, Leonie Heres& Werner Webb (2019) Ethical Leadership within the Public and Political Realm: A Dance with Wolves?, Public Integrity, 21:6, 549-552, DOI: 10.1080/10999922.2019.1667663

Fahad Shakeel, Peter Mathieu Kruyen& Sandra Van Thiel (2019) Ethical Leadership as Process: A Conceptual Proposition, Public Integrity, 21:6, 613-624, DOI: 10.1080/10999922.2019.1606544

Adams, G. B., & Balfour, D. L. (2015). Unmasking administrative evil (4th ed.). New York, NY: Routledge. doi:10.4324/9781315716640

Bashir, M. & Hassan, S. (2019). The need for ethical leadership in combatting corruption. International Review of Administrative Sciences. doi:10.1177/0020852318825386

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Downe, J., Cowell, R., & Morgan, K. (2016). What determines ethical behavior in public organizations: Is it rules and/or leadership. Public Administration Review, 76, 898–909.

Hassan, S. (2015). The importance of ethical leadership and personal control in promoting Improvement-Centered voice among government employees. Journal of Public Administration Research and Theory, 25(3), 697–719. doi:10.1093/jopart/muu055

Hassan, S., Wright, B. E., & Yukl, G. (2014). Does ethical leadership matter in government? Effects on organizational commitment, absenteeism, and willingness to report ethical problems. Public Administration Review, 74, 333–343.

Perry, J., & Wise, L. R. (1990). The motivational bases of public service motivation. Public Administration Review, 50(3), 367–373. doi:10.2307/976618

Rose-Ackerman, S., &Palifka, B. J. (2016). Corruption and government: Causes, consequences, and reform. Cambridge, UK: Cambridge University Press. doi:10.1017/CBO9781139962933

Soss, J., Fording, R., & Schram, S. F. (2011). The organization of discipline: From performance management to perversity and punishment. Journal of Public Administration Research and Theory, 21(Suppl. 2), i203–i232. doi:10.1093/jopart/muq095

Wright, B. E., Hassan, S., & Park, J. (2016). Does a public service ethic encourage ethical behavior? Public service motivation, ethical leadership and the willingness to report ethical concerns. Public Administration, 94(3), 647–663. doi:10.1111/padm.12248

Van Wart, Montgomery (2011). Dynamics of Leadership in Public Service. Armonk, NY: M.E. Sharpe.

Andersen, Jon Aarum (2010). Public versus Private Managers: How Public and Private Managers Differ in Leadership Behavior. Public Administration Review. 70,1:131-141.

Ferguson, John, Peter Ronayne, and Mike Rybacki. (2014). Public Sector Leadership Challenges:

Are They Different and Does It Matter? Greensboro, NC: Center for Creative Leadership.

Keohane, Nannerl O. (2005) On Leadership. Perspectives on Politics. 3,4: 705-722.

Kiel, L. Douglas, KarabiBezoruah, and GerelOyun (2009) Developing Leaders in Public Affairs and Administration: Incorporating Emotional Intelligence Training into the Core Doctoral Leadership Course. Journal of Public Affairs Education 15, 1: 87-105.

Scarbrough, Heather (2008) Collaborative Leadership in Sampson County. Popular Government. 73,2: 36-40.

Thompson, Ann Marie and James L. Perry (2006) Collaboration Processes: Inside the Black Box.

Public Administration Review 66, s1: 20-32.

Getha-Taylor, Heather (2009) Managing the "New Normalcy" with Values-Based Leadership:

Lessons from Admiral James Loy. Public Administration Review 69, 1: 200-206. (US Coast

Guard and Transportation Security Administration)

Sanghee Park (2021) Gender and performance in public organizations: a research synthesis and research agenda, Public Management Review, 23:6, 929-948, DOI: 10.1080/14719037.2020.1730940

Don S. Lee &Soonae Park (2021) Civil servants' perceptions of agency heads' leadership styles: the role of gender in public sector organizations, Public Management Review, 23:8, 1160-1183, DOI: 10.1080/14719037.2020.1730941

Taha Hameduddin& Trent Engbers (2022) Leadership and public service motivation: a systematic synthesis, International Public Management Journal, 25:1, 86-119, DOI: 10.1080/10967494.2021.1884150

Haus, M. & Sweeting, D. (2006) Local democracy and political leadership: Drawing a map, Political Studies, 54(2), pp. 267–288

Orr, K. (2004) If mayors are the answer then what was the question?, Local Government Studies, 30(3), pp. 331–344

Richard D. French (2011) POLITICAL CAPITAL, Representation, 47:2, 215-230, DOI: 10.1080/00344893.2011.581086

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BLONDEL, JEAN. 1987. Political Leadership: Towards a General Analysis. London: Sage.

Kevin Morrell & Jean Hartley (2006) Ethics in leadership: The case of local politicians, Local Government Studies, 32:1, 55-70, DOI: 10.1080/03003930500453518

Burns, J. M.. 2003. Transformative leadership. New York: Harper and Row

Darren C. Treadway , Jeffrey R. Bentley , Lisa R. Williams , and Angela Wallace The Skill to Lead: The Role of Political Skill in Leadership Dynamics , The Oxford Handbook of Leadership and Organizations, 2013. DOI 10.1093/oxfordhb/9780199755615.013.025

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	8	24		
2	10	22		
3	12	26		
4	14	26	80	20
5	10	26		
Total	54	124	80	20

Electives

PPD4E07

Disaster and Risk Management

Learning outcome

A student completing this course should gain a reasonably rounded understanding of the nature of disasters in the Indian context, their consequences for various groups and implications, the various policies for reducing the risk and recovering from disasters and the institutional mechanisms available for achieving disaster resilience.

Course content

Modules	Hours
Module 1: 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, Shelter-less, Coastal & Tribal population.	8
Module 2: Disaster Management – Policies, Institutions and Process Evolution of Disaster Management in India - Disaster Management Act, 2005, National Policy on Disaster Management (2009), Disaster Management Policy by the State Governments 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.	10
Module 3: 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.	12
Module 4: 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	10

Module 5: Practicum	14
Field-based Exercises on: 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	

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.

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Walia, A and S Guleria, (2012), Village Disaster Management Plan, New Delhi: National Institute of Disaster Management.

Kafle, SheshKanta 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 2nd Edition, New York: United Nations Development Programme, 1994.

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Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	8	25		
2	10	25		
3	12	24		
4	10	25	80	20
5	14	25		
Total	54	124	80	20

PPD4E08

Natural Resource Management

Learning Outcome

On completion of this course the learners will understand the different approaches to nature resource governance, the policies governing resources and the environment and identify social dimensions (stakeholders, interests, trade-offs, synergies, ethical principles) to be borne in mind for the development of management plans, the issues around the management of the commons and the type of conflicts over natural resources with illustrative case studies.

Course content

Modules	Hours
Module 1: Natural Resources – An Overview 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.	8
Module 2: Approaches and Theories of Natural Resource Management Ecological Approach, Economic Approach, Ethnological Approach, Community-based Approach, Livelihood Approaches, Adaptive management, implications of the Approaches, Integrated Natural Resource Management Strategies. Theories: Liberal theories of Natural Resource Management-Stakeholder analysis.	10
Module 3: Common Property Resource Management Meaning, Importance, Types and Difference between Common Property Resources (CPR) and Common Pool Resources – Theories of Common Property Resources: Common Property Resource- Management Models-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- Local Governments and Common Property Resource Management.	12
Module 4: Natural Resource Conflicts Resource extraction, access and control system -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- NRM- Climate Management- Case studies	14
Module 5: 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	10

in natural resource management.

Prescribed Readings:

Emmanuel Torquebiau (2010) _-Natural Resource Management and Local Development Springer

Michael J Conroy, James T Peterson(2012)- Decision Making In natural Resource Management, Wiley

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.

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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

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	8	25		
2	10	20		
3	12	26		
4	14	28	80	20
5	10	25		
Total	54	124	80	20

PPD4E09

Big Data and Public Policy

Learning Outcomes

This module will impart knowledge about the key discourses in the emergence of big data in policy making and governance. The learner will get an understanding of the value of using big data in various policy instruments and the various tools and methodologies currently being deployed as well as developed.

Course Contents

Modules	Hours
Module 1: Big data for agile policies - Definition of big data, big data and official statistics, application of big data in various areas of human enterprise, internet of things, big data and cities, smart cities mission	12
Module 2: Data driven governance - Informationalisation of the society, social physics, data-led entrepreneurship and innovation, data commons, London- the Information Capital, US National Neighbourhood Information System, Ericsson Networked Society City Index, digital India, digital urbanism, urban observatories, case studies	14
Module 3: Big data and resilience - Insulating digital systems from potential risks, cyber terrorism, cyber security policies, cyber security in smart cities, privacy and ethics, legal perspectives, application of big data in improving disaster risk reduction	14
Module 4: Fourth Industrial Revolution (FIR) - Preparing for the fourth industrial revolution, policy shifts in developed world, India's approach on FIR, spatial big data and FIR, UK Industrial Strategy-2017	14

Readings

1. Baeck, P. and Saunders, T. (2015) 'Rethinking Smart Cities from the Ground Up.' London: Nesta.

2. Local Government Association (2010) 'The value of geospatial information in local public service delivery in England and Wales.' London: Local Government Association.

3. Quercia, D., Ellis, J., Caprá, L., & Crowcroft, J. (2012). Tracking "gross community happiness"

4. from tweets. In Proceedings of the 15th ACM Conference on Computer Supported Cooperative

5. Work. USA: Seattle.

6. WEF (2018), Agile Cities – Preparing for the Fourth Industrial Revolution, WEF, Geneva.

Question Paper Mark Distribution

Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	12	30		
2	14	30		
3	14	34		
4	14	30	80	20
Total	54	124		

PPD4E10

BEING HUMAN

Course Description

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

Course Outcome

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

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

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

Unit	Unit&Objective	Content Mapped to Course Outcome	Hours
1	**Human Infrastructure: Attitude, Mindset, Emotional**	1,2	5

	Intelligence and Skills
	   o The concept and importance of human infra-structure in the new world.
	   o The 'Demanding' Future: Changing landscape of mindset and skill demand
	   o Understand and analyze the gap between current position and the expected level.		

2	**The mindset: Focus, Positivity, GRIT, Emotional Intelligence and Flexibility.**
	   o Appropriate mindset and mental framework to adapt to the dynamics of the new world.
	   o Methods to enhance Focus, GRIT, Emotional Intelligence and Flexibility.
	   o How to apply development in mindset during different scenarios in life.
		3, 5	12

3	**Communication, Presentation and Professional Discussion Skills**
	   o Verbal and non-verbal communication
	   o Preparation and delivery of professional presentations
	   o Preparation and participation in professional discussions
		3, 5	8

4	**Group and team work, interpersonal dynamics and relationship management**
	   o Different personality types and traits
	   o Dynamics of interpersonal relationships
	   o Approaches and methods for effective group and team work
		3, 5	12

5	**Scenario Analysis, Planning, Problem Solving and Decision Making**
	   o Developing strong understanding on analyzing, conceiving and interpreting scenarios to derive meaning out of complexities.
	   o Different approaches to solve problems
	   o Systematic process of decision making
	   o Sub-conscious biases, self-sensitization and possible methods to be un-biased while solving problems and taking decisions.
		3, 5	10

6	**Leadership for future**
	   o Role of leaders in future
	   o Leading the 'unknown' generation
	   o Mindset to build leadership in a brick-by-brick manner.
	   o International perspectives about leadership and its function within modern institutions/organizations.
		3, 5	15

7	**Plan Development:**
	   o Design a 2-year action plan to develop and sharpen the most optimum mindset and skillset to be ready for the future.
	   o Develop the ability to implement the plan to ensure continuous growth and development.
		4	8

Reading and Reference

Adair, J. (2011). Effective Communication: The most important message skill for all. Pan Macmillan.

Avolio, B. J. ,Sosik, J. J. , Jung, D. I. , &Berson, Y. (2003). Leadership models, methods, and applications. In Borman, W. C. , Ilgen, D. R. , &Klimoski, R. J. , Handbook of psychology (Vol. 12, pp. 277–307). Hoboken, NJ: Wiley.

Collins, J. (2001b). Level 5 leadership: The triumph of humility and fierce resolve. Harvard Business Review, 79, 66–76.

Duckworth, A. (2016). GRIT: The Power of Passion and Perseverance. Scribner

Goleman, D. (1996). Emotional Intelligence: Why it can matter more than IQ. Bloomsbury

Goleman, D. (2013). FOCUS: The Hidden Driver of Excellence. Bloomsbury

Greiff, S., Niepel, C., &Wüstenberg, S. (2015). 21st century skills: International advancements and recent developments [Editorial]. Thinking Skills and Creativity, 18, 1–3

Huitt, W.G. (1992). Problem Solving and Decision Making: Consideration of Individual Differences Using the Myers-Briggs Type Indicator. Journal of Psychological Type. Volume 24. Pages 33-44.

