

**Commonwealth of Learning Executive MBA/MPA**

**SC 2**

**Development Planning and Administration**

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**SC 2**  
**Development Planning  
and Administration**

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## COURSE INTRODUCTION

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Development Planning and Administration, SC-2, is one of the two specialist compulsory courses for the Commonwealth Executive Masters in Public Administration Programme. The Course has been developed in the light of existing situations in South Asia in general, and in Bangladesh, India, Pakistan and Sri Lanka, in particular. The Course has been sub-divided into 25 units under four major rubrics, which are: (i) Development Administration: Concept and Context; (ii) Development Planning: Strategies and Challenges; (iii) Participatory Approaches for Development Planning and Administration; and (iv) Techniques for Development Planning.

The first four units, under the 1<sup>st</sup> rubric, units 1-4, explain the meaning, nature, scope and significance of development administration; models of development administration; political, economic and socio-cultural contexts of development administration; and development administration in developed and developing countries. The focus in these units has been on understanding the meaning of development and development administration in the light of different conceptual constructs having been evolved over a period of time. The prevailing scenario on account of development administration in four countries of South Asia has also been depicted.

The following nine units, units 5-13, in the 2<sup>nd</sup> rubric analyse the concept and rationale of development planning and the state of the same in South Asia. The focus has also been on the issue of poverty in South Asia. How could the planning be made for sustaining development in South Asia has also been highlighted? Various models of economic systems, the capitalist, socialist, and mixed economy have been analysed.

Efforts for ensuring development through multi-level planning have been analysed besides bringing to light the inter-state and inter-district imbalances. In order to highlight issues in specific developmental sectors, the planning of contemporary development issues in education, health, agriculture and industry, in Bangladesh, India, Pakistan and Sri Lanka have been emphasised upon in two units.

In the 3<sup>rd</sup> rubric, five units, unit numbers 14 to 18, are devoted to participatory approaches for development planning. More specifically, the role of NGOs and local elected bodies and their elected representatives as well as government officials has been discussed. The mechanisms to enhance the capabilities of local level institutions and capacity building of their officials have been explained. Major issues in plan formulation and implementation have also been pointed out.

For the purpose of inculcating skills among the planners, six units comprising the 4<sup>th</sup> rubric (unit number 19 to 24), discuss the analysis of techniques like preparation of data matrix, trend analysis, sectoral and spatial planning, central settlements, central place theory, and scalogram analysis. The last unit, number 25, deals with the goals and targets in the coming years as well as the required strategies for moving towards effective development planning and administration for better performance on account of political, social, economic, and technological factors in South Asian countries.