SYLLABUS

Choice Based Credit System
(CBCS)

DEPARTMENT OF DEVELOPMENT STUDIES

M.A. DEVELOPMENT POLICY AND PRACTICE

2017 - 2019
# MA Development Policy and Practice

## Course Framework

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Subject</th>
<th>Foundation/core/Elective</th>
<th>Credit</th>
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<td></td>
<td>PGCP1F01</td>
<td>Understanding Youth</td>
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<td>PGCP1F02</td>
<td>India: Society, Economy and Polity</td>
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<td>Introduction to Globalization</td>
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<td>MADP1C03</td>
<td>Human Development: Theory, Policy and Practice</td>
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<td>Human Rights Discourse</td>
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<td>Decentralization and Participatory Development</td>
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<td>MADP2C07</td>
<td>Development: Theory and Policy</td>
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<td>Social Exclusion in India</td>
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<td>MADP2C09</td>
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**III Semester Total Credits**  

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**IV Semester Total Credits**  

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**OVERALL CREDITS (I, II, III and IV Semesters)**  

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Minimum elective to be selected by a student in III and IV semester is three

**Credit Distribution:**
Semester I
UNDERSTANDING YOUTH

Credit - 2

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 challenges and opportunities of young people in new millennium.

UNIT I: INTRODUCTION

☐ Defining Youth - Social Construction of Youth – Changing conceptions of Youth

☐ Perspectives of youth: cultural, comparative and biographic - Youth Demographics

☐ Youth power : youth as social capital – youth as change agents - socio-political movements

UNIT II: APPROACHES TO UNDERSTANDING YOUTH

☐ Youth in Society and Culture

☐ Youth as Action - Transition and Identity formation - Citizenship and Civic engagement

☐ Youth: Inequality and dependence – Social inclusion – Equity and Access

UNIT III: YOUTH IN NEW MILLENNIUM: CHALLENGES AND OPPORTUNITIES

☐ Youth in the context of globalization

☐ Education and Skill Development, Employability and Employment

☐ Health-Physical, Mental and spiritual well-being
ESSENTIAL READING:

The Social fabric of Indian Society is complex and is characterised by the caste, class and religion, besides the distinctive feature of joint family system. The first section on society introduces the students to the concepts and debates relating to social structure, social process and social issues that have bearing on the socio-economic development of the Indian society. The main objective of the section on economy is to provide the students with a critical understanding of the Indian economy, to understand the status, issues and policies of the Indian economy at the aggregate as well as sectoral levels and to understand the experiences in pre as well as post reform years, keeping colonial experience at the background. The section on Indian political system helps students to understand structure and functions of constitution, union government, state government, and local government institutions. It also discusses the centre – state relationships.

Section A: Society

**Unit I: Modern Indian Nation: A historical perspective**

- India on the eve of British Rule – Colonial Rule under the East India Company from 1757 to the Great Revolt of 1857 – Crown Rule 1857-1947 – Conditions of the Indian People and Society under Colonial Rule
- Nationalism in India – Rise and growth – Indian National Congress – Moderates and Extremists- Gandhi and the emergence of a mass movement for freedom from colonial role – Role of the Working Class and Peasant movements- Modern Indian Nation State as the product of an anti-colonial struggle uniting people across sentiments of religion, caste, language and region

**Unit II: Contemporary Indian Society**

- Main features: Large and diverse territory and population - Language, ethnicity, religion and geography as markers of diversity and plurality – Uniqueness of India as a unified Nation state with the highest degree of diversity
- The Indian Caste System - Hierarchies – Relations of Dominance and Dependence – Untouchability and other forms of caste discrimination/oppression - Caste as a marker of identity in a changing India - Role of affirmative action/positive discrimination
- Classes and Class Relations - Dynamics of Caste and Class Relations linked to socio-economic changes such as economic modernization and urbanization
- Globalization and contemporary Indian Society – Implications for Family and Social Values.
Section B: Indian Political System

Unit: III Indian Political System

- Union Government: Parliament – Powers and functions of key functionaries: President, Vice President, Prime Minister, Council of Ministers and Speaker – Supreme Court of India: independence of Judiciary
- Federalism and Centre-State Relations – Coalitions at Centre and in the States
- Centre-State Financial Relations - Finance Commission
- State Government: Legislative Assembly – Powers and functions of key functionaries: Governor, Chief Minister, Council of Ministers and Speaker – High Court
- Local Government : PRIs & Urban Local Government Institutions

Section C: Indian Economy

Unit IV: Economic Development in India, 1950 to 1990

- Indian Economy at Independence: Population, Education, Health, Agriculture, Industry, Physical and Industrial Infrastructure
- Economic Growth Patterns: Overall, Agriculture, Industry, Services
- Human Development Trends
- Trends in extent of Poverty over time in India and major States
- Employment and Unemployment – Trends in terms of quality and quantity
- An introduction to Environment, Development and Displacement Issues in India

Unit V: Indian economy since 1990

- Economic reforms of liberalization, privatization and globalization - Growth, poverty, employment and unemployment and food security.
REFERENCES
Society

Indian Polity

Indian Economy
- Gupta K.R and Gupta, J.R (2008), Indian Economy, New Delhi, Atlantic Publishers
GENDER AND SOCIETY

Credit – 2

Objectives:
- To enable the students to introspect on the gendered experiences across the spectrum of daily life and understand power relations through gender lens
- To provide conceptual understanding of gender disparities and gender inequality in society
- To capacitate the students to explore the possibilities to alter the genderscape.

Unit 1: Introduction
- Sex and Gender; Types of Gender
- Gender Roles, Private vs Public Dichotomy
- Patriarchy and Gender Relations

Unit II: Gender and Family
- Gender Division of Labour and Gender Hierarchy
- Gender Role Socialization
- Gender Dynamics in Patriarchal and Matrilineal Families

Unit III: Gender and Education
- Gender Disparity in Education
- Gender Bias and Gender Stereotyping in Curriculum
- Promoting Gender Equality through Education

Unit IV: Gender and Economy
- Segmented Labour Market and Occupational Segregation
- Gender Issues in Informal Sector
- Gender Stereotyping and Gender Discrimination at the Work Place

Unit V: Gender and Polity
- Political Participation of Women in India
- 73rd and 74th Constitutional Amendment
- Politics of Reservation Bill for Women
Active Learning Toolkit:

1. **Exploring Gender:** How gender permeates everyday life as what it means to be a woman or a man?
   