Morgan, J. (2020). The Future Leader: 9 Skills and Mindsets to Success in the Next Decade. Wiley.

Assessment

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

Question Paper Mark Distribution				
Unit	Hours	Aggregate Mark Including Choice	Maximum Mark	Internal Mark
1	5	10		
2	12	28		
3	8	18		
4	12	28	80	20
5	10	20		
6	15	20		
7	8	0		
Total		124	80	20

PPD4C20

Dissertation with viva voce

RESEARCH PROJECT

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

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

• Students would be required to take an individual assignment with a social entrepreneurial organization or community

• Students would be given a topic that would be of critical importance for the effective functioning of the organization or community.

• Research Project has two parts – Submission of dissertation and Viva voce. Maximum of 100 marks will be given for dissertation.

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

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

Arrangement of Contents:

    i)   The project should be arranged as follows

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

9.   Chapters

10.   Appendices

11.   References

i)   Page dimension and typing instruction

The dimension of the project report should be in A4 size. The report should be printed in bond paper and bound using flexible cover of the thick white art paper or spiral binding. The general text of the report should be typed with 1.5 line spacing. The general text shall be typed in the font style 'Times of New Roman' and font size12. The paragraphs should be arranged in justified alignment with margin 1.25" each on Top. Portrait orientation shall be there on Left and right of the page. The content of the report shall be around 40 pages.

ii)   A typical specimen of Bonafide Certificate

<div align="center">

KANNUR UNIVERSITY

<font style: Times of New Roman- Size 18>

BONAFIDE CERTIFICATE

<font style: Times of New Roman- Size 16>

</div>

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

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

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

Signature	Signature
Name	Name
Head of the Department	Head of the Department
Academic Designation`	Academic Designation
Department	Department
Seal	Seal

iii)   Declaration by the student

<div align="center">

DECLARATION

</div>

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

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

Place: Signature of the student

Date: (Reg. No)

Evaluation of project report

1.   The ESE of the project work shall be conducted by two external examiners

2.   Evaluation of the Project Report shall be done under mark system

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

i)   Continuous/ internal assessment (CA) (Supervising teacher/s will assess the project and award internal marks)

ii)   External evaluation (by external examiners appointed by the University)

1.   Marks secured for the project will be awarded to candidates, combining the internal and external marks

2.   The internal to external component is to be taken in the ratio 1:4

3.   Assessment of different components of project may be taken as below.

4.   External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board for the smooth conduct of the evaluation of project.

5.   Internal Assessment should be completed 2 weeks before the last working day of IVth semester.

6.   Internal Assessment marks should be published in the department.

7.   Chairman Board of Examinations, may at his discretion, on urgent requirements, make certain exception in the guidelines

8.   Submission of the Project report and presence of the student for viva are compulsory for internal evaluation. For external evaluation (for programmes without prac-

tical) the Project report submitted by the student shall be evaluated by the external examiners. No marks shall be awarded to a candidate if she/he fails to submit the Project report for external evaluation.

9. A student shall be declared to pass in the Project report course if she/he secures minimum 40% marks of the aggregate and 40% separately for external

10. The student should get a minimum of 40% marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be submitted along with subsequent examinations through parent department

The breakup of internal marks is given in Table 6.

Table 6

Breakup of internal marks for research project

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

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

Table 7

Breakup of external marks for research project

External (80%) of Total	% of External Marks
Components	
Relevance of the Topic	5
Statement of Objectives	10
Methodology/ Reference/ Bibliography	15
Presentation of Facts/ Figures/ Language	20

Style/ Diagrams etc.	
Quality of Analysis/ Use of Statistical tools	15
Findings and Recommendations	10
Viva-Voce	25

The dissertation will be carried out by the student under the guidance and supervision of a designated Faculty from the School / Department.

At the end of 3rd Semester, the student is expected to submit the synopsis of dissertation with a brief introduction, scope, objectives and research methodology after carrying out the review of related literature to the School / Department through the Faculty Supervisor.

During the 4th Semester, the student is expected to carry out the data collection from the field, data analysis and interpretations.

At the end of 4th Semester, the dissertation of around 15000 words needs to be submitted through the Faculty Supervisor.

PPD4C21

VIVA VOCE

There will be a comprehensives subject viva-voce for which maximum marks than can be awarded will be 100 .External examiner will conduct the viva voce.

Resume Development, Career development through Social Networking etc.

Value-added non-credit course

Syllabus

Question Papers

M.A. Public Policy and Development

Reg. No.:.....................

Name:..........................

**FIRST SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE
EXAMINATION MARCH 2023
(2022 Admission onwards)**

PPD1C01: INDIA: SOCIETY, ECONOMY AND POLITY

Time: 3 Hours   **Maximum: 80 Marks**

Part A

(Answer all questions, each question carries 1 marks)

1. Which of the following was not one of the grievances of people during the era of the company rule?

    A. A highly unpopular revenue settlement hard-pressed the peasantry.

    B. Misery to the artisans and handicrafts people.

    C. Rampant corruption in the Company's administration.

    D. Recruiting Indians for hard labour abroad

2. Which of the following is not one of the factors for the success of the British?

    A. English language   B. Superior military equipment

    C. Better discipline   D. Good leadership, specially second level

3. Which of the following is not one of the effects of British rule in India?

    A. Imposed political unity in India.

    B. Created a larger state than the Mauryan or Mughal ones.

    C. Set up a professional civil service

    D. Absence of a unified judiciary

4. Which of the following is correct?

    A. The incidence of untouchability is higher in rural areas.

    B. Untouchability is most widely practised in Maharashtra.

    C. Untouchability is more common in South India than in North India.

    D.In the North-eastern region, Nagaland has the highest number of cases of untouchability.

5. Which of the following is a feature of globalization?

    A. Growth of rural areas   B. Growth of cities

    C. Rise of joint families   D. National self-reliance

6. Mahbub Ul Haq and Amartya Sen are associated with

    A. Growth   B. Environmental Protection

    C. Human-centric development.   D. Foreign trade

7. Which state has the lowest unemployment rate?

    A. Gujarat   B. Tamil Nadu   C. West Bengal   D. Orissa

8. What is the minimum age to become the governor of an Indian state?

    A. 30 Years   B. 25 Years   C. 35 Years   D.40 Years

9. Read the following statements.

    Statement (A): There is considerable social culture diversity in India.

    Statement (B): Diversity necessary leads to equal opportunities.

    Choose the correct option

    A. Both A and B are true and B is the correct explanation of A

    B. Both A and B are true but B is not the correct explanation of A

    C. A is true but B is False

    D. Both A and B are false

10. Which of the following is note a characteristics of class

    A. Mobility of group   B. Equal status

    C. Class consciousness   D. Endogamy   (10x1=10 marks)

Part B
(Answer any 5 questions, each question carries 3 marks)

1. What were the factors that gave rise to social reform movements in India?
2. What were the main aims of the Indian National Congress in the initial stage?
3. How did the arrival of Gandhi change the character of the national movement in India?
4. What are the key features of caste?
5. Briefly state the socio-cultural impact of globalization.
6. State the major challenges to food security in India.
7. What is the composition and function of the GST council?
8. Distinguish between fundamental rights and directive principles of state policy.

Part C
(Answer any 5 questions, each question carries 5 marks)

1. Is the advice tendered by the Council of Ministers binding on the President?
2. What is the meaning of displacement?
3. What were the reasons for the decline of the Home Rule League?
4. Briefly describe the conditions of the Indian people under colonialism.
5. What are the advantages of Goods and Services Tax (GST)?
6. Write a short note on the growth of the services sector in India.
7. Briefly state the features of the Government of India Act of 1919.
8. Briefly state the emergency powers of the Indian President.

(5x5=25 marks)

Part D
(Answer any 3 questions, each question carries 10 marks)

1. Distinguish between the moderates and the extremists in terms of their social character and ideas
2. Write an essay on reservation policy/affirmative action in India
3. Discuss the main trends in employment and unemployment in India
4. Have the 73rd and 74th amendments to the Constitution of India strengthened the local governments in India? Elucidate.
5. Explain the implications of globalisation for family and social values?

(3x10 =30 marks)

Reg. No.:.....................

Name:..........................

FIRST SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD1C02: GENDER AND SOCIETY

Time: 3 Hours   Maximum: 80 Marks

Part A (Answer all questions, each question carries 1 marks)

1) Which of the following word is not related to Participation?
   - (a) Need Assessment
   - (b) Responsiveness
   - (b) Decision Making Role
   - (d) Mastering

2) Patriarchy is defines as
   - A. An egalitarian society
   - B. A consumerist society
   - C. A male dominated society
   - D. A female dominated society

3) What is incorrect statement regarding 'Masculinities' and 'Femininities'?
   - A. Based on Biological determinism
   - B. Changing across time and space
   - C. Socially constructed
   - D. Gendered rather than non-gendered
   - E. roles assigned by the society to men

4) Gender Roles
   - A. are result of difference in biological aptitude
   - B. are roles ascribed by men and women
   - C. roles assigned by the society to each sex
   - D. roles assigned by the society to men

5) Among the following which is not an ideology of feminism?
   - A. Identifying the existing social realities from the standpoint of women
   - B. Questioning the gender blindness of mainstream theories
   - C. Questioning the power of dominant classes
   - D. Promoting the replacement of dominant classes.

6) "One is not born but rather becomes a woman"
   - A. John Stuart Mill
   - B. Betty friedan
   - C. Simone de Beauvoir
   - D. Shulamith Firestone

7) What do you mean by 'Glass ceiling'
   - A. The invisible barrier preventing women from ascending to leadership positions
   - B. Chilly climate
   - C. misogynist attitude
   - D. Gender discrimination in classroom.

8) Biological determinism means
   - A. Gender division of labour
   - B. associating men and women capabilities to biology

C. perception of Gender as sex

D. Assuming masculinity and femininity based on biology

9) What is correct about feminism?

A. It negates the role of men

B. It advocates the rights of women

C. It deals with only working women

D. It deals with contribution of women.

10) Name the guideline which deals with the complaints about sexual harassment against women?

A. Vishaka guideline

B. NALSA Judgement

C. Nirbhaya Verdict

D. Navatej Singh Johar v.Union of India

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1. What is gender stereotyping?

2. Differentiate between organised and unorganised sector?

3. "Mom cooks, dad reads" Does our textbooks still portray such gender stereotyped images? Discuss based on your experience.

4. Cite some examples of gender bias in classroom and institutional practices?

5. Suggest few measures for gender sensitive education?

6. Explain private vs public dichotomy?

7. Explain gender hierarchy and its relation with class, caste, sexuality and disability?

8. Do you believe Reservation will lead to Transformation of Politics? Why?

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1. Explain about gender discrimination at workplace? What are the laws and measures to tackle gender issues at workplace?

2. What is gender division of labour?

3. Explain 'Gender' and 'Sex'?

4. What do you understand by gender and development?

5. School textbooks and curriculum influence gender roles of students. Discuss.

6. Describe gender issues due to gender stereotyping and gender discrimination at workplace?

7. What are the reasons for low female working participation rates in Kerala? Write about the measures to address low working participation rates?

8. Comment on "Our democracy has been failed to include women in its purview"

(5x5=25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) Explain gender socialisation. What are the social institutions determining gender socialisation?

2) What is patriarchy? Explain different feminisms arguments on patriarchy?

3) Write measures to combat gender stereotyping in and through education?

4) Explain basic concepts of gender; Sex and gender, gender roles, Private vs Public dichotomy, patriarchy, gender division of labour and gender hierarchy?

5) What is meant by Gender Equity? How the reservation policy becomes a Gender Equity Measure?

(3x10=30 marks)

Reg. No.:.....................

Name:..........................

FIRST SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD1C03: SUSTAINABLE DEVELOPMENT

Time: 3 Hours   **Maximum: 80 Marks**

Part A (Answer all questions, each question carries 1 mark)

1. In the year, the UN General Assembly constituted a committee on sustainability (CSD)
   A. 1995
   B. 1994
   C. 1993
   D. 1992
2. When did the phrase "Sustainable Development" first appear?
   A. 1987
   B. 1980
   C. 1978
   D. 1992
3. United Nations (UN) era of schooling for Sustainable growth is from
   A. 2002-2011
   B. 2003-2012
   C. 2004-2013
   D. 2005-2014
4. The UN has established a total number of Sustainable Development Goals
   A. 15
   B. 16
   C. 17
   D. 18
5. The UN Conference for environmental sustainability is often recognized by the United Nations World Summit held on
   A. Rio de Janeiro, 2010
   B. Rio de Janeiro, 2011
   C. Rio de Janeiro, 2012
   D. Rio de Janeiro, 2013
6. To achieve: social, economic, and ecological equality, it is required to
   A. Social advancement
   B. Development of the economy
   C. Long-term development
   D. Development of the environment
7. Where did the first move toward Sustainable Development occur?
   A. Stockholm Conference
   B. Conference in Bangkok

C. Conference in San Francisco
D. All of the preceding

8. The National Action Plan on Climate Change (NAPCC) was released in which year
    A. 2007
    B. 2008
    C. 2009
    D. 2010

9. People-centred approach to governance that includes citizens, or representatives of a particular group of citizens, in decision-making is called
    A. Community governance
    B. People's governance
    C. Participatory governance
    D. Community- based governance

10. The Paris agreement asks cuts emissions required to limit global warming to
    a. 2.5°C
    b. 1.5 °C
    c. 2.2°C
    d. 1.2°C

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) What would "Agenda-21" mean?
2) Explain the role of education in attaining sustainability on the basis of SDG 4.
3) What do you mean by Local Indicator Framework pf SDGs?
4) Is SDG relevant to this country? Justify.
5) What is the role of NDC in reducing impacts of climate change?
6) What is Multi-stakeholder governance?
7) What is the role of NABARD in Climate finance in India
8) What is "Common But Differentiated Responsibilities"?

