

Central University of Bihar

School of Social Sciences and Policy (SSSP)

Centre for Development Study

**Masters Program in Development Studies
(2009-2010)**

Contents

Topic	Pages
1. Preface	3
2. Curriculum Development for the Masters in Development Studies	5
3. Course Level System	9
4. Final Course Structure	10
5. Syllabus of the first Semester Course	12

Preface

Since World War II, development has been a primary goal of both industrialized countries and emerging nations. Despite this emphasis, however, billions of people have been left behind as the gaps between rich and poor nations and between the rich and the poor within nations have increased. Controversies have surrounded many development projects around the world, and the consistency with which certain issues are raised suggests there are several fundamental questions concerning the theory and practice of development that need to be addressed: Who directs development, under what circumstances, and in whose interest? What is the significance of such terms as first, second, and third world and of categories such as developed, developing, and less developed nations? How are a country's actions conditioned by history, particularly colonialism, and by economic pressures in the contemporary world? Who are the targets of development projects, and are they the same as the beneficiaries of such projects? How do we measure development and growth? How are development projects different from corporate and government profit-making ventures? These and related questions are the subject matter of Development Studies.

Development Studies is concerned with the process and outcomes of changes in societal institutions and in people's lives. Consequently, the discipline covers social, economic, political, cultural, and other facets of human development. Development Studies is a relatively new and growing field. Ironically, most of the development studies programs that focus on countries in the developing world are located in European universities, even though most of the students in these programs are from developing countries. In India, there are only a few centres that focus on Development Studies at the Masters and Doctoral levels, and none of these centres is located in the eastern part of the country, a region in need of development on multiple dimensions. The Masters in Development Studies (MDS) program, as recently launched by the Central University of Bihar, aims to fill this institutional gap. This step is a milestone in the field of development studies, as Bihar offers a challenging context not merely for testing development theories but also for playing pro-active role in the development process of the state and nation.

Development is almost always equated with economic development. However, it has become increasingly clear that defining development in predominantly economic terms may result in policies and programs that produce negative social and political outcomes for the poor. Therefore, the Centre for Development Studies (CDS) of the Central University of Bihar proposes to introduce a unique program that will consider development in a holistic way.

The planned CDS courses in Development Studies are intended to broaden students' perspectives about development and to increase their personal and professional capabilities as practitioners and researchers. The courses encompass economic, social, political, cultural, and geographic aspects of development. Course topics will include society and governance, development economics, post-colonialism, gender, human development, health and nutrition, the agrarian system, and the role of civil society in development, development policies, and project formulation and

implementation. These courses will be presented within a multidisciplinary and people-centred approach. There will be an emphasis on national and international diversity and on social justice, in order to ensure development outcomes that are sensitive to context, accountable to individuals and institutions, and equitable between people and between groups. Field activities will be designed to facilitate students' sensitivity and skills so as to ensure that they treat citizens with dignity and respect.

The MDS aims to equip students with critical, analytical, and practical skills that will be of use in their future careers, either as academics or as development professionals. The program will provide students with opportunities to learn research methods, to critically examine relevant bodies of theoretical and empirical literature, and to be aware of current debates. Practicum, field-work, and internship opportunities will facilitate learning about development, policy planning, and the application of theories and policies to field settings. The program will make students aware of the need to understand both local situations and circumstances and global interactions and influences. In sum, the two year MDS program will teach students the theories and practice of development and will give them the skills needed to apply this information to real world problems.

The Masters in Development Studies, which began in the current academic session (2009-2010), is aimed at bringing together faculty and students from multiple disciplines. This multidisciplinary approach means that there is no dominant disciplinary bias and that students are encouraged to approach problems at multiple levels and with multiple types of knowledge. The MDS program has been developed over the past several months with the help of experts in a variety of disciplines. Their work, as reflected in the course syllabi that follow, will provide students with a broad knowledge and skill base with which they can help in the development process.

Curriculum Development for the Masters in Development Studies

Steps leading to the evolution of Master Program in Development Studies

Step 1

Curriculum development required formal /informal consultation with the experts and institutional heads. The first step, taken by the Vice-Chancellor, was to visit some prominent institutions like University of Hyderabad, National Institute of Rural Development (NIRD), Hyderabad, Tata Institute of Social Sciences (TISS), Mumbai, Indira Gandhi Institute of Development Research (IGDR), Mumbai, and G.B Pant Social Science Institute, Allahabad for consultation to develop broad framework of the program with the goal to decide objectives and course structure of the program.

