

(Abstract)

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 - Scheme & Syllabus - Approved for Implementation w. e. f 2022 admission onwards-Orders issued.

ACADEMIC C SECTION

Acad C3/1212/KILA/2022 (I)

Dated: 27.01.2023

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

ORDER

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

onwards and to report the same to the Academic Council.

8. The Scheme & Syllabus for MA Public Policy and Development are uploaded on the website of the University.

9. Orders are issued accordingly.




Sd/-

Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: 1. Director, KILA, Thrissur

- Copy To: 1) The Examination Branch (Through PA to CE)
2) PS to VC/PA to PVC/PA to R
3) DR I/DR II/AR II/AR VIII (Exam) , DR-/ARI/AR II (Acad)
4) Computer Programmer
5) EG 1/EX C I (Exam)
6)The Webmanager (for uploading on the University Website)
7)SF/DF/FC

Forwarded / By Order


SECTION OFFICER

2

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 learner 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 Table 1.

Table 1.

List of courses, credit distribution and marks

Semester	Course Code	Course Title	CR/EC	Credits	CCA	ESA	Total Marks
I	PPD1C01	India: Society, Economy and Polity	CR	(3+1)	20	80	100
	PPD1C02	Gender and Society	CR	(3+1)	20	80	100
	PPD1C03	Sustainable Development	CR	(3+1)	20	80	100
	PPD1C04	Constitution of India	CR	(2+1)	20	80	100
	PPD1C05	Concepts and Theories of Policy, Governance and Development	CR	(2+1)	20	80	100
	PPD1C06	Policy Making in India	CR	2	20	80	100
	--	Communication Skills (MOOCs & OPEN)	--	--	--	--	--
Total				20	120	480	600
II	PPD2C07	Development : Concepts, Approaches and Theories	CR	(3+1)	20	80	100
	PPD2C08	Selected System Policies (Population, Education, Health, Environment and National Security)	CR	(3+1)	20	80	100
	PPD2C09	Comparative Public Policy	CR	3	20	80	100
	PPD2C10	Research Methodology	CR	3	20	80	100
	PPD2C11	Law and Science & Technology for Policy, Governance and	CR	3	20	80	100

		Development					
	PPD2E01	Budget Making and Analysis	EC	3	50	50	100
	PPD2C12	Field Immersion/Internship	CR	2	40	60	100
	--	Computer Tools (Basic)	--	NC&A	--	--	--
Total				22	190	510	700
III	PPD3C13	Policies for Local Economic and Social Development	CR	3+1	20	80	100
	PPD3E02	Policies for Sustainable Development	EC	3+1	20	80	100
	PPD3C14	Rural Development and Decentralised Planning	CR	3	20	80	100
	PPD3E03	Monitoring, Evaluation & Learning of Policies and Programmes	EC	3+1	20	80	100
	PPD3C15	Data Analytics for Policy Research	CR	3+1	20	80	100
	PPD3C16	Internship with an Institution/Organisation	CR	2	20	80	100
	PPD3E04	Urban Development	EC	2	20	80	100
	PPD3E05	Tribal Development					
	PPD3E06	Psychology and Public Policy					
		--	Academic Writing Skills	--	NC&A	--	--
Total				23	140	560	700
IV	PPD4C17	Ethics and Leadership in Public Policy	CR	4	20	80	100
	PPD4E07	Disaster and Risk Management	EC	3	20	80	100
	PPD4E08	Natural Resource					

		Management					
	PPD4E09	Big Data and Public Policy					
	PPD4E10	Being Human					
	PPD4C18	Dissertation with viva voce	CR	8	--	100	100
	--	Resume Development, Career development through Social Networking etc.	--	NC& A	--	--	--
Total				15	40	260	300
Grand Total				80	490	1810	2300

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

Table 2 gives the details of it.

Table 2
Number of Papers, Teaching Hours and Credit Distribution

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

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

ADMISSION

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

ATTENDANCE

The students admitted in the P.G. programme shall be required to attend at least 75% percent of the total number of classes (theory/practical) held during each semester. The students

having less than prescribed percentage of attendance shall not be allowed to appear for the University examination.