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1) Write the need and significance of Sustainable Development Goals
2) What are the objectives of SDGs in Localizing strategies?
3) What are the steps of SDGs in the Localization of Sustainable Development Goals?
4) What are the key features of the Local Indicator Framework in Kerala?
5) What are the 5P's of Sustainable Development Goals?
6) Name any five missions introduced by India in NAPCC
7) Explain climate change mitigation and adaptation with at least two examples for each
8) Explain the role of LAPCC in climate action

(5x5=25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) What is the historical context of Sustainable Development Goals? Explain
2) Localization of Sustainable Development Goals is essential to attain sustainability to its fullest. Substantiate this statement.
3) What is the Institutional Framework for the Localization of SDGs? Explain the approaches and strategies.
4) Explain north-south divide in the light of Climate change
5) Explain the stages of The Adaptation Policy Framework Process

(3x10=30 marks)

Reg. No.:.....................

Name:...........................

FIRST SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD1C04 - CONSTITUTION OF INDIA

Time: 3 Hours   **Maximum: 80 Marks**

Part A: (Answer all questions, each question carries 1 mark)

1) Which among the following word is missing in the Preamble of the Indian Constitution?

    A. Sovereign
    B. Republic
    C. Justice
    D. Comradeship

2) Who was the First (Temporary) Chairman of the Constituent Assembly?

    A. Dr. Sanchidanand Sinha
    B. Dr. Rajendra Prasad
    C. Dr. BR Ambedkar
    D. BN Rau

3) The Constitution of India came into force on

    A. 26 January 1950
    B. 24 January 1950
    C. 26 November 1947
    D. 30 August 1947

4) The Drafting Committee of the Constitution scrutinized the draft prepared by the Constitutional Adviser. Who was the Constitutional Adviser?

    A. Dr. BR Ambedkar
    B. BN Rau
    C. N.Gopalaswami
    D. Alladi Krishnaswamy Ayyar

5) There is one specific Article under the Indian Constitution that stands for the Abolition of Untouchability. Which is that Article?

    A. Article 17
    B. Article 19
    C. Article 21
    D. Article 35

6) The following word is not found in the Constitution of India

A. Council of Ministers
B. Cabinet
C. Supreme Court of India
D. Union Finance Commission

7. What is the Twelfth Schedule of the Constitution of India?

A. It contains the powers, authority, and responsibilities of Municipalities
B. It contains the powers, authority, and responsibilities of the Panchayats
C. It contains powers to validation of certain Acts and Regulations
D. It contains provisions for disqualification on the ground of defection

8) How many Presidents of India have been impeached till date?

A. 15 Presidents
B. Five Presidents
C. One President
D. D)None

9) Among the following statements one is wrong regarding the eligibility for election as Vice President of India

A. Is a citizen of India
B. Has Completed the age of 35 years
C. Is qualified for election as a member of the Council of States
D. Is qualified for election as a member of the House of the People

10) Among the following statements one is wrong, regarding the powers of the Attorney General of India

A. The President of India shall appoint the Attorney General
B. It is his/her duty to advise the Government of India on legal matters
C. In the performance of his/her duties the Attorney General of India shall have the right of audience in all courts in the territory of India
D. Attorney General of India shall hold office during the pleasure of the Prime Minister

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) Give the structure of the Indian Constitution.
2) Do you hold the view that the First Past the Post (FPTP) election system should be replaced by the Proportional Representation system of election to Lak Sabha (House of the people)? What are your arguments?
3) What is the composition of the Council of States (Rajya Sabha)? Do you hold the view that the composition is as per the typical federal structure?
4) What are the main features of the 73rd Constitutional Amendments Act?
5) There are six broad categories of Fundamental Rights in the Indian Constitution from Article 14 to Article 35. Can you mention the six broad categories of Fundamental Rights?

6) Can you justify the Office of the Union finance Commission of India (Article 280) of the Constitution of India) in the fiscal federal structure of India and what are the functions of the Union Finance Commission of India

7) What are the functions and powers of the State Finance Commissions as per the provisions of the Article 243 (I) &243 (Y) in the Constitution of India?

8) Critically examine the provisions of the Panchayat Extension to Schedule Areas (PESA) Act, 1996 and PESA is effective in protecting the interest of the tribal communities in India.

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) Article 12 of the Indian Constitution defines that the "State includes the Government and Parliament of India and the Government and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India". What are its implications of the definition of "State" under the Fundamental Rights of the Indian Constitution under Part 111, (from Article 12 to Article 35)?

2) Can you connect the fundamental rights (Article 12 to 35) and fundamental duties (Articles 51(A) under the constitution?

3) Right to Freedom (from Article 19 to 22) is ensured in the Indian Constitution. Enlist its importance and make your critical comments?

4) What is the importance of the 'Right to Constitutional Remedies' under Articles 32 -35 of the Indian Constitution?

5) Article 61 of the Constitution deals with the procedure for impeachment of the President of India. Explain the process described in the Indian Constitution?

6) Can you explain the Amendment procedures of the Indian Constitution?

7) There is one Parliament Member from Lakshadweep Islands who was recently removed from his membership in the Parliament and later he was reinstated. There are some legal and academic issues involved in this process. Please describe the process under the relevant Articles of the Indian Constitution

8) Can you describe the Preamble of the Constitution? Why the Constitution of India needs such a Preamble?

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks)

1) Article 3 of the Indian Constitution says the formation of the New States and Alteration of Areas, Boundaries or Names of Existing States. The reorganization of the erstwhile State of Jammu and Kashmir into 2 Union Territories had drawn the academic attention to the Article 3 of the Constitution. What are your comments?

2) According to Article 11 of the Indian Constitution, the Parliament has the power to regulate the Right of Citizenship by law. The Citizenship (Amendment) Act, 2019 was passed by the Parliament of India on 11 December 2019. Please describe the

provisions of the Citizenship (Amendment) Act, 2019 in the background of the constitutional provisions (Part 111-Articles 5 to 11-Citizenship)

3) Article 12 to 35 under Part 111 of the Indian Constitution deals with Fundamental Rights. Can you make a critical assessment of the political economy perspective of the Fundamental Rights?

4) Indian Constitution has a long list of Directive Principles of State Policy (Articles 36 to 51). Can you explain the Directive Principles of State Policy and give any two examples of how it became the driving force at the Union level or at the State levels in making Acts, programmes and schemes? (Examples are many and it may be on 73rd and &74th Constitutional Amendments Acts, MGNREGA, Right to Children to Free and Compulsory Education Act,2009, The Bihar Prohibition and Excise Act, 2016, and many centrally and state - sponsored schemes)

5) Please explain the importance of the Kesavananda Bharti Case through the lens of liberal democratic political rights (Fundamental Rights of the Citizens in India)

(3x10=30 marks)

Reg. No.:......................

Name:...........................

FIRST SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD1C05: CONCEPTS AND THEORIES OF POLICY, GOVERNANCE AND DEVELOPMENT

Time: 3 Hours   Maximum: 80 Marks

Part A: (Answer all questions, each question carries 1 mark)

1) Who proposed the eightfold path
   A. Thomas R Dye
   B. Eugene Bardach
   C. Stuart Nagel
   D. Joseph Stieglitz

2) Which among the following is not a wicked problem?
   A. Potholes
   B. Poverty
   C. Floods
   D. Cold-wave

3) Which of the following is not an advocacy strategy?
   A. Lobbying
   B. Networking
   C. Public announcement
   D. Campaigns

4) Who proposed the idea of incrementalism?
   A. Elinor Ostrom
   B. Robert McNamara
   C. Charles Lindblom
   D. PC Mahalanobis

5) Which model mentions a policy intervention is an addition to the existing base?
   A. Rationality model
   B. Game theory
   C. Incrementalism
   D. Pareto Model

6) Right to information act came to effect in?
   A. 2005
   B. 2008
   C. 2010
   D. None of the above

7) which of the following is not the element of good governance
   A. Fast delivery of services
   B. keeping information away from public

C. responsiveness

D. accountability

8) Citizens' charter has to be published by the Local Self Governments within. ....
Months after the new committee came into existence?

A. one year

B. two year

C. three months

D. six months

9) Which is the organisation in Rajasthan lead the movement for Right to information?

A. Niranthar

B. MKSS

C. Narmadha Bachavo Andholan

D. People's Union for civil liberties

10) Bangladesh Grameen Bank established by

A. Muhammed yunas

B. Amarthya sen

C. Mehboob ulhuq

D. World Bank

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) Explain the concept of lobbying.

2) Briefly explain the features of a public policy?

3) Differentiate between output and outcome in policy planning?

4) Explain the concept of good governance?

5) What is the difference between GDP and per-capita income?

6) Explain the concept of responsiveness in the context of good governance?

7) What does the Pareto model of optimality state?

8) What is meant by a carrot in public policy?

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) Explain the Rationality model of Public Policy?

2) Distinguish between a problem tree and a solution tree

3) Write a short description of Human development index and explained the factors included in HDI?

4) What are the major indicators of development as per mainstream perspectives of economic development?

5) How the concept of social audit mainstreamed in India? What are the procedures to conduct social audit?

6) Explain the concepts of efficiency and effectiveness, what are the differences between these two concepts?

7) Differentiate between the Incremental model and rationality model

8) Using the help of the diagram, explain the process model of public policy.

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks)

1) Explain the Policy Cycle Diagrammatically
2) With the example of any relevant example, prepare a logical framework analysis
3) What are the peculiarities of Kerala model of development, Explain its advantages and disadvantages?
4) Explain the concept of good governance? Explain eight basic indicators of good governance?
5) What is a wicked problem? Explain the relevance of studying wicked problems in development. List out any the characteristics of a wicked problem.

(3x10=30 marks)

Reg. No.:.......................

Name:..........................

FIRST SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD1C06: POLICY MAKING IN INDIA

Time: 3 Hours   **Maximum: 80 Marks**

Part A: (Answer all questions, each question carries 1 mark)

1) Which is the body that focuses on policy implementation
    A. Executive
    B. Legislature
    C. NITI Aayog
    D. Planning Commission
2) MGNREGS was implemented in
    A. 2004
    B. 2006
    C. 2010
    D. 2005
3) Who heads the NITI Aayog
    A. President of India
    B. Prime Minister of India
    C. CEO of NITI Aayog
    D. Cabinet secretary of India
4) The population on which a test is administered is
    A. Control group
    B. Population group
    C. Test group
    D. Experimental group
5) Expand RCT
    A. Random Control Testing
    B. Randomised Control Trial
    C. Rapid Competitive Targeting
    D. None of the above
6) What is the average length of a concept note
    A. 1-2 pages
    B. 2-3 pages
    C. 8-9 pages
    D. 3-4 pages
7) What does a policy memo have that a concept note does not
    A. Superficiality
    B. Specificity
    C. Problem tree
    D. Introduction
8) What is the major assumption in a policy memo?
    A. Audience is informed

B. Audience is judgemental
C. Audience is uninformed
D. Audience is irrelevant

9) The current politico-economic policy of India is
   A. Socialistic
   B. Nehruvian
   C. Liberal
   D. Neoliberal

10) Who was the Prime Minster in India during Neoliberalisation ?
   A. Rajiv Gandhi
   B. PV Narsimha Rao
   C. Morarji Desai
   D. IK Gujral

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) What is stakeholder analysis
2) Explain the role of NITI Aayog in Development Planning
3) Distinguish between a beneficiary and a benefactor with respect to their stake in a policy
4) Who is at benefit of writing a concept note and why?
5) What role does NGO play in policy advocacy?
6) Explain the idea of planned development in India?
7) How has media evolved to be a policy actor in India?
8) Why do you think the minister resign a concerned policy fails?

