School of Governance and Public Policy

CBCS Syllabus

M.A. Local Governance
2013-15
M.A. Local Governance

This programme structures multi-dimensional and inter-sectoral knowledge-base for strengthening local government institutions and development organisations. The curriculum enables the youth to understand and analyse the dynamics of decentralized governance, and, equip them with skills and practical exposure in different cross-cutting areas. It is expected to enhance their potentials, capabilities and capacities as change agents for realizing decentralization in letter and spirit, leading to inculcation of leadership potentials and develop social capital among them, aiming at good governance. The curriculum is dynamic in tune with the pressing needs and demands of local governance, which includes E-Governance, Common Property Management, Public Policy, Sustainable Cities, Disaster and Risk Management, and Evaluation Practices. It enables the youth to apply the principles of ‘Horizontal Learning’ to identify, share and adapt the good practices, aiming at ‘good governance at the grassroots’. It is designed to evolve appropriate approaches, strategies and practices towards ‘mainstreaming youth in local governance’. The curriculum involves both theory and practice of representation and empowerment at grassroots levels for the unity and diversity of India.
Rajiv Gandhi National Institute of Youth Development

Programme: M.A. Local Governance

Outline of the Programme and Scheme of Examination

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
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**IA: Internal Assessment; ES: End Semester; NC: No Credit**

Note:
1. Course codes for Core courses are numbered from MALG401 to MALG430; and, Course codes for Elective courses are numbered from MALG 431 onwards.

2. During the third semester, the student is expected to select a minimum of four electives from the courses offered by the School; and in fourth semester, the student is expected to select a minimum of three electives from the courses offered by the School.

3. For successful completion of the programme, a student is expected to acquire minimum of 90 credits.
I Semester
MALG401: Constitution of India

Objectives
On successful completion of the course, the student will be able to:
- Understand the basic structure and features of Indian constitution.
- Understand the fundamental rights and duties of citizens.
- List out the powers and functions different levels of government.
- Understand the Union-State relations in India.

Unit I: Introduction

Unit II: Union Government of India
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 of India

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

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

Unit V: Union Territories and Tribal Councils

Prescribed Readings

Suggested Readings
MALG402: Indian Administration

Objectives
On successful completion of the course, the student will be able to:
- explain the administrative structure at the centre and state levels.
- describe the functions of institutions like National Development Council and Planning Commission
- understand the significance of civil services.

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

Unit II: Central Administration

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

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

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

Prescribed Readings
Singh, Hoshiar and Pankaj Singh. Indian Administration, Darling Kindersley (India) Pvt.Ltd., Pearson Education India.

Suggested Readings
MALG403: Local Government in India

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

Unit I: Introduction

Unit II: Rural Government in Pre-Independence India

Unit III: Urban Government in Pre-Independence India

Unit IV: Rural Government in Post-Independence India

Unit V : Urban Government in Post-Independence India

Prescribed Readings
M.Venkatarangaiya and M.Pattabhiram- Local Government in India, Allied Publishers-1969
Bidyut Chakraborty and Rajendra Kumar Pandey, Modern Indian Political Thought – Text and Context, Sage, New Delhi, 2009.
Niraja Gopal Jayal and others, Local Governance in India – Decentralisation and Beyond, Oxford University Press, 2006.

Suggested Readings
Ghosh , Buddhadeb & Girish Kumar-State Politics and Panchayats In India New Delhi: Manohar Publishers, 2003
MALG404: Local Governance - Concepts, Theories and Models

Objectives
On successful completion of the course, the student will be able to:
- Understand the meaning and types of democracy.
- Realise the significance of democratic decentralisation.
- Distinguish between government and governance.
- Explain the different models of local governance.
- Describe the initiatives for good governance.

Unit I: Democracy and Federalism

Unit II: Variations of Decentralisation

Unit III: Theories of Governance
Governance: Meaning and Features - Government and Governance – Theories of Governance: Rational Choice, Systems and New Institutionalism

Unit IV: Models of Local Governance
Local Government and Local Governance – Institutional preferences: Local autonomy, Direct Democracy, Accountability, Control over Services - Models of Local Governance: Localist; Individualist; Mobilization and Centralist – Citizen-centred Local Governance: Responsive, Responsible and Accountable

Unit V: Good Governance Initiatives in Local Governments

Prescribed Readings
Chakraborty, Bidyet and Mohit Bhattacharya (Eds.), The Governance Discourse, Oxford University Press, 2008.