The first consultation meet/ workshop; June 17-19, 2009

Followings participated in the first consultation/ workshop:

Name	Institutional affiliation
Prof. Janak Pandey	Vice -Chancellor, Central University of Bihar (CUB)
Prof. Pradeep Bhargava - (Chair)	Director, GB Pant Social Science Institute, Allahabad
Prof. A.C Sinha	Former Professor of Anthropology and Dean of Social Sciences Faculty, North East Hill University (NEHU, Shillong).
Prof. D.M. Diwakar	Giri Institute of Development Studies, Lucknow
Dr. B.K. Thaphiyal	National Institute of Rural development, (NIRD), Hyderabad
Dr. Sunit Singh	G.B. Pant Social Science Institute, Allahabad
Dr. R.R. Hermon	National Institute of Rural Development (NIRD) Hyderabad
Dr. Srijit Mishra	Indira Gandhi Institute of Development Research, Mumbai.
Prof. R.R. Sahay	Former Professor of Philosophy, Patna University and Consultant, Central University of Bihar, Patna
Dr. Rajeshwar Mishra-Convener	Former Faculty, A.N.S. Institute of Social Studies, Patna, Development Expert and Consultant Central University of Bihar, Patna

Steps 2

In the absence of the Executive Council (EC) and Academic Council (AC) and considering the urgency of launching the program during the current academic session (2009-10), the Vice-Chancellor, exercising his emergency power as laid down under *section 11(3) of the Central University Act, 2009*, approved an ordinance providing for the **development of course through workshop(s)**. Eminent scholars, drawn from the interfacing subjects, were invited to participate in the workshops. The workshops laid down the course frame work which was presented before a review committee for its feedback and additional inputs. The review committee offered important feedback and suggestions which have been integrated in the course.

Step 3

The second workshop July, 11-12, 2009.

As recommended by the first workshop, the second workshop was held on the **11th and 12th of July, 2009** at Patna for greater representation of ideas and disciplines. The followings (mostly new scholars) participated in the second workshop:

Participants of the second workshop

Sl	Name	Institutions
1.	Prof. Janak Pandey	Vice-chancellor, Central University of Bihar, Patna
2.	Prof. Pradeep Bhargava (Chair)	G.B.Pant Social Science Institute, Allahabad
3.	Prof. T. C.A Anant	Delhi School of Economics, Delhi
4.	Dr. Srijit Mishra	Indira Gandhi Institute of Development Research, Mumbai
5.	Prof. Renu Ranjan	Magadh Mahila College, Patna, Patna University
6.	Dr. Anant Kumar	Xavier Institute of Social Service, Ranchi, Jharkhand
7.	Prof. M. N. Karna	Tezpur University, Tezpur / Former Professor of Sociology, North East Hill University (NEHU), Shillong.
8.	Prof. R. N. Sharma	Tata Institute of Social Sciences, Mumbai
9.	Dr. Pushpendra Kumar	National Institute of Rural Development, Hyderabad.
10.	Prof. R.C. Sinha	Former Professor of Philosophy, Patna University
11.	Prof. R.R Sahay	Former Professor of Patna University and consultant, Central University of Bihar, Patna
12.	Dr. Ajay Kumar Singh	A.N. Sinha Institute of Social Studies, Patna
13.	Dr. Badri Narayan	G.B.Pant Social Sciences Institute, Allahabad
14.	Prof. P.P Ghosh	Director, Asian Development Research Institute
15.	Prof. M. P. Singh	Former Head Department of Political Science, Delhi University, Delhi.

16.	Prof. GP Mishra	Former Director, Giri Institute of Development Studies, Luck now
17.	Dr. Rajeshwar Mishra	Convener, Course Development Committee and Consultant, Central University of Bihar, Patna.
18.	Dr. Imtiaz Ahmad	Director, Khuda Baksh Library, Patna
19.	Ms. Neena Srivastava	Director, Equity Foundation, Patna
20.	Dr. K. P. Singh	Department of Statistics, Patna University, Patna

Step 4

Review Meeting was held on the 21 July, 2009 to review the recommendations of the two workshops.

Participants of the review meeting

Name	Institutional affiliation
Prof. Janak Pandey	Vice-chancellor ,Central University of Bihar
Prof. Jean Dre'z	Visiting Professor, Allahabad University and Delhi University
Prof. Sunil Ray	Institute of Development Studies, Jaipur
Prof. Chandra Kala Padia	Banaras Hindu University, Varanasi
Prof. Ravi Srivastava	Jawaharlal Nehru University, Delhi
Prof. Pradeep Bhargava, Chair, Course Development Committee	GB Pant Social Science Institute, Allahabad
Prof. Rajeshwar Mishra, Convener	Consultant, Central University of Bihar

The review process

The review committee appreciated the broad course structure and overall academic program recommended by the workshops.

The reviewers made the following recommendations to be incorporated into the curriculum of Master in Development Studies. It was suggested that the basic elements of the Master in Development Study should relate to:

1. Foundations of interfacing subjects of development studies.
2. Sensitivity to the issues of development.
3. Skill to analyze issues and suggest interventions.
4. History and Perspectives of development.
5. Alternative models of development and contemporary development discourse.
6. Diversity in specialized courses.

The committee suggested the following indicators to assess the success of the program:

1. Development of sensitivity and analytical skills.
2. Combination of theory and practice.
3. Development of capacity to use methodological tools to explore knowledge.
4. Development of capacity of the students enabling them to decide the priorities and actions.

Pedagogy and process

The review meeting emphasised the significant role of the pedagogy and the processes to be followed in teaching, research and practice.

1. The semester should begin with excitement and involvement of the student arousing their keen interest in aspects of development so that they can identify issues and problems.
2. Lighter readings through available literature, for example, books like Asian Drama, to combine the teaching of theories and history.
3. Basic skills in written and oral communication as well as quantitative methods should be emphasized. Counselling, support and hand holding to be made available.
4. Emphasis on interactive and participative processes.
5. Opportunity for reflection and exploration of issues.
6. The faculty should encourage interactive learning.
7. Students should get excitement and sensitivity to engage in and challenge various development theories facilitating original and innovative perspectives.