   **Activity:** Reflective Analysis of personal lives and preparing a concept note on Gendered Lives

2. **Questioning Gender:** Are gender roles in Family hierarchical or complementary?
   
   How can we transform hierarchical gender relations into complementary roles.

   **Group Discussion and Presentation:** Analysing roles, responsibilities and every day activities of men and women in family and suggesting strategy for transformation towards gender equality

3. **Discussion Question:** How does private patriarchy influence public patriarchy and the implications for gender inequality?

   **Activity - Gender Analysis:** Statistical analysis of labour force participation of men and women and explaining theoretical assumptions of occupational segregation and feminization of occupations

**Prescribed Readings:**

1. 73rd and 74th Amendment. Planning Commission, GOI publication


SUGGESTED READINGS:


RESEARCH METHODOLOGY

4 Credits

Objective

The main objective of this course is to expose the students to research methodology used in social sciences. The focus will be on providing knowledge related to research process – identification of research problems, formulation of objectives, construction of hypotheses, sampling techniques, data collection and data analysis, hypothesis testing, interpretation of results, report writing, etc.

Unit 1: Introduction


Unit 2 Research Design

Research designs – meaning, purpose, criteria for research designs, types, advantages and limitations of research designs; Experimental design - advantages and limitations; Data collection devices – interview method – meaning, purpose, types, techniques of interviewing, advantages and limitations; Questionnaire method - meaning, differences between interview method and questionnaire method; Rating and ranking scales – meaning, types, advantages and limitations; Case study - meaning, types, steps in conducting, advantages and limitations; Social survey – meaning, objectives, types, steps in conducting, advantages and limitations.

Unit 3 - Summary Statistics

Measures of Central Tendency: Arithmetic Mean, Geometric Mean and Harmonic Mean, Median and Mode, Quartiles and Percentiles - Measures of Variation: Concepts, Range, Mean Deviation, Standard Deviation, Coefficient of Variation.

Unit 4 Sampling and Sampling techniques

Unit 5: Testing of Hypothesis, Correlation and Regression

Test of Hypothesis: Type I and Type II Errors, One Tailed and Two Tailed Test, Chi Square Test, Analysis of Variances - ANOVA tables, One -Way Classification, Statistical Quality Control Charts - Correlation and Regression: Concepts, Scatter Diagram, Coefficient of Correlation - Karl Pearson’s and Spearman’s Rank Correlation, Regression Analysis - Regression Lines and Regression Coefficient.

References
Sharlene Nage Hesse – Bibes and Patricia Leavy, the practice of qualitative research, sage publications, New Delhi 2006.


Monique Hennink, Inge Hutter and Ajay Bailey, Qualitative Research Methods, Sage Publications, New Delhi 2011

Juliet Corbin and ANselion Straukk, Basics of Qualitative Research, New Delhi, 2008


e-Resources

http://ase.tufts.edu/gdae/?gclid=CPGY7pfyjL4CFU0pjgodu8AWA

https://www.iser.essex.ac.uk/study

http://www.sagepub.com/isw4/weblinks.htm

http://econpapers.repec.org/article/agsaerrae/
INTRODUCTION TO GLOBALIZATION

Credit - 2

Objective:

The course seeks to introduce the student to the nature of contemporary globalization in an analytical-historical perspective.

Unit I
Political Economy – Centrality of Production – Dual nature of Production - Productive Forces and Relations of Production – Concept of Economic Surplus – Classes – Growth of Productive Forces and Changes in the Relations of Production – Modes of Production in Human Historical Development.

Unit II

Unit III

Unit IV

Unit V
Readings


4. Venkatesh Athreya (2009), *The Global Crisis of Capitalism and India*, Keynote Address at the National Seminar on Globalization and the Agrarian Crisis, Department of Sociology, Osmania University, Hyderabad, February 26 and 27.

5. K. Marx and F. Engels (1848), *The Communist Manifesto*


**Note:** Additional readings will be prescribed as necessary while the course is being taught.
HUMAN DEVELOPMENT: THEORY, POLICY AND PRACTICE

Credit - 2

Objectives:

- To understand the key concepts of the Human Development approach
- Develop the knowledge of HD and related development approaches
- Acquire knowledge on measuring HD
- Understand applications of HD

Unit I: Concept of Human Development and its evolution

Definition of Human Development- Conceptual foundation of HD – choices, functionings and capabilities

Unit II: Dimensions of Human Development

Equity , Productivity/Efficiency, Participation/Empowerment and Sustainability- Applications- education, health, economic opportunities, people’s participation, gender equality, environment, freedom and democracy and cultural liberty

Unit III: Measuring Human Development


Unit IV: Governance and Institutions for Human Development

Defining governance- actors in governance –elements of governance-institutions, delivery mechanisms, laws, rules and procedures- linkages between governance and human development – political freedom, participation, decentralization, empowerment, equity and efficiency, accountability

Unit V: Select issues in Human Development and Indian perspectives:

Migration and Human Development-globalization and human development-education-health-socia

security-food security and environment
Prescribed Readings:
Government of India, National HDR 2001, Planning Commission, New Delhi

References
Bandyopadhyay, D., 1996, ‘Administration Decentralisation and Good Governance’, Economic and Political Weekly, 31(44)

Journals:
Indian Journal of Human Development (IJHD)

Websites
http://hdr.undp.org/reports/
http://hdrc.undp.org.in/shdr/
Human Rights Discourse

Objective  
In this course the students will be introduced with different theoretical perspectives on human rights. The student will be able to understand the different context of human rights in India and global level.