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) Explain the necessity of Policy Advocacy in Public Policy?
2) Why is it necessary to write down the limitations of an action in a policy memo?
3) Distinguish between campaigning and lobbying in advocacy. Give examples for each.
4) Explain the double difference method and its characteristics.
5) Briefly explain the idea of non-alignment and how it was reflected in the Indian policy.
6) Explain the difference cost benefit analysis and cost effectiveness analysis.
7) Differentiate between NITI Aayog and Planning Commission with respect its role in development planning.
8) Describe the role of Bureaucracy in policy implementation and the methods in which they contribute?

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks

1) Using the help of a diagram, explain the power interest relation of stakeholders in a project.
2) What are the important steps to be followed while writing a policy memo?
3) Prepare a concept note (1-2 pages) on the need to address climate change in India.
4) Explain the concept of think tank and how they are advantageous to the policy sector.
5) Trace the evolution of the public policy sector in India.

(3x10=30 marks)

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SECOND SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD2C08: DEVELOPMENT: CONCEPTS, APPROACHES AND THEORIES

Time: 3 Hours   **Maximum: 80 Marks**

Part A: (Answer all questions, each question carries 1 mark)

1) Malthus believed that population increased in
   A) Arithmetic progression
   B) Geometric progression
   C) Gradual progression
   D) None of the above
2) Ricardo Proposed the theory of
   A) Relative disadvantage
   B) Comparative Advantage
   C) Both of the above
   D) None of the above
3) Which of the following is not a measure of HDI
   A) Hunger
   B) Education
   C) Income
   D) Health
4) State ownership of resources is a feature of
   A) Communist model
   B) Socialist model
   C) Capitalist model
   D) None of the above
5) Which is a score of economic inequality
   A) Gini coefficient
   B) Happiness Index
   C) Multidimensional Poverty Index
   D) All of the above

6) Adam Smith is a
   A) Classical political economist
   B) Neoclassical economist
   C) Marxist Economist
   D) None of the above
7) Swadeshi is a feature of
   A) Gandhian Model
   B) Nehruvian Model

C) Neoliberal Model
D) None of the above

8) Development ad freedom was expounded by
   A) Pranab Bardhan
   B) Abhijit Banerjee
   C) Amartya Sen
   D) Prabhat Patnaik

9) MDG expands into
   A) Millennium Development Goals
   B) Multiple Development Goals
   C) Model Development Goals
   D) None of the Above

10) Low Income Country has a Gross National Income Per Capita
    A) < $976
    B) $976
    C) $1200
    D) $15000

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) Explain the concept of division of labour, by Adam Smith.
2) What is development?
3) Explain in detail the communist model of development
4) What are the characteristics of Gandhian Model of Development?
5) How does human centred development become relevant in the current scenario?
6) Why does the world mostly prefer Market friendly approach in development? What are its strategies?
7) Explain how Malthus engaged with population and conceptualised its link with population?
8) Explain the concept of development as freedom by Amartya Sen.

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) What is meant by Human development Index? How is HDI measured?
2) Explain Marxist theory of economic development and his critique against capitalist mode of development?
3) What does the theory of Comparative Advantage talk about?
4) Explain the theory of value as mentioned by Marx?
5) Explain in the detail the challenges of implementation of Gandhian development model?
6) What stream of development advocates for market centred development? What are its inherent challenges?
7) Explain the idea of Laissez Faire?
8) Identify the major theorists of classical political economy and their major propositions.

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks

1) Explain the Human Centred Development Idea of Martha Nussbaum.
2) Explain using the idea of South Korea the concept of Developmental State.
3) Explain the role of Planning commission in development of India.
4) Explain the development action of China under the communist regime.
5) How does capitalist development become more pronounced in a neoliberal economic system?

(3x10=30 marks)

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SECOND SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD2CO9: SELECTED SYSTEM POLICIES (POPULATION, EDUCATION, HEALTH, ENVIRONMENT AND NATIONAL SECURITY)

Time: 3 Hours   Maximum: 80 Marks

Part A: (Answer all questions, each question carries 1 mark)

1) Who is the Current National Security Advisor?
   A) Ajit Khanna
   B) Rajiv Gauba
   C) Ajit Doval
   D) Venu Rajamani
2) When was NEP formed?
   A) 2021
   B) 2019
   C) 2020
   D) 2009
3) Who argued for limited engagement in Western Ghats?
   A) K Kasturirangan
   B) Balwantrai Mehta
   C) Madhav Gadgil
   D) Vandana Shiva
4) When was Ayushman Bharat Launched
   A) 2018
   B) 2017
   C) 2015
   D) 2014
5) What is the character of Kerala's demographic feature?
   A) Low birth rate and death rate
   B) Low death rate and high birth rate
   C) High death rate and low birth rate
   D) None of the above
6) Expand AMR
   A) Annual mortality rate
   B) Antimicrobial resistance
   C) Average mortality ratio
   D) Annual Maintenance Rate
7) Geriatrics deals with
   A) Young people
   B) Old People

C) Microbes

D) None of the above

8)   Western Ghats range from

A) Gujarat to Tamil Nadu

B) Maharashtra to Tamil Nadu

C) Goa to Kerala

D) None of the above

9) Limiting the circulation of a medicine becomes a_____policy

A) Regulatory

B) Distributive

C) Redistributive

D) Hybrid

10) AFSPA was implemented in

A) Naxal regions

B) North-eastern States

C) Khalistani separatist regions

D) None of the above

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) Explain in detail the New Education Policy of India.
2) What is the necessity to study and engage with policies on a sector-specific base?
3) Western Ghats is a hot topic for debate. Critically comment on the policy level challenges to protect the Western Ghats.
4) What is climate change? Explain the geopolitical challenges in limiting the emissions of carbon dioxide?
5) Identify all major stakeholders involved in the process of making environmental policies
6) Explain the role of National Security Advisor in India.
7) In the Indian context, why is national security one of the most important policies?
8) Comment on the impact of population policy of China.

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) Identify and comment on any two major challenges present in the higher education system of India
2) Why do you think countries should have a population policy?
3) Explain the necessity to have and periodically modify the health law for the elderly
4) Comment on the challenges that could foreseeably come in the way of privatisation of schools in India.
5) Identify the major stakeholders involved in the process of curriculum development and their critical contribution to the process.
6) What is inter-sectoral policy cooperation? How does it contribute to the process of development?
7) Identify the links between international migration and population, if any and comment on its implications respectively.
8) Compare and contrast between the demographic structure and the population policy of Kerala and Assam.

Part D: (Answer any 3 questions, each question carries 10 marks

1) Differentiate between the health policies in India before and after liberalisation of the economy.
2) Prepare a concept note indicating a project action on waste management in metropolitan cities of India.
3) The post pandemic scenario has seen how people using more antibiotics for diseases. Suggest a policy option to optimise the usage of antibiotic drugs, justifying the need for such an option and explain the policy tool used.
4) Ayushman Bharat has been a major healthcare policy implemented in India. Describe the major features of the policy and the challenges that are inherent to the policy?
5) What are the national security threats for India currently? Provide an overview on both international and domestic threats.

(3x10=30 marks)

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SECOND SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD2C10: COMPARATIVE PUBLIC POLICY

Time: 3 Hours   Maximum: 80 Marks

Part A: (Answer all questions, each question carries 1 mark)

1) Which is not a Scandinavian country?
   A) Sweden
   B) Norway
   C) Denmark
   D) Netherlands

2) MPI expands into
   A) Multigenerational Poverty Index
   B) Multidimensional Poverty Index
   C) Multisectoral Policy Implementation
   D) None of the Above

3) Chronic Poverty is_____
   A) Intergenerational
   B) Intragenerational
   C) Long lasting
   D) All of the above

4) Universal healthcare is a_____policy
   A) Social
   B) Corporate
   C) Security
   D) None of the above

5) The international organisation that deals with industrial development of the world is
   A) UN Industrial Development Organisation
   B) WTO
   C) IMF
   D) None of the above

6) What is the threshold daily income to assess the poverty
   A) $1
   B) $1.25
   C) $5
   D) $100

7) Pensions, medical insurances, unemployment allowances indicate the presence of____
   A) Welfare governance
   B) Social governance
   C) Welfare state
   D) None of the above

8) Which of the following is not a member of UN Security Council?
   A) France

B) USA

C) UK

D) Germany

9) Scandinavian welfare state is ____

A) Liberal

B) Social Democratic

C) Conservative

D) None of the above

10) The concept of welfare state emerged in ____

A) Norway

B) Switzerland

C) Netherlands

D) United Kingdom

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) Explain the idea of welfare state.

2) Explain the welfare state existing in Western Europe.

3) How do you evaluate the social policy model of the United Kingdom?

4) Critically evaluate the welfare state models of Scandinavian countries?

5) How do you define poverty?

6) What are various forms of poverty? Explain the characteristics of chronic poverty?

7) Explain multidimensional poverty index and how it is a better measure to capture poverty?

8) Explain the typology of welfare state in India.

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) Critically present the welfare state existing in China.

2) In the domain of public health, how does Sweden set an example?

3) Explain the rationality model of public policy?

4) How do institutions matter in public policy?

5) What does the term comparative public policy indicate?

6) What are the parameters of comparing public policy?

7) International organisations play a vital role in determining policies. Critically comment.

8) Caste is inseparable in the Indian socio-political scene. How does it reflect in the process of policymaking?

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks)

1) Evaluate the social policies in Germany, specifically focused on families.

2) How does democratic governance become a motivating element in enhanced public policy process?

3) How does comparison of policy models countries in a global context?

4) Explain how do policies respond to global trends in development?

5) Critically differentiate between welfare state models in developed countries and developing countries?

(3x10=30 marks)

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**SECOND SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE
EXAMINATION MARCH 2023**
(2022 Admission onwards)

PPD2C11: RESEARCH METHODOLOGY

Part A (Answer all questions, each question carries 1 mark)

1) Research is:
   A. Searching again and again
   B. Finding solutions to any problem
   C. Working in a scientific way to
   D. None -of the above
2) A research process starts with:
   A. Hypothesis
   B. Experiment to test hypothesis
   C. Observation
   D. None of the above
3) Information acquired by experience or experimentation is called as:
   A. Empirical
   B. Scientific
   C. Facts
   D. Scientific Evidence
4) Abstract elements representing classes of phenomena within the field of study are called :
   A. Concepts
   B. Theories
   C. Variables
   D. Hypothesis
5) Pair wide ranking is:
   A. Quantitative research method
   B. Participatory Research method
   C. A Sampling technique
   D. A Research design
6) Mean, Median and Mode area:
   A. Measures of deviation
   B. Ways of sampling
   C. Measure of control tendency
   D. None of the above
7) Which of the variables cannot be expressed in quantitative terms:
   A. Socio economic status
   B. Marital status
   C. Numerical aptitude
   D. Professional attitude
8) The purpose of drawing sample from a population is known as :
   A. Sampling

B. Census
C. Survey research
D. None of the above

9) The reasoning that uses general principle to predict specific results is called as:
   A. Inductive
   B. Deductive
   C. Both a and b
   D. Hypothetic o-deductive

10) Plagiarism is related to:
   A. Sampling technique
   B. Research ethics
   C. Data collection tool
   D. Content analysis

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) Give the meaning of Social Research
2) Explain sampling methods
3) What are the essential steps involved in qualitative research?
4) Importance of literature survey in Social Research
5) Explain types of hypotheses
6) Define content analysis method
7) Write a shore note on observation
8) Discuss the role of variables in social research

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1) Explain the different types of research
2) Discuss the steps in social survey
3) What issues should be considered during the construction of a questionnaire?
4) Write a short note on measurement of association.
5) Give the meaning and importance of case study method
6) Significance of Theoretical application in social research?
7) What is Research design and explain the types of research design
8) How important are analysis and interpretation of data in social research

(5x5= 25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) Explain the concepts and principles of participatory rural appraisal
2) What are the steps in formulation of research problems
3) What is Policy Analysis? How do you apply the social research methods in policy studies
4) Explain research report
5) Explain the different standards related to publication ethics

(3x10=30 marks)

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SECOND SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD2C12: LAW AND SCIENCE & TECHNOLOGY FOR POLICY, GOVERNANCE AND DEVELOPMENT

Time: 3 Hours   Maximum: 80 Marks

Part A: (Answer all questions, each question carries 1 mark)

1) Which of the following characteristics is not of excellent governance
   A) Accountability,
   B) Transparency
   C) Rule of Law
   D) and Red Tapism
2) "The State is everywhere; it hardly leaves a void." This declaration defines the terms
   A) Welfare State
   B) Communist State
   C) Democratic State
   D) Police State
3) In which report of the Second Administrative Reforms Commission barriers of Good Governance in India have been identified?
   A) 'Ethics in Governance'
   B) 'Citizen-Centric Administration : The Heart of Governance'
   C) 'Prompting E-Governance'
   D) 'Local Governance'
   Answer-B
4) What is the focus area of Indian science policy 2013?
   A) Ranking India among the top five global scientific powers by 2020
   B) National development and sustainable and more inclusive growth.
   C) global competitiveness in select technological areas
   D) skills for applications of science
5) Are there any exceptions to the Data Protection Act?
   A) Police can use data to solve crimes.
   B) Secret agents have full access to all data.
   C) Domestic usage, e.g., Birthdays, address books.
   D) All of these
6) What does DPIA expand as?
   A) Data Privacy Impact Assessment
   B) Data Protection Impact Assessment
   C) Data Privacy Identification Assessment
   D) Data Protection Identification Assessment

7) "Right to be forgotten" is a Data subject right. Which is a correct explanation of this?
   A) Entitles the data subject to have the data controller erase his/ her personal data, cease further dissemination of the data, and potentially have third parties halt processing of the data
   B) Entitles the data controller to keep a copy of the personal data and share the personal data with third parties only based on data subject consent
   C) Entitles the data subject to erase his/ her personal data by themselves
   D) None of the above
8) Positives to state sovereignty
   A) Right to trial by jury
   B) Right to vote
   C) Right to freedom of political communications
   D) Right to freedom of religion
9) What are the Major Proposals of the Draft Data Accessibility Policy?
   A) Aligned to Existing Laws
   B) Data Toolkit
   C) Restricted Data
   D) Coverage
   E) India data office
10) By NEPA process, federal agencies assess social and_____effects of proposed actions.
   A) Industrial
   B) Health
   C) Economic
   D) Chronic

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) Who makes our national STI policies?
2) What is "Evidence-based" STI policy framework?
3) What is "Right to be forgotten"?
4) Explain the concept of Smart City.
5) Describe in detail the challenges in building smart cities in India?
6) What is social justice concept?
7) What are digital rights?
8) What kinds of human rights obligations are there? Do individuals, as well as States, have obligations?