Suggested Readings
Mathew G and Jain L. C (Eds.), Decentralisation and Local Governance, Orient Blackswan, 2005.
Kuldeep Mathur, From Government to Governance, National Book Trust, New Delhi, 2009.
Watt, P.A, Principles and Theories of Local Government, Economic Affairs 26 (1) March 2006, pp. 4-10
MALG405: Introduction to Research Methods

Objectives
On successful completion of the course, the student will be able to:
- Conceptualize and operationalize the of Research problem
- Design quantitative and qualitative studies with appropriate methodology
- Prepare research reports

Unit I: Introduction
Fundamentals of Social Science Research: Meaning, Characteristics and Functions - Goals of Research - Need and Importance of Social Science Research - Steps in scientific investigation - Types of Social Science Research: Pure, Applied and Action - Approaches: Inductive and Deductive, Quantitative and Qualitative – Ethical considerations in Social Science Research

Unit II: Research Problem, Design and Hypothesis

Unit III: Sampling

Unit IV: Data Collection and Processing
Secondary data: Sources – Data Collection: Quantitative and Qualitative Methods – Quantitative Methods: Interview, Questionnaire - Qualitative Methods: Observation, Focus Group Interviews, Oral History, Narratives, Content Analysis, Case Study - Triangulation - Data Processing: Coding, Data entry, Editing and Tabulation - Data Analysis, Interpretation and Drawing Inferences - Diagrammatic representation of data: Frequency tables, Line graphs, Pie charts and Bar diagrams - Use of Computers: Excel and SPSS

Unit V: Reporting
Structure and format of a research report - Competencies and style - Reference materials, Quotations, Bibliography, Footnotes, Glossary and Appendix.

Prescribed Readings
David A de Vaus, Research Design in Social Research, Sage, New Delhi, 2005.

Suggested Readings
MAYD101: Understanding Youth

Objectives
On successful completion of the course, the student will be able to:
- understand the concept and perspective of Youth.
- familiarize the different approaches to youth
- analyse the inherent power of youth

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

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

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

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

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

Activity 1: Collect details on the contributions of leaders like Mahatma Gandhi, Swami Vivekananda in Youth development.
Activity 2: Organise debate/discussion on shift in value system.

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

Suggested Readings
II Semester
MALG406: Decentralized Planning

Objectives
On successful completion of the programme, the student will be able to
- Understand the significance of decentralised planning;
- Learn about the planning process at each level of Local Institutions;
- Gain insight on the linkages between planning at each level;
- Know the significant role Local government institutions play in the planning;
- Comprehend the advantages of local level planning with people’s participation.

Unit I: Introduction
Planning: Evolution, Concept, Types, Stages and Limitations - Decentralized Planning: History, Concept, importance and Approaches - Need for Decentralized Planning - Difference between Centralized Planning and Decentralized Planning - Recent Initiatives of Decentralized planning in India - Local Level Planning: Objectives, Significance, Advantages and Disadvantages

Unit II: Decentralized planning Process

Unit III: District Planning
District Planning Committee – Structure, Powers, Functions and Problems - District Planning Committee – Status and Functions in across the states - Metropolitan Planning Committee: Powers and Functions - Spatial Planning - Consolidation of District Plan

Unit IV: Role of Institutions in Decentralized Planning

Unit V: Models of Decentralized Planning
Kerala - Karnataka - West Bengal - Odisha - Gujarat

Prescribed Readings

Suggested Readings
Mishra, S.N. et.al. (2000), Decentralised Planning and Panchayati Raj Institutions, Mittal Publications.
MALG407: Development Administration

Objectives
On successful completion of the course, the student will be able to:
- understand scope and importance of development administration
- describe the contributions of development theorists
- explain requisites for successful development administration
- identify the challenges for development administration

Unit I: Introduction

Unit II: Thoughts of Development Administration
FW Riggs - Edward Weidner - Paul Appleby - AD Gorawala

Unit III: Requisites for Development Administration
District Administration: Evolution and Importance - District Collector: Changing Role of District Collector and Functions - Bureaucracy and Development Administration - District Rural Development Agency (DRDA)

Unit IV: Challenges for Development Administration
Administrative Accountability and Transparency - Administrative Communication - Role of Middlemen and Corruption - People’s participation: Meaning, Need, Importance, Nature, Types and Stages

Unit V: Fields of Development Administration

Prescribed Readings

Suggested Readings
Prasad, Ravindra, et.al. (Eds.), Administrative Thinkers, New Delhi: Sterling, 2004.
MALG408: Comparative Local Government

Objectives
On successful completion of the course, the student will be able to:
- Introduce the wide spectrum of knowledge to students on the Political Systems in the world scenario.
- Identify the structural and functional aspects of local governments in different countries.
- Get themselves familiarized with the Local Governments in different countries and to help them to make a comparison for improving our own system of Local Government.

Unit I: United Kingdom

Unit II: United States

Unit III: France

Unit IV: China

Unit V: Norway
Norwegian Political system - Writing the Constitution - The Union with Sweden - Dissolution and the Second King -Development of the Constitution - Language - Current Trends - Local Government in Norway - Levels of Government in Norway and the Distribution of Responsibilities - Local Government Act - Local Elections - The Representation of the People Act - The County Governor - Key Indicators on Municipal and County Finances

Prescribed Readings
Rathod, Comparative Political Systems, ABD Publishers, Jaipur, 2005.