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

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

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

Table 3
Percentage of marks by Attendance

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

EXAMINATION

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

PATTERN OF QUESTIONS

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

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/she shall also submit a detailed scheme of evaluation along with the question paper.

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

EVALUATION AND GRADING

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

CONTINUOUS ASSESSMENT (CA)

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

Table 4

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	Class
90 and above	O	Outstanding	9-10	First class with distinction
80 to below 90	A	Excellent	8- 8.99	
70 to below 80	B	Very good	7- 7.99	First class
60 to below 70	C	Good	6- 6.99	
50 to below 60	D	Satisfactory	5- 5.99	Second class
40 to below 50	E	Pass/adequate	4- 4.99	Pass
Below 40	F	Failure	0- 3.99	Fail

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 IN THAT COURSE.

FIELD STUDIES

There are two field studies in the entire programme- one in the first semester and the other in third semester.

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

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.

FIELD STUDY – LEVEL II

Objective

- To trace out a problem from the field, study it and suggest measures to solve it by means of social entrepreneurship
- 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.

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

ii) Page dimension and typing instruction

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

iii) A typical specimen of Bonafide Certificate

KANNUR UNIVERSITY

BONAFIDE CERTIFICATE

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

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

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

Signature
Name
Head of the Department
Academic Designation`
Department
Seal

Signature
Name
Head of the Department
Academic Designation
Department
Seal

iv) Declaration by the student

DECLARATION

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

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

Place:
Date:

Signature of the student
(Reg. No)

Evaluation of project report

1. The ESE of the project work shall be conducted by two external examiners
2. Evaluation of the Project Report shall be done under mark system

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

The breakup of internal marks is given in Table 6.

Table 6

Breakup of internal marks for research project

Internal (Viva) 20% of total	% of internal marks
Components	
Punctuality	20
Use of data	20

Scheme/ Organization of report	40
Viva voce	20

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

Table 7
Breakup of external marks for research project

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

COMMON VIVA-VOCE

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

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
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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	12

<p>The Indian Caste System - Untouchability and other forms of caste discrimination/oppression - Caste identity in India - Role of affirmative action/positive discrimination</p> <p>Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes</p> <p>Globalization and contemporary Indian Society –Implications for Family and Social Values.</p>	
<p>Module 3: Economic Development in India from 1950 to 1990</p> <p>Indian Economy at Independence: Population, Education, Health, Agriculture, Industry, Physical and Industrial Infrastructure</p> <p>Economic Growth Patterns: Overall, Agriculture, Industry, Services</p> <p>Human Development Trends</p> <p>Extent of Poverty – Trends in the country and in States</p> <p>Employment and Unemployment – Trends in terms of quality and quantity</p> <p>Introduction to Environment, Development and Displacement Issues in India</p>	12
<p>Module 4: Indian Economy since 1990</p> <p>Economic reforms of liberalization, privatization and globalization - Growth, poverty, employment and unemployment and food security.</p> <p>Introduction of Goods and Service Taxes and its impact</p>	8
<p>Module 5: Indian Political System</p> <p>The Constitution of India: Evolution, Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy</p> <p>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</p> <p>Federalism and Centre-State Relations – Coalitions at Centre and in the States</p> <p>Centre-State Financial Relations - Finance Commission</p> <p>State Government: Legislative Assembly – Powers and functions of key functionaries: Governor, Chief Minister, Council of Ministers and Speaker – High Court</p> <p>Local Government: Panchayati Raj Institutions & Urban Local Government Institutions</p>	12

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.

Herald, R. M. & Haralambos, M. (2011). Sociology: Themes and Perspectives. Oxford: Oxford University Press.

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.

Kurien, C.T (1992) The Economy: An Interpretative Introduction, New Delhi: Sage Publications.

Kurien, C.T. (1994), Global Capitalism and Indian Economy, New Delhi: Orient Longman.

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

Dutt and K.P.M.Sundaram (2006) Indian Economy, New Delhi: Sultan and Chand Company.

Kapila, Raj and Kapila, Uma (2002), India's Economy in the 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.