Course Level System

The Expert Committee assigned for designing the courses of the Central University of Bihar has developed a system for determining the levels of various courses offered by the University. This system follows the pattern of internationally accepted course level structure that categorizes undergraduate courses between 101 and 499 levels and the graduate courses between 501 and 700+ levels. The Committee, while following this pattern, has prepared some norms to maintain the organization of the 'course level system', designed specifically for the Central University of Bihar. The various course levels and its significance have been mentioned below:

- 101-125: Introductory Undergraduate Courses
- 126-299: Middle level Undergraduate Courses
- 300-399: Higher level Undergraduate Courses
- 400-499: Honours level Undergraduate Courses
- 501-525: Foundational Masters Courses
- 526-599: Core Masters Courses
- 600-650: Specialized Masters/Doctoral Courses
- 651-690: Advance Masters/Doctoral Courses
- 691-699: Master's Thesis Courses
- 700-710: Doctoral Thesis Courses

Following the aforementioned system, the level of the courses for the first program in Masters in Development Studies of the Centre of Development Studies in the School of Social Sciences and Policy has been determined and number for each of the course is assigned. As the syllabus of the rest three semesters' courses has not been developed yet, it is decided to assign the level of the courses only after the contents are clearly articulated in the syllabuses of various courses.

The final Course Structure

Based on the recommendations of the workshops and the review panel the first academic session would begin with an orientation programmes for a week. The orientation program would be semi-structured and flexible. Events and activities will be planned to allow the students open up and share their expectations and world view on issues like society, state, governance, economy and environment. This would help the faculty appreciate their strengths, weaknesses, needs and values. This process would certainly help the faculty establish rapport with students and accordingly fine tune course contents and pedagogies:

SEMESTER FIRST (18 Credits)

DS 511 Society, State and Governance	(4 Credits)
DS 512 Development Economics: Theory, History and Experience	(4 Credits)
DS 501 Research Methods	(4 Credits)
DS 502 Quantitative Methods and Computer Application	(4 Credits)
DS 505 Gender and Development	(2 Credits)

SEMESTER SECOND (20 Credits)

2.1. Post-colonial Development/Third World Perspective of Development	(4 Credits)
2.2. Socio-psychological and Anthropological Perspectives of Development	(4 credits)
2.3. Political Economy of India's Development	(2 Credits)
2.4. Agrarian System and Crisis	(2 Credits)
2.5. Contemporary Urban Issues	(2 Credits)
2.6. Human Development	(2 Credits)
2.7: Development, Growth, and Measurement Issues	(2 Credits)
2.8. Demography and Population	(2 Credits)
2.9. Thesis Proposal	(2 Credits)

SUMMER (4 Credits)

Internship	(2 Credits)
Thesis Based Field Work	(2 Credits)

THIRD SEMESTER (20 Credits)

3.1: Contemporary Development Discourse	(4 Credits)
3.2: Principles and Practices of Public Policy	(4 Credits)
3.3: Project Cycle Management	(2 Credits)
3.4: Specialized Courses	(6 Credits)
3.5: Thesis Data Analysis and Seminar	(2 Credits)

FOURTH SEMESTER (18 Credits)

4.1: Globalization, development and well being	(4 Credits)
4.2: Development Communication	(2 Credits)
4.3: Multilateralism and Development	(2 Credits)
4.4: Specialized Courses	(4 Credits)
4.5: Thesis Writing and Defence	(4 Credits)
4.6: Comprehensive Viva -Voce	(2 Credits)

BASKET OF SPECIALIZED COURSES (2 Credits each)

6.1: Literature, Aesthetic and Development	(2 Credits)
6.2: Strategies for Social Intervention	(2 Credits)
6.3: Advance Quantitative Methods	(2 Credits)
6.4: Information and Communication Technologies in Development	(2 Credits)
6.5: Tribal Issues	(2 Credits)
6.6: Dalit Issues	(2 Credits)
6.7: Labour Economics	(2 Credits)
6.8: Informal Sector	(2 Credits)
6.9: Micro Finance	(2 Credits)
6.10: Public Health	(2 Credits)
6.11: Migration	(2 Credits)
6.12: Disaster Management	(2 Credits)
6.13: GIS	(2 credits)
6.14: Climate Change	(2 Credits)
6.15: Dimensions of Industrial Development	(2 Credits)
6.16: Appropriate Technology and Development	(2 Credits)

Note

1. The Course Advisory Committee (CAC) may propose to the Chair, Academic Council, to add or delete compulsory/ specialized courses(s) as per academic requirement of particular batch of students with the proviso that such changes shall be reported to the AC.
2. The CAC shall report to AC objectives of each course. The reading list approval by the AC is not required .As there are no permanent faculty in good number, the practice of reporting the reading list of each course may continue to ensure quality.