Suggested Readings
MALG409: Research Practices in Local Governance

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

- Design and perform the survey of a selected population in a locality.
- Observe and record the changes to a group of people.
- Study a unit of case and analyse its significance.
- Disseminate the findings and outcome of a study.

Unit I: Introduction
Qualitative and Quantitative Research Paradigms: Distinction between qualitative and quantitative design - Features of qualitative research: Methods and techniques, Credibility, Triangulation, Dependability - Mixed methods and interdisciplinary designs - Errors and ethics in research dimensions - Trends and policy research for local governance.

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

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

Unit IV: Other Qualitative Research Paradigms for Local Governance
Ethnography, Grounded Theory, Content Analysis and Narratives - SWOT analysis - Participatory methods: RRA, PRA - Principles and process: Venn diagram, Time Line, Social and Resource Mapping, Seasonal Calendar - PLA and Participatory Action Research

Unit V: Adjudication and Dissemination
Adjudication - Criteria for evaluating thesis and projects - Viva-voce and open defense - Dissemination of research findings: Oral, visual and written - Dissemination of research findings for policies, and programs - Avoidance of plagiarism - Publication of project reports: Presentations in Conferences, Seminars and Workshops - Articles in Journals, Books - Monographs.

PRACTICUM

Activity 1: Carry out the survey of youth population in a nearby village/town/slum; and prepare a report.
Activity 2: Observe the conduct of Gram Sabha, village committee, SHGs meeting; and document its proceedings.
Activity 3: Carry out the case study of elected members of PRIs, Social Activists and Development Organisations, and prepare a report.
Activity 4: Discussion on topics such as alcoholism, de-addiction, domestic violence, corruption, accountability and transparency
Activity 5: Carry out SWOT analysis of an educational institution/Development Organisation.
Activity 6: Conduct of mock Viva-Voce on a project related to Local Governance.
**Prescribed Readings**


**Suggested References**

MALG430: Local Government Finance

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

Unit I: Fiscal Federalism in India
Fiscal Federalism in India – Principles of Fiscal Federalism – Centre – State – Local Financial Relations.

Unit II: Local Finance

Unit II: Rural Local Finance

Unit III: Urban Local Finance

Unit IV: Budgeting and Fiscal Federalism

Unit V: Accounting & Auditing
Accountability – Utilization of Fund – Maintaining Accounts – Linkage Between Bank and Local Bodies; Auditing: Local Fund Audit - Social Auditing and Local Governments – Audit by District Administration.

Prescribed Readings:
Sachdeva, Pardeep, Local Government in India, Dorling Kindersley (India) Pvt. Ltd, New Delhi, 2011

Suggested Readings
MAYD 102: Positive Psychology for Youth

Objectives

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

- Obtain knowledge on the concepts and perspectives in Positive Psychology
- Articulate the implications Positive Psychology in the process of Psycho-social development of Human development.
- Learn the various factors involved in of positive youth development.
- Acquire skills through applied Positive Psychology.

Unit I: Historical Overview and Development of Positive Psychology

The history of positive psychology - Humanistic psychology - Where positive psychology stands - Foundational Concepts, Definitions, The scope and aim of positive psychology - An overview and critiques of Positive psychology and their relevance in Indian context.

Unit II: Understanding Strengths

Positive Psychology at Individual level, group level and social level - Renewing Strength and Virtue - Signature Strengths - Positive Psychology and Mental Health - Strengths-based Development and Engagement

Unit III: Emotion and Self-Based Approaches to Positive Psychology


Self-Based Approach: Reality Negotiation, Authenticity, Uniqueness Seeking and Humility.

Unit IV: Cognitive and Interpersonal focused Approaches to Positive Psychology

Cognitive-focused Approach: Creativity, wellbeing- Mindfulness, Optimism, Hope Theory, Self-Efficacy, Problem Solving Appraisal and Psychological Adjustments, Setting Goals for Life and Happiness and The Role of Personal Control in Adaptive Functioning

Interpersonal Approaches: Relationship connection, Compassion, Psychology of Forgiveness, Gratitude, Love, Empathy and Altruism, Moral and Sources of Moral Motivation, Mediation and Positive Psychology.

Unit V: Positive Youth Development

Positive Youth Development - Perspectives and practices - The Psychology of Hope, Optimism, Wellbeing and Resilience - Productive processes, promotion and community development - Pro-social behaviour – Volunteering - The Science of Positive Psychology through Recreation and Volunteering - Positive Ethics for meaningfulness in life.