Unit I: Human Rights in Historical Perspective


Unit II: International Declarations and Covenants on Human Rights


Unit III: Human Rights in India


Unit IV: Human Rights Situation of Different Sections of the People in India


Unit V: Human Rights Discourse: Emerging Issues

Politics and Human Rights in cold-war and post-war periods- Globalization and human rights - Inequality in the international economic order -Implications for the rights of sovereign nations - Collective and individual human rights.
References:


V. P. Srivastav ‘Human Rights Issues and Implementations Volume I & II’ Indian Publishers Distributors, New Delhi


Web links

http://nhrc.nic.in/

http://www.ohchr.org/
Semester II
POLITICAL ECONOMY OF INDIAN DEVELOPMENT

Credit - 2

Objectives

The major objectives of this course are (a) to familiarise participants with the basic features of India’s economy and its key economic institutions as they have evolved since independence; (b) to introduce the students to contemporary issues in India’s development in an analytical-historical perspective; and (c) to discuss the policies of “economic reform” in India in a critical framework.

Course Structure

The Course carries two credits. There will be a total of 30 class contact hours in the course.

Unit I

Impact of colonial rule on Indian Economy; The economy at Independence.

Unit II

The first phase of India’s economic development since independence (1951–66); Key socioeconomic issues at Independence; Public sector; Five year plans; The first three plans - building key economic institutions; Progress and contradictions; The crisis of 1966.

Unit III

The second phase of India’s development since independence (1966-1980); Policy response to the 1966 crisis; “Right & Left” critiques of Indian planning and development strategy; Green Revolution; Oil shock; Emergency; The Janata Interlude; The crisis of 1979-80.

Unit IV

The Indian Economy in the 1980s; The 1981 IMF loan; Fiscal expansion and economic liberalization; “Expenditure-led” economic growth; The emergence of fiscal and balance of payments crisis; Developments in the international arena; The crisis of 1991.

Unit V

Readings

Basic References


Additional Readings

In addition to the basic references, participants will be expected to read specified articles and materials during the course.
DECENTRALISATION AND PARTICIPATORY DEVELOPMENT

Objectives

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

- realize the significance of democratic decentralization
- understand the features of 73rd and 74th constitutional amendments.
- identify the importance of decentralized planning for local economic development.
- determine the role of different institutions in participatory development.

Unit I: Decentralisation


Unit II: Local Governments


Unit III: Decentralised Planning

Centralised Planning Vs Decentralised Planning - Decentralised Planning: Need and Importance – Approaches to Decentralised Planning: Bottom-up, Trickle down - Decentralised Planning Process – District Planning Committee: Features and Functions - Metropolitan Planning Committee – Issues and Challenges

Unit IV: Participatory Development

Participatory Planning and Management - Role of various Institutions in Participatory Development: Local Government Institutions, Academic / Research Institutions, Civil society Organisations – Participatory Monitoring and Evaluation – Social Audit - Issues and Challenges

Unit V: Varying Experiences

Local Government Institutions: Devolution of Funds, Functions and Functionaries in different States – Operational dynamics of Local Governments in different areas - Experiences in Decentralised planning: Kerala, West Bengal, Gujarat and Karnataka
Prescribed Readings


Mathew, G and LC Jain. (Eds.) (2005), Decentralisation and Local Governance, Orient Blackswan.


Suggested Readings


Objective

The goal of the course is to introduce the students to some issues of development. Why do some countries achieve high levels of economic development and others do not? What are the historical origins of the unequal geographies of wealth? What are the policies governments can implement to change the development path of their countries? How do histories and theories of development help us to address issues faced by developing countries in the era of globalization?

Unit I: What is development?
- The world around us – “developed” and “developing” countries – ‘Characteristics” of underdevelopment – Defining ‘Development’
- Indicators of development-Different Approaches - GDP, HDI, HPI
- Economic Growth and Development

Unit II: Classical Theories of Growth and Development
- Adam Smith
- David Ricardo
- Karl Marx

Unit III: Modern Theories of Economic Development
- Rostow – the theory of stages of development
- Baran - Political Economy of Growth
- Frank - Development of Underdevelopment
- Bagchi - Political economy of underdevelopment

Unit IV: Sociological Dimensions of Development
- Max Weber
- Karl Polanyi
- E.Durkheim
- Talcott Parsons

Unit V: Contemporary Issues in Development
- State as the agent of development 1950-1980: China, India, Brazil
- Global Crises of Capitalism and Neoliberalism since 2008 – Economy and Environment – Climate Change – Development Policy in the Contemporary World –
Required Readings

- W.W.Rostow, The Stages of Economic Growth

Additional Readings

SOCIAL EXCLUSION IN INDIA

Credit 3

The main objectives of this course are:

1. To make the student familiar with the basic concepts of social exclusion in the Indian context.
2. To enable them to acquire some understanding of the problems and issues of the socially excluded groups.
3. To discuss the constitutional safeguards and legal provisions of the state for the socially excluded groups.

UNIT I Understanding Social Exclusion:

Exclusion- Types and Definition-Social, Political, Economic and Cultural-Types of social discrimination- Untouchability, Inequality, Humiliation, Hegemony, Alienation-denial of dignity.

(Method of learning: Videos, audios, documentaries and through field exposure)

UNIT II Caste and Exclusion

Caste – meaning and characteristics- Endogamy-Occupation-Educational characteristics- Caste in contemporary India-Political Economy of caste-Reforming the caste system – views of Mahatma Gandhi, Narayana Guru, E.V.R. Periyar, Jyothirao Phule and Dr. B.R. Ambedkar

UNIT III Tribes and Minorities

Scheduled Tribes-Definition-Distribution of Tribes-Problems-Geographic separation- Social, Economic and Cultural Dimensions-Tribal movements – Approaches to and measures for the upliftment of STs (Assimilation, Isolation and Integration) - The Tribal ‘Panchasheela’- Minorities-meaning-concept- forms –religious, ethnic and linguistic-National commission for minorities.

UNIT IV Gender and Exclusion

Gender and Social Exclusion-Gender-Patriarchy-Public and Private dichotomy – Gender role-Violence against women – Caste and Gender- Women and media - Political participation of women in Local bodies -National commission for women

UNIT V Policies to address Social Exclusion

Role of state and civil society – Constitutional provisions and contemporary policies - important legislations to protect rights of SC, ST, Minorities and women under constitution – Affirmative policies to address Social Exclusion in Education, Employment and Politics
Suggested readings:


Basu, Amrita and Atul Kohli, eds. Community Conflicts and the State in India, Delhi, Oxford University Press, 1998


Gail Omvedt, Dalits and Democratic Revolution, Sage, New Delhi 5.