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) How the courts can act as an active agent of policy formulation? Explain with examples.
2) How the laws evolve from social policy?
3) Explain the concept and theories of welfare state and social justice?
4) Explain the Role of Law in Expanding Broadband Access and Connecting Underserved Communities?
5) Identify the Role of OECD in science technology policy and development?
6) What do you understand by the term global city? Can you possibly think of interconnections of the idea to that of a smart city?
7) How can technology be effectively leveraged to enhance local governance?
8) What is the relationship between human rights and good governance?

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks

1) Realize the role of Policy Evaluation in Innovation and Technology for best practices?
2) How the governance of data sharing will help to create an equitable society?
3) Identify the best practices in good governance during covid pandemic in the view of Kerala as a model?
4) "The environmental protection policies should me more human centric" Comment on that in the purview of increasing human animal conflict?
5) "Gender equality is a shared vision of social justice and human rights" Comment?

(3x10=30 marks)

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SECOND SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD2E01: BUDGET MAKING AND ANALYSIS

Time: 3 Hours   **Maximum: 80 Marks**

Part A (Answer all questions, each question carries 1 mark)

1) Under Article .... of the Constitution, a statement of estimated receipts and expenditure of the Government of India has to be laid before Parliament in respect of every financial year.
   A. 112
   B. 113
   C. 114
   D. 114

2) The maximum deposit limit for senior savings scheme to be enhanced from 15 lakhs to ....lakhs in the 2023-24 Union Budget
   A. 20
   B. 25
   C. 30
   D. 35

3) What is referred to as a primary deficit?
   A. Interest payments
   B. Borrowings
   C. Both interest payments and borrowings
   D. Borrowings minus interest payments

4) Which of these can be said as an exception to the consequences of the government budget on the nation's economy?
   A. improves resource allocation
   B. implementation of government assistance programmes
   C. improves access to basic goods
   D. increasing aggregate fiscal discipline problems

5) Which of the following is related to Operation Green' mission?
   A. Production of tomato, onion and potatoes
   B. Production of tomato, chilli and potatoes
   C. Production of pulses, onion and potatoes
   D. Production of tomato, pulses and rice

6) In which year Finance Minister P Chidambaram not present the Union Budget?
   A. 1997
   B. 2005
   C. 2012
   D. 2013

7) is the difference between total receipts and total expenditure
   A. Fiscal Deficit
   B. Revenue Deficit

C. Budget Deficit

D. Capital Deficit

8) Which of the following statements is correct about government spending?

    A. When a government spends more than it can collect as revenue, it incurs a budget surplus

    B. When a government spends more than it can collect as revenue, it incurs a revenue expenditure

    C. When a government spends more than it can collect as revenue, it incurs a capital expenditure

    D. When a government spends more than it can collect as revenue, it incurs a budget deficit

9) is the duration of a financial year

    A. October 1st to September 30th

    B. April 1st to March 30th

    C. January 1st to December 30th

    D. None of the above

10) Among the following options, which of these is a capital receipt?

    A. Tax received

    B. Dividend received

    C. Disinvestment

    D. External grants

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) What do you mean by Money Bill?

2) What is FRBM Act?

3) What are the main highlights of the latest Kerala Budget

4) Give a note on Receipts Budget

5) Point out the importance of Article 110 of Indian Constitution

6) Define Annual Financial Statement

7) Write a shore note on Pressure groups

8) Discuss the main functions of budget

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1) Explain the impact of FRBM Act upon the economy

2) Why is it important for the government to have a budget?

3) What are the main steps involved in budget process

4) Write a short essay on the budget put forward by Sri Manmohan Singh.

5) Give a detailed explanation on the main parts of Annual Financial Statements

6) Explain the various short term and long term fiscal goals.

7) Point out the role of NGO's and civil society in a budgetary process

8) Give a short essay on the various stake holders involved in budgeting

(5x5= 25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) Explain how an impact assessment can be done in primary sector associated with budget process

2) Define Grand-in-aid and what are the different types of grand in aid

3) Write an essay on the latest Union Budget

4) Give a detailed explanation on the impact of budget on the economy

5) Write an essay on Gender Budgeting

(3x10=30 marks)

Reg. No.......................

Name: ....

**THIRD SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE
EXAMINATION MARCH 2023**
(2022 Admission onwards)

PPD3C14: POLICIES FOR LOCAL ECONOMIC AND SOCIAL DEVELOPMENT

Time: 3 Hours   **Maximum: 80 Marks**

Part A (Answer all questions, each question carries 1 mark)

1) Bangladesh Gramin Bank was established by
   A. Muhammad Yunus
   B. Amartya Sen
   C. World Bank
   D. NABARD

2) Kudumbashree programme was first started in --- district
   A. Thrissur
   B. Alappuzha
   C. Malappuram
   D. Kottayam

3) Community Based Nutrition programme (CBNP) is the predecessor of -
   A. People's Planning campaign
   B. Amrutham Nutrimix
   C. Kudumbhashree
   D. Theeramythri

4) Form of capital requires for the running of an enterprise is :
   A. Fixed capital
   B. Working Capital
   C. Raw material
   D. Labor

5) --- is the fund provided to the Self Help Groups for meeting the working capital requirements of the enterprises
   A. Development Grant
   B. Revolving Fund
   C. Maintenance grant
   D. None of the above

6) One lakh enterprises in a year is a programme run by -- department
   A. Local Self-Government department
   B. Industry
   C. Cooperative
   D. Agriculture

7) The social Entrepreneurship Network working in Kerala in the domain of waste management
   A. Kudumbashree
   B. Green army
   C. Haritha Karma Sena

D. Haritha Sena
8) --- is the standing committee responsible for local economic development of panchayat's
   A. Finance
   B. Public works
   C. Development
   D. Welfare

9) Which among the following is not the peculiarity of globalization
   A. Liberalization
   B. Promotion of Local production
   C. Privatization
   D. International flow of capital
10) Headquarters of world bank
   A. Geneva
   B. New York
   C. Washington DC
   D. London

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) What are the major drivers of Local Economic Development
2) Explain the regional approach in Local Economic Development
3) Explain the concept of Supply Chain
4) Write a note National Rural Livelihood Mission
5) Explain the role of Start Up mission in Local Economic Development
6) How the Scheduled Banks can contribute to the Local Economic Development
7) How a Housing Programme can energize the Circulative Economy of the locality
8) What is the difference between Formal and Informal sector

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1) Write a short note on two major cooperative enterprises and their contributions in Local Economic Development in Kerala
2) Review the recent initiatives of Government of Kerala for Local Economic Development
3) What are the major sources of funds that can be utilized for Local Economic Development in Kerala?
4) Explain the concept of Small Business Approach in Kerala
5) Explain the concept of Public Private Partnership
6) Explain the Gandhian Concept of Village Swaraj and its implications on Local Economic Development
7) What are the major factors contributing the success and failure of Local Enterprises?
8) What are the ways in which local education institutions can contribute to the Local Economic Development?

(5x5= 25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) Explain the role of MNREGS in Local Economic Development and Employment Generation in the context of Grama panchayath in Government of Kerala.
2) What are the potentials of SHGs and cooperatives in nurturing Local Economic development in the context of Kerala?
3) What are the advantages and limitations of Kudumbashree enterprises in promoting Local Economic Development?
4) What are the major features of Globalization? Explain how it has affected the rural economy of the State.
5) Explain various strategies and tools for Local Economic Development

(3x10=30 marks)

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THIRD SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD3E02: POLICIES FOR SUSTAINBLE DEVELOPMENT

Time: 3 Hours   **Maximum Marks: 80**

Part A (Answer all questions, each question carries 1 mark)

1) The Sustainable Development Goals (SDGs) adopted by United Nation in?
   A. 2015
   B. 2016
   C. 2017
   D. 2018

2) How many goals and targets are there in SDGs?
   A. 15 and 129
   B. 16 and 149
   C. 17 and 169
   D. 18 and 189

3) Which of the following UN commission is responsible for reviewing progress in the implementation of Agenda 21 and the Rio Declaration on Environment and Development?
   A. United Nation Disarmament Commission
   B. United Nations Statistical Commission
   C. United Nations Commission on Sustainable Development (CSD)
   D. United Nations Commission on Human Rights

4) What does mean "Agenda 21"?
   A. It's an agreement between 20 developing countries of the world on climate change
   B. It's a free trade agreement between 7 developed countries of the world
   C. Agenda 21 is a non-binding, voluntarily implemented action plan of the United Nations with regard to sustainable development
   D. None of the above

5) The idea of sustainable development was conceived in early:
   A. 1950
   B. 1960
   C. 1970
   D. 1980

6) Meeting the needs of the present without compromising the ability of future generation to meet their own need' is given by:
   A. Brundtland
   B. Mahatma Gandhi
   C. Maathai
   D. Sunderlal Bahugana

7) Stockholm Convention on Persistent Organic Pollutants is an international environmental treaty, signed in 2001 and effective from:
   A. 2004
   B. 2005

C. 2009

D. 2010

8) Agenda 2030 is regarded as the global treaty of the future because the 17 goals ensure that

    A. The world is becoming suitable for grandchildren

    B. The climate change is stopped

    C. People are living in peace

    D. None of the above

9) Which of the following is/are not an objective (s) of sustainable development?

    A. Continue to implement the family planning program.

    B. Maintain a dynamic balance of arable land (not less than 123 million hectares) and implement an agricultural development strategy.

    C. Maintain a dynamic balance of water resources by reducing water consumption for every unit of gross development product growth and agricultural value-added.

    D. To bring about a gradual and sometimes catastrophic transformation of the environment

10) The three pillars of the Sustainable Development goals are?

    A. Love, Peace, Joy

    B. The stock market, Industry, Education

    C. Society, The economy, The Environment

    D. People, Planet, Peace

(1x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) What principles of sustainable development must be taken into account by the public administration?

2) How does sustainable development make economic sense for society?

3) What is the estimating source for the SDGs?

4) What is the relationship between capital markets and SDGs?

5) What is the Role of Business in the SDGs?

6) What is the Global partnership for SDGs?

7) Define Social Business?

8) What are the dimensions of Global Partnerships?

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1) Explain Government and SDGs?

2) What are the types of financing in SDGs?

3) What is the Scale and Scope of SDGs?

4) Explain transformation challenges in SDGs?

5) Explain Capital Markets and SDGs?

6) What is the use of Digital Technologies and E- Governance?

7) What you mean by SDGs and Financing?

8) What is the moral Advocacy for SDGs?

(5x5= 25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) Explain the concepts and Public policies for Sustainable development in India?

2) What are the public policies for Sustainable development in Kerala?

3) Explain Public- Private- Civil Society Partnership?

4) Explain the SDGs pathways in Kerala?

5) A brief History of SDGs?