Practicum: Write a Positive Case study about a Youth Awardee/ Youth Achiever Applying Positive Youth Development Model. (Or) Design a community development program utilizing Positive Youth Development Model.
**Prescribed Readings**


**Suggested Readings**

Anthony D. Ong and Manfred H.M. Van Dulmen, 2006, Oxford Handbook of Methods in Positive Psychology, Oxford Positive Psychology Series, USA
Rich Gilman (Editor), E. Scott Huebner (Editor), Michael J. Furlong (Editor) Handbook of Positive Psychology in Schools.
Shane J. Lopez (Editor), C. R. Snyder Positive Psychological Assessment: A Handbook of Models and Measures.
The Journal of Positive Psychology
III Semester
MALG410: Perspectives of Rural Development

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

Unit I: Introduction

Unit II: Institutions for Rural Development and Management

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

Unit IV: Major Development and Welfare Programmes
Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGS) - Swarnajayanti Gram Swarojgar Yojana / National Rural Livelihood Mission (NRLM) - Indira Awaas Yojana (IAY) - National Rural Health Mission (NRHM) - Total Sanitation Programme (TSP) - Swajaldhara - Provisions of Urban Amenities in Rural Areas (PURA) - Backward Region Grant Fund (BRGF)

Unit V: Case Studies and Good Practices

Prescribed Readings
Madhuri Srivastava and Alok Kumar Singh (Eds.), Rural development in India: approaches, strategies, and programmes - Deep & Deep Publications.
Murdick R E, Ross J E, “Information System for Modern Management”, PHI.

Suggested Readings
Lawadekar W S., “Management Information System”, TMH.
MALG411: Urban Development Management

Objectives
On successful completion of the course, the student will be able to:
- Discover the Urban Management Institutions, its structures and functions
- Analyse Urban Planning and Management in Five Year Plans
- Know about the Urban Personnel System and Management
- Assimilate various Urban Issues, Urban Public Services and Urban Development Policies and Programmes

Unit I: Urban Management : Institutions, Structures and Functions

Unit II: Urban Developmental Planning and Major Welfare Programmes

Unit III: Urban Personnel System and Management

Unit IV: Urban Issues and Urban Public Services

Unit V: Urban Development Policies and Programmes

Prescribed Readings
PSN Rao (2005), Urban Governance and Management, Kanishka, New Delhi.
Pradeep Sachdeva (2011), Local Government in India, Pearson Education India.
Padmanabhan Nair (2010), Urban Public Services, Icfai University Press.
Jayasri Ray Chaudhuri and Ray Chaudhuri (2001), An Introduction to Development and Regional Planning - With Special Reference to India, Orient Blackswan.

Suggested Readings
Evelin Hurst and and Michael Mann (2005), Urbanization and Governance in India, Manohar, New Delhi.
ISA Baud and J Dewit, New Forms of Urban Governance in India - Shifts, Models, Networks and Contestations, Sage, New Delhi, 2008.
MALG412: Field Studies (Practicum)

Objectives
On successful completion of the course, the student will be able to:
- Understand the significance of participatory action research.
- Enhance their skills for observation, organising, networking, documentation and communication
- Develop his/ her capacity to effectively interact with the elected members and officials of LGIs and key functionaries of social organisations.
- Analyse the issues, problems and conflicts in local governance.
- Intervene effectively by adopting suitable approaches and strategies for strengthening of LGIs.

Unit I: Participatory Research
Action research – Preparations before interventions: Area profiling, Mapping of resources, Confidence building measures, Participatory assessment of needs and priorities, Strategies and Approaches for Interventions, Networking with different Institutions and Organisations; and, Sustainability of interventions.

Unit II: Field assessment
(a) Make visit to a Rural Local Government Institution; understand its profile, process of planning, sources of revenue and expenditure; identify the major issues and challenges; analyse its development and welfare initiatives; and record the experiences; Indicate suggestions for better functioning of the institution.

(b) Make visit to an Urban Local Government Institution; understand its profile, process of planning, sources of revenue and expenditure; identify the major issues and challenges; analyse its development and welfare initiatives; and record the experiences; Indicate suggestions for better functioning of the institution.

(c) Participate in a regular or special Grama Sabha / Ward Committee meeting; interact with the elected member(s), officials and citizens; record the proceedings, observations and outcome of the meeting. Indicate suggestions for the better functioning of Grama Sabha/ Ward Committee in the area.

(d) Undertake a study regarding the functioning of any Participatory structure at the local level - Parent-Teacher Association, Mother Parent Teacher Association, Village Health and Sanitation Committee, Village Education Committee, Village Forest Committee, Residential Association, etc.; interact with its key functionaries; analyse its functioning; and record the experiences; Indicate suggestions for better functioning of the structure in the area.

(e) Make visit to a Self-Help Group / Co-operative Society/ Community Based Organisation; interact with its key functionaries and members; analyse its functioning; and record the experiences; Indicate suggestions for the better functioning of the social institution in the area.