Kashyap, Subash. (2005), Our Constitution, New Delhi: National Book Trust.

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

PPD1C02 – Inclusive 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 - 73 rd and 74 th Constitutional Amendments – Politics of Reservation Bill for Women	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.
- Mead, Margaret (2001) *Male and Female*. New York: Harper Collins.
- Chaudhuri, Maitrayee (1996) “Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women” in Patricia Uberoi (ed), *Social Reforms, Sexuality and the State*. New Delhi: Sage. Pp. 211-235
- Dube, Leela. (1992). *Women in a Matrilineal Muslim Community*. In: Mohini Anjum (Ed). *Muslim Women in India*. New Delhi: Radiant Publishers.

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	8

across SDGs India Index Report, Historical Basis: Decentralized planning Process in Kerala	
<p>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,</p>	8
<p>Module 4– Institutional framework for Localization of SDGs Approaches and Strategies- National Indicator Frame work (NIF), State Indicator Frame Work (SIF), District Indicator Frame work (DIF), Local Indicator frame work for SDGs in Kerala and India, Key features of Local Indicator Framework (LIF), Building a Data Base for Local Governance, Policy environment for sustainable development</p>	10
<p>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</p>	10
<p>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</p>	10

Governance- Governance of climate finance- Collations and Policy Framing- Key sectors- Agriculture- rural economy-land tenure- Energy- city and sub national climate governance	
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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.

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

<p>Module 5: Union Territories and Tribal Councils</p> <p>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.</p>	<p>13</p>
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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.

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, Yehezkel Dror and Mega and Meta, Charles Lindblom's Incrementalism, William Niskanen and Budget Maximizing Model, Elinor Ostrom's Institutional Rational Choice – Douglas North, Ronald Coase, Williamson.	12
Module 3: The power of ideas in policy making and policy change; Policy communities	8

and Policy networks; Weighing Policy Alternatives; Stakeholder analysis; Policy framing and communication; Political Governance of wicked problems; policy innovation in turbulent times	
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. Eudine Barriteau, 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.

Marij Swinkels, *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

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:	10

Policy Implementation: Framework and Challenges- role of the bureaucracy	
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. MAHESHWARI, 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 Chakravarty and KasuhikiSanyal, Public policy in India: A Short introduction, Oxford. 2016

Rajesh Chakravarty 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

BidyutChakraborty& 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=XBDs4I48_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

Communication skills

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

Semester 2

PPD2C07

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	14

Approach, Psychological Approaches, Dependency Theory, Alternative Development Approach, Gandhian Approach to Development, Human needs centered Development, Market-Friendly Approach and Strategy.	
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.

PPD2C08

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-	14

evolution of population policy in India and China- international migration and population policy. Population policy of Indian States – Uttar Pradesh, Assam, Kerala and Karnataka	
Module 2: Education- Goals of education policy – human capital theory, citizenship and social justice and accountability- issues of school 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., Routledge.

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

PPD2C09
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

Course content

Modules	Hours
<p>Module 1:</p> <p>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.</p>	12
<p>Module 2:</p> <p>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</p>	14

<p>polycymaking - Public opinion and democratic Governance- Comparing across nations: quantitative vs qualitative methods.</p>	
<p>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.</p>	10
<p>Module 4: Poverty concepts and definitions. Poverty measures. Data sources for measuring poverty. Poverty profile. International comparisons of poverty. Poverty prevention programmes.</p>	9
<p>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.</p>	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.

Gaiimo, 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

PPD2C10

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 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,	8