Syllabus of the First Semester Courses SEMESTER FIRST, 2009 (18 Credits)

DS 511 Society, State and Governance (4 Credits)

Objective

The course aims at introducing students to the idea of the science of society, and to engage them in questioning existing prejudices and stereotypes about social groups, their values and practices. The main objective of the course is to facilitate students in developing an understanding of the key concepts in sociological theories and critically engage them with different perspectives on society, such as Marxist and functionalist. It also prepares students for a critical exploration of theories of state and democracy in various, often conflicting, strands of theories such as liberal, Marxist and radical. The course intends to expose students to differing perspective on the nature of Indian society and the discourse around the concept of tribe, caste, class, gender and ethnicity in India. Furthermore, it attempts to critically engage students on issues and controversies relating to the experience of democracy in India and social movements. It is expected that this course will familiarize the students with the theoretical debates on governance in India- the state, constitution, judiciary, parliament, political parties, citizenship rights, and institutions of local governance.

Contents

1. Understanding Society

- Basic concepts
- Differentiating common sense understanding of society from a scientific understanding of society
- Sociological theories
- Social stratification
- Social change.

2. Indian society

- Tribe, caste, class, gender and ethnicity
- Contemporary debates on Indian society

3. State: concept and perspectives

- Rise of the modern nation-state
- The concept of citizenship; democracy
- Concept and contemporary theories.

4. Democracy in India

- Key constitutional debates and the Indian constitution
- Democratic ideals and institutions
- Experience of democratic practice in India
- Democracy and disaffection - social movements and resistance.

ESSENTIAL READINGS

Agarwal, Bina (1996): *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge: Cambridge University Press (chapter on conceptualising gender relations).

Bardhan, Pranab and Dilip Mukherjee (ed.) (2007): *Decentralisation and Local Governance in Developing Countries: A Comparative Perspective*, New Delhi: Oxford University Press.

Baxi, Upendra (1994): *The Rights of Subordinated Peoples* (Co-written with O. Mendelsohn). New Delhi: Oxford University Press.

Chatterjee, Partha (1993): *Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton, N.J.: Princeton University Press.

D.L.Seth and Ashis Nandy (eds.) (1996): *The Multiverse of Democracy*, New Delhi: Sage

Dhanagere, D. N. (1993): *Themes and Perspectives in Indian Sociology*, Jaipur and New Delhi: Rawat Publications.

Dipankar Gupta (ed.) (1991): *Social Stratification*, New Delhi: Oxford University Press (particularly essays by Dipankar Gupta, Gavin Smith, Louis Dumont, M. N. Srinivas, and Max Weber).

Hasan, Zoya, E. Sridharan, R. Sudarshan (eds.) (2002): *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black.

Jayal, Niraja Gopal (1999): *Democracy and the State: Welfare, Secularism and Development in Contemporary India*, OUP.

Jenkins, Rob (1999): *Democratic Politics and Economic Reform in India*, Cambridge University Press.

Khilnani, Sunil (1997): *The Idea of India*, London: Hamish Hamilton.

L. C. Jain (ed.) (2005): *Decentralization and Local Governance: Essays for George Mathew*. New Delhi: Orient Longman (particularly Mark Robinson's essay).

Rao, M.S.A. (1978): *Social Movements in India*, Vol. I & II, Delhi: Manohar.

Rudolph, Lloyd, and Susanne Rudolph (1984): *The Modernity of Tradition*, Chicago, Reprint.

SUGGESTED READINGS

Aziz, Abdul, N. Sivanna, M. Devendra Babu, Madhushree Sekher and C. Charles Nelson (2002): *Decentralized Governance and Planning: A Comparative Study in Three South Indian States*, New Delhi: Macmillan Publishers.

Barrow, C.W. (1993): *Critical Theories of the State: Marxist, Neo-Marxist, Post-Marxist*, Madison: University of Wisconsin Press.

Bhasin Kamla (2000): *Understanding Gender*, New Delhi: Kali for Women (booklet).

Bhasin, Kamla and Nighat Said Khan (1986): *Some Questions on Feminism and its Relevance in South Asia*, New Delhi: Kali for Women (booklet).

Blaug, Ricardo and John Schwarzmantel (eds) (2000): *Democracy: A Reader*, Edinburgh: Edinburgh University Press.

Chakravarti, Anand (2004): "Caste and Agrarian Class: A View from Bihar", in Manoranjan Mohanty (ed.), *Class, Caste, Gender*, New Delhi: Sage.

Chibber, Vivek (2003): *Locked in Place: State-Building and Late Industrialization in India*, Princeton: Princeton University Press.

Corbridge, Stuart et al (2007): *Seeing the State: Governance and Governmentality in India*, Cambridge University Press, India.

Das, Veena (1995): *Critical Events. An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press (Chapter 1).

de Souza, Peter Ronald (ed.) (2000): *Contemporary India: Transitions*, New Delhi: Sage Publications.

Elwin, Verrier (2001): "A Philosophy of Nefa (1960): The Fundamental Problem", in Nari Rustomji (ed.), Verrier Elwin, *Anthropologist: Selected Writings*, Shillong: North-Eastern Hill University Publication, New Delhi: Oxford University Press.

Frankel, Francine R. (ed.) (2000): *Transforming India: Social and Political Dynamics of Democracy*, New Delhi: Oxford University Press.

Gandhi, M.K. (1964): "Caste Must Go and the Sin of Untouchability", Ahmedabad: Navajivan Publication House.