(3x10=30 marks)

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THIRD SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD3C15: RURAL DEVELOPMENT AND DECENTRALISED PLANNING

Time: 3 Hours   Maximum Marks: 80

Part A (Answer all questions, each question carries 1 mark)

1) Which of these is not an objective of rural development?
    A. To improve wages for the urban population
    B. To work on removing unemployment in rural areas
    C. To enhance the living standards of rural people
    D. To improve wages for the rural population
2) Initiatives for implementing rural development include_____.
    A. Improving public health
    B. Setting up facilities for agricultural research
    C. Infrastructure development in rural areas
    D. All of the above
3) When was the National Bank for Agriculture and Rural Development (NABARD) set up?
    A. 1969
    B. 1975
    C. 1982
    D. 1991
4) Which of these programs were initiated by the Government of India for rural development?
    A. National Rural Livelihood Mission
    B. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
    C. Pradhan Mantri Gram Sadak Yojna
    D. All of the above
5) The apex funding agency in India for providing rural credit is_____.
    A. State Bank of India
    B. Regional rural banks
    C. National Bank for Agriculture and Rural Development (NABARD)
    D. None of the above
6) The problems faced by agricultural markets in rural areas are_____.
    A. Malpractice in unregulated markets
    B. Lack of storage facilities
    C. Lack of adequate finance
    D. All of the above

7) National Rural Livelihood Mission is mainly aimed at
   A. Promoting self-employment and the organisation of rural poor
   B. Ensure hundred days of wage employment
   C. Ensure education for all
   D. Water and sanitation programme
8) Which of these schemes was established in 1988?
   A. Kisan credit card
   B. Self-help groups
   C. Bharat Nirman
   D. None of the above
9) 73rd and 74th constitutional amendment passed by the Indian parliament in the year----
   A. 1993
   B. 1991
   C. 1992
   D. 1994
10) Which among the following is not a part of mandatory portions of 73rd,74th constitutional amendment
   A. Gram sabha
   B. State Election Commission
   C. development grants to Local Governments
   D. State Finance Commission

$(10x1=10 \text{ marks})$

Part B (Answer any 5 questions, each question carries 3 marks)

1) What are the elements of Rural Development
2) What are the major responsibilities of District Planning Committee
3) What are the Peculiarities of Sewa Gram experiment
4) Write a note on Pradhan Mantri Garmin Sadak yojana
5) What is need assessment in decentralized planning
6) What is Multi level Planning
7) What are the Non tax revenue sources of Local Self Governments
8) What are the powers of Grama Sabha

$(5x3=15 \text{ marks})$

Part C (Answer any 5 questions, each question carries 5 marks)

1) Write a short note on Budget and its elements
2) Discuss the relevance of data in Local Planning
3) Write a Critical review of implementation of special component plans of Local Government for Schedule Castes in Kerala?
4) Write a note on Metropolitan Planning Committee
5) Write a note on Grama Panchayath Development plans
6) Discuss the potential of CSR funding in Rural Development
7) What are the major peculiarities of Sriniketan and Marthandam Experiments
8) What is the difference between Area Approach and Target Group approach in Rural Development

$(5x5= 25 \text{ marks})$

Part D (Answer any 3 questions, each question carries 10 marks)

1) What are the major institutions of Rural development in India and explain their functions in detail
2) Write a detail review of 3 major Empowerment Based models in India
3) What are the major objectives of MGNREGs and critically explains its success and failures

4) Explain the history of Decentralized Planning in India. Give a review recommendation of difference committees appointed for Decentralized planning in India.
5) Write a critical review of experiences features and prospects of Peoples Planning Campaign

(3x10=30 marks)

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**THIRD SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE
EXAMINATION MARCH 2023**
(2022 Admission onwards)

**PPD3E03: MONITORING, EVALUATION & LEARNING OF POLICIES AND
PROGRAMMES**

Time: 3 Hours   **Maximum: 80 Marks**

Part A: (Answer all questions, each question carries 1 mark)

1) Which of the following is not considered monitoring?
   A. Counting the number of people trained.
   B. Tracking the number of brochures disseminated.
   C. Attributing changes in health outcomes to an intervention.
   D. Collecting monthly data on clients served in a clinic.

2) Evaluations measure:
   A. The timeliness of a program's activities.
   B. The outcomes and impact of a program's activities.
   C. How closely a program kept to its budget.
   D. How well the program was implemented.

3) At what stage of a program should monitoring take place?
   A. At the beginning of the program.
   B. At the midpoint of the program.
   C. At the end of the program.
   D. Throughout the life of the program.

4) Project monitoring is sometimes referred to as:
   A. Evaluation
   B. Impact Evaluation
   C. Process Evaluation
   D. Performance Evaluation

5) As a general guide, what percentage of a program's budget should go toward M&E?
   A. 1%-2%
   B. 5%-10%
   C. 20%-25%
   D. 30%-35%

6) What are the 3 main components of a Result Framework that process monitoring focuses on?
    A. Intermediate Results, Strategic Objective, Goal
    B. Outputs, Intermediate Results, Strategic Objective
    C. Inputs, Outputs, Intermediate Results
    D. Inputs, Activities, Outputs

7) A good monitoring system helps answer which of the following questions?
    A. Is the project progress according to schedule?
    B. Have periodic benchmarks been met?
    C. Is the project under or overachieving output targets?
    D. All of the above.

8) The purpose of M&E is
    A. They help improve projects and the performance of the organization.
    B. They cut the competition.
    C. They are for quality assurance.
    D. None of the above.

9) How many countries are there in OECD?

    A) 12   B) 23   C) 30   D) 38

10) When did India become a member of World Bank?

    A) 1945 B) 1990 C)1 991   D) 1998

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) What are the perspectives of a balanced scorecard?
2) What are the four levels of Kirkpatrick model? Explain?
3) Explain CIPP Model theory?
4) What is OECD? Describe their role in global development.
5) Which method of evaluation is used in healthcare sector widely? Explain the reason.
6) Differentiate between a control group and an experimental group.
7) What defines the trendline method in impact evaluation?
8) Which are the agencies that conduct impact assessment for a policy or a project?

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) What are the key steps in the monitoring and process evaluation?
2) Differentiate between process monitoring and process evaluation?
3) What are the major approaches and issues in program evaluation?
4) Explain the role of UNDP in evaluation of a development process.
5) Explain the concept of a randomised control trial and its ethical concerns.
6) Critically explain the difference-in-difference method of impact evaluation.
7) What are the challenges in outcome monitoring?

8) Describe how rapid appraisal method aids in project evaluation.

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks

1) What are the key steps in the monitoring and process evaluation? Explain?
2) Explain the relevance of evaluation of a project/ policy in the policy process?
3) How can monitoring and evaluation aid in policy education?
4) Explain impact assessment and the prominent methods used in assessing environment impact assessment.
5) Critically explain the role data plays in impact assessment. In addition, explain how data collection is performed in assessing the impact of a policy.

(3x10=30 marks)

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THIRD SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD3C16 DATA ANALYTICS FOR POLICY RESEARCH

Time: 3 Hours   Maximum: 80 Marks

Part A (Answer all questions, each question carries 1 marks)

1) Who among the following defined oral history in terms of memories
   A. Donald A Ritchie
   B. Charles T. Morrissey
   C. Oral History Association
   D. Alessandro Portelli

2) For a psychosocial counsellor in a school trying to study the relation between cultural values and perceptions on mental health among the students, which of the following would be your best method of choice?
   A. Participant observation
   B. Interviews
   C. Surveys
   D. Case study

3) What is content analysis?
   A. A qualitative research method that involves analyzing texts and other types of media
   B. A quantitative research method that involves analyzing numerical data
   C. A statistical technique used to test hypotheses about the relationship between variables.
   D. A method used to measure the reliability of research findings

4) Which of the following is NOT a step in data processing?
   A. Data cleaning
   B. Data entry
   C. Data analysis
   D. Data collection

5) Which of the following is NOT a characteristic of good research writing?
   A. Clarity
   B. Objectivity
   C. Complexity
   D. Conciseness

6) What is the purpose of referencing and citation in academic writing?
   A. To give credit to the sources used in the research
   B. To make the research sound more authoritative
   C. To summarize the research findings

D. To make the research more readable and accessible

7) Which of the following is NOT a criterion for establishing causality in an experimental study?
    A. Temporal precedence
    B. Covariation
    C. Random assignment
    D. Generalisability

8) What is conditional probability?
    A. The probability of an event occurring given that another event has occurred
    B. The probability of an event occurring without any prior knowledge of the occurrence of another event
    C. The probability of an event occurring due to chance
    D. The probability of an event occurring with complete certainty

9) What is the National Family Health Survey (NFHS)?
    A. A survey conducted in India to collect data on family planning and reproductive health
    B. A survey conducted in the United States to collect data on the health and well-being of families
    C. A survey conducted in Europe to collect data on the social determinants of health
    D. A survey conducted globally to collect data on child health and nutrition

10) Which of the following is an example of a spatial analysis using GIS?
    A. Measuring the effect of a new drug on patient health outcomes
    B. Analysing the relationship between income and education levels in a population
    C. Identifying the areas in a city that are most at risk of flooding
    D. Evaluating the effectiveness of a public health campaign

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) What are some examples of how R language can be used in public policy analysis?

2) Write the data sources and actions in IBM-SPSS to identify the trend in fiscal deficit in Kerala over the past decade, and how is it influenced by factors such as government spending, revenue, and economic growth.

3) What is the difference between a randomized controlled experiment and an observational study, and why is randomization important in establishing causality?

4) How can you extract data from the National Family Health Survey (NFHS) using R programming language? Write the steps and R codes. The choice of data is yours.

5) A factory produces light bulbs, and 5% of the bulbs are defective. A customer purchases 10 bulbs. What is the probability that at least one of the bulbs is defective?

6) In a casino, a game is played with a deck of cards containing 52 cards. The deck is shuffled and a player draws a card. If the card is a heart, the player wins Rs. 100, and if it is not a heart, the player loses Rs. 50. What is the expected value of the game for the player?

7) A company produces light bulbs and claims that their light bulbs have an average lifespan of 1000 hours with a standard deviation of 50 hours. If the lifespans of the light bulbs follow a normal distribution, what is the probability that a randomly chosen light bulb will last more than 1100 hours?

8) What are some key advantages of using R Markdown for research documentation, and how can it be used to produce high-quality reports and presentations?

Part C (Answer any 5 questions, each question carries 5 marks)

1) What is a case study, and how can it be used as a method of research?
2) What is inferential statistics, and how can it be used to interpret data?
3) What is Bayes' rule and how is it used in probability theory and statistics?
4) A medical test for a rare disease has a sensitivity of 95% and a specificity of 90%. The disease is known to occur in 1% of the population. If a person tests positive for the disease, what is the probability that they actually have the disease?
5) What is the structure of data collected by the National Sample Survey Office (NSSO) in India?
6) What is the difference between a normal distribution and a binomial distribution, and when is it appropriate to use each?
7) Write a short note on various referencing styles used in Social Science research.
8) What are some commonly used statistical packages in India, and how are they used in data analysis?

(5x5= 25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) What are the spatial patterns of flood-prone areas in Pamba River Basin in Kerala, and how can this information be used to improve disaster management efforts in the region? Also write the data sources, software packages, and actions in the software that are required for the analysis.
2) You are tasked with assessing the carbon sequestration potential of a Gram Panchayat using QGIS software. How would you go about doing this, and what steps would you need to take to complete the assessment? Additionally, how would you incorporate social and economic factors into your assessment?
3) How can data analytics be used to identify and address disparities in access to education in India, and what are some examples of successful interventions that have been informed by data analysis? Please provide a detailed explanation of the data analytics tools and methods used in this context, and the key steps involved in the process.
4) Using data visualization techniques, how can we compare the impact of COVID-19 across different countries, and what insights can we gain from this analysis? Please provide specific examples of data visualization tools and techniques that can be used in this context, and describe the key steps involved in creating effective visualizations that convey meaningful insights.
5) How can we use LaTeX to create high-quality research documentation, including papers, reports, and presentations? Please provide an overview of the key LaTeX packages and commands that are commonly used in this context and describe some best practices for formatting and organizing research documents using LaTeX.

