KANNUR UNIVERSITY
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(Abstract)

MA Decentralisation and Local Governance Programme at Institute of Public Policy and Leadership Studies, Taliparamba (under KILA) - Scheme, Syllabus and Model Question papers of First Semester Courses under Choice Based Credit and Semester System (CBCSS-OBE) - Approved and Implemented w. e. f 2025 admission- Orders issued

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ACADEMIC C SECTION

ACAD C5/1212/KILA/2022 (I)   Dated: 12.09.2025

Read:-1. U.O No Acad C1/21246/2019 dtd: 09/08/2023, 03.03.2025

2. UO No Acad/ C1/21246/2019 dtd: 29.06.2024

3. Minutes of the meetings of Expert Committee held on 20.01.2025 and 14.05.2025

4. Minutes of the meeting of the Standing Committee of Academic Council held on 08.08.2025

5. Orders of Vice Chancellor in the file of even number dated : 02.09.2025

ORDER

1.The revised Regulations for Post Graduate Programmes under Choice Based Credit and Semester System (OBE- Outcome Based Education system) in Affiliated Colleges under the University was approved and implemented w.e.f 2023 admission and certain modifications were effected thereafter vide paper read (1) above

2.In the circumstance of nonexistence of Board of Studies at that time, the syllabus of MA Decentralisation and Local Governance programme implemented at Institute of Public Policy and Leadership Studies, Taliparamba (under KILA) w.e.f 2022 admission, was not revised in line with the new PG Regulations of Affiliated colleges, implemented in 2023

3.Subsequently, an expert committee comprising the Deans of Faculties and Chairpersons of Boards of Studies, was constituted to draft the syllabus of MA Decentralisation and Local Governance Programme in line with the PG Regulations of Affiliated colleges of 2023, vide paper read 2 above .

4. The Meeting of the Expert Committee vide paper read 3 above, finalised the Scheme, Syllabus and Model Question papers of MA Decentralisation and Local Governance Programme in line with the PG Regulations of Affiliated Colleges of 2023, and the Convener of the committee forwarded the draft syllabus for approval and implementation w.e.f 2025 admission at Institute of Public Policy and Leadership Studies, Taliparamba (under KILA)

5. Subsequently, the Standing Committee of the Academic Council, considered the Syllabus submitted, and vide paper read (4) above, recommended to approve the Scheme, Syllabus and Model Question Papers of First semester courses of MA Decentralisation and Local Governance Programme w.e.f 2025 admission

6. The Vice Chancellor, after considering the recommendation of Standing Committee of Academic Council, and in exercise the powers of the Academic Council, conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, approved Scheme, Syllabus and Model Question Papers of First Semester Courses of MA Decentralisation and Local Governance Programme, and accorded sanction to implement

the same in the Institute of Public Policy and Leadership Studies (under KILA), Taliparamba, w.e.f 2025 admission, subject to reporting to the Academic Council

7.The Scheme, Syllabus and Model Question Papers of first semester Courses of MA Decentralisation and Local Governance Programme w.e.f. 2025 admission are appended with this U.O. & uploaded in the University website.

Orders are issued accordingly.

Sd/-
Bindu K P G
DEPUTY REGISTRAR (ACADEMIC)
For REGISTRAR

To: 1. Director, KILA

Copy To: 1) The Controller of Examinations (Through PA to CE)
         2) PS to VC/PA to R
   3) EG 1/EX C I/AR I/ JR II/AR II (Exam)
         4) AR/DR (Academic)
         5)The Web Manager / Computer Programme
         6)SF/DF/FC

Forwarded / By Order

SECTION OFFICER

SYLLABUS
AND MODEL QUESTION PAPERS

M A DECENTRALISATION AND LOCAL GOVERNANCE

(Choice Based Credit Semester System- Outcome Based Education: Regulations,
Curriculum, Syllabus,
and Scheme of Evaluation with Effect from 2025 admission)

Kannur University M A Scheme and Syllabus (CBSS) 2025

KANNUR UNIVERSITY

CHOICE BASED CREDIT SEMESTER SYSTEM -OUTCOME BASED EDUCATION
(CBCSS- OBE)

Preface

The Institute of Public Policy and Leadership, under the management of Kerala Institute of Local Administration (KILA) is a college affiliated to Kannur University. This is the only Institution under Kannur University which offers the following three new generation PG programmes: 1. MA Public Policy and Development (PPD); 2. MA Decentralization and Local Governance (DLG); and 3. MA Social Entrepreneurship and Development (SED). These three PG programmes are more interdisciplinary in the sense that it draws heavily from a variety of social science and other disciplines such as political science, economics, sociology, public administration, management, commerce, development studies, statistics and computer science. In order to restructure the Syllabi, Kannur University has constituted an Expert Committee comprising Dr.B Bindu (Former Dean, Faculty of Social Sciences), Dr. K.Gangadharan (Former Dean, Faculty of Humanities), Dr.Shaharban. V (Chairperson, PG Board of Studies in Economics), Dr. Sudheesh KM (Chairperson, Board of Studies in Political Science), Dr. Biju Vincent (Chairperson, Board of Studies in Sociology) and Dr.Ashokan. A (Convener, Expert Committee) to restructure and submit syllabi of the three PG programmes. The final syllabi of the three programmes are the outcome of a number of online and offline meetings actively participated by the expert committee members and the entire teaching faculty at the KILA- Institute of Public Policy and Leadership, Karimbam, Taliparamba.

The broad objective of the three programmes is to produce employable and quality graduates and thereby filling the gap between demand and supply in the job market. Instead of rote learning, development of critical thinking and prominent place accorded to Field Study (Level 1) Internship, Field Study (Level 2) and Research Project based on participatory learning will eventually create independent learners who can creatively and constructively respond to the challenges of the present century. Another novelty of the programme is that students may also get an opportunity to study statistics, computer packages, Geo-Spatial Tools and Remote Sensing and orient their job market requirements. It is expected that passive learners may also get transformed into active learners through innovative and holistic teaching-learning processes. The new syllabi of the three PG programmes shall be in effect from 2025-26 academic year.

On behalf of the University I thank all the expert committee members and KILA-IPPL teaching staff for their sincere, critical, and committed response towards finalization of the Syllabi of the three PG programmes.

Dr.Ashokan. A
Convener, Expert Committee
Kannur University

KANNUR UNIVERSITY

Syllabus for MA Decentralisation and Local Governance

About the Programme

Master of Arts (MA) in Decentralization and Local Governance, structured under a Choice Based Credit Semester- Outcome Based Education System (CBSS-OBE), is a comprehensive four-semester program designed to equip students with a nuanced understanding of decentralization processes and local governance frameworks across international, national, and subnational contexts. By integrating theoretical knowledge with practical insights, the program emphasizes critical analysis of policies, institutional structures, and participatory mechanisms that shape governance at grassroots levels**.**

Programme Outcomes (POs):

The programme is intended to cater to the following outcomes:

1. Critical Analytical & Integrative thinking

2. Knowledge on different dimensions of the theory and praxis of decentralization and local governance

3. Ability to innovate and give leadership

4. Multidisciplinary approach

Programme Structure

The programme will include two types of courses:

    i.   Core courses

   ii.   Elective courses

The program structure includes field study level 1 in the first semester and level 2 in third semester, respectively; an internship in the second semester; and a research project with comprehensive viva voce and course viva voce in the fourth semester as core courses. The programs shall also include assignments, seminars and class tests. The electives are offered in the second, third and fourth semester.