Gramsci, A. (1971): *Selections from the Prison Notebooks*, London: Lawrence and Wishart.

Heredia, Rudolf C. (1997): "Ethnicity, Class and Nation: Inter-relationships in a Multi-Cultural State", *Economic and Political Weekly*, May 10.

Ilaiyah, Kancha (ed.) (1994): *“Democracy in India”*, University Press of America.

Isaac, Thomas (ed.) (2002): *Local Democracy and Development: The Kerala People’s Campaign for Decentralized Planning*, Rowman & Littlefield Publishers, Inc.

Kiswar, Madhu (2006): *Deepening Democracy*, New Delhi: Oxford University Press.

Kohli, Atul (ed.) (1998): *India’s Democracy: An Analysis of Changing State-Society Relations*, Princeton: Princeton University Press.

Kothari, Rajni (1998): *“State against Democracy: In Search of Human Governance”*, Delhi: Ajanta Publications.

Lijphart, Arend (1969): *“Consociational Democracy”*, *World Politics*, Vol. 21, No. 2.

Manor, James (1996): *“‘Ethnicity’ and Politics in India”*, *International Affairs*, Vol.72, No. 3.

Moore, Barrington (1966): *Social Origins of Dictatorship and Democracy*, Boston, Beacon Press (Selections).

Muslims for Secular Democracy (not dated), *Minority Report: Executive Summary*, Rajindar Sachar Committee, available at www.mfsd.org, accessed on July 31, 2009.

Nandy, Ashis (1989): *The Political Culture of the Indian State*. *Daedalus*, 118: 1-26.

Oomen, T.K. (1998): *Protest and Change: Studies in Social Movements*, New Delhi: Sage Publications, pp.106-117.

Pantham, Thomas (1997): *“Indian Secularism and Its Critics: Some Reflections”*, *The Review of Politics*, Vol. 59, No. 3.

Ray, Rabindra (1988): *The Naxalites and their Ideology*, New Delhi: Oxford University Press.

Rudolph, Lloyd, and Susanne Rudolph (2008): *Explaining the Indian Democracy: The Realm of Ideas, Inquiry and Theory*, Oxford University Press, New York.

Samddar, Ranabir (ed.) (2007): *The Politics of Autonomy: The Indian Experience*, New Delhi: Sage Publications.

Savyasaachi, *Tribal Forest-dwellers and Self-rule: The Constituent Assembly Debates on the Fifth and Sixth Schedules*, New Delhi: Indian Social Institute.

Scott, James (1990): *Dominance and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press.

Scott, James A. (1990): *Weapons of the Weak: Everyday Forms of Peasant Resistance*, New Delhi: Oxford University Press.

Seth, D.L. (2001): "Ram Manhor Lohia on Caste in Indian Politics", in Ghanshyam Shah (ed.), *Dalit Identity and Politics*, New Delhi: Sage.

Ghanshyam Shah (ed.) (2001): *Dalit Identity and Politics*, New Delhi: Sage (particularly essays by Ambedkar, B.T. Randive, D.L. Seth, and S.K. Throat and R.S. Deshpande).

Shah, Ghanshyam (2007): "The Condition of Muslims", *Economic and Political Weekly*, March 10, Vol.42, No.10.

Shah, Ghanshyam (ed.) (2002): *Social Movements and the State*, New Delhi: Sage Publications.

Tilly, Charles (1973): "Does Modernization Breed Revolution?" *Comparative Politics*, 5 (3), April: 425-447.

Tumin, Melvin M. (1981): *Social Stratification: The Forms and Functions of Inequality*, New Delhi: Prentice-Hall of India (third Indian reprint).

Uberoi, Patricia, Nandini Sunder and Satish Deshpande (eds.) (2007): *Anthropology in the East*. Delhi: Permanent Black (Selections).

Varshney, Ashutosh: "Why Democracy Survives," *Journal of Democracy*, Vol. 9: 8, pp. 36-50.

Wallerstein, I. (1986): 'Dilemmas of anti-systemic movements', *Social Research*, Vol.53, pp.185-206.

Weiner, Myron (1989): *The Indian Paradox*, New Delhi: Sage Publications.

Xaxa, Virginius (2002): "Tribes in India", in Veena Das (ed.), *The Encyclopaedia of Sociology and Social Anthropology*, New Delhi: Oxford University Press.

DS 512 Development Economics: Theory, History and Experience (4 Credits)

Objective

The course intends to offer an exposure to the students towards fundamental theories of economic development. It also aims at engaging students to understand evolution of development paradigms in their historical context and learn lessons from the experiences of development histories of both developed and developing countries. The objective would be to facilitate students in enhancing their capabilities to examine the contemporary development discourse against the backdrop of its historical experiences.

Contents

The course will be divided into two broad sections:

1. Economic Theory

- Classical economic theory
- Neoclassical Economic Theory
- Theory of consumer behaviour
- Theory of demand
- Theory of firms
- Forms of markets
- Marxian Economics
- Keynesian economics
- Theory of investment and savings
- Multiplier effect and acceleration principles
- Inflation
- Trade cycle
- Depression
- Money and Banking
- International trade
- National income accounting.