(Take up minimum of two activities from this unit)

Unit III: Case Studies

(a) Interact with a young President/Chairperson from Rural/ Urban Local Government Institution using a semi-structured schedule; document their experiences in local governance; and record it as a case study.

(b) Conduct an interview with an important person at the District level using a structured schedule (District Panchayat President, District Panchayat Member, District Collector or any District level official); document their interventions in local governance; and record the experiences.
(c) Carry out an interview with the key functionary of an Organisation working for and with Local Government Institutions; document their interventions in local governance; and record the experiences.
(Take up minimum of one activity from this unit)

Unit IV: Evaluation Studies

(a) Carry out monitoring/ evaluation of a centrally sponsored programme implemented through the Local Government Institution; use a structured schedule for assessing the beneficiaries; analyse its working and influence; Indicate suggestions for the better functioning of the programme in the area.

(b) Carry out monitoring/ evaluation of a state sponsored programme implemented through the Local Government Institution; use a structured schedule for assessing the beneficiaries; analyse its working and influence; Indicate suggestions for the better functioning of the programme in the area.

(c) Carry out monitoring/ evaluation of any other programme initiated by the Local Government Institution using a structured schedule for the beneficiaries; analyse its working and influence; Indicate suggestions for the better functioning of the programme in the area.

(d) Carry out an assessment of the training needs of stakeholders of the LGIs, elected members, officials or citizens, from the selected area.
(Take up minimum of one activity from this unit)

Unit V: Field Interventions

(a) Carry out a resource mapping / social mapping of a selected area through Participatory Rural Appraisal/ Participatory Learning and Action.

(b) Carry out an action research by devising approaches and strategies for strengthening and supporting the Local Government Institutions in a selected area; process document the experiences.

(c) Plan and organise a capacity building session for the stakeholders of the LGIs, elected members, officials or citizens.
(Take up minimum of one activity from this unit)

Note: As part of this course, the student is expected to carry out a minimum of five activities and record the same in a Field Studies Register, which will be evaluated.

**Evaluation:** Internal assessment - 40 marks; End Semester - 60 marks.

**Internal Assessment:** Assignments (2), Test and Seminar on field-specific activities.

**End Semester:** Evaluation of the report on the field studies (50 marks) and conduct of viva voce (10 marks) which will be made by an external examiner and an internal faculty.
MALG432: Training for Development

Objectives
On successful completion of the course, the student will be able to:
- Design micro- and macro level training programmes for various stakeholders
- Distinguish between designing, ‘learning units’ Courses and training programmes
- Assess the entry and exit behaviour of trainees
- Carry out documentation of the training programme.

Unit I: Principles and Objectives of Training and Development
Training and Development: Meaning, Need, Objectives – Training: Principles, Types, Process and methods - Process of monitoring-training need analysis- designing- learning curve-perspectives of training design-Inductive training needs-Job training needs- Occupational training needs- career training needs-Design briefs- Features of a design brief-Training Programme & training course

Unit II: Selection of Training Methods

Unit III: Training and Local Governments

Unit IV: Participatory Training
Understanding Participatory training- conventional training-principles of adult training-Principles of participatory training-Spheres of Influence- creating awareness- of attitudes and behaviour- processing of changing attitude- facilitation in the field-Steps of participatory training- Pre- training phase: Designing training –post training phase-I: Monitoring and evaluation- post training phase II:

Unit V: Reporting & Documentation
Nature and importance of preparation reports- Minutes and Documentation- Types of reports- content of minutes- methods of documentation- process Documentation- Current practices of reporting at the local government Institutions- Data mining- ICT for documentation - Follow up of training

Prescribed Readings
Design of Training Course- Course Guide- Department of Personnel and training Government of India.

Suggested Readings
Josip T Straup – Building and Leading Teams, Gemini Books New Delhi
MALG433: Public Policy

Objectives
On successful completion of the course, the student will be able to:
- Understand the scope and significance of public policy.
- Describe the different types of public policy.
- Examine the contributions of various stakeholders in policy making
- List the political, financial and popular difficulties in the implementation of policy.
- Analyse the cycle of selected public policies.

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

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

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

Unit IV: Policy Monitoring and Evaluation
Policy Monitoring: Approaches and Techniques, Constraints in Policy Monitoring, Measures for
Effective Policy Monitoring - Policy Evaluation: Role, Process and Criteria, Types of Evaluation,
Evaluating Agencies – Problems in Policy Evaluation

Unit V: Public Policies
Population Policy - Education Policy - Health Policy

Prescribed Readings
Prabir Kumar De, Public Policy and Systems, Pearson Education India, New Delhi, 2012.
New Delhi, 2010.
RV Vaidyanatha Ayyar, Public Policy Making in India, Pearson Education India, New Delhi, 2009.