List of Courses, Credit distribution and marks

The distribution of the courses over the four semesters of the PC program can be:

Semester I

Course Code	Course Title	Core/Elective	Credit	Instructional hours /week	Tutorial/contact hours /week	Instructional hours /Semester	Internal Marks	End Sem. Marks	Total
MADLG01C01	Research Methodology	Core	3	3	1	64 (16 x 4)	20	80	**100**
MADLG01C02	Political Economy of Development in India	Core	3	3	1	64 (16 x 4)	20	80	**100**
MADLG01C03	Introductory Statistics and Data Analysis	Core	3	3	1	64 (16 x 4)	20	80	**100**
MADLG01C04	Concepts and Theories of Social Science	Core	3	3	1	64 (16 x 4)	20	80	**100**
MADLG01C05	Disaster Management and its Application	Core	2	2	0	32 (16 x 2)	20	80	**100**
MADLG01C06	Introduction to Local Governance	Core	4	3	1	64 (16 x 4)	20	80	**100**
MADLG01C07	Field Study – Level 1	Core	2	1	0	16 (16x1)	40	60	**100**
	Weekly Seminar			2		32 (16 x 2)			
Total			**20**	**20**	**5**	**400**	**160**	**540**	**700**

Total Credit of Core: 20

EVALUATION AND GRADING

The evaluation framework for each course comprises two components: Continuous Assessment (CA), contributing 20% of the total marks, and End Semester Examination (ESE), accounting for the remaining 80%, establishing an internal to external assessment ratio of 1:4. For the field study and internship the evaluation is divided into 40% internal and 60% external components, reflecting a 2:3 internal to external ratio.Both internal and external evaluation shall be carried out using marks with corresponding grades and grade points in a 7-point indirect relative grading system.

CONTINUOUS EVALUATION (CE)

This assessment shall be based on pre-determined transparent system involving periodic written tests, assignments, and seminars 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:.

Various Components of Internal Assessment and mark Allocation of Theory papers

	Components	% of internal marks without practical	% of internal marks with practical
i.	Two test papers	60	40
ii.	Practical	-	40
iii.	Assignments/Book review/debates	20	10
iv.	Seminars/Presentation of case study	20	10

Various Components of Internal Evaluation and mark Allocation of Field Study and Internship

Continuous Evaluation (40% of total)	
Components	Percentage
Punctuality	20
Data collection and Data Analysis	20
Scheme/Organization of Report	40
Viva voce	20

Submission of the study report and presence of the student for Viva are compulsory for Continuous Evaluation. No separate minimum pass for continuous evaluation

To ensure transparency of the evaluation process, the internal evaluation 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(HoD).

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 5 working days from the date of the tests.

ASSIGNMENTS

Each student shall be required to do two 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. The submission date shall be finalised by the teacher/Head of the Department

PRACTICALS

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

The results of the CE shall be displayed on the notice board within 3 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 CE shall not be rounded off, if it has a decimal part. The CE 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. The valuation system of answer script is as per university norms

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

Field study

Students have to undergo 7-day fieldwork with a practical and immersive experience in Decentralisation and Local Governance in semester 1(Level 1) and semester 3 (Level 2) . If a student fails to fulfil this requirement, his/ her result shall be withheld until the firld study requirement is met. A diary with activities/achievements completed during field study shall be maintained by the candidate. This diary signed by the student and the head of organization where the field study was carried out shall be presented to the HoD.

Internship

Students have to do internship in recognized organisations related to Decentralisation and Local Governance for 4 weeks in semester 2 . If a student fails to fulfil this requirement, his/ her result shall be withheld until the internship requirement is met. An internship diary with activities/achievements completed during internship shall be maintained by the candidate. This diary signed by the internee and the head of organization where the internship was carried out shall be presented to the HoD.

Project Evaluation

Project evaluation shall be conducted at the end of the fourth semester as per the following general guideline.

 a. Evaluation of the Project Report shall be done under Mark System.

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

    i) Continuous Evaluation (supervising teachers and head of the departments will assess the project and award Continuous Evaluation Marks)

    ii) End Semester project Evaluation not more than two external examiners appointed by the University on the recommendation of HoD

c. Marks secured for the project will be awarded to candidates, combining the Continuous Evaluation and End Semester Evaluation marks.

The Continuous Evaluation and End Semester project Evaluation shall be in the of ratio 1:4 based on the following distribution

Continuous Evaluation (20% of total)		End Semester Evaluation (80% of total)	
Components	Percentage	Components	Percentage
Punctuality	20	Relevance of the Topic	5
		Statement of objectives	10
		Methodology/ references/ Bibliography	15
Use of Data	20	Presentation of contents/Figures/Language Style/Diagrams	20
		Quality of Analysis/Use of Statistical Tools	15
Scheme/Organization of Report	40	Findings and Recommendations	10
Viva voce	20	Viva voce	25

No marks shall be awarded to a candidate if she/he fails to submit the Project Report for End Semester Evaluation.

COURSE VIVA VOCE

External examiner shall conduct Viva Voce at the end of the programme on all courses taught during the four semesters. As part of this, the examiner shall also interview the student to ascertain whether the learner has acquired the expected learning outcomes stated in the curriculum/syllabus.Marks shall be awarded out of 100 by external examiners

WEEKLY SEMINAR

There shall be a weekly seminar in all semesters for all programmes. Two hours shall be allocated per week. For weekly seminar in the form of invited talks, presentation by students, discussion and debates. Two teachers will be in charge of conduct of seminar.

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DETAILED SYLLABUS

SEMESTER: I

MADLG01C01

RESEARCH METHODOLOGY

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Course Description

This course provides a comprehensive overview of research methodologies relevant to the social sciences. It equips students with the theoretical and practical skills to design, conduct, and report rigorous research. The course covers foundational concepts, research design, data collection and analysis techniques, participatory methodologies, and the art of writing a research report.

Course Objectives

- Understand the fundamental principles and processes of social science research.
- Develop the ability to formulate research problems and hypotheses.
- Learn various research designs and sampling techniques.
- Gain proficiency in using diverse data collection and analysis tools.
- Explore and apply participatory research methods.
- Master the skills of writing a clear and concise research report.

Course outcome

After the completion of the paper, students will be able to;

- Apply various research designs and sampling techniques in research projects.
- Utilize diverse data collection and analysis tools effectively
- Implement participatory research methods in community-based research.
- Produce well-written and concise research reports adhering to academic standards.
- Demonstrate an understanding of the fundamental principles and processes of social science research

Modules	Hours
Module I: Research Preliminaries and Problem Formulation: Introduction to Social Science Research Nature, Scope and Significance - Philosophical foundations of social research (Positivism, Interpretivism, Critical Realism) - Types of research: Basic, Applied, Exploratory, Descriptive, Explanatory - Identifying research problem - Review of literature - Developing conceptual and theoretical frameworks - Hypotheses - Ethics in social science research. *Essential Readings* • Bryman, A. (2016). *Social research methods*. Oxford University Press. • Blaikie, N. (2018). *Approaches to social inquiry*. John Wiley & Sons. • Oliver, P. (2008). *Writing Your Thesis*. India: Sage Publications.	14
Module II: Research Design **Research Design** - Sampling techniques: Probability and Non-probability - Primary and Secondary Data – Data collection methods: Questionnaires, Interviews, Observation. **Practical:** Preparation of questionnaire, checklist, and rating scale. Mock Interview Method, Mock Delphi Method - Introduction to mixed methods. **Qualitative Data Analysis**: Thematic analysis, Content analysis, Discourse analysis, Narrative analysis. *Essential Readings* • Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Sage Publications. • Outhwaite, W., & Turner, S. P. (Eds.). (2007). *The Sage handbook of social science methodology*. Sage Publications. • Outhwaite, W., & Turner, S. P. (Eds.). (2007). *The SAGE handbook of social science methodology*. Sage Publications. • Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioural sciences*. Sage Publications.	22