(3x10=30 marks)

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THIRD SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD3E04: URBAN DEVELOPMENT

Time: 3 Hours   Maximum: 80 Marks

Part A (Answer all questions, each question carries 1 mark)

1) A Census Town is
   A. Town with less than 1 lakh population
   B. Outgrowth in the city region
   C. An urban area without a Master Plan
   D. Displays urban characteristics, but no statutory notification.
2) A City Master Plan is
   A. Dynamic long-term planning document guiding future growth
   B. Technical Report of Local Governments
   C. Multi-year investment Plan
   D. Part of Five Year Plans
3) A World Heritage City in India
   A. Kolkata
   B. Hyderabad
   C. Ahmedabad
   D. Kochi
4) PRASAD is
   A. Scheme for Varanasi
   B. Government of Kerala scheme for Local Governments
   C. Government of India scheme on pilgrim towns
   D. Programme of Tirupati
5) A Cantonment Board is
   A. A Civic administration body under the Ministry of Defence
   B. An Agency under Ministry of Housing and Urban Affairs
   C. Organisation based in Delhi
   D. Organisation under the Ministry of Railways
6) District Planning Committee is headed by
   A. District Panchayath President
   B. District Panchayath Secretary
   C. District Planning Officer
   D. District Judge
7) The National Commission on Urbanisation was set up in
   A. 1950
   B. 1972
   C. 1986

D. 1988
8) JNNURM is
   A. A Mission for urban renewal
   B. State Mission for Elimination of Poverty
   C. Scheme for Urban Housing
   D. Project for Urban Transport
9) How many cities were covered under the Smart Cities Mission?
   A. 20
   B. 50
   C. 100
   D. 500
10) As per Census 2011, how many Million Plus cities are in India?
   A. 100
   B. 53
   C. 30
   D. 45

$$(10 \times 1 = 10 \text{ marks})$$

Part B (Answer any 5 questions, each question carries 3 marks)

1) What is Census of India's definition of urban area?
2) Which are the key national level urban sector institutions?
3) What is Transit Oriented Development (ToD)?
4) What is place-making?
5) What is a slum?
6) What is AMRUT Mission?
7) How are Transferable Development Rights (TDRs) used in urban development?

$$(5 \times 3 = 15 \text{ marks})$$

Part C (Answer any 5 questions, each question carries 5 marks)

1) Provide a brief account on India's Smart Cities Mission
2) Explain the significance of 74th Constitutional Amendment Act
3) Discuss Southern Urbanism and its relevance
4) Provide an account on Metropolitan Planning Committee and its functions
5) Discuss Local Area Plans (LAPs)
6) Explain the process of preparing a Risk-Informed Master Plan
7) Discuss the changes in urban sector under India's Five Year Plans

$$(5 \times 5 = 25 \text{ marks})$$

Part D (Answer any 3 questions, each question carries 10 marks)

1) Discuss New Urban Agenda and its implications for future urban development.
2) Write a brief note on India's Draft National Urban Policy Framework
3) Discuss the relationship between urbanisation and economic growth
4) Provide a comprehensive account on the challenges of informal sector in Indian cities
5) Discuss Kerala's urban tendencies, challenges and opportunities

$$(3 \times 10 = 30 \text{ marks})$$

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THIRD SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD3E05: TRIBAL DEVELOPMENT

Time: 3 Hours   **Maximum: 80 Marks**

Part A (Answer all questions, each question carries 1 marks)

1) Smallest unit of the culture
   A. Acculturation
   B. Cultural traits
   C. Print culture
   D. Enculturation

2) In India, which state with highest density of tribal population?
   A. Uttar Pradesh
   B. Bihar
   C. West Bengal
   D. Hariyana

3) 'Tribal societies have a communitarian basis of land holding'. This statement is true or false?
   A. True
   B. False
   C. None of these

4) The 'Todas' are one of the major tribes found in
   A. Sikkim
   B. Assam
   C. Nilgiris
   D. The Andaman and Nicobar Island

5) In order for Cultural evaluation to occur this process must also take place
   A. Natural selection
   B. Reproductive success
   C. Population pressure
   D. Social learning

6) Which of the following is necessary for cultural evaluation to occur?
   A. Natural selection
   B. Cultural change
   C. Population pressure
   D. Reproductive success

7) Which of the following processes do individual experience along with migration and inter group contact?

A. Enculturation
B. Acculturation
C. Socialisation
D. Revolution

8) Kinship relations established through blood is called…............?
   A. Affinal
   B. Conjugal
   C. Consanguineous
   D. None of the above

9) Which among the following is not a feature of tribal community?
   A. Common Name
   B. Common Language
   C. Common Culture
   D. Exogamy

10) Geographical isolation is a problem for.........................?
   A. Caste
   B. Class
   C. Tribe
   D. Religion

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) Explain the term 'schedule Tribe' and general characteristics of tribal in India.
2) Discuss the salient features of culture
3) Write a note on tribe and scheduled tribes?
4) Explain the traditional systems of tribal governance?
5) Write a note on 'De notified Tribes'
6) What do you understand by the term indebtedness?
7) Write short note on studying tribal society?
8) Briefly describe the Indigenous Governance Model.

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1) Explain the nature and scope of tribal development in India?
2) 'Tribal societies are completely united by the kinship bonds'- Explain?
3) Discuss tribal in their natural setting. Explain in its changing dimensions?
4) Distinguish between Culture and Civilization.
5) Discuss the constitutional safeguards for tribes in India?
6) Discuss the concept of 'tribal social structure'.
7) What are the key features of the traditional system of tribal governance?
8) What are the features of the hunting – gathering economy?

(5x5=25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) Evaluate the significance of tribal development policies and programmes in India and Kerala.
2) Discuss the main challenges to sustainable tribal development. And suggest the strategic tribal development interventions.
3) Explain the tribal social system. Describe the traditional social institutions and its role?
4) Assess the broad constitutional provisions and other safeguards for scheduled caste and scheduled tribes.

5) Critically examine the Impact of development programmes on tribes. Give some suggestive steps to progressive development of the tribal communities.

(10x3=30 marks)

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THIRD SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD3E06: PSYCHOLOGY AND PUBLIC POLICY

Time: 3 Hours   **Maximum: 80 Marks**

Part A: (Answer all questions, each question carries 1 mark)

1) According to Behavioral Economics, what is the primary factor that influences human decision making?
   A. Rationality and logic
   B. Emotions and biases
   C. External environmental factors
   D. Social pressures and norms

2) What is the importance of addressing gender issues in society?
   A. It is a legal requirement
   B. It helps in maintaining social order
   C. It ensures equal opportunities for all
   D. It helps in reducing crime

3) What is the impact of air pollution on cognitive development?
   A. It enhances cognitive abilities
   B. It has no impact on cognitive development
   C. It impairs cognitive development
   D. It improves cognitive development

4) What is the role of psychology in policy making?
   A. To create conflicts
   B. To improve decision making
   C. To promote social tensions
   D. To discourage community development

5) How do environmental conditions impact human responses?
   A. It has no impact on human responses
   B. It enhances human responses
   C. It impairs human responses
   D. It helps in maintaining social order

6) What is the potential of therapeutic planning methods?
   A. It helps in reducing crime rates
   B. It promotes conflicts
   C. It improves mental health
   D. It has no impact on society

7) What is the impact of noise pollution on cognitive responses?
   A. It enhances cognitive responses
   B. It has no impact on cognitive responses
   C. It impairs cognitive responses
   D. It improves cognitive responses

8) What is the importance of behavioural economics in policy making?
   A. It has no impact on policy making
   B. It helps in developing effective policies
   C. It creates social tensions
   D. It promotes conflicts

9) What is the role of governance in addressing challenges for equity?
   A. It promotes inequality
   B. It ensures equitable distribution of resources
   C. It creates social tensions
   D. It promotes conflicts

10) What is the term used to describe the potential impact of emotions on decision making, as discussed in the context of policy making and planning in psychology?

   A. Rationality bias
   B. Confirmation bias
   C. Emotional contagion
   D. Social desirability bias

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) Explain the relationship between physical and mental health in built environments.
2) Discuss the challenges faced by multi-ethnic societies in negotiating risks.
3) How does environmental pollution impact human responses?
4) How can psychological insights be used to design policies that promote community development and well-being?.
5) Discuss the role of planning in social mobilisation.
6) How can urban planning promote physical and mental health for vulnerable populations?
7) What are the pros and cons of using behavioural insights in policy-making?
8) How can policies mitigate pollution's impact on cognitive responses?

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) Discuss the impact of air, light, and noise pollution on cognitive development and responses.
2) Explain the significance of right to the city discourses in shaping peaceful societies.
3) How does neuroscience help in understanding the human science of cities?

4) Discuss the role of faith in planning.
5) Analyze the impact of social tensions on governance and welfare.
6) Discuss the role of law and emotions in policy making.
7) How can planning policies address gender issues, conflicts, violence, crime, and extremism in urban areas?
8) How can therapeutic planning be useful in promoting well-being in individuals?

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks)

1) Explain the application of psychology in policy making.
2) Discuss the potential of therapeutic planning methods in community development.
3) Analyze the impact of conflicts on built environments.
4) Discuss the role of law and emotions in policy making.
5) Evaluate the impact of social tensions on the environment and crime relationship.
   (3x10=30 marks)

(10x3=30 marks)

FOURTH SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD4C19: ETHICS AND LEADERSHIP IN PUBLIC POLICY

Time: 3 Hours   **Maximum: 80 Marks**

1) Organizations that pursue the common interests of groups of people by attempting to influence the making and implementation of government policy are known as:
   A. Political parties
   B. Interest groups
   C. Lobbyists
   D. Social movements
   E. Policy communities

2) Panchayati raj System Enabled_____.
   A. Local leadership
   B. International leadership
   C. Federal leadership
   D. Institutional leadership
   E. None of the above.

3) Who wrote the volume 'Prince'
   A. Max Weber
   B. Niccolo Machiavelli
   C. Kautilya
   D. Amish Tripathi
   E. None of the above

4) In order to be effective in influencing government policy, interest groups require:
   A. Money and expertise
   B. A large number of members
   C. A permanent headquarters
   D. Lawyers
   E. Access to media outlets

5) State-centered theory assumes that:
   A. Interest groups are ineffective because they generally do not have enough popular support
   B. Interest groups are effective only when they have a large number of members
   C. Interest groups are effective only when they rely on the courts
   D. The demands of interest groups are too much of a burden on government
   E. Interest groups are ineffective because the state is independent of social forces

6) An interest group with a formal structure, established membership base, and paid staff is commonly known as a(n):
   A. Effective interest group

    B. Self-interest group
    C. Special interest group
    D. Public interest group
    E. Institutionalized interest group

7) Which means of influencing public policy is generally seen as ineffective by interest groups and those who analyze them:
    A. Lobbying a cabinet minister
    B. Using the legal system
    C. Lobbying Members of Parliament
    D. Taking their case to the public
    E. Lobbying central agencies

8) A network of groups and individuals that seek major social and political change who act outside of established political institutions is commonly referred to as:
    A. Old social movement
    B. Policy community
    C. Social movement
    D. Public interest group
    E. New social movement

9) New social movements have increasingly relied on the following tactic to pressure governments:
    A. Legal challenges under the Charter of Rights and Freedoms
    B. Affiliations with the New Democratic Party
    C. Circulating petitions in their community
    D. Civil disobedience
    E. Creating interactive websites to appeal to younger people

10) The Lobbyist Act, 2008 ensures that lobbyists:
    A. Are able to lobby as soon as they leave their political careers
    B. Can collect contingency fees from their clients
    C. File reports outlining who they are acting on behalf of
    D. Register with the government if they spend more than 50% of their time lobbying on behalf of corporations
    E. Are prevented from taking leading roles in election campaigns of political parties

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) What are the main three functions of leadership?
2) Corruption is a wicked problem. Explain.
3) Why is capacity building necessary in local governance?
4) What do you understand from the term collaborative governance? Provide a suitable example.
5) What is meant by new public management?
6) What are the necessary features of a political leader?
7) Differentiate between a political leader and an organisational leader.
8) How can the role of women be enhanced in leadership positions?

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) Difference between transformational leadership and adaptive leadership?
2) Describe in detail how of Machiavelli conceptualised a leader.
3) What is the importance of rhetorical skills?
4) Define the ethical stewardship of resources?
5) Define Indian notion of Dharma?
6) Analyse women's style of leadership?
7) Define political capital?
8) Differentiate between intrinsic and extrinsic motivation in management.

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks

1) What are the different challenges in the public policy domain?
2) Provide a detailed account on how women have help leadership positions.
3) Elaborate on the grassroots level of leadership?
4) Elaborate on the different ethical discourses on public policy?
5) How can a leader effectively motivate a workforce? Explain.

(3x10=30 marks)

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FOURTH SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD4E07: DISASTER AND RISK MANAGEMENT

Time: 3 Hours   **Maximum: 80 Marks**

Part A (Answer all questions, each question carries 1 mark)

1) Objectives of disaster management policy
   A. To develop and ensure 'Policy, Institutional and Techno-Legal Frameworks' for disaster management.
   B. To strengthen the capacities and resilience of vulnerable communities.
   C. To develop and maintain pro-active governance and systems.
   D. All the above.