Suggested Readings
Michael Hill and Peter Hupe, Implementing Public Policy, Sage, 2002.
Malg434: E-Governance

Objectives
On successful completion of the course, the student will be able to:
- Understand the different models of e-governance.
- Describe the e-governance projects at the Union and State Govt. levels.
- Understand the benefits and reasons for the introduction of e-governance at the local level.
- Realise the issues and challenges of e-governance.

Unit I: E-Governance

Unit II: Models in E-Governance

Unit III: E-governance at Union and State level

Unit IV: E-Governance at Local Level
E-Sewa (Electronic Citizen Services) - E-governance in Rural Local Bodies - Urban Local Bodies- E-Management of Development Projects at Rural and Urban local bodies (JNNURM) - Effective Service Delivery through E-Governance - Transparency and Accountability at Grassroot Level.

Unit V: Issues and Challenges of E-governance

Prescribed Readings

Suggested Readings
RP Sinha, E-Governance in India, Initiatives and Issues in India, Center for Public Policy, 2006.
Y.Parthasaradhi et.al., E-governance and Indian Society, Kanishka, New Delhi, 2009.
MALG435: Participatory Learning and Action

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

- Understand the concept of PLA and its techniques
- Learn about the application procedure of Participatory Methods

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

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

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

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

Unit V: Application of PLA Methods
PLA in project formulation: Formulating development Projects with people’s participation; Problem Identification; Problem Analysis; Project formulation and LFA - Theme, Data Requirements and Methods of the following methods: Participatory Poverty Assessments; Sustainable Livelihood Assessments - Analysis of Hunger

Prescribed Readings
Robert Chambers, Revolutions in Development Inquiry, Earthscan, 2008

Suggested Readings
Neela Mukherjee, Participatory Learning and Action: With 100 Field Methods - Issue 4 of Studies in rural participation, Concept Publishing Company, 2002
MALG436: Common Property Resource Management

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

- Understand the concept of Common Property Resource Management
- Analyse the dimensions of Common Property Resource Management
- Identify the sustainable strategies for Common Property Resource Management

Unit I: Theoretical Framework

Unit II: Common Resources

Unit III: Common Resources and Livelihood
Common Resources and Livelihood issues of poor – Problems of Common Property Resources – deforestation, urbanization, migration-facilitating role of NGOs

Unit IV: Common Resources and Role of Local Governments

Unit V: Initiatives in Management of Common Resources – Case Studies
Management of Common Resources – Case studies from selected States: Karnataka, Kerala, Tamil Nadu, Rajasthan, West Bengal

Prescribed Readings
Kanchan Chopta and SC Gulati, Migration, Common Property Resources and Environmental Degradation, Sage, New Delhi, 2000.
G Palanithurai and V Raghupathy, Communities, Panchayats and Governance at Grassroots, Concept, New Delhi, 2007.
V Raghupathy, Participatory Management of Natural Resources in Tamil Nadu, Concept, New Delhi, 2003.
Sridhar Krishna and Sumitra Acharya, Common Property Resources: Concepts and Country Experiences, ICFAI.

Suggested Readings
MALG437: Sustainable Cities

Objectives
On successful completion of the course, the student will be able to:
- Understand the scope and significance of sustainable cities.
- Describe the various approaches of planning sustainable cities.
- Perceive the role of local governments in sustainable energy planning in cities.

Unit I: Sustainable Urbanism and Concepts of Sustainable Cities
Civilizational Transition and Urban Chaos - Concept of Sustainability - Learning from the history about Managing Sustainable Cities - Dimensions of Urban Sustainability - Concept of Sustainable Cities: Meaning, Characteristics of a Sustainable City, Forces Driving Sustainability, Indicators for Sustainable Cities - Main Issues in a Sustainable City, Advantages and Barriers to Creating Sustainable Cities.

Unit II: Building Sustainable Cities
Brundtland Commission - URBAN-21 Conference - Network of Sustainable Cities: Emergence of Sustainability oriented City Networking - Typology of City Networks on Sustainability - Functioning of City Networks - Network Collaboration and Administration - The “Digital Divide” and Communication Problems in Networks - Real and Virtual Networks - Financing of Networks - PLUS Network: An Example for a Sustainability-oriented City Network.

Unit III: City to City Learning
UNDP’s approaches to planning a sustainable city - On community sustainability action projects - On public participation in long-term vision - On multi-stakeholder teams building integrated plans - On realigning corporate functions and decision-making for sustainability; and On integrating all of these concurrently. Plan plus - Planning cycle and its Six Principles.

Unit IV: Sustainable Cities and Local Governments

Unit V: Energy planning in Sustainable Cities and Case studies

Prescribed Readings

Suggested Readings
IV Semester
MALG413: Empowerment of Local Government

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

- Understand the existing context of Local Government Institutions (LGI) in India.
- Describe the need for empowerment of LGIs.
- Devise appropriate empowerment strategies for LGIs.