2. Economic History and Development Experience

- Concept of Development and Historical evolution of development paradigm
- Colonization development and culture
- Development ideas during the period of 1910 and 1950
- Co modification of land, labour through self regulating market

- Development as interplay between ‘immanent process’ and international enterprise
- Critique of development as a single route to modernity
- Making of Third World
- Dependency Theory
- World system theory
- Early post-colonial development
- Soviet and Chinese experience
- Import substitution- Stages of economic growth
- Authoritarian and democratic regimes
- Neo Liberalism
- Washington consensus
- Geopolitics and new imperialism
- Linking Race, Gender, Sexuality with imperialism and Capitalism
- Civil society
- Politics of Aid and de-politicization

References

S. Corbridge, *Development Studies: A Reader* (Arnold, 1995).

Choudhury, K. R., *Modern Micro-Economics: Theory & Applications* (Dominant Publishers and Distributors, 2001).

K. Polanyi, *The Great Transformation* (Beacon Press, 1944).

I. Wallerstein, *World System Analysis* (Verso, 2004).

A. Kohli, *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge, 2004).

A Sen, *Development as Freedom* (Anchor, 1999).

G. Rist, *The History of Development: From Western Origins to Global Faith* (Zed Books, 1997).

H J Chang, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002).

H De Soto, *The Mystery of Capital* (Black Swan, 2001).

J. Bhagwati, *In Defence of Globalization* (Oxford, 2004).

J. Ferguson *The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho* (Cambridge, 1990).

J. Sachs *The End of Poverty: Economic Possibilities for Our Time* (Penguin, 2005).

T. Roy, *Rethinking Economic Change in India: Labour and livelihood* (Routledge Press, 2005).

DS 501 Research Methods (4 Credits)

Objectives

The aim of the course is to help students in exploring the social, economic, political and psychological events, phenomenon and dynamics for composite understanding of development. The course intends to facilitate students in understanding the use of existing perspectives, theories, approaches and tools required for systematic endeavour. The course objective is to inculcate in students understanding of nature of scientific research. They are expected to learn how to identify research problems, research questions, hypotheses, and decide appropriate methods, design of the study, selection of sample, and tools to collect data, make appropriate analysis and write report.

****Contents**

1. Foundation of Research

- Science and Research
- Dimensions of Research
- Theory and Research
- Basic concepts, assumptions, characteristics of theory
- Research problem
- Hypotheses formulation

2. Typologies

- Experimental Research
- Survey Research
- Unobtrusive Measures
- Policy research
- Action Research
- Quantitative and qualitative research
- Participatory Research
- Cross-disciplinary research
- Multi-method

3. Quantitative Methods

- Research problem
- Hypotheses formulation
- Design
- Sampling
- Tools
- Statistical analysis
- Reliability and validity
- Writing and presentation

4. Qualitative Methods

- Context and social -self

- Evolving research questions
- Design
- Tools
- Identification of tools
- Location of research
- Entering the field and rapport building
- Data collection
- Observation, interview, process documentation
- Analysis of data
- Reliability and triangulation
- Completing and communicating research outcome

5. Participatory Research

- Concept and rationale
- Evolution
- Tools
- Application
- Knowledge for empowerment /agency

6. Action Research

- Concepts and rationale
- Process
- Process and outcome analysis
- Interfacing research with community and policy
- Communicating and sharing action research outcome
- Issues in action research

7. Social policy research and policy influences

- Building policy interface
- Involving policy makers in research process
- Advocacy and lobby as strategy for policy influences
- Planning and executing advocacy and policy integration
- Up-scaling of the action research outcome and phasing out

8. Ethics and Social Research

- Ethics in social research- conceptual position
- Options and extremes
- Ethical codes and practices
- Power relations between researchers and the 'subject'
- Objectivity and stereotypes
- Confidentiality and anonymity
- Ownership of research and knowledge
- Issues of reliability and authenticity-who decides

**

Students will be encouraged for practical application of the methods in '*field situations*' over and above the class room teaching.

References

Neuman, W. Lawrence (2008). Social research methods: Quantitative approaches (Sixth Edition). New Delhi: Pearson.

Summer, Andy and Tribe, Michael (2008). International development studies: Theories and methods in research and practice. New Delhi: Sage.

Henn, Matt, Weinstein, Mark and Ford, Nick (2008). A short introduction to social research. New Delhi: Vistaar Publications.

Cover, J. A. and Curd, Martin (1998). Philosophy of sciences: The central issues. New York: W. W. Norton & Company

Delanty, Gerard and Strydom, Piet (2003). Philosophies of social sciences: The classic and contemporary readings. Berkshire: Open University Press.

Rosaldo, Renato (1993). Culture & Truth: The Remaking of Social Analysis. Boston: Beacon Press.

Aihwa Ong and James Collier. 2005. Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems. Kindle Book.

Israel, Mark and Hay, Iain (2006). Research ethics for social scientists. New York: Sage Publication.

Deborah Tolman and Mary Brydon-Miller. From Subjects to Subjectivities: A Handbook of Interpretive and Participatory Methods. New York: New York University Press.

Freire, Paulo (2000). *Pedagogy of the oppressed*. London: Continuum.

Horton, Myles and Paulo Freire. We Make the Road by Walking. Philadelphia: Temple University Press.