Indian Constituent Assembly debates (Proceedings)

Mandal Commission Report

Annual reports of Mo social Justice and Empowerment

Annual reports of Mo Tribal Affairs.

www.gsdrc.org

www.trentu.ca/ids  Conceptualising Social exclusion in the contexts of India

www.odi.org  strengthening social protection

Objectives:
On successful completion of the course, the student will be able to:
(a) Understand ethics: theory, meaning and practice
(b) Application of ethical principles in development context and
(c) Analyse the nexus between ethics, theory and practice

Unit I: Ethics – Definition, nature and objectives – Approaches: normative and non-normative.


Unit IV: Development - Meanings and Evaluations: Denis Goulet – Tasks and Methods in Development Ethics; Amartya Sen – The concept of Development; David Crocker – evaluating capabilities and functionings

Reference:


INTERNSHIP

2 CREDITS
FIELD PRACTICUM

2 CREDITS
POVERTY IN INDIA: TRENDS AND ISSUES

2 CREDITS

Objective

This course seems to introduce the student to conceptual and measurement issues related to poverty. It will also provide an introduction to trends in poverty and policy issues

UNIT –I CONCEPTUAL ISSUES


UNIT – II MEASUREMENT ISSUES

Fixing poverty line – direct and indirect method - income approach; food energy intake method; cost of basic needs method; capability approach - setting poverty index-head count index-poverty gap index; squared poverty gap index; Sen Index; Human development index; multidimensional poverty index

UNIT – III DETERMINANTS

Access to protective assets – access to other sources of income, employment and wages – non income dimensions – and determinants – public provisions

UNIT – IV POVERTY IN INDEPENDENT INDIA 1950-90

The 1950s and 60s: Focus on growth – land reforms – minimum wage legislations – public investment and poverty – the seminal work of Dandekar and Rath – the poverty line debate the 1870s – the poverty rhetoric – trends in poverty has seen in successive number of NSS

UNIT – V POVERTY IN THE PERIOD OF NEOLIBERAL REFORMS

Policies and outcomes
References
9. Dandekar and Rath: Poverty in India (1971)

SEMESTER III
**ENVIRONMENT AND SUSTAINABLE DEVELOPMENT**

3 Credits

**Objectives**

- To develop an appreciation of the interdependence of humanity with nature
- To apprise the students on the important concepts pertaining to sustainable development, climate change
- To familiarize the students with existing global governance mechanisms to tackle climate change.
- To impart analytical skills to the students so that they may be able to study environment problems rigorously.

**Unit 1 – Ecology of Being**

Principle of interdependence- Concepts of ecology - food chain- food webs; Ecosystem Services; Current Global Scenario of Profit Maximisation and Environment Degradation- Energy Consumption patterns, Deforestation, Acidification of Oceans, Biodiversity Losses

**Unit 2 – Introduction to Political Ecology**

Political Ecology - a framework for understanding sources and political ramifications of environmental change ; Limits to Growth Model of Environment; Environmental Racism; Conservation Vs Development Discourses; Applying Political Ecology Framework to Case Studies in India

**Unit 3 – Global Environmental Crisis and Climate Change**

The science of Climate Change; Global Environmental Crisis and its linkages to the development process- greenhouse gas emissions, resource depletions and pollution; National and International experiences in Climate Change Mitigation and Adaptation

**Unit 4 – Sustainable Development**

Definition of the concept of sustainability- its historical discourse- the three essential components of sustainable development; Alternative paradigms to development- Green Development, Blue Economy; Education for Sustainable Development; Challenges to planning, policy making and execution of measures on sustainability; SDGs

**Unit 5- Environmental Governance Policy and Institutions**

Evolution of global governance mechanisms on sustainability- Agenda 21; IPCC, UNFCCC, COPs, Paris Summit 2015; SDGs- goals, targets, indicators relevant in Indian context; Critical review of global governance mechanisms to address climate change and facilitate sustainable development
REFERENCES

UNIT I


UNIT II


UNIT III


UNIT IV


"David Orr - What Is Education For?" Context Institute. Retrieved from

UNIT V


Websites
- www.undp.org.in
- www.un.org/millenniumgoals
- www.ipcc.ch
- http://envfor.nic.in/
- http://www.moef.nic.in/
LIVELIHOODS AND DEVELOPMENT

2 Credits

Rationale

Livelihoods are central to development. The goal of development viz ‘wellbeing’ can be achieved only when the households have secured access to livelihood sources and assets. The problems of poverty, hunger malnutrition, ill-health, etc. can be eliminated through sustainable livelihood sources and assets. The students of development practice should be aware of a wide spectrum of livelihoods sources accessed by different categories households, the problems and challenges in accessing the sources and the assets that support them, the strategies they follow to overcome the challenges and so on. They must be aware of the various government initiatives to create and sustain livelihood opportunities particularly for the poor in rural and urban areas.

Objectives

On completion of the course the learners will be able to

i. Define and identify livelihood sources and assets
ii. Locate the problems and constraints in having access to livelihood sources and assets
iii. Analyse systematically the various aspects of livelihoods (vulnerability, assets, Institutions and processes, strategies and outcomes) by using sustainable livelihood framework
iv. Apply the sustainable Livelihood Framework in the ongoing programme on livelihood security.

Unit 1 – Introduction: Basics of Livelihoods

- Concept of Livelihoods – Livelihood Contexts: poverty, vulnerability and marginalisation – livelihood promotion principles

Unit 2 – Sustainable Livelihoods

- Vulnerability Context: Meaning, Causes and effects.
- Sustainability and sustainable livelihoods – emergence of concepts and perspectives
- Frameworks for livelihood promotion – BASIX, Sustainable Livelihood Framework, Rural Livelihood Systems Framework

Unit 3 – Livelihood Interventions

- Conceptualising livelihood interventions
- Critical understanding of existing interventions
- Interventions by state agencies
- Local institutions and Governance systems for enabling livelihoods
- Policies, Institutions and processes: Meaning and their influence on access to assets. Livelihood strategies and outcome.
Unit 4 – PLA and Livelihood Mapping

- Mapping methods in PLA - meaning and purpose of maps – various types of participatory maps – procedure for drawing maps – their applications and limitations
- Livelihood sources and assets mapping using participatory social / resource mapping.