Module III: Participatory Methods in Social Science Research	10
Introduction to Participatory Research: Principles and Approaches - Focus Group Discussions (FGDs) - Participatory Mapping and Visual Methods - Action Research: Ethical considerations in participatory research.	
Essential Readings	
• Chambers, R. (1997). *Whose reality counts? Putting the first last*. Intermediate Technology Publications.	
• Cornwall, A., & Jewkes, R. (1995). What is participatory research?. *Social Science & Medicine*, 41(12), 1667-1676.	
• Reason, P., & Bradbury, H. (Eds.). (2008). *The Sage handbook of action research: Participative inquiry and practice*. Sage	
Module V: Research Report	12
Structure of research report - Referencing and citation styles - Abstracts and executive summaries - Preparing tables, figures, and appendices - Presentation of research findings- Academic Integrity and Plagiarism.	
Essential Readings	
• Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2008). *The craft of research*. University of Chicago Press.	
• Becker, H. S. (2009). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press.	
• Oliver, P. (2008). Writing Your Thesis. Sage Publications.	

MADLG01C02

POLITICAL ECONOMY OF DEVELOPMENT IN INDIA

Course Description

This course explores the political economy of development in India, examining the interplay of economic structures, social hierarchies, and state policies. It analyses key historical transitions, post-independence planning, and the impact of globalisation on industry, agriculture, and labour. The course critically engages with contemporary issues such as inequality, agrarian distress, digital capitalism, and environmental sustainability. Emphasis is placed on understanding how caste, class, gender, and religion shape economic outcomes and policy frameworks. Drawing on interdisciplinary perspectives, the course equips students to engage with and critique ongoing developmental challenges and debates in India.

Course Objectives

- Understand the historical roots of India's political economy.
- Analyse post-independence economic models and their socio-political impacts.
- Evaluate the role of caste, class, gender, and religion in shaping economic outcomes.
- Critically assess globalisation's effects on industry, agriculture, and labour.
- Engage with contemporary debates on inequality, sustainability, and digital capitalism.

Course Outcome

- Gain knowledge of India's political economy from pre-colonial times to neoliberal or postmodern reforms.
- Develop skills to analyse how caste, class, and gender shape economic policies and outcomes.
- Learn to evaluate the impacts of key transitions on growth and inequality.
- Apply frameworks to critique contemporary issues like agrarian distress, gig work, and environmental crises.

Module	Hours
Module 1: The state and capital in India Pre-capitalist structures in India - Caste-class dialectics in pre-colonial India - Colonialism and Indian Economy – Anti-imperialist movements and state formation - State and Capital in Independent India – Role of caste, religion, and family in economic organisation - gender and social reproduction. *Essential Readings* • Kohli, A. (1989). *The State and Poverty in India. United Kingdom: Cambridge University Press.* • Bagchi, Amiya Kumar (2010). *Colonialism And Indian Economy*. Oxford University Press. • Bardhan, P. (2005). *The political economy of development in India*. Oxford University Press. • Chakravarti, U. 1993. Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State. *Economic and Political Weekly*, 28(14), 579–585. • Patnaik, P. (2016). Capitalism and India's Democratic Revolution. *Social Scientist*, 44(1/2), 3–15. • Patnaik, U. (1986). The Agrarian Question and Development of Capitalism in India. *Economic and Political Weekly*, *21*(18), 781–793.	18
Module 2: India after independence The Paradox of Accommodative Politics and Radical Social Change - Influence of the of Jawahar Lal Nehru, Mahalanobis – Green revolution and politics - Economic planning and its crises – Attack on socialist principles - Domestic constraints and foreign Pressures – NITI Aayog - Rise of cultural nationalism. *Essential Readings* • Chibber, V. (2003). *Locked in place: State-building and late industrialisation in India*. Princeton University Press.	16

• Nayyar, D. (1998). "Economic Development and Political Democracy: Interaction of Economics and Politics in Independent India". *Economic and Political Weekly*, 33(49), 3121–3131. • Frankel, F R. (2005). *India's Political Economy, 1947–2004.* Oxford University Press	
Module 3: Globalisation and New Economic Policies New economic policy – Liberalisation, privatisation, and globalisation – WTO membership – First and Second UPA governments – Decline of trade union movements and the Left - Communalism and capital – Crony capitalism – Hindu right's model of development. *Essential Readings* • Singh, B P (1995). *Economic Liberalisation in India*. Ashish Publishing House. • Ghate. C (2012). *The Oxford Handbook of the Indian Economy*. Oxford University Press, USA • Das, R (2021). *The Political Economy of New India: Critical Essays*. Aakar Books. • Gupta, K. R. (2000). *Liberalisation and Globalisation of Indian Economy Volume 5*. Atlantic Publishers.	16
Module 4: Contemporary Concerns of Political Economy in India Neoliberalism and inequality – Neoliberalism and agrarian distress – Neoliberalism and the education Market - Research and development, intellectual property and knowledge economy – GST - Demonetisation – Centralisation, federalism and fiscal federalism. **Essential readings** • Chandrasekhar, C. P., and Ghosh, J. (2006). *The market that failed: A century of bubbles, panics, and crashes*. Tulika Books.	14

- Ghosh, J; Chandrasekhar C. P. and Patnaik, Prabhat (2017). *Demonetisation Decoded: A Critique of India's Currency Experiment.* Routledge Focus.

- Patnaik, U. (1986). The Agrarian Question and Development of Capitalism in India. *Economic and Political Weekly*, 21(18), 781–793.

- Reddy, Y.V. & Reddy, G.R. (2019). *Indian Fiscal Federalism*. Oxford University Press.

- Sanja R, John Harriss, Sanjay. (2011). *Understanding India's New Political Economy*. Routledge.

Further Readings

Module I

- Chalam, K. S. (2020). *Political economy of caste in India.* Sage Publications.

- Chatterjee, P (2010). *The Indian State*. In N. G. Jayal & P. B. Mehta (Eds.), *The Oxford companion to politics in India*. Oxford University Press.

- Frankel, F R. (2005). *India's Political Economy, 1947–2004*. OUP

- Gupta, C D. (2016). *State and Capital in Independent India: Institutions and Accumulation*. Cambridge University Press.

- Jodhka, S (2012). *Caste in Contemporary India*. Routledge.

- Kalyan S. 2014. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism.* Taylor & Francis

- Nagaraj, R., and Motiram, S. (Eds.). (2017*). Political economy of contemporary India.* Cambridge University Press.

- Patnaik, U (1999). *The long transition: Essays on political economy*. Tulika.

- Rudolph, L. I., and Rudolph, S. H. (1987). *In pursuit of Lakshmi: The political economy of the Indian state.* Harvard University Press.

- Sangaralingam, R. (2016). Economics History of India (chapter). *China's lessons for India: Volume I: The political economy of development*. Oxford University Press.