DS 502 Quantitative Methods and Computer Application (4 Credits)

Objective

The objectives of the course are to enhance students' knowledge and skills regarding quantitative methods and use of computer in the development research and practice. The course aims at facilitating students' understanding of the fundamentals of Statistics. It aims at offering knowledge and skills for developing acumen to select sampling, designing, data analysis, presentation of research and making inferences about the population. It also intends to facilitate students' understanding of 'ANOVA', 'regression' and 'correlation analysis' and use of 'least square estimation'. The course also intends to impart training in general packages for word processing, data management and analysis, and use of SPSS.

Contents

The course is divided two broad categories:

1. Computer Application

- **Introduction to Computer**

- i. A simple model of a computer
- ii. Characteristics of computer
- iii. Algorithm
- iv. Flowchart
- v. Problem solving using computer
- vi. Evolution of computer
- vii. Classification of computer
- viii. Application of computer
- ix. Data representation and number system (Representation of Character, Representation of integer, Representation of Fraction, Hexadecimal representation of number, binary, hexadecimal, decimal conversion).
- x. Input/output units (Keyboard, MICR, OMR, OCR, Bar Coding, VDU, Printer, Plotters).

- **Computer Memory & Architecture**

- i. Memory organization
- ii. Random Access Memory (SRAM, DRAM, ROM, PROM, EPROM)
- iii. Serial Access Memory
- iv. Magnetic Hard Disk

- v. CDROM, DVDROM
 - vi. Interconnection of computer units via two system bus
 - vii. UNIBUS
 - viii. Processor to Memory Communication
 - ix. I/O to processor Communication
 - x. DMA, RISC, Virtual Memory
- **Data Communication & Network:**
 - i. Type of Communication with and among computers
 - ii. Communication Channels
 - iii. Allocation of channel
 - iv. Physical communication media
- **Computer Language & Internet Basic:**
 - i. Assembly Language
 - ii. High-Level Language
 - iii. Compiler
 - iv. Interpreter
 - v. C
- **SPSS (Statistical Package for social Sciences)**
 - i. **SPSS for data Analysis Contents:** Introduction, creating a data file, Data screening and transformation, data entry, analysis (Univariate, Bivariate & Multivariate analysis), tests of significance.
 - ii. **SPSS in Report writing:** how to use SPSS, charts, working with SPSS output, Copying SPSS output to MS word Document.
 - iii. **Tabulation and Graphic presentation:** Structure for presentation, data presentation, case studies, qualitative data analysis and presentation through software, type of ICT used for research.

2. Quantitative Methods

- **Descriptive Statistics**

- i. Collection and summarization of data
- ii. Frequency distributions and their representations
- iii. Central tendency and its measures
- iv. Dispersion and its measures
- v. Skewness & Kurtosis and their measures.

- **Mathematical Background and Theory of Probability**

- i. Set Theory and Permutation & Combination
- ii. Concepts of Random Variable
- iii. Probability and its laws
- iv. Conditional and Joint Probability
- v. Empirical, Discrete, and Continuous Probability Distributions
- vi. Properties of Variance

- **Sampling Theory**

- i. Concepts of Sampling, Probability and Judgement Sampling
- ii. Determination of sample size and its relation with cost and efficiency
- iii. Various sampling designs and selection of appropriate design
- iv. Concepts of Ranked Set Sampling and its applications in Development Studies.

- **Nature of data and appropriate Analysis**

- i. Measurement scales
 - Nominal
 - Ordinal
 - Interval and
 - Ratio
- ii. Parametric and non-parametric statistics

- iii. Chi-square as a test of independence
- iv. Test of Means differences: t- Test and Analysis of Variance (ANOVA)
- **Regression and Correlations**
 - i. Linear regression
 - ii. Correlation and methods of Least Square Estimation
 - iii. Multiple Regression and making inferences.

References

Introduction to computer Science, ITL Education solution Limited, R&D Wing, PEARSON Education, Edition 2004.

Quantitative Methodologies and presentation of research Findings, MSO 002, Book-3, IGNOU, New Delhi.

Rajaraman V. - Fundamental of Computers, Prentice Hall of India Pvt. Ltd., New Delhi - 2nd edition, 1996.

Nie, N.H., C.H., Hull, J.G. Jenkins, K. Steinbrenner & D.H. Bent 1979. Statistical Package for social sciences, McGrew Hills, New York.

Statistics for Managements, 7/e, Richard I. Levin and David S. Rubin, Pearson Education.

Fundamental of Statistics, S. C. Gupta, Himalaya Publication, India.

Basic Statistics for Social Research D. J. Champion, Harper and Row, New York, 1970.

Sampling, 2/e ,Steven K. Thompson, John Wiley & Sons, Inc. , 2002.

Multivariate Analysis Techniques in Social Science Research, Jacques Tacq, Sage Publication, London, 1996.