Unit 5 – Livelihoods and Social Entrepreneurship

- Social Entrepreneurship as a strategy for livelihood promotion
- Livelihood Innovation models: NGOs CSR and Social Enterprises (Case studies and Field Visits)
Reference


DEVELOPMENT COMMUNICATION

Objectives

Unit 1 – Introduction
- Concept of Communication: Definition, Elements
- Types:
  - One way – Two way;
  - Upward – Downward,
  - Horizontal, Vertical and Participatory communication,
  - Verbal and Nonverbal Communication
- Principles of Communication

Unit 2 – Development Communication: Meaning, Scope, Evolution and Importance
- Development Communication: Evolution, Context, Scope and Importance
- Theories
  - Dominant Theory
  - Self-Reliance Theory
  - Diffusion Theory
  - Social Marketing Theory
  - Dependence and Interdependence Theory

Unit 3 – Thoughts and Approaches to Development Communication
- School of thought on Development Communication
  - Bretton woods school
  - Latin American school
  - Indian School
  - African School
- Approaches
  - Media for Development approach
  - Media Development approach
  - Participatory and Community Communication approach

Unit 4 – Media for Development Communication
- Information and Communication Technology (ICT)
- Print Media and Development Journalism
- Radio and Community Radio
- Television and Video
- Folk - Media
- Theatre for Development

Unit 5 – Critical perspectives on communication & development in the Third world
**Prescribed Books**

**Suggested Readings**
PUBLIC POLICIES

Credits 3

Objectives

The course helps students to understand concepts, theories, process of public policy. It also explains the public policies in the Indian context through different case studies.

Unit 1 – Understanding Public Policy

Unit 2 – Theories/models of Public Policy
Political Economy Approach: Western, Marxist, Non Western and Feminist Traditions

Unit 3 – Policy Process
- Policy cycle - Different stages of policy cycle or process - conceptual foundations, policy from a process perspective, phases of policy formulation – issue identification/agenda setting, stakeholder identification and consultation, transparency in policy making process
- Agenda Setting - Policy Formulation - Implementation
- Policy Monitoring and Evaluation – Measures for effective policy monitoring and evaluation, Policy evaluating agencies – problems in policy evaluation, criteria and types of policy evaluation

Unit 4 – Public Policy Context in India
- Legal-constitutional: constitutional frameworks, fundamental rights and Directive Principles of State Policy
- Institutions in policy making in India – NITI Aayog (Planning Commission) and National Development Council, the National Advisory Council and Group of Ministers, bureaucracy
- Civil Society Organisations, political parties, media and pressure groups
- International organizations: IMF, World Bank, WTO, etc.
- Policy implementing agencies in India, Issues and constraints in policy implementation, approaches to analyse the policy from implementation perspective

Unit 5 – Case Studies
Policies on Health, population, education, environment, employment, poverty and social welfare, and crime – private morality and public policy
References


Theodoulou, Stella Z and Matthew A. Cahn (2013) Public Policy: The Essential Readings, Pearson, USA


Maddison, Sarah and Richard Denniss (2009), An Introduction to Australian Public Policy, Cambridge University Press, UK


Hill, M (2005) the Public Policy Process, England: Pearson Education,


Michael Hill and Peter Hupe (2002), Implementing Public Policy, Sage Publications.

Michael Howlett and M.Ramesh (2003), Studying Public Policy, Ontario: Oxford University Press.


Prabir Kumar De (2012), Public Policy and Systems, Pearson Education India, New Delhi: Pearson Education India.

R V Vaidyanatha Ayyar( 2009), Public Policy Making in India, New Delhi: Pearson Education India.


DEBATES ON POVERTY IN INDIA

2 CREDITS

Objective

This course seems to introduce the student to conceptual and measurement issues related to poverty. It will also provide an introduction to trends in poverty and policy issues

UNIT –I CONCEPTUAL ISSUES


UNIT – II MEASUREMENT ISSUES

Why measure poverty? - Fixing poverty line – direct and indirect method - income approach; food energy intake method; cost of basic needs method; capability approach

Setting poverty index-head count index-poverty gap index; squared poverty gap index; Sen Index; Human development index; multidimensional poverty index

UNIT – III DETERMINANTS


UNIT – IV POVERTY IN INDEPENDENT INDIA

The 1950s and 60s: Focus on growth – land reforms – minimum wage legislations – public investment and poverty – the seminal work of Dandekar and Rath – the poverty line debate in the 1970s and 1980s - the poverty rhetoric – trends in poverty has seen in successive number of NSS – Prices and Poverty NAS and NSS estimates of private consumption for poverty estimation – adjusted and actual poverty estimates

UNIT V - POVERTY IN THE PERIOD OF NEOLIBERAL REFORMS

Growth and poverty - Poverty eradication programmes/Policies and outcomes

References
2. EPW (2013) the Problem with poverty numbers, Vol XLVIII, No.33
4. Sengupta, Arjun, K P Kannan and G Raveendran (2008) India’s Common people: Who are they, how may are they and how do they live, EPW, March, 15
6. Government of India () Report of the Expert Group to advise the ministry of rural development on the methodology for conducting the below poverty line census for 11th Five Year Plan
7. Bapat, Meera (200) Poverty lines and lives of the poor underestimation of the urban poor the case of India, IIED, working paper 20
9. Dandekar and Rath (1971) Poverty in India
Law, Policies and Institutions

2 Credits

In this course the students will engage with different theoretical perspectives on Law e.g. the differences between legal positivism and natural law theory, critical legal studies, feminist jurisprudence, as well as familiarise them with key debates in legal sociology and anthropology (legal pluralism). The students will be subsequently required to examine specific laws, in the context of the contemporary concerns around globalization and liberalization and their relationship with specific state institutions and policies. Adopting a political economy as well as cultural approach to law, the students will be expected to explore the ways in which law becomes an arena of struggle.

Basic Concepts and theoretical perspectives

Legal Positivism and Natural Law theory, Critical Legal theory and feminist jurisprudence, post-colonial legality

Philosophical trading and the debates on law in economy, politics and society: Durkheim, Weber, Foucault.