- Shekhar, C (1992). *Political Economy of India*. New Delhi: S. Chand (G/L) & Company Ltd.

Module II

- Jaffrelot, C. (2003). *India's silent revolution: The rise of the lower castes in North India*. Permanent Black.
- Nagaraj, R., and Motiram, S. (Eds.). (2017). *Political economy of contemporary India*. Cambridge University Press.
- Patnaik, P. (2015). The Nehru–Mahalanobis Strategy. *Social Scientist*, 43(3/4), 3–10.

Module III

- Kohli, A. (2006). Politics of Economic Growth in India, 1980-2005: Part I: The 1980s. *Economic and Political Weekly*, 41(13), 1251–1259.
- Kohli, A. (2006). Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and beyond. *Economic and Political Weekly*, 41(14), 1361–1370.
- Kennedy, L. (2013). *The Politics of Economic Restructuring in India: Economic Governance and State Spatial Rescaling*. Taylor & Francis.

Module IV

- Nagaraj, R. Sripad Motiram. (2017). *Political Economy of Contemporary India*. Cambridge University Press.

MADLG01C03

INTRODUCTORY STATISTICS AND DATA ANALYSIS

Course description

This course introduces fundamental statistical concepts, including descriptive statistics, hypothesis testing, and regression analysis. Students will learn to apply these techniques using Excel for basic analysis, Gretl for econometric modeling, and R for advanced data manipulation and visualization. Emphasis is placed on practical applications, enabling learners to interpret data, conduct statistical tests, and present results effectively. By the end, participants will be proficient in using these tools for real-world data analysis in business, economics, and research.

Course Objective

The primary objective of this course is to acquaint the students with the basics of statistical theory and its application as the foundations for statistical analysis, as well as to impart knowledge and skill in quantitative analysis and to develop essential skills using various software packages on statistical and data analysis.

Course outcomes

After the completion of the course, the students will be able to:

- Remember the basics of statistical methods and tools used in analysis.
- Understand the various aspects of descriptive statistical techniques and develop basic knowledge and its use in data analysis.
- Evaluate various inferential statistical tools, create and test the statistical hypothesis with various statistical tests, and its application in analysis based on various theoretical distributions.
- Apply excel functions and features to perform basic calculations, create reports, data visualisation and statistical analysis
- Learning data analysis through Gretl
- Understand the basics of R and learning to handle data with R

Modules	Hours
Module I: Statistical Methods: Nature of Data – Sampling - classification and tabulation - Descriptive Statistics; Measures of Central Tendency, Measures of Dispersion - Index Numbers; Construction and Types - Correlation; Simple, Partial, Multiple, Rank Correlation - Regression: Simple Linear Regression, Multiple Regression. *Essential readings:* • Goon, A.M., M.K. Gupta and B Dasgupta. (2016) *Fundamentals of Statistics*, Vol.1, World Press (P) Ltd. • Gupta S. C. (1993), *Fundamentals of Applied Statistics*, S. Chand and Sons, New Delhi • Mood, A.M. Graybill, F.A. and Boes, D.C. (2007). *Introduction to the Theory of Statistics*, 3rd Edn., (Reprint), Tata McGraw-Hill Pub. Co. Ltd.Y.P. • Agarwal. 1986. *Statistical Methods: Concepts, Application and Computation*, Sterling Publishers.	14
Module II: Statistical Inference: Estimation: Methods, Properties, Point and Interval Estimation - Sampling Distribution - Testing of Hypothesis: Null and Alternative Hypotheses, Type I and Type II Errors - Confidence Intervals and Level of Significance - One-Tailed and Two-Tailed Tests - Degree of Freedom - Standard Error - p-Values - Hypothesis Testing based on Z, t, F - Chi-Square - F Test. *Essential readings:* • Goon, A.M., M.K. Gupta and B Dasgupta. (2016) *Fundamentals of Statistics*, Vol.1, World Press (P) Ltd. • Gupta, S.P. (2021). *Statistical Methods*, Sultan Chand and Sons, New Delhi. • Y.P. Agarwal, (1986). *Statistical Methods: Concepts, Application and Computation*, Sterling Publishers.	14
Module III: Basics of MS Excel &Gretl: **MS Excel:** Basic Excel functions - Importing data (CSV, web, databases) - Data Cleaning & Preparation - Pivot Tables & advanced Summarization - Data visualization & Dashboards (Bar chart, line graph, scatter diagram, interactive dashboard) - Descriptive statistics – Correlation - Regression analysis. **Gretl**: Features and Capabilities of gretl - Installing and Setting Up gretl - Navigating the gretl Interface - Importing and Exporting Data (CSV, Excel, etc.) - Basic Data Manipulation: Sorting, Filtering, and Transforming Variabes - Descriptive Statistics and Data Visualization: t-Tests, z-Tests, Chi-Square Tests - Confidence Intervals and p-Value - R square - Regression models.	20

Essential readings:

- Jackson, J. (2016). Microsoft EXCEL 2016: Learn Excel Basics with Quick Examples (excel 2016, excel 2013, excel vba, Excel 2016, Excel Charts, Excel project, MS Excel, MS Excel... book, spreadsheet excel)(Volume 1). Create Space Independent Publishing Platform.
- Excel , M.S. (2007). Microsoft Excel. Denver Co., USA.
- Nigam Manisha (2019) *Data Analysis with Excel*, BPB publications
- Cottrell, A., & Lucchetti, R. (2012). *Gretl user's guide. Distributed with the Gretl library.*
- Mixon Jr, J. (2009). GRETL: An econometrics package for teaching and research. *Managerial Finance*, *36*(1), 71-81.
- https://support.microsoft.com/en-us/excel

Module IV: R Fundamentals Introduction to R and R Studio Environment - Basic Syntax - Data Types – Variables – Operators - Control Flow (Loops - Conditional Statements) - Functions and Packages - Data Manipulation with Tidyverse: Importing Data from Various Sources (CSV, Excel, Databases) - Data Wrangling with dplyr Package (Select, Filter, Mutate, Arrange) - Data Reshaping with tidyr Package (Gather, Spread) - Summary Statistics - Data Visualization -ith ggplot2 - Hypothesis Testing - Regression Models.	**16**

Essential readings:

- Braun W J, Murdoch D J (2007): *A First Course in Statistical Programming with R*. Cambridge University Press. New York.
- Gardener, M (2012) *Beginning R: The Statistical Programming Language*, Wiley Publications

Further readings

- Hogg, R.V., Tanis, E.A. and Rao J.M. (2009): *Probability and Statistical Inference*, Seventh Ed, Pearson Education, New Delhi.
- Murray R S, Larry J. Stephens and Narinder Kumar. *Statistics (Schaum's Outline Series)*, McGraw Hill Education.
- Taro Y. 1964. *Statistics: An Introductory Analysis*, Harper & Row.
- Gupta, S.C. and V.K. Kapoor, (2014). *Fundamentals of Mathematical Statistics*, Sultan Chand & Sons,

MADLG01C 04:

CONCEPTS AND THEORIES OF SOCIAL SCIENCE

Course Description:

This course comprehensively explores fundamental concepts, theoretical frameworks, and approaches within the social sciences. It aims to develop a critical understanding of the social, political, and cultural forces that shape human societies. Through in-depth analysis of key theories, students will gain insights into the complexities of social phenomena, power dynamics, and contemporary social issues.