Research ethics	
<p>Module II: Research Design - Sampling and Data Sources</p> <p>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</p> <p>Research Problem- Framing research questions and objectives- Formulation and Conceptualization of Research Problem</p> <p>Sampling design- Types-Sampling Bias</p> <p>Data types and sources-Biases in data collection</p> <p>Hypothesis testing- Procedure of Hypothesis testing- Types of Hypothesis- Characteristics of good hypothesis, - Testing Hypothesis- Parametric and Non-Parametric test.</p>	12
<p>Module III- Tools and Techniques of Research</p> <p>Questionnaire, check list, rating scale, schedule, interview,</p> <p>Practical – Preparation of Questionnaire, check list, rating scale, - Mock Interview Method- Mock Delphi Method</p>	9
<p>Module IV</p> <p>Participatory Methods in Social Science Research</p> <p>Concepts and Principles of Participatory Rural Appraisal (PRA)/ Participatory Learning and Action (PLA).</p> <p>Participatory Mapping techniques: Social Mapping; Resource Mapping, Mobility Mapping, Venn Diagrams and Flow Diagram</p> <p>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</p>	15
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.	
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Application of the methods of research in Policy Studies : Policy Analysis, Impact assessment.	
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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*. 2nd Edition, Cambridge: Polity Press. (Refer Introduction & Chapter 1 – 7)

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

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

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

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.

PPD2C11

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 ,	12

Data privacy and protection, Emerging technologies, Technology policy evaluation framework	
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 Marja Ylönén "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 Research." *Health, Risk, and Society*. Vol. 8 No. 4 (Dec 2006): 329 – 342.

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	9

Financial Statement Article 112	
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.

PPD2C12 - Field Immersion/ Internship

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

PPD3C13

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	12

development, Decentralisation and local economic development, participation and deliberation.	
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. Greenwood & 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

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:	10

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	
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
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.	9
Module 5: Public Policies for sustainable development in India -Swachh Bharat mission, Beti Bacho Beti Padhao, 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 Imbroglia in Kerala: A Political Economy Perspective", **Economic and Political Weekly** (Special Article), Vol. LII, No. 34, August 26, 2017

PPD3C14

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	12

<p>Scientific inputs and support from the Institutions like ICAR, ISRO, CSIR Institutes, etc.</p> <p>Training Institutions for Rural Development & Panchayati Raj</p>	
<p>Rural Development Experiments in India</p> <p>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</p>	14
<p>Rural Development Programmes</p> <p>Major Development and Welfare Programmes: Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGS) - Swarnajayanthi Gram Swarajgar Yojana / National Rural Livelihood Mission (NRLM) - Indira Awaas Yojana (IAY) - National Rural Health Mission (NRHM) - Total Sanitation Programme (TSP) - Swajaldhara - Backward Region Grant Fund (BRGF) – Pradhan Mantri Grameen Sadak Yojana (PMGSY) – Integrated Wasteland Development Programme (IWDP) - Provisions of Urban Amenities in Rural Areas (PURA) – PPP/CSR Initiatives in Rural Development</p>	10
<p>Decentralised Planning: Concepts and Approaches</p> <p>Decentralized Planning: History, Concepts and importance - Need for Decentralized Planning - Recent Initiatives of Decentralized planning in India - Decentralized Planning Process - District Planning Committee - Metropolitan Planning Committee</p> <p>Approaches to Decentralised Planning: Bottom up approach, Trickle-down theory - Local level planning - Multi-level planning</p> <p>Planning for Development: Sectoral Plans - Special Component Plans - Plans for the Weaker Sections – Scope of introducing Youth Component Plan in planning</p>	9
<p>Decentralised Planning: Resource Mobilisation, Techniques and Experiences</p> <p>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</p>	9

<p>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</p> <p>Decentralised Planning Experiences - People’s Plan Campaign in Kerala: Features, Experiences and Prospects - Critical appraisal of decentralised planning experiences</p>	
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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&J Chathukulam Eds. (2022) *Deepening Democracy :Comparative Perspectives on Decentralisation, Co-operativism and Self-Managed Development*. London: Routledge (Forthcoming).