Contestations over law in India: Ideology, power and political economy

1. Constitutionalism and the rule of law: sedition, extraordinary laws
2. Gender and violence; the criminal law amendment act 2013
4. Land, development and livelihood: land acquisition act 1894 – including the latest amendment.
5. Migration, refugees, statelessness and citizenship: the citizenship act 1955 (till the last amendment) the illegal Migrants Determination tribunals act 1983.
8. Entitlement and Security: The debate over Unique Identity Scheme (UID)

Transformations in Law

Courts as Social Institutions, examining a law, Judgements, and the Contests pertaining to issues in contemporary India.

1. The Shah Bano Case and the politics of personal laws.
2. The Naz Foundation Judgement and the politics of sexual violence and sexual identity
3. The salwaJudum judgement and the debate over the state and democratic rights.

Note to the Instructor: The third and the fourth sections of the course are for group discussion and project based activity. The students will have to pick up a theme from each of the
sections to identify the relationship between law, state policy and an institution. e.g., (a) student who identifies (b) may examine the criminal law amendment act 2013, with reference to the state policies pertaining to the protection of women against violence and how the legislature and the judiciary have concerned themselves with issues pertaining to violence against women.

Reference:
Objective

This course intends to sensitize the scholar about the issues related to Rural Development. The scholars will be also educated about principles and philosophy of rural development. This course in turn will motivate them to critically analyse the strategies of rural development of India and foresee the future prospects of the same.

Unit 1 Introduction to Rural Development


Unit 2 Social Economic Dimensions of Rural Development

Inequality (Caste inequality) – Status of Women (Gender discrimination, Domestic Violence) – Tribal Issues, Problems and Nature of their cultural transition – Class in equality

Unit 3 Rural Economy

Concept and Nature of Rural Economy – Characteristics of Rural Economy – Factors affecting Rural Economy – Status and Challenges of Agriculture sector in Rural Economy – Basic Needs of Rural Economy – Impact of Globalisation led Economic Development on Rural Economy

Unit 4 Institutions associated with Rural Administration and Finance

Government Agencies – Banking and Cooperatives – Voluntary Organisations – NGO – Panchayat Raj System – People’s Participation in Rural Development

Unit 5

Critical Evaluation of Rural Development Programmes

Challenges and Strategies
Reference:

**Unit 1**

Rural Development by Katar Singh
Rural Development: Macro and Micro Realities by Yatindra Singh Sisodia

**Unit 2**

Employment of labour and Rural Development by Sakunthala Devi
Tribal Cooperatives and Rural Development by S.N.Tripathy
Rediscovering Rural Development by C. Nanjunda

**Unit 3**

Rural Development by Katar Singh

**Unit 4**

Empowerment and Social Development by Selvam
Rural Development by Gopal Lal Jain

**Unit 5**

India Rural Development Report
Rural Development and Social Change
Economic Reforms and Rural Development
Twenty Years of Economic Reforms in India
Labour and Development: Elective

Objectives

- Introduce students to the concepts and terminology relevant to understanding labour’s role in development.
- Enable the student to understand the conditions which mediate rise and fall of labour supplies, rate of unemployment and other related dynamics.
- Equip the students with frameworks and tools to analyse, design and execute appropriate legislations and programs on labour welfare.

- **Unit One: Introduction to Labour force and Development**
  Definition of the concept of labour and its classifications; Types of employment - Self, regular and casual - informal and formal - private sector and public sector; Unemployment (functional and structural, cyclical) and partial employment; Measurement of employment: usual status, weekly status, daily status; Understanding Labour Supply and Demand dynamics; Migration trends in Labour

- **Unit Two: Contextualising Labour in India**
  Sectoral division of labour in India viz a viz other countries and their implications; History of socio-economic development of India and the resultant sectoral shifts in labour force; Challenges faced by workers in different sectors of the Indian economy India (Absenteeism, Migratory character, indebtedness and Exploitation); Trends in Entrepreneurship Development in the country

- **Unit Three: Enhancing Labour Welfare**
  Strategic industrial relations and labour laws in India; Collective Bargaining; Collectivism and Corporatism State and labour relations; Brief history of trade unionism in India; Skill development programmes for labour force in India; India’s commitments in ILO- ILO’s Decent Work Strategy and its application in Indian context Different schemes and policies for the enhancement of employability in youth- STW

- **Unit Four: The Vulnerable among the Labour Force**
  Concept, Principles and Approaches in assuring equity in labour; Gender and Work; Labour Rights for the disabled; Status of child labour in the country; Tribal Labour and Employment; Unorganized Work Sector in India; Problems faced by migrant labourers

- **Unit Five Emerging Themes in Labour Studies**
  Demographic dividend of India- Pressing need to integrate youth in nation productively; Impact of globalisation on labour markets; Emergence of service sector as a major driver of growth and its implications; Labour and Transnational Corporations; Labour and Sustainable Development
References

UNIT I


UNIT II


UNIT III


UNIT IV


Abraham, V (2013): “Missing Labour or Consistent De-Feminisation’?”, Economic & Political
Weekly, 48 (31), pp 99-108


UNIT V


INTRODUCTION TO SECONDARY DATA SOURCES ON DEVELOPMENT

2 Credits

Objectives
- To understand nature of secondary data
- To get the students familiarized with authentic sources of secondary data which are useful to understand the development of the country or states
- To acquire practical knowledge for handling data

Unit 1. Understanding the nature of Secondary Data
- What is data - primary versus secondary data - advantages and disadvantages of secondary data - sources of secondary data - Need for ensuring authenticity of data – characteristics of secondary data

Unit 2. Understanding the Indian Statistical System
- National Statistical Commission – statistical system at the centre – statistical system at the states

Critiques of Indian Statistical System

Unit 3. Government Institutions
- RTI Act as a source of Information
- Private – Centre for Monitoring Indian Economy – Indiastat.com – circonindia.com

Unit 4. International Agencies

Unit 5. Practical
- Handling the data with software
References

Mouton, Johan (1996) Understanding Social Research, Van Schaik,

www.mospi.nic.in

https://www.rbi.org.in/

http://planningcommission.gov.in/
SEMESTER IV
Programme Planning and Project Management

3 Credits

Introduction: The concept of project management exists because it helps assure completion of a project successfully. This course covers the basics of Planning and Project Management where the students will learn what planning and project management involves and how to approach it successfully.