Course Objectives:

- To provide students with a comprehensive understanding of core concepts and theories in social sciences.
- To enable students to critically analyse and apply these concepts to contemporary social issues.
- To foster interdisciplinary thinking and a nuanced understanding of social phenomena.
- To develop students' ability to engage with diverse theoretical perspectives.

Course outcome

- Comprehensive understanding of core concepts and theories in the social sciences.
- Critically analyze and apply social science theories to contemporary social issues.
- Foster interdisciplinary thinking and a nuanced understanding of social phenomena

Modules	Hours
Module I: Introduction to Social Science Historical development of social science disciplines - Epistemology and Ontology – Major Paradigms in Social Sciences: Positivism, Behavioralism, Critical Theory, Postmodernism, Realism. *Essential Readings* - Allan, K. (2013). *The social lens: An invitation to social and sociological theory*. SAGE Publications. - Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Anchor books. - Fay, B. (1996). Contemporary philosophy of social science: A multicultural approach. Blackwell Publishers. - Geertz, C. (1973). *The interpretation of cultures: Selected essays*. Basic books. - Giddens, A. (2021). *Sociology*. Polity Press. - Habermas, J. (1972). *Knowledge and human interests*. Beacon Press - Gulbenkian Commission on the Restructuring of the Social Sciences. (1996). *Open the social sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*. Stanford University Press..	14
Module II: State, Society and Market State of nature and social contract - State, society, market – Labour and private property - power and authority - Social stratification - Discrimination and oppression – Liberty, equality and equity, justice – Social Institutions - socialisation - Policy, law and governance. *Essential Readings* - Beteille, A. (2002). *Equality and Universality: Essays in Social and Political Theory*. Oxford University Press. - Heywood, A. (2000). *Key concepts in Politics*. Palgrave Macmillan. - Kuper, Adam (2005). *Social science encyclopaedia*. Routledge. - Rawls, J. (1971). *A Theory of Justice*. Harvard University Press. - Stone, D. (2012). *Policy Paradox: The Art of Political Decision Making* (3rd ed.). W. W. Norton & Company	18
Module III: Ideologies Conservatism: Fascism and neofascism right wing populism - Liberalism: Libertarianism, Social Democracy, Keynesianism, Neoliberalism – Socialism and Communism - Democracy and authoritarianism. *Essential Readings* - Heywood, Andrew (2012). *Political ideologies: An introduction*. Palgrave Macmillan.	16

- Freeden, Michael (2013). *Ideology: A Very Short Introduction*. Oxford University Press - Boaz, D. (2015). *The libertarian mind: A manifesto for freedom*. Simon & Schuster. - Griffin, R. (1993). *The nature of fascism*. Routledge. - Harvey, D. (2005). *A brief history of neoliberalism*. Oxford University Press - Held, D. (2006). *Models of democracy* (3rd ed.). Stanford University Press. - Scruton, R. (2017). *Conservatism: An invitation to the great tradition*. All Points Books	
Module IV: Key Perspectives and Approaches Positivist – Interpretive - Critical Theory (Frankfurt school) – Systems – Structural functionalist - Modernist and Post Modernist - Feminist – Realist – comparative – Subaltern – political economy - Inter-disciplinary and multi-disciplinary. ***Essential Readings*** - Ritzer, G (2004). *Sociological theory*. McGraw-Hill Education. - Easton, D. (1953). *The political system: An inquiry into the state of political science*. Alfred A. Knopf. - Easton, David. (1956). *A Framework for Political Analysis*. Prentice Hall. - Harvey, D. (1990). *The condition of postmodernity: An enquiry into the origins of cultural change*. Blackwell. - Repko, A. F., Szostak, R., & Buchberger, M. P. (2020). *Introduction to interdisciplinary studies* (3rd ed.). SAGE Publications. - Spivak, G. C. (1988). *Can the subaltern speak?* In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271–313). University of Illinois Press. - Wallerstein, I. (2004). *World-systems analysis: An introduction*. Duke University Press.	16

MADLG01C05

DISASTER MANAGEMENT AND ITS APPLICATION

Course Description

This course offers an in-depth exploration of the principles, phases, and practices of disaster management with a focus on both natural and anthropogenic hazards. Students will critically examine key concepts such as vulnerability, risk, resilience, and mitigation within the disaster management cycle—spanning preparedness to rehabilitation. Emphasis is placed on risk assessment methodologies, institutional frameworks, and the role of local governance in disaster response and recovery. Through applied learning in geospatial tools and community-based strategies, the course equips students with the analytical and operational skills necessary for effective disaster risk reduction and resilience building.

Course Objectives:

- Understand fundamental disaster concepts and definitions, including hazard, vulnerability, resilience, risk, and mitigation.
- Explore disaster management stages preparedness, mitigation, prevention, relief, recovery, and rehabilitation.
- Examine categories of natural and manmade disasters and delve into the origins, causes, and management of natural disasters such as earthquakes, tsunamis, cyclones, floods, and landslides.
- Assess factors affecting vulnerabilities and the role of local governments in disaster preparedness and risk reduction.

Course outcomes:

- After the completion of the course, the students will be able to:
- Identify and explain key concepts in disaster management, including the disaster management cycle and its phases.
- Evaluate the effectiveness of various disaster management strategies across different disaster scenarios.
- Assess the role of local governments and communities in disaster preparedness, response, and recovery efforts.
- Apply geospatial techniques and tools, such as GIS and remote sensing, to disaster risk assessment and management.

Module	Hours
Module 1: Basics of Disaster Management Disaster, hazard, vulnerability, risk, resilience, mitigation; classification of disasters - natural and Man-made disasters. Phases of Disaster Management - Pre-disaster: prevention, preparedness, mitigation. Post - disaster relief, recovery, rehabilitation. Disaster Profile of India: Hazard-prone zones and regional vulnerabilities. ***Essential Readings*** - Coppola, D. P. (2015). Introduction to International Disaster Management (3rd Edition). Butterworth-Heinemann. - Smith, K. (2013). Environmental Hazards: Assessing Risk and Reducing Disaster (6th Edition). Routledge. - Sharma, V. K. (2013). Disaster Management: Disaster Risk Reduction and Risk Management Strategy. Springer. - Birkmann, J. (2006). Measuring Vulnerability to Natural Hazards: Towards Disaster Resilient Societies. United Nations University Press. - Shaw, R., & Krishnamurthy, R. R. (2009). Disaster Management: Global Challenges and Local Solutions. Universities Press. - Goyal, R. (2015). Disaster Management in India: Challenges and Strategies. Random Publications.	8
Module II: Foundation of risk assessment and management Disaster Risk Reduction (DRR) and Disaster Risk Management (DRM) - Evolution, principles, and integration with development. Relief operations, recovery strategies, resilience building. Risk and Vulnerability Assessment - Tools and methods - Hazard mapping, Situation analysis, Post-Disaster Needs Assessment (PDNA), Recovery frameworks, Ecosystem-based DRR. Legal and Institutional Framework - Disaster Management Act, 2005, Role of NDMA and institutional hierarchy. ***Essential Readings*** - Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2014). At risk: Natural hazards, people's vulnerability and disasters. Routledge. - Kayyem, J. (2022). The devil never sleeps: Learning to live in an age of disasters. Public Affairs. - Kreimer, A., & Arnold, M. (Eds.). (2000). Managing disaster risk in emerging economies. World Bank Publications. - Mercer, J., & Kelman, I. (Eds.). (2020). The Routledge handbook of disaster risk reduction including climate change adaptation. Routledge. - Pelling, M., & Wisner, B. (Eds.). (2009). Disaster risk reduction: Cases from urban Africa. Earthscan.	10