Unit I: Empowerment

Definition, meaning, significance – Improving and Empowering Local Governments: Meaning, need, Relevance and Approaches: Constitutional/Legal approach and Political Approach, Administrative Approach, Economic Approach – Global trends towards empowerment of LGIs, the Indian trend

Unit II: Constitutional and Political Empowerment

Division of powers between Centre and States – Redrawing division of powers between Centre and States (73rd and 74th amendment) – Decentralization of Powers (political, administrative, economic) from the States to Local Institutions - Equity between Local Governments and Tribal Councils - Elections to Local Governments

Unit III: Administrative Empowerment

Decision making powers during Certainties, Uncertainties, Crises and Disasters - Strengthening consultancy and association between Panchayat Presidents, Panchayat Samiti Chairpersons, Municipal Chairpersons, Mayors, Block Development officers, and District Collectors – Relationship between policymakers and implementing authorities - Relationship between policymakers and technical authorities - Relationship between Local Government Authorities and Central and State government Service Providers – Empowering representatives, leaders and functionaries through capacity building and leadership training

Unit IV: Economic Empowerment

Revenue raising avenues for LGIs – Grants from Centre and State Governments - Aid and support from Centre and State Governments - Public-Private Partnerships – Other options

Unit V: Challenges for Local Government Institutions

Challenges for Local Governments in Authoritarian, Communist, Democratic and Advanced Democratic Settings – Challenges for Local government Institutions in India: Gender, Caste and Class dimensions - Centre-Local Relations and State-Local relations in India - Diversity of Local Structures - Financial Constraints, Administrative Constraints, Political Constraints – Public Relations in LGIs - Civic consciousness, Campaigns and Participation - Briefing the media

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

Suggested Readings
MALG438: Project Management in Local Government

Objectives
On successful completion of the course, the student will be able to:
- Understand the scope and need for Project Management (PM)
- Obtain a broad overview of important PM concepts and different dimensions of PM
- Use the different tools and techniques in project management

Unit I: Concepts of Project Management
Project Management (PM) - Knowledge areas of PM - Relationship to other Management disciplines - Representative project cycle - Project Characterization - General Management Skills - Process and Customizations - project Management process - Mapping of project management - inputs & out puts of knowledge areas - Existing standards - Elements of successful project

Unit II: Techniques and Resource handling
Project Phases - Project Life Cycle - Seven stage process - identification - preparation - appraisal - Presentation - Training your staff in Project Cycle thinking - Identifying the real problems and needs - Stakeholder analysis - Problem analysis - Project planning and design - Strategic planning - Defining indicators - Addressing the risk of a negative outcome - Monitoring - Participatory Impact Assessment - Participatory evaluation - Feed back into the planning

Unit III: Project Proposal Writing
Project Proposal Writing - Gathering background information - concept - programme - components of a proposal - executive summary - emerging issues - solution - funding requirements - organisations’ expertise - the statement of need - project description - methods - staffing and administration - evaluation - sustainability - the budget - expense budget - support and revenue statement - budget narrative - organisational information - letter proposal (format) - concluding the proposal - buffer period - review

Unit IV: Project Management in Local Governments
Conceptual & theoretical terrains - Evolution of Project Management in third world countries - Projects planning in PRIs - Nature of projects handled by local governments - Types of Projects handled by Local governments: Own fund projects and Grant-in aid projects - Project Management by NGOs/CBOs in Local governments - Local Government-NGO partnership: Measures and challenges

Unit V: Innovative Projects Managed by Local Governments
Kudumbashree (Kerala) - Pudhuvazhvu (Tamil Nadu) - Suvarna Grama (Karnataka) - Biju Setu Yojana (Odisha) - Jawahar Gram Samirishi Yojana (Bihar) - Key Village Scheme (Nagaland) - Nirogi Bal (Gujarat) - Jammu & Kashmir Self Employment Scheme (JKSES)

Prescribed Readings
Jack Meredith, Samuel J. Mantel Jr. - Project Management - A Managerial Approach - John Welly and Sons
John M Nicholas - Project Management for business and Technology, Prentice Hall of India Pvt. Ltd
James P Lewis - Project Planning, Scheduling and Control, Tata Mcgraw-Hill Publishing Co Ltd

Suggested Readings
Mattoo, PK. Project formulation in developing countries. The Macmillan Co. of India Ltd., 1978.
MALG439: Evaluation of Programmes and Projects

Objectives

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

- Understanding the Concept of Evaluation Practice
- Explain new innovations and methodologies in results-oriented evaluation
- Provide practical guidance on Evaluation and Assessment.