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

(i) Understand the basic process of project management with key inputs, tools and techniques and outputs.
(ii) Describe the Monitoring & Evaluation framework.
(iii) Frame project objectives, operational plan and design a project
(iv) Define project budgeting, stakeholder analysis and resource management

Unit 1: Introduction to Planning, Monitoring and Evaluation

- Overview & Definitions- Programme, Project, Planning, Monitoring & Evaluation (M&E)
- Principles of Planning – Strategic, Operational, Programme

Unit 2: Project Management

- Project Management: Meaning, Principles, Scope and Importance
- Project Life Cycle and Its Management: Situation Analysis; Need Assessment; Objective Formulation; Activity Mapping; Formulation of Strategy; Preparation of Budget; Project Implementation; Monitoring and evaluation and impact assessment
- Stakeholder: Types of Stakeholder, Stakeholder Analysis, Stakeholder-specific Report Writing

Unit 3: Introduction to Project Management Techniques

- Assessment of Risks
- Budgeting
- Network Diagram, Critical Path & Work Breakdown Structure (WBS)
- Gantt Charts and Logical Framework Analysis (LFA)

Unit 4: Monitoring and Evaluation

- Components of Monitoring and Evaluation
- M&E Framework – Types, Need and Importance of Evaluation; Evaluation Process - Phases - Setting the Boundaries; Designing Formative Evaluation & Summative Evaluation; Selection of appropriate methods
- Selecting indicators for Monitoring and Evaluation
Unit 5: Resource Management

- Management of Project Funding: Drafting funding proposal - Fund raising strategy and techniques - Classification of donors - Creating donor profile donor relationship
- Human Resource Management: Selection and Training of project personnel - managing performance - Reporting system to donors and other stakeholders
**Prescribed Books**


**References**


SOCIOLOGY OF DEVELOPMENT

3 Credits

Objective: Sociology of development is concerned with understanding the ways in which people in poorer/developing countries try to improve the quality of their lives. The present course describes the basics of development in sociological perspective, the main theories and concepts in the sociology of development through which the students understand the emerging issues within development aspects.

Unit I - Understanding Development: Basic concepts: Social change-Nature and characteristics, causes, Role of values - social evolution, growth and development – Goals of social change in India-Hinderences to social change

Unit II - Theories and models of development: Modernization theory, Dependency theory, Neo liberal economic approaches; capitalist model, Socialist model, Alternate model of development adopted in India

Unit III - Social Structure and development: Understanding Social structure - Development and socio-economic disparities - Gender and development – critiques, feminism in development - Indicators of women’s status : Demographic, social, economic and cultural- Globalisation and women’s development - Eco-feminism

Unit IV – Crisis of Development: Issues of land displacement and rehabilitation, Environmental degradation, Population, Food crisis, Poverty, Health issues

Unit V - Modernisation of Development: Concept, characteristics- Measures of modernisation- Process and problems of modernisation; Alternative approaches- Sustainable development, Feminist approach and Inclusive development
Suggested Readings:


Joshi and Verma (ed), 1998, Social Environment for Sustainable development, Rawat Publications, Jaipur


Padel, Felix and Das Samarendra. (2010). Out Of This Earth. East India Adivasis And The Aluminium Cartel. New Delhi: Orient Blackswan


Ramesh, J. 2010. The Two Cultures Revisited: The Environment-Development Debate in India. Economic and Political Weekly 45(42)


Sarkar, Swagoto. 2011. The Impossibility of Just Land Acquisition. Economic and Political Weekly 46(41)


India Human Development Report, 2011: Towards Social inclusion. Recommended readings
Bhaduri, Amit. 2007. Development or Developmental Terrorism? Economic and Political Weekly 42(7)


RESEARCH PROJECTS  
6 CREDITS
MIGRATION AND DEVELOPMENT

2 Credits

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

(v) Understand the dynamics of migration including trends, causes, consequences and impacts of migration
(vi) Study the link between migration and development and comprehend the issues associated with migration
(vii) Analyse the current trends and policy responses towards migration

Unit 1: Introduction

Migration: basic concepts and definition - Theories of Migration - Types of Migration

Unit 2: Migration: Issues and Challenges

Labour Migration in India: Issues and Challenges- Migrant workers and Human Rights, Role and Functions of Labour Department - Youth Migration: Types, Push and pull factors, patterns and Trends – Forced Migration- Reverse Migration and Return Migration (Brain gain) - Socio-economic cost and benefits of Migration – remittances and FDI – Livelihoods and Migration

Unit 3: Gender and migration

Gender and Migration – migration and vulnerability - Migration and Human Trafficking – women domestic workers- marriage and migration – gender dimension of migration in urban India

Unit 4: Migration: Social costs

Child migration – risks and uncertainties – migration and children left behind – economic impact of migration on family – education of migrant children – state’s response -

Unit 5: Migration Policies and Legislations

- ILO convention and recommendations
- Managing Migration
- Migration and General Agreement on Trade in Services (GATS)
Prescribed Readings:

3. Devesh Kapur, 2010, Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India, Princeton University Press,
4. Glenda TibeBonifacio, 2012 Feminism and Migration: Cross-Cultural Engagements, International Perspectives on Migration Volume 1

Reference:

1. David J. Siddle, Migration, Mobility and Modernisation, Liverpool University Press, 2000, Routledge, 2012
3. Myria Georgiou, Gender, Migration and the Media
4. Internal Migration in India, Workshop Compendium Vol 1 & 2, UNICEF in collaboration with ICSSR, SDTT.
5. Internal Migration in India- Initiative for a better Inclusion of Internal Migration in India- Policy Briefs.
Journals:
3. Migration Studies is an international refereed journal, Oxford University Press.
6. Crossings: Journal of Migration and Culture, Intellect Publishers, USA
HEALTH AND DEVELOPMENT

2 Credits

Objective

This paper seeks to provide students with an understanding of key issues and themes in health and development: to demonstrate the links between health, illness and poverty; to explore how poverty creates particular risks and creates particular challenges for tackling disease; and to understand how global and national health policies have shaped the disease and healing environment in the developing world.