PPD3E03

Monitoring and Evaluation 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

<p>Phases of Evaluation and Tools</p> <p>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</p> <p>Evaluation Tools: Performance indicators and Common rating systems, Surveys, Rapid Appraisal methods, Participatory methods – Impact Assessment</p> <p>Environment Impact Assessment</p>	<p>14</p>
<p>Policy/ Programme Evaluation Units and Domains of Evaluation Practice</p> <p>UNDP, World Bank, OECD, Programme Evaluation Organisation (PEO) and Regional Evaluation Office (REO) in India.</p> <p>Education – Health - Development Programmes - Welfare Programme - Evidence-Based Evaluation in Different Professional Domains - Similarities, Differences and Challenges - Disseminating the Reports</p>	<p>12</p>
<p>Monitoring, Evaluation and Learnings</p> <p>Monitoring: Meaning, Types - Process Monitoring - Outcome Monitoring and uses.</p> <p>Process Monitoring versus Process Evaluation.</p> <p>Phases of Outcome Monitoring: Identification of goal indicators and data sources, determination of needed background information, pre- and post-intervention collection of data,</p> <p>Outcome monitoring versus outcome evaluation, Strengths and limitations of outcome monitoring.</p> <p>Learnings from the policy initiatives and interventions</p> <p>Policy Education, Policy Capacity, Policy Critic and Policy Future</p>	<p>9</p>

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

PPD3C15

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 -	6

Referencing and Citation	
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

PPD3C16

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 and maximum 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:	9

<p>Perspective Plan, MASTER Plan, Development Plan, Annual Plan, and Projects/Schemes - Urban Planning in Five Year Plans - Thrust Areas in various Plans</p> <p>Ethno Urbanism</p>	
<p>Module 2: Urban Local Governments in India & Kerala</p> <p>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.</p> <p>74 Constitutional Amendment Act – District Planning Committee</p>	10
<p>Module 3: Urban Issues and Urban Public Services</p> <p>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</p>	12
<p>Module 4: Urban Development Policies and Programmes and Institutions</p> <p>Policies: National Urban Sanitation Policy, National Urban Transport Policy – Energy Policy, etc.</p> <p>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 Minister Awaas Yojana/ Housing for All (PMAY) - PPP/CSR Initiatives in Urban Development</p>	14
<p>Module 5: Institutions for Urban Development</p> <p>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.</p>	10

Training Institutions for Urban Development: National Institute of Urban Affairs (NIUA), State Institute of Urban Development (SIUD), All India Institute of Local Self Government (AIIILSG), etc.	
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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.

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

<p>Module 2: Tribal Development - Critical Analysis</p> <p>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</p>	<p>12</p>
<p>Module 3: Issues in tribal development</p> <p>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</p>	<p>14</p>
<p>Module 4: Policies for Tribal Development</p> <p>National Policies – Policies by the State Government – Critical Appraisal</p>	<p>10</p>
<p>Module 5: Participatory Learning</p> <p>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</p>	<p>8</p>

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, New Delhi: Sage.

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

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

Academic Writing Skills: Non-credit value-added course

Semester 4

PPD4C17

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, Honoring 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 New Technologies 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
- Bozeman, B., Molina, A. L., & Kaufmann, W. (2018). Angling for sharks, not pilot fish: Deep corruption, venal corruption, and public values failure. *Perspectives on Public Management and Governance*, 1(1), 5–27. doi:10.1093/ppmgov/gvx002
- 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 Gerel Oyun (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.

Scarborough, 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

Jacob Torfing, Tina Øllgaard Bentzen & Marte Slagsvold Winsvold (2020): How institutional designs condition perceived local political leadership, *Local Government Studies*, DOI: 10.1080/03003930.2020.1821664

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

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
<p>Module 1: Disaster Contexts</p> <p>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</p> <p>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</p> <p>Impact of Disasters on population: Gender, Children, Aged, Poor, Differently abled, Shelter-less, Coastal & Tribal population.</p>	8
<p>Module 2: Disaster Management – Policies, Institutions and Process</p> <p>Evolution of Disaster Management in India - Disaster Management Act, 2005, National Policy on Disaster Management (2009), Disaster Management Policy by the State Governments</p> <p>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</p> <p>Process: Disaster Preparedness, Prevention, Mitigation, and Rehabilitation</p> <p>Capacity Building of the stakeholders - Institutional and Legal Mechanisms - Advocacy and Public awareness - Preparation of Prevention and Mitigation Strategies.</p>	10
<p>Module 3: Community-based Disaster Management</p> <p>Community Based Disaster Management: Scope and Significance</p> <p>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.</p>	12
<p>Module 4: Disaster Preparedness and Risk Reduction</p> <p>Disaster Preparedness and Risk Reduction: Scope and Significance -Eco Disaster Risk Reduction - Role of Local Governments in Disaster</p>	10

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	
Module 5: Practicum 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	14

Readings

Goel, S.L. (2009), Disaster Administration – Theory and Practice, Deep and Deep, New Delhi, 2009.