Unit I: Introduction

Unit II: Tools, Methods and Approaches Facilitating Evaluation
Performance indicators and common rating systems - Surveys - Rapid appraisal methods - Participatory methods - Public expenditure tracking surveys - Economic analysis: Cost-benefit and cost-effectiveness - Logical framework approach - Project evaluations - Impact evaluation analysis - Evaluation and tracking plans - Annual reviews and reports - Theory-based evaluation

Unit III: Programme and Project Evaluation
Program evaluation: Purpose - Levels of measurement - Sources of data - Study designs: Randomized control trials, and threats to validity - Skills required in conducting program evaluation - Design of a conceptual framework - Develop objectives and indicators - Conduct of a focus group - Pre-test of a communication - Processing of service statistics - Use of participatory evaluation techniques

Project Evaluation: Formative and Summative - Impact assessment - causality/attribute - Preparing the Narrative Report - Reporting project progress and findings - Mainstreaming project results - Learning lessons and communicating the results

Unit IV: The Practice of Evaluation

Unit V: Domains of Evaluation Practice
Education - Health - Development Programmes - Welfare Programme - Evidence-Based Evaluation in Different Professional Domains - Similarities, Differences and Challenges - Disseminating the Reports

Prescribed Readings

Suggested Readings
MALG440: Civil Society and Public Action

Objectives

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

- Understand the significance of civil society in public action
- Describe the different development strategies
- Examine the status of socially excluded groups
- Suggest appropriate empowerment strategies.

Unit I: Civil Society

State and Civil Society - Civil Society: Meaning and Characteristics – Types of Civil Society Organisations - Civil Society: Role and Functions - Development, Welfare, Advocacy, Pressure Group, Empowerment

Unit II: Development


Unit III: Exclusion and Inclusion

State and Development of the Marginalized/Disadvantaged Groups in India- The Excluded groups: The Poor; The Unemployed; The Socially Dislocated; The Differently Abled; The Backward Communities; Women and Children and The Minorities

Unit IV: Civil Society for Social Action

Right to Information and Citizen participation in administration - Public Interest Litigation-Judicial Activism- Civil Society and Good Governance - NGO's in Administration- Voluntary Sectors and Networks in Administration – Need for Collective Action - Democratic Struggles and New Social Movements – Information and Internal Accountability – Central Vigilance Commission, Central Information Commission; Initiatives by NGOs: Mazdoor Kissan Shakthi Sangathan, National Campaign for People’s Right to Information, Parivartan

Unit V: Empowerment Strategies

Definitions and Sequencing of Empowerment: Conscientization, Confidence-Building, Capacity/Competency Development, Communication, Co-ordination and Networking - Means of Inclusion and empowerment: (a) National Commissions for Scheduled Castes/Tribes/Minorities (b) Reservations in Educational and Employment Opportunities/Reservation in Representative Institutions (c) Enactment of Laws (d) Planning and Implementation of Projects/Programmes/Crisis Management (e) Minimum Wages, Old Age Pensions and Health Insurances (f) Urban Credits/Rural Credits/Micro-credits for Self-Help Groups - Empowerment Initiatives

Prescribed Readings

Ghanashyam Shah, et. al., Untouchability in Rural India, Sage, New Delhi, 2007.

Suggested Readings

Civicus, Civil Society at the Millennium, Kumarian Press, West Hartford, 2005.
Sukhadeo Thorat and Narendra Kumar, In Search of Inclusive Policy, Rawat, Jaipur, 2010.
MALG441: Disaster and Risk Management

Objectives
On successful completion of the course, the student will be able to:
- Understand the nature and types of disasters
- Understand the Disaster management process and key institutions
- Examine the significance of community-based disaster management
- Identify the role of local government institutions in risk management

Unit I: Disaster Contexts

Unit II: Disaster Management – Process and Institutions

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

Unit IV: Disaster Preparedness and Panchayati Raj Institutions
Scope and significance of PRIs in disaster preparedness - Grama Sabha, Village Panchayat, Block and District - Community Based Approach - Disaster Preparedness Measures: Constitution of Core team/ Task force - Village Disaster Management Plan - Capacity building of elected members, officials and community

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

Prescribed Readings

Suggested Readings
Shesh Kanta Kaife 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, 2006.
The dissertation will be carried out by the student under the guidance and supervision of a designated Faculty from the School. At the end of 3rd Semester, the student is expected to submit the synopsis of dissertation with a brief introduction, scope, objectives and research methodology after carrying out the review of related literature to the School through the Faculty Supervisor. During the interim period between 3rd and 4th Semesters, the student is expected to carry out the data collection from the field. Data analysis and interpretations will be carried out during the 4th Semester. At the end of 4th Semester, the dissertation need to be submitted through the Faculty Supervisor to the School. Guidelines and format of the dissertation are indicated in the Handbook and Programme Guide.