DS 505 Gender and Development (2 Credits)

Objective

The course intends to expose students to the politics of engendering development, a development paradigm that emerged as a visible need after the World Conference on Women in 1975 and occupied a significant space in the collaborations of international and local organizations. The course, after facilitating students in developing an understanding of the concept of gender and its determinants, attempts to unfold the interplay of gender and development in the context of development projects' progression. The main objective of the course is to expose students to the theories and praxis of gender and development with particular reference to the intersections of gender, sex, race, class and caste. It offers some useful tools for examining the nexus of gender and development in the local as well as global context. The course aims at equipping students with tools and frameworks of gender analysis, essential for the formulation of gender sensitive policies and project and its effective implementation. The goal of the course is to facilitate students in understanding the need for engendering development and also the significance of working for a gender just society.

Contents

1. Introduction

- Introduction to gender and its determinants
- Men and women as subjects of gender norms

2. Gender and Development

- International institutions, development paradigms, and gender
- Mainstreaming gender into development discourse/ Engendering development
- Gender theories, approaches and tools
- Empowerment, agency, capabilities and gender
- Feminist vision of development

3. Social Construction of Gender and its Challenges

- Gendered division of labor: Women's formal and informal labor in industrializing and modernizing India
- Feminization and informalization of labor in late twentieth century
- Gender Discrimination: Food discrimination, son preference, sex ratio, and other institutional discrimination.

- Violence against women: Female feticide, dowry, honor killing domestic violence etc.

4. Empowerment, Representation and Participation

- Gendered access and control over resources, international regulations and feminization of poverty
- Women, population and reproductive health issues: problematizing women's reproductive capability as the cause of population explosion, approach of family planning/planned parenthood projects, and engendering reproductive health in post ICPD (International Conference on Population and Development, 1994) era.
- Micro-credit and SHG (self-help group)- facilitating entrepreneurship among poor women and men
- Engendering development planning and policies
- Gender justice and legal reformations (73rd and 74th amendments of Indian constitution)
- Sex ratio in parliaments and legislative assemblies

5. Towards a Gender Just Society

- Confronting Patriarchy at personal, familial, regional, national and global level
- Taking initiatives for reforming laws and policies for a gender just society

References

Benería, L., *Gender, development & globalization: Economics as if all people mattered* (2003), Routledge.

Benhabib, S., *Situating the Self: Gender, Community, and Postmodernism in Contemporary Ethics* (1992), Routledge.

Bina, A., *A Field of One's Own: Gender and Land Rights in South Asia* (1994), Cambridge University Press.

Chant, S., and Gutmann, M. (2002) 'Men-streaming' Gender? Questions for Gender and Development Policy in the Twenty-first Century, *Progress in Development Studies*, 2 (4), 269-282.

Chen, M., Vanek, J., Lund, F., Heintz, J., Jhabvala, R., and Bonner, C. (2005). Progress of the World's Women 2005: Women, Work & Poverty. UNIFEM, UNDP and ILO, http://www.unifem.org/attachments/products/PoWW2005_overview_eng.pdf

Devereux, S. (October 2001). "Sen's Entitlement Approach: Critiques and Counter-critiques", *Oxford Development Studies*, 29 (3), 245-263.

Doyal, L. (2002). "Putting Gender into Health and Globalization Debates: New Perspectives and Old Challenges" *Third World Quarterly*, 23 (2), 233-250.

Jackson, C. (2002). Disciplining gender? *World Development*, 30 (3), 497-509.

Kabeer, N. (1999). Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment. *Development and Change*, 30, 435-464.

Kapadia, K., *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India* (2002), Zed Books.

Kevane, M., "Development projects for women." In *Women and Development in Africa: How Gender Works* (2004), Lynne Rienner Publisher.

Kishor, S. (1993), "May God Give Sons to All: Gender and Child Mortality in India", *American Sociological Review*.

McIlwaine, C., and Datta, K. (2003). From Feminising to Engendering Development, *Gender, Place and Culture*, 10 (4), 345-358.

Momsen, J., *Gender and development* (2003), Routledge.

Narayan, U. and Harding, S. eds *Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World*, (2000), Indiana University Press.

Nussbaum, M., *Women and human development: The capabilities approach* (2000), Cambridge university Press.

Pearson, R., *Feminist Visions of Development: Gender Analysis and Policy* (1998), Routledge.

Raju, S. (2005). Limited Options—Rethinking Women's Empowerment 'Projects' in Development Discourses: A Case from Rural India. *Gender, Technology and Development*, 9 (2)

Rathgeber, E. M. (1990). "WID, WAD, GAD: trends in Research and Practice" *Journal of Development Areas*, 24, 489-502.

Razavi, S. (1997). Fitting Gender Into Development Institutions. *World Development*, 25, 1111-1125.

Scott, J. (1986). "Gender a useful category of historical analysis" *American Historical Review*, 91(5), 1053- 107.

Shiva, V., *Staying Alive: Women, Ecology and Survival in India* (1988), Zed Press.

Sudha, S. and Rajan, S.I. (1999) "Female Demographic Disadvantage in India 1981-1991", *Development and Change*.

Willis, K., *Theories and Practices of Development* (2005), Routledge.

World Bank. (2002). Integrating Gender into the World Bank's Work: *A Strategy for Action*. Washington, D.C: World Bank,

<http://siteresources.worldbank.org/INTGENDER/Resources/strategypaper.pdf>

UNDP (2005). Human development Report. Selected countries statistics

<http://hdr.undp.org/reports/global/2005/>.

-----::-----