Goel, S.L. (2010), Management of Natural Disasters, Deep and Deep, New Delhi, 2010.

Singh, Tej (Ed.). (2006), Disaster Management – Approaches and Strategies, Akansha Publishing House, New Delhi.

Kaur, Anu, et. al. (Eds.), Disasters in India – Studies of Grim Reality, Rawat Publications, Jaipur, 2005.

Disaster Management and Panchayati Raj Institutions – PRIA, New Delhi, 2007.

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

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.

Government of India. (2015). Best Practices in Panchayats on Livelihoods and Natural Resource Management, New Delhi: Ministry of Panchayati Raj.

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
<p>Module 1: Natural Resources – An Overview</p> <p>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.</p>	8
<p>Module 2: Approaches and Theories of Natural Resource Management</p> <p>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.</p>	10
<p>Module 3: Common Property Resource Management</p> <p>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.</p>	12
<p>Module 4: Natural Resource Conflicts</p> <p>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</p>	14
<p>Module 5: Initiatives in Natural Resource Management – Case Studies</p> <p>Management of Common Resources – Case studies from selected States: Karnataka, Kerala, Tamil Nadu, Rajasthan and West Bengal. Case Studies:</p>	10

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

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

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

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

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

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

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. Baek, 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., Capra, 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.

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 perfect understanding 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	<p>Human Infrastructure: Attitude, Mindset, Emotional Intelligence and Skills</p> <ul style="list-style-type: none"> ○ The concept and importance of human infrastructure in the new world. ○ The ‘Demanding’ Future: Changing landscape of mindset and skill demand ○ Understand and analyze the gap between current position and the expected level. 	1,2	5
2	<p>The mindset: Focus, Positivity, GRIT, Emotional Intelligence and Flexibility.</p> <ul style="list-style-type: none"> ○ Appropriate mindset and mental framework to adapt to the dynamics of the new world. ○ Methods to enhance Focus, GRIT, Emotional Intelligence and Flexibility. ○ How to apply development in mindset during different scenarios in life. 	3, 5	12
3	<p>Communication, Presentation and Professional Discussion Skills</p> <ul style="list-style-type: none"> ○ Verbal and non-verbal communication ○ Preparation and delivery of professional presentations ○ Preparation and participation in professional discussions 	3, 5	8
4	<p>Group and team work, interpersonal dynamics and relationship management</p> <ul style="list-style-type: none"> ○ Different personality types and traits ○ Dynamics of interpersonal relationships ○ Approaches and methods for effective group and team work 	3, 5	12
5	<p>Scenario Analysis, Planning, Problem Solving and Decision Making</p> <ul style="list-style-type: none"> ○ Developing strong understanding on analyzing, conceiving and interpreting scenarios to derive meaning out of complexities. ○ Different approaches to solve problems ○ Systematic process of decision making ○ Sub-conscious biases, self-sensitization and possible methods to be un-biased while solving problems and 	3, 5	10

	taking decisions.		
6	Leadership for future <ul style="list-style-type: none"> ○ Role of leaders in future ○ Leading the ‘unknown’ generation ○ Mindset to build leadership in a brick-by-brick manner. ○ International perspectives about leadership and its function within modern institutions/organizations. 	3, 5	15
7	Plan Development: <ul style="list-style-type: none"> ○ Design a 2-year action plan to develop and sharpen the most optimum mindset and skillset to be ready for the future. ○ Develop the ability to implement the plan to ensure continuous growth and development. 	4	8

Reading and Reference

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

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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.

PPD4C18

Dissertation with viva voce

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.

**Resume Development, Career development through Social Networking
etc.: Value-added non-credit course**