2) Identify the geologically related disaster.
   A. Tsunami
   B. Drought
   C. Cyclone
   D. Tidal waves

3) Long term measures taken in advance that decrease or lessen the impact of a disaster on society and environment.
   A. Mitigation
   B. Rehabilitation
   C. Reconstruction
   D. None of these

4) Identification of hazards in various regions and to classify into zones based on hazard potentials.
   A. Disaster zonation
   B. Hazard zonation
   C. Incident zonation
   D. Seismic zonation

5) Richter scale is used for measuring:
   A. Cyclone intensity
   B. Landslide magnitude
   C. Earthquake magnitude
   D. Dam burst velocity

6) The forces engaged in evacuation, search and rescue activities after a disaster:
   A. NDRF
   B. Coast guard
   C. Airforce
   D. All the above

7) Nodal agency at the Indian Union government for coordinating disaster management activities for all natural hazards.
   A. Ministry of social justice and empowerment

B. Ministry of science and technology
C. Ministry of environment and forest
D. Ministry of home affairs

8) Which of the following is a disaster mitigation strategy?
    A. Giving loans from banks
    B. Providing cheap electricity
    C. Providing school uniforms
    D. Constructing cyclone shelters

9) The following is a good example for nature based solution for managing cyclone.
    A. Conservation of mangroves
    B. Construction of tetrapods
    C. Construction of sea walls
    D. Construction of groins

10) DDMA is headed by:
    A. District collector
    B. Chief secretary
    C. Home secretary
    D. Director of Agriculture

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) What are the different types of meteorological disasters?
2) What is the relationship between hazard, vulnerability, and risk?
3) Disaster management policy of Kerala.
4) Significance of community-based disaster management.
5) Relevance of HAM radio in disaster management.
6) Role of National Institute of Disaster Management Authority.
7) Impact of flood on vulnerable groups.
8) Bring out the relationship between climate change and disaster.

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1) Give a brief account of seismic zones of India.
2) Impact of drought on socio-economic development.
3) Evolution of disaster management in India.
4) What are the different stages in disaster management cycle?
5) Explain the local level capacity building activities in disaster prone areas.
6) Role of local government in disaster preparedness and risk reduction.
7) What are the components required in a village disaster management plan?
8) Explain Eco Disaster Risk Reduction with examples.

(5x5= 25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) Application of Geo-informatics in pre and post disaster phases.
2) Methodology used in the preparation of vulnerability maps.
3) Write an essay on the causes, impact of 2018 deluge in Kerala.
4) Explain the standard procedures followed in first aid, search and rescue, and preparation of temporary shelters in the case of a major disaster event.
5) Write an essay on the best practices in panchayats on livelihoods and natural resource management.

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FOURTH SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE EXAMINATION MARCH 2023
(2022 Admission onwards)

PPD4E08: NATURAL RESOURCE MANAGEMENT

Time: 3 Hours   **Maximum: 80 Marks**

Part A (Answer all questions, each question carries 1 marks)

1) Meeting the needs of the present without compromising the ability of future generations to meet their own needs.
   - A. Brundtland
   - B. Mahatma Gandhi
   - C. Maathai
   - D. Sunderlal Bahugana

2) What is the other word for landscaping?
   - A. Reduction
   - B. Restoration
   - C. Removing top soil
   - D. Restore

3) Natural resource which has definite cycle is
   - A. Exhaustible Non-renewable
   - B. Inexhaustible
   - C. Non-conventional
   - D. Exhaustible Renewable

4) What is the main goal of integrated natural resource management?
   - A. To increase the profitability of natural resource-based industries
   - B. To maximize the exploitation of natural resources
   - C. To ensure the sustainable use of natural resources
   - D. To reduce the impact of natural resource exploitation on the environment

5) What is the concept of ecosystem services?
   - A. The benefits that humans derive from natural ecosystems
   - B. The negative impacts of human activities on natural ecosystems
   - C. The ecological processes that occur in natural ecosystems
   - D. The monetary value of natural ecosystems

6) Which of the following is an example of a common-pool resource?
   - A. Fisheries
   - B. Forests
   - C. Oil reserves
   - D. Minerals

7) What is the role of community-based natural resource management?
   - A. To increase the profits of natural resource-based industries
   - B. To ensure the sustainable use of natural resources
   - C. To promote the conservation of natural resources
   - D. To reduce the impact of natural resource exploitation on the environment

8) What is the concept of adaptive management?

A. A management approach that focuses on short-term gains
B. A management approach that relies on fixed rules and regulations
C. A management approach that allows for flexibility and learning
D. A management approach that prioritizes economic growth over environmental protection

9) Planned management of natural resources is
A. Not possible
B. Not easy
C. called conservation
D. called depletion

10) EIA is the abbreviated form of
A. Environmental Integrated Assessment
B. Ecological Impact Assessment
C. Environmental Impact Assessment
D. Ecological Integrated Analysis

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) Cost Benefit Analysis and monetary valuation of environmental resources
2) What are the different types of natural resources? Provide examples for each type.
3) What do you mean by Carbon footprint?
4) Difference between Common Property Resources (CPR) and Common Pool Resources?
5) What are Ramsar Sites in India?
6) Strong and Weak sustainability.
7) What is Olson's "Logic of Collective Action" theory and how does it relate to the management of CPRs?
8) What is the importance of stakeholder participation in natural resource management?

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1) Write the threats of water resources. Explain how it affects agriculture.
2) Briefly explain the concept of sustainable natural resource management. What are the key principles of sustainable management of natural resources?
3) What do you understand about the development of resources?
4) Write briefly the current methods adopted for water resources management and conservation.
5) What are the benefits of non-conventional resources over conventional resources?
6) Write a short note about Ganga Action Plan and the Nile River Management?
7) What are some of the key drivers of natural resources conflict?
8) What is Hardin's "Tragedy of the Commons" theory and how has it influenced natural resource management policies?

(5x5= 25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) Estimation of monetary value of environmental resources provides economic, social and ecological value of the environment and assurance to ensure sustainable development- Discuss.
2) Classify natural resources Discuss the conservation and management of natural resources.
3) Write an account of use and misuse of water resources in India in the light of historical developments and future prospects.
4) What are the challenges associated with managing natural resources in developing countries? How can these challenges be addressed?
5) How can ecosystem-based approaches to natural resource management help to promote biodiversity conservation and improve resilience to environmental change? and What are the challenges and opportunities for sustainable forest management, including reducing deforestation and forest degradation?

(3x10=30 marks)

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**FOURTH SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE
EXAMINATION MARCH 2023**
(2022 Admission onwards)

PPD4E09: BIG DATA AND PUBLIC POLICY

Time: 3 Hours   **Maximum: 80 Marks**

Part A (Answer all questions, each question carries 1 mark)

1) A Dash Board is a
   A. Graphic interface for real time display of data
   B. Social Media
   C. Blog
   D. Newsfeed
2) Urban Indicators are
   A. Tools for comprehensive assessment of urban conditions
   B. Governance framework
   C. Type of data
   D. Software
3) 'A World That Counts' is a
   A. UN Programme
   B. Campaign
   C. IEAG Report
   D. Website
4) Hyperlocal means
   A. City and its region
   B. Central Business District
   C. Relating to a small community
   D. Mobility
5) SDG.11 focuses on
   A. Make cities inclusive, safe, resilient and sustainable
   B. Climate Action
   C. Gender Equality
   D. Zero Hunger
6) MapLocal is a
   A. Smartphone app
   B. Software
   C. Cartographic technique
   D. Book

7) Global Action Plan for Sustainable Development Data 2017 was announced at
   A. Cape Town
   B. Tokyo
   C. New York
   D. Paris
8) Digital Citizenship
   A. Dual citizenship
   B. Technology initiative
   C. Digital literacy
   D. Ability to participate in the digital environments

9) Block chain
   A. Cybersecurity
   B. EdTech
   C. Digital ledger of transactions
   D. Digital currency
10) Digital Public Goods are
   A. Educational softwares
   B. Open Source Softwares
   C. Government services
   D. Data sharing mechanisms

(10x1=10 marks)

Part B (Answer any 5 questions, each question carries 3 marks)

1) Define big data and provide relevant examples?
2) What is the Smart Cities Mission?
3) Explain Social Physics
4) What is cyber security?
5) What is Fourth Industrial Revolution (FIR)?
6) What is an Urban Observatory?
7) Explain agile governance.
8) What is Ethno Urbanism?

(5x3=15 marks)

Part C (Answer any 5 questions, each question carries 5 marks)

1) Discuss digital cities
2) What is a Platform Economy?
3) How can big data be used for community resilience?
4) What is Internet of Things (IoT)?
5) Discuss the US National Neighborhood Information System
6) What is the relevance of Networked Society City Index?
7) Discuss the difference between Official Statistics and big data.
8) Discuss about the role and importance of training institutes for urban development.

(5x5= 25 marks)

Part D (Answer any 3 questions, each question carries 10 marks)

1) What is informationalisation and how to harness it for economic development?
2) Discuss data driven governance with relevant examples
3) What is India's national strategy on Fourth Industrial Revolution
4) Provide a detailed account on big data and its application in spatial governance
5) Give an account of a modern industrial strategy and its uniqueness.

(3x10=30 marks)

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**FOURTH SEMESTER M.A. PUBLIC POLICY AND DEVELOPMENT DEGREE
EXAMINATION MARCH 2023**
(2022 Admission onwards)

PPD4E10: BEING HUMAN

Time: 3 Hours   **Maximum: 80 Marks**

Part A: (Answer all questions, each question carries 1 mark)

1) What is human infrastructure?
    A. The physical infrastructure of a city
    B. The cultural infrastructure of a society
    C. The social and emotional skills and mindset of individuals
    D. The political structure of a nation
2) What is the importance of human infrastructure in the new world? a)
    A. It helps in building better physical infrastructure
    B. It helps in creating a more equitable society
    C. It helps individuals adapt to the changing landscape of mindset and skill demand
    D. It has no relevance in the modern world
3)   What is the meaning of grit?
    A. A type of personality
    B. A theory of leadership
    C. The ability to persevere and overcome obstacles
    D. Ability to practice passive aggression
4) What is emotional intelligence?
    A. The ability to understand and manage one's own emotions
    B. The ability to manipilate others' emotions
    C. The ability to communicate effectively
    D. The ability to think logically
5) What is the importance of interpersonal dynamics?
    A. It helps in building better physical infrastructure
    B. It helps individuals in effective group and team work
    C. It has no relevance in the modern world
    D. It helps in building a more equitable society
6) What is the systematic process of decision making?
    A. Making decisions based on intuition
    B. Making decisions based on emotions
    C. Making decisions based on facts and data
    D. Making decisions using cognitive biases
7) What is the role of leaders in the future?
    A. To maintain the status quo peacefully
    B. To inspire and guide individuals towards a common goal

C. To focus only on their own interests

D. To divide society into different groups for ease of administration

8) What is the international perspective on leadership?

    A. There is no consensus on what makes a good leader

    B. Leaders should only focus on the interests of their own country

    C. Leaders should work towards building a more equitable global society

    D. Leadership has no specific international perspective

9) What is the meaning of focus?

    A. The ability to think logically

    B. The ability to concentrate on a task or goal

    C. The ability to understand and manage others' emotions

    D. The ability to communicate effectively

10) Which of the following best describes the systematic process of decision making?

    A. Making a decision based on personal biases

    B. Following a set of predetermined rules without considering the context

    C. Analyzing the situation, gathering information, evaluating alternatives, and making a choice based on available evidence

    D. Relying on intuition or gut feeling without looking for supporting evidence

(10x1=10 marks)

Part B: (Answer any 5 questions, each question carries 3 marks)

1) What are some methods to enhance emotional intelligence?

2) How can one prepare for and deliver a professional presentation effectively?

3) What are some approaches for effective group and team work?

4) How can one enhance their flexibility?

5) What is the importance of developing a strong understanding of scenario analysis?

6) What are some approaches to solve problems?

7) How can one be unbiased while solving problems and taking decisions?

8) How can different personality types and traits impact interpersonal relationships?

(5x3=15 marks)

Part C: (Answer any 5 questions, each question carries 5 marks)

1) Explain the concept of human infrastructure and its importance in the new world.

2) Analyze the gap between the current position and the expected level of skills and mindset in the modern world.

3) Discuss the appropriate mindset and mental framework required to adapt to the dynamics of the new world.

4) What is the significance of effective communication in the workplace?

5) Discuss the different methods and approaches to problem

6) Analyze the impact of cognitive biases on decision making and problem solving in leadership roles.

7) Describe the international perspectives on leadership and its function within modern organizations.

8) Describe the key professional skills.

(5x5= 25 marks)

Part D: (Answer any 3 questions, each question carries 10 marks)

1) Analyze the role of emotional intelligence in leadership. Explain how leaders can use emotional intelligence to build stronger relationships, inspire trust and confidence, and achieve better outcomes.

2) Discuss the importance of effective decision making in achieving personal and professional goals. Explain the different approaches and techniques for making effective decisions, and provide examples of how these can be applied in different scenarios.

3) Evaluate the importance of effective communication skills in leadership. Explain the different methods and techniques for improving verbal and non-verbal communication skills, and provide examples of how these skills can be applied in different professional settings.

4) Analyze the impact of different personality types and traits on group dynamics and team work. Explain the different approaches for managing different personality types, and provide examples of how these can be applied in different team settings.

5) Discuss the importance of developing a growth mindset for effective leadership. Explain how leaders can use a growth mindset to build resilience, adapt to changing circumstances, and achieve better outcomes. Provide examples of how a growth mindset can be developed and applied in different scenarios.

(3x10=30 marks)