Unit I Health in global context: Definitions; the World Health Organization; global campaigns for health; social distribution of health inequalities.

Unit II Health economics: the state and scope of health economics, Human capital and health, Health as a Social Indicator, Health dimensions of development: the health and development interdependency, The Dual Relationship between Health and Economic Status, Components of economic appraisal of health programmes


Unit IV Gender and Health- status, barriers to women’s health- gender construction on health- impact of limited sexual and reproductive health services on development - global development goals related to gender.

Suggested Readings:


Preventive and Social Medicine, K Park, Bansaridas Bhanot Publishing House


Urbanization and Development

Objectives:
The course is to provide an understanding of the conditions under Urbanization and Development, the student is expected to understand different type’s theory, policy and practice.

UNIT-1

UNIT-2
Urban community development - meaning and scope, urban development programs in India: Origin, major achievements, drawbacks and present status. Barriers to urban community development in India.

UNIT-3
Cities as centres of power, role of cities in national development: Need for guided urban development Slums in India: theories, causes and conditions, poverty in urban areas, poverty alleviation programmes.

UNIT-4
Administrative and policy arrangements for urban development with reference to municipalities, corporations, metropolitan development authorities, housing and slum clearance.

Unit- 5
References:


2. Rao VLS Prakasa Urbanization in India, Concept Publishing Company, New Delhi

3. R Ramachandran, Urbanization and Urban Systems in India By , Oxford University Press

4. Urban social geography: an introduction Paul L. Knox, Steven Pinch

5. Urbanization and Governance in India by Hust, Evelin & Mann, Michael(Eds), Place of Publication, New Delhi, 2005

6. Pillai P Gopinadhan , Rural Development in India, Pointer Publishers, New Delhi


8. Singh Katar Rural Development, sage pubnspvt ltd


15. KasambiMeera, Urbanisation and Urban Development in India ICSSR, New Delhi, 1994


Financial Inclusion

2 Credits

Objectives:
The objective of the course is to impart knowledge relating to importance of finance in development process, finance as credit, constraints in acquiring credit and concept of financial inclusion. This course would focus on various components of financial inclusion and their pros and cons in the real world scenario.

**Unit One: Importance of Finance and Credit**

Finance and Growth - Need for credit- Credit constraint poverty nexus – Aggregate impact of household savings and borrowing constraints; Inter-linked credit markets as constraints to development

**Unit Two: Credit Constraints and Consequences**

Constrains to Institutional credit- lack of collateral, moral hazard and adverse selection, cost of credit, subsidised interest rates, default rates - Credit links to labour, land and output, credit rationing ; credit constrain and sub-optimal use of resources

**Unit Three: Financial Inclusion and Development**

Concept of Financial inclusion - financial inclusion and economic development; Access to financial services; Institutional credit and non-Institutional credit flows in India- sector wise; Current status of Financial Inclusion and financial deepening;

**Unit four: Micro Finance**

the concept of Micro credit; Group lending, group monitoring, decontrol of interest rates; Self-help group Bank linkage programme with Public sector banks, cooperative s and regional rural banks; Micro finance Institutions

**Unit Five: Critiques of Financial Inclusion Measures**

Regulation of Micro credit and non-banking financial institutions, Attractiveness of micro credit to lenders and borrowers, Recommendations of the various committees on Financial Inclusion and the criticism of the measures suggested. Government initiatives on financial services to the poor

**References:**

Debraj Ray, Chapter 14 Credit in “Development Economics”, Oxford India Paper backs -
LC Class. No.: 338.9 / RAY
Rangarajan (Chairman) committee “Report of the Committee on Financial inclusion 2008
Nachiket Mor (chairman) “Committee on Comprehensive financial services for small businesses and low income households
National Bank for Agriculture and Rural Development (NABARD), 2009, Status of Micro Finance in India 2012
CIVIL SOCIETY, SOCIAL MOVEMENTS AND DEVELOPMENT IN INDIA

2 Credits

Objectives

This course intends to familiarise the students with the debates around social movements. In particular they will learn why social movements are important for not just an understanding of politics of the people, but also to see how a non-institutionalised public domain is constituted between the domain of the state and society. In addition, it would help them understand how social movements emerge as a critique of the development strategies and dominant development paradigms of the state, and also help contribute to an alternative understanding of development.

Unit 1: Meaning and Approaches

- Class and collective action: the Marxist approach (MSA Rao, A.R.Desai, Arvind N.Das and D.N. Dhanagre)
- The post-industrial welfare state and new social movements (Alanin Touraine, Gail Omvedt, Ghanshayam Shah)
- Gandhian approach: civil disobedience and mass politics

Unit 2: Social Movements in India

- Peasant and farmers movement: historical trajectory and issues -colonial context and anti-feudal uprisings, the green revolution and the farmer’s movement, globalisation and its ramifications
- Women’s movement: social reforms and the framing of the ‘women’s question’, the national movement and the ‘nationalist resolution of the women’s question’, the struggle for franchise, the decline of the national consensus and rallying around development (Towards Equality report, SEWA, women and mass organisations – AIDWA and NFIW), the new women’s movement and the question of autonomy, globalisation and liberalisation and the changing notions of autonomy
- Environment movement: Chipko Movement; Narmada BachaoAndolan
- Dalit movement: history of anti-caste movement in India, adi-dharma movements, self-respect movement, Ambedkar and the Scheduled Caste Federation of India, mahar movement, Dalit panthers, internationalisation of issues around caste-discrimination and debates over race and caste
- Backward caste movement
- Ethnic movements with special reference to the tribal movements: colonialism and the tribal uprisings: Santhal Revolt, Birsa Munda Movement, Rampa Revolt of 1922, post-colonial context at issues of indigeneity, land, culture and self determination
- Civil rights movement: the colonial context and the civil rights committee, post emergency resurgence of democratic rights organisations, civil rights organisations, national alliances (e.g., National Alliance of People’s Movement)

Unit 3: New Social Movements and Civil Society

- Concept of civil society
• Non-governmental organisations
• Non-party political formations
• Civil society and social capital
• Civil society and political society

References


Ghanshyam Shah ed.,(2002.) The State and Social Movements, Sage, Delhi.


ACADEMIC WRITING
NON CREDIT