• Zhang, X., & Alipour, H. (Eds.). (2020). Resilient smart cities: Risk, vulnerabilities, and transformation. Springer.	
Module III: Community and Local Governance in Disaster Risk Management Disaster Preparedness at the Local Level - Resource mapping, preparedness exercises, coordination, Local disaster management planning and response systems Climate Action Tools (DCAT) for Local Governments: Practical Training and Drills: Search and rescue techniques, Earthquake evacuation, and fire safety demonstrations. *Essential Readings* • National Disaster Management Authority (NDMA). (2014). Community-Based Disaster Preparedness: A Handbook for Task Forces. Government of India. • Haque, C. E. (Ed.). (2012). Disaster Risk and Vulnerability: Mitigation through Mobilizing Communities and Partnerships. McGill-Queen's University Press. • United Nations Department of Economic and Social Affairs. (2023). Effective national to local governance for climate change mitigation and adaptation. • Mitigating Natural Disasters, Phenomena, Effects, and Options, a manual for policymakers and planners, United Nations. New York, 1991. • Tomaszewski, B. (2015). Geographic information systems (GIS) for disaster management. CRC Press. • Showalter, P. S., & Lu, Y. (Eds.). (2010). Geospatial techniques in urban hazard and disaster analysis. Springer.	**14**

MADLG01C06

INTRODUCTION TO LOCAL GOVERNANCE

Course Description

To provide a foundational understanding of governance and decentralization, with a focus on India's local governance systems, their historical evolution, institutional frameworks, and successful models. The course develops analytical skills to assess participation, accountability, and resource management in decentralized governance**.**

Course Objective
- Understand the foundational concepts, principles, and theoretical frameworks of governance and decentralization, including the shift from government to governance.
- Analyse the historical evolution of local governance systems across ancient, medieval, colonial, and post-independence India.
- Evaluate the institutional and legal frameworks of local governance in India, including the 73rd and 74th Constitutional Amendments, PESA Act, and challenges of decentralization.
- Compare successful models of decentralized governance in India (e.g., Kerala's People's Plan Campaign, Smart Cities) to identify best practices and lessons.
- Develop analytical skills to link theoretical concepts with practical challenges in local governance, including resource allocation, accountability, and citizen participation.

Course outcome
After completing the course, learners will be able to:
- Explain the principles and significance of governance and decentralization in global and Indian contexts.
- Assess the impact of constitutional amendments on rural and urban local governance.
- Critically evaluate successful models to identify factors enabling effective decentralization

MODULES	HOURS
Module 1: Conceptual Framework of Local Governance Concept of Governance - Shift from government to governance – Concept of Local governance– Concept of Decentralization - Global perspectives on decentralization. *Essential Readings* - Bardhan, P., & Mookherjee, D. (Eds.). (2006). *Decentralization and local governance in developing countries: A comparative perspective*. MIT Press. - Boko, S. H. (2002). Decentralization and reform in Africa. Springer. https://doi.org/10.1007/978-1-4615-1111-3 - Pal, M. (2020). *Rural local governance and development*. SAGE - Rajasekhar, D. (Ed.). (2021). *Handbook of decentralized governance and development in India* [eBook]. Taylor & Francis. https://doi.org/10.4324/9780429321887 - Shah, A. (Ed.). (2006). *Local governance in developing countries* (Public Sector Governance and Accountability Series). World Bank. - World Bank. (1992). *Governance and development*. World Bank. - World Bank. (1994). *Governance: The World Bank experience*. World Bank	10
Module 2-Historical Evolution of Local Governance The concept of local governance in ancient India-Village councils found in *Arthashastra* of Kautilya - Village assemblies under the Chola dynasty - Local administration in Mughal period - Lord Rippon - Royal Commission of 1901 - Government of India Act of 1919 and dyarchy - Provincial Autonomy and Government of India Act of 1935 - Gandhi on Grama Swaraj - Rabindranath Tagore and Rural Reconstruction. *Essential Readings* - Chakrabarty, B. (2017). *Localizing governance in India*. Taylor & Francis. - Chandra, S. (2007). *History of medieval India*. Orient Blackswan. - Gurey, P. (2017). Rural development through youth organization and rural library services: Tagore's idea on rural reconstruction. *International Journal of Library and Information Studies, 7*(3), 179–188. http://www.ijlis.org - Jayal, N. G. (2006). *Local government in India: Functioning and reform*. Oxford University Press. - Metcalf, B., & Metcalf, T. R. (2012). *A concise history of modern India* (3rd ed.). Cambridge University Press. - Roy, H., & Alam, J. (Eds.). (2021). *A history of colonial India: 1757 to 1947*. Taylor & Francis. - Thapar, R. (1990). *A history of India*. Penguin Books.	22
Module 3 Local Governance in Independent India Community Development Programme – Various committees on rural local governance in India - 64th Constitutional Amendment Bill (1989) - 73rd Constitutional Amendment (1992) - 11th Schedule of the Constitution - PESA Act- Governance in 6th schedule area – Various committees on urban local governance in India- 64th Constitutional Amendment Bill (1989) 74th Constitutional Amendment (1992) - 12th Schedule.	18

Essential Readings
- Bakshi, P. M. (2010). *Constitution of India* (10th ed.). Universal Law Publishing
- Chakrabarty, B., Pandey, R. K. (2019). Local Governance in India. India: SAGE Publications.
- Chaturvedi, T. N. (2008). *Citizen participation in local governance: A comparative perspective*. Concept Publishing Company.
- Goyal, R., & Arora, R. K. (2012). *Indian administration: Governance and public policy in India*. Pearson Education.
- Jayal, N. G. (2006). *Local government in India: Functioning and reform*. Oxford University Press.
- Kohli, A. (Ed.). (2001). *The success of India's democracy*. Cambridge University Press.
- Mathew, A. (2005). *Role of Panchayats in Welfare Administration: A Study with Special Reference to Centrally Sponsored Schemes. India*. Kalpaz Publications.
- Pal, M. (2020). *Rural local governance and development*. SAGE
- Sarma, A., & Chakravarty, D. (2017). *Integrating the third tier in the Indian federal system: Two decades of rural local governance*. Springer Nature Singapore
- Singh, V. (2003). Panchayati Raj and Village Development. India: Sarup & Sons.
- Sivaramakrishnan, K. C. (2011). *Urban local governance in India*. Sage Publications

Module 4- Understanding Decentralisation in Contemporary Settings	16

Inclusive local governance - Social capital and local governance- Organizational Structure of Rural Local Bodies- Organizational Structure of Urban Local Bodies- Authority and resources to local governments - Intra-Local Government Relationship - Partnership among Different levels of governance - Bureaucracy and Elected Representatives – Reservation and Women Leadership – State Control over Local Governments-Role of citizens, civil society, and NGOs in local governance-Mechanisms for participation: Social audits, public hearings, and grievance redressal.

Essential Readings
- Chaturvedi, T. N. (2008). *Citizen participation in local governance: A comparative perspective*. Concept Publishing Company.
- Goyal, R., & Arora, R. K. (2012). *Indian administration: Governance and public policy in India*. Pearson Education.
- Jayal, N. G. (2006). *Local government in India: Functioning and reform*. Oxford University Press.
- Mathew, G. (2000). *Panchayati Raj in India: Emerging trends across the states*. Institute of Social Sciences.
- Sankaran, S. R. (2009). *Social audit in local governance: A tool for transparency and accountability*. Sage Publications.
- Sivaramakrishnan, K. C. (2011). *Urban local governance in India*. Sage Publications.

Module 5-Case Studies of Successful Local Governance Models in India	12

Module 5-Case Studies of Successful Local Governance Models in India

Kerala's People's Plan Campaign - Karnataka's decentralization reforms - Smart city initiatives and their impact on urban local governance - Concept and significance of participatory budgeting - Case studies of participatory budgeting in India (Kerala, Pune) - Extreme Poverty Eradication program, Life mission.

Essential Readings

- Isaac, T.M.T., and R.W Franke, 2000. *Local Democracy and Development: Peoples Campaign for Decentralised Planning in Kerala*, New Delhi: Left Word Books.
- Narayana, E.A. (1990), *Voluntary Organizations and Rural Development in India*, Uppal, New Delhi.
- Singh, H (1995*), Administration of Rural Development in India, Sterling, New Delhi.*
- Singh, K (2009), *Rural Development: Principles, Policies and Management, Sage, New Delhi.*
- Singh, S and Pradeep Sharma (2007), *Decentralization: Institutions and Politics in Rural India, Oxford*, New Delhi.
- Singh, S and Mohinder Singh, eds. (2006), *Rural Development Administration in the 21st Century*, Deep and Deep, New Delhi.
- Ministry of Housing and Urban Affairs. (2015). Smart cities mission guidelines. Government of India.
- Sivaramakrishnan, K. C. (2011). *Re-visioning Indian cities: The urban renewal mission*. Sage Publications
- Sivaramakrishnan, K. C. (2011). *Public-private partnerships in urban governance*. Oxford University Press.
- Centre for Socio-Economic & Environmental Studies. (2023). *Beneath the surface of deprivation: Understanding extreme poverty in rural Kerala*. https://csesindia.org/

MADLG01C07
FIELD STUDY LEVEL 1

Course Description

There shall be an intensive 7-day fieldwork module provides students with a practical and immersive experience in Decentralisation and Local Governance process. Participants will tackle real-world challenges, observe policy implementation processes, and collaborate with stakeholders in the local level. The module connects theory and practice, promoting critical thinking, analytical skills, and a deeper understanding of decentralised local governance process.

Overall Objectives

- To provide students with first hand exposure to the complexities and opportunities of Decentralisation and Local Governance
- To strengthen students' ability to critically analyse interventions in the local level and their impact on communities.
- To foster students' understanding of stakeholder engagement and participatory development practices.
- To cultivate ethical research practices and a commitment to social responsibility.

Expected Learning Outcomes

Upon successful completion of this module, students will be able to:

- Conduct field-based research using appropriate methodologies.
- Analyse and interpret data collected from various sources.
- Evaluate the effectiveness and impact of public policy interventions.
- Communicate research findings effectively through written reports and presentations.
- Demonstrate an understanding of ethical considerations in field research.
- Develop a nuanced understanding of the challenges and opportunities in

Guideline for conducting fieldwork:

Theme and area: The theme and area of the fieldwork will be decided collectively by in-house faculties and students. The field area should be identified within two months of commencing the semester.

It should be an individual-based study.

Duration: Seven consecutive days (including weekends) at the selected institution/field site.

Fieldwork commencement: Fieldwork commences immediately after the end-of-semester exams or the completion of the classes.

Research Guide: Each student shall be under the supervision of faculty from the parental institution

Data collection instructions: The student shall maintain a diary to record field experiences, meetings, and data collected.

Report style: The report will follow an academic style with the following specifications:

- Page limit: Not less than 40 pages
- Font: Times New Roman,
- Size: 12
- Reference style: APA

Report: Two Hard copies of the report shall be submitted within two weeks of completing fieldwork.

Report Presentation: A formal report presentation before the departmental panel.

Internal evaluation: Internal evaluation with maximum 40 marks will be based on the fieldwork experience, report presentation and viva voce. The marks for the presentations will be distributed based on time management, relevance of the topic, presentation skills, content, structure, audience engagement and viva voce.

External evaluation: External evaluation with maximum 60 marks will be allocated based on the Statement of Objectives, methodology, analysis, findings, recommendations and viva voce. The study will be evaluated by not more than two experts appointed by the university. On the recommendations of the HoD

MODEL QUESTION PAPERS

Semester 1

Reg. No..........
Name.............
**FIRST SEMESTER MA SOCIAl ENTREPRENEURSHIP AND DEVELOPMENT \
DECENTRALISATION AND LOCAL GOVERNANCE\ PUBLIC POLICY AND
DEVELOPMENT**
(2025 Admission Onwards)
MADLG01C01-RESEARCH METHODOLOGY

Time: 3 Hours   **Total: 80 Marks**

Part A
(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)

1. Differentiate between basic and applied research.
2. Explain the significance of the literature review in the research process.
3. What are the key ethical considerations in social science research?
4. Briefly describe two different probability sampling techniques.
5. Distinguish between primary and secondary data sources, providing one example for
    each.
6. What is the purpose of scaling techniques in research?

                                                       (5x4 = 20 marks)

Part B
(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)

1. Discuss the philosophical foundations of social research, highlighting the key
    differences between positivism and interpretivism.
2. Elaborate on the process of identifying research problems and formulating effective
    research questions.
3. Explain the steps involved in developing a conceptual framework and formulating
    testable hypotheses.
4. Compare and contrast different non-probability sampling techniques, discussing
    their strengths and limitations.
5. Discuss the various methods of primary data collection, highlighting their suitability
    for different research objectives.

                                                       (3x8 = 24 marks)

Part C
 (Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Critically evaluate social science research's nature, scope, and significance in contemporary society.
2. Discuss the different types of research designs commonly used in social science research, providing examples for each.
3. Elaborate on the various measurement and scaling techniques used in social research, explaining their application and limitations.
4. Provide a comprehensive overview of the different qualitative data analysis techniques, discussing their underlying principles and application in social research.
5. Discuss the ethical issues that researchers must consider throughout the research process, from problem formulation to dissemination of findings.

(3x12 = 36 marks)

**FIRST SEMESTER MA SOCIAl ENTREPRENEURSHIP AND DEVELOPMENT **
DECENTRALISATION AND LOCAL GOVERNANCE\ PUBLIC POLICY AND
DEVELOPMENT
(2025 Admission Onwards)
MADLG01C02-POLITICAL ECONOMY OF DEVELOPMENT IN INDIA

Time: 3 Hours

Total: 80 Marks
Part A
(Answer 5 questions out of 6. Each question carries 4 marks.)

(Based on the cognitive levels of Remembering and Understanding**)**

1. What is political economy?
2. Write a note on B R Ambedkar
3. Explain federalism
4. Discuss License permit raj
5. Briefly explain NITI AYOG
6. What is demographic dividend

(5x4 = 20 marks)

Part B
(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)

1. Briefly explain the importance of data privacy and security in contemporary India
2. Describe naxalism in India
3. Write a note on the emergence of new economic order with the introduction of new economic policies
4. Write a short essay on the economic ideas of Mahalanobis
5. Define varna system practiced in India during colonial period

(3x8 = 24 marks)

Part C
(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Write an essay on the role of working class and peasent movements in the making of contemporary India
2. Critically examine the success and challenges of Kerala's people's plan campaign
3. Discuss the history of land reforms and its socio economic impact in Indian society

4. Examine how the liberalization policies introduced in the NEP of 1991 have contributed to India's economic growth, focusing on key sectors such as IT, manufacturing, and agriculture.
5. Discuss the historical roots, social implications, and contemporary challenges of the caste system in India. How have various social reform movements and government policies attempted to address issues arising from caste-based discrimination?"

(3x12 = 36 marks)

**FIRST SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT \
DECENTRALISATION AND LOCAL GOVERNANCE\ PUBLIC POLICY AND
DEVELOPMENT**
(2025 Admission Onwards)

MADLG01C03-INTRODUCTORY STATISTICS AND DATA ANALYSIS

Time: 3 Hours   **Total: 80 Marks**

Part A
(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)

1.   briefly explain different categories of data
2.   explain population and sample
3.   find the mean, median and mode of the following data
2, 3, 6, 3, 9, 2,2, 4, 3, 8, 10, 5, 8
4.   What is the standard deviation of 5, 9, 8, 12, 6, 10, 6, 8?
5.   Briefly explain measures of dispersion
6.   What is index number

                                                            (5x4 = 20 marks)

PART
Part B
(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)

1.   Write a note on free softwares available for data analysis and their major
functions/features
2.   Explain different types and methods of measuring correlation
3.   Explain simple and multiple regression
4.   process of chi square test
5.   explain t test

                                                            (3x8 = 24 marks)

Part C
(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1.   Elaborate different sampling methods
2.   Explain hypothesis testing

3.   Explain methods and properties of statistical estimation

4.   Find linear regression equation for the following two sets of data

x	2	4	6	8
y	3	7	5	10

5.   Calculate Karl Pearson's coefficient of correlation of the following data

X	148	152	165	172	175	178
y	48	48	52	55	58	62

(3x12 = 36 marks)

Reg. No..........
Name.............
**FIRST SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT \
DECENTRALISATION AND LOCAL GOVERNANCE\ PUBLIC POLICY AND
DEVELOPMENT
(2025 Admission Onwards)
MADLG01C04-CONCEPTS AND THEORIES OF SOCIAL SCIENCE**

Time: 3 Hours   **Total: 80 Marks**

Part A
(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)

1. Briefly explain the distinction between epistemology and ontology in the context of social science research.
2. In what ways did the Enlightenment period influence the development of social science disciplines?
3. Differentiate between 'state' and 'society' as key concepts in social sciences.
4. Explain the significance of 'social stratification' in understanding social inequalities.
5. What are the core tenets of liberalism as a political ideology
6. Briefly describe the ethnographic approach in social science research
                                         (5x4 = 20 marks)

PART B
(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)

1. Discuss the nature and scope of social sciences, highlighting their unique contribution to understanding the human world.
2. Compare and contrast positivism and interpretivism as dominant paradigms in social science research.
3. Analyze the relationship between 'culture' and 'civilization,' providing relevant examples.
4. Critically examine the concepts of 'equality' and 'equity' in addressing social justice.
5. Explain the key features of Marxism as a social and political ideology.
                                         (3x8 = 24 marks)

Part C
(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Critically evaluate the major paradigms in social sciences, discussing their strengths and limitations in explaining social phenomena.

2. Analyze the interplay between the 'state,' 'society,' and the 'market' in contemporary social and economic systems.
3. Discuss the evolution and impact of different forms of social division and social stratification (class, caste, race, gender) on social life.
4. Compare and contrast the core principles of liberalism and socialism, highlighting their differing perspectives on the role of the state and individual liberty.
5. Examine the relevance and application of interdisciplinary and multidisciplinary approaches in addressing complex social issues in the 21st century.

(3x12 = 36 marks)

Reg. No..........
Name.............
**FIRST SEMESTER MA SOCIAI ENTREPRENEURSHIP AND DEVELOPMENT \
DECENTRALISATION AND LOCAL GOVERNANCE\ PUBLIC POLICY AND
DEVELOPMENT**
(2025 Admission Onwards)
MADLG01C05 DISASTER MANAGEMENT AND ITS APPLICATION

Time: 3 Hours   **Total: 80 Marks**

PART A
(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)

1. Define hazard and differentiate it from disaster.

2. What is vulnerability in disaster management?

3. Mention any two categories of natural disasters.

4. Name two major components of disaster preparedness.

5. What is meant by community-based disaster management (CBDM)?

6. What are the components of DCAT?

(5x4 = 20 marks)

PART B
(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating)

7. Explain the key differences between mitigation, preparedness, and prevention.

8. Describe the role of NDMA in disaster risk reduction.

9. Discuss the causes and management strategies of landslides in India.

10. What are the various tools and methods used for risk and vulnerability assessment?

11. Discuss the importance and methods of Post Disaster Needs Assessment (PDNA).

(3x8 = 24 marks)

Part C
(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

12. Define disaster and explain the interrelationship between hazard, vulnerability, risk, and resilience with examples.

13. Explain the disaster management cycle, covering both pre-disaster and post-disaster phases with appropriate examples.

14. Elaborate on the different stages of disaster management and their methods.

15. What is the role of technology and coordination in community-based disaster management? Describe the process of disaster management planning at the local level.

16. Describe any two major natural disasters in India and analyze the causes and management strategies.

.   **(3x12 = 36 marks)**

Reg. No -----------------------
Name: -------------------------
**FIRST SEMESTER MODEL M.A DECENTRALISATION AND LOCAL GOVERNANCE DEGREE EXAMINATION DECEMBER 2025
(2025ADMISSION ONWARDS)
MADLG01C06: INTRDUCTION TO LOCAL GOVERNANCE**
Time: 3 Hrs   Max. Marks:80

PART A
(Answer 5 questions out of 6. Each question carries 4 marks.)
(Based on the cognitive levels of Remembering and Understanding)

1. Define **decentralization** and name its three types.

2. Explain the significance of local governance in a democracy.

3. How does political decentralization differ from administrative decentralization?

4. What are the salient features of diarchy in Bengal

5. What is the role of social capital in local governance?

6. What are contribution of Rabinthranath Tagore to Rural Reconstruction
                                                                                      (5x4 = 20 marks)

PART B
(Answer 3 questions out of 5. Each question carries 8 marks.)
(Based on the cognitive level of Creating

1. Compare and contrast **political** and **fiscal decentralization**.
2. Which are the constitutional provisions on democratic decentralisation in India?
   Discuss.
3. Identify and explain the voluntary provisions in 73rd Constitutional Amendment Act,
4. 1992.Inclusivity is a critical challenge of urban governance in India. Elucidate.
5. Reservation of seats to women in PRIs created positive developments in rural areas.
   Elaborate.

                                                                                      (3x8 = 24 marks)

Part C
(Answer 3 questions out of 5. Each question carries 12 marks.)
(Based on the cognitive levels of Applying, Analyzing, and Evaluating)

1. Examine the origin and development of decentralisation in India
2. Examine the compulsory and voluntary provisions in 73rd constitutional amendment act 1992
3. Explain the local governance in colonial period
4. Evaluate the role of international institutions like the World Bank in shaping governance frameworks in developing countries.
5. "Local governance cannot succeed without active citizen participation." Discuss this statement in the context of mechanisms like social audits and grievance redressal.

(3x12 = 36 marks)