

The Programme

The two year Masters programme in Development studies is an intensive, theoretically and practically oriented multi-disciplinary programme, which aims to equip the students with critical, analytical and practical skills that will be of use in their future careers, either as academicians or development practitioners. The course provides opportunities to students to critically examine a relevant body of knowledge (theoretical perspectives and approaches) and current debates, and learn research methods (qualitative and quantitative). Practicum, field-work and Internship experiences facilitate learning the process of development, policy planning and practice in the real life settings. The students are exposed to the complex process of development which requires consideration of the specifics of local situations and circumstances along with global interactions and influences. The programme enhances the insightful understanding of interplay of social, cultural, ecological, political and economic variables in the development process which is required to constructively deal with inequitable outcomes of the development. The Programme prepares students for

professional careers in the area of both governmental and non-governmental organisations. In addition to their regular coursework and research, an internship directly related to their studies provides an opportunity to integrate theory with practice. This component of the course allows students to engage with national and international development agencies, academic institutions, non-government organizations, policy think tanks, corporate organizations, and research and training institutions. The Internship programme imparts field specific skills amongst the students, enabling them to understand development issues comprehensively. They are also encouraged to organise/participate in regular events such as the programme-based cultural festival, expert panel discussions on development issues and job placement opportunities.

Course structure

The 80-credit M.A. Programme in Development Studies spreads over four semesters consists core courses, courses on 'method', optional specialized courses, thesis writing, and practicum in field-setting and summer internship.

1st Semester

| Course Title | Credits |
|---|---------|
| Society, State and Governance | 4 |
| Development Economics: Theory, History and Experience | 4 |
| Research Method | 4 |

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|---|-----------|
| Quantitative Methods and Computer Application | 4 |
| Gender and Development | 4 |
| TOTAL | 20 |

2nd Semester

| Course Title | Credits |
|---|-----------|
| Contemporary Urban Issues | 2 |
| Demography and Population | 2 |
| Development, Growth and Measurement | 2 |
| Human Development | 2 |
| Indian Agrarian System: Challenges and Prospects | 2 |
| Political Economy of India's Development | 2 |
| Post-colonial Development/Third World Perspective of Development | 4 |
| Socio-Psychological and Anthropological Perspectives of Development | 4 |
| Thesis Proposal and Literature Survey Internship | 2 |
| TOTAL | 24 |

3rd Semester

| Course Title | Credits |
|---|-----------|
| Principles and Practices of Public Policy | 4 |
| Contemporary Development Discourse | 2 |
| Environment and Development | 2 |
| Thesis Data Analysis | 2 |
| Rural Development | 2 |
| Any two of the Elective courses | 2 + 2 |
| TOTAL | 16 |

Elective courses:

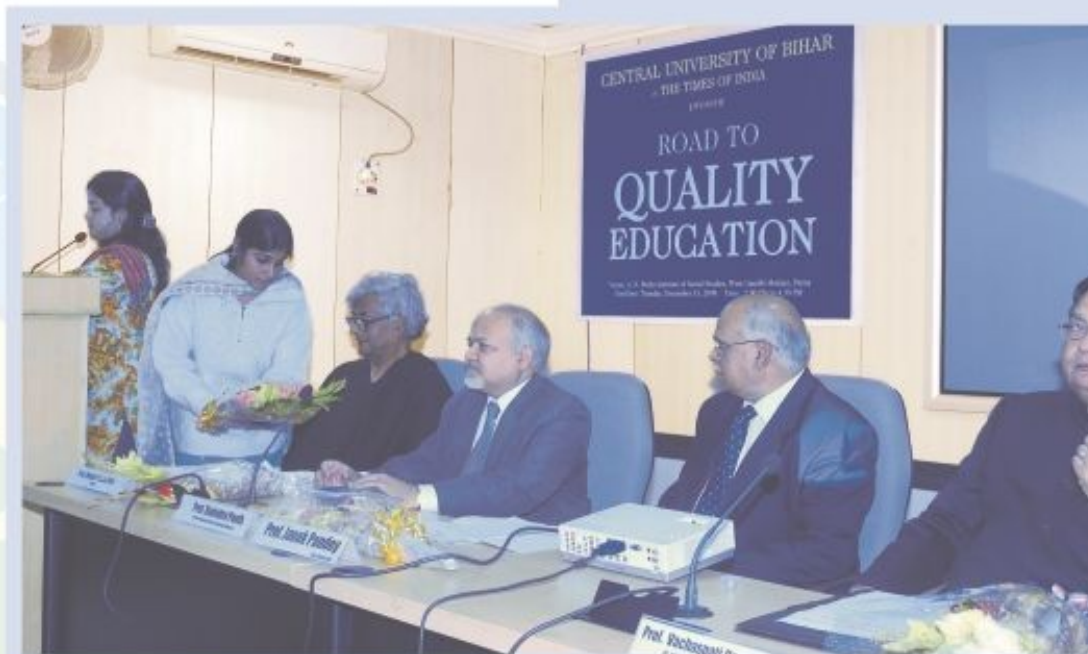
- Advance Quantitative Methods
- Micro Finance
- Public Health
- Strategies for Social Intervention

4th Semester

| Course Title | Credits |
|---|-----------|
| Development Communication | 2 |
| Project Cycle Management | 2 |
| Industrialization, Globalization and Labour Multilateralism and Development | 2 |
| Thesis Writing and Seminar | 4 |
| Comprehensive Viva Voce | 2 |
| Any two of the Elective courses | 2 + 2 |
| TOTAL | 18 |

Elective courses:

- Information and Communication Technologies in Development
- Informal Sector
- Disaster Management
- Food security and nutrition



Seminar on Road to Quality Education 14th December, 2009

Curriculum and Pedagogy

Teaching of a transformational science: Pedagogical innovation for MDS at CUB

Development Studies is a major dynamic field concerned with process of changes in various domains like social, economic, political, cultural, and human development. In the post-colonial era extending over the last six decades, development of former colonial nation states, popularly called developing countries, has occupied the centre stage of the world agenda. Development Studies (DS) is geared to understand and unravel the agenda not only as an intellectual pursuit but also as a determined effort to change the situation in favour of those deprived of development. DS tend not to be interested in knowledge generation for its own sake but for its applied or instrumental value. It is concerned with real-world problem (even when theorizing). Many members of the DS community seek to 'make difference' by joining action at the fields taking actual ground issues. Development Studies from this perspective is transformational in nature. CUB's commitment is to positively play transformational role for betterment of mankind.

Considering the transformational nature of the subject (DS) its pedagogy has to be carefully thought through. First and foremost is the ideological plank which needs to be clear. The conventional orthodox knowledge transaction is hierarchical and unidirectional in the sense

that the teachers as 'dispensers' of knowledge are considered to possess the wisdom which is ultimate and not to be contested or questioned. The transformational nature of DS necessitates and calls for the teachers to develop trust and confidence in the capability of the pupil who can equally contribute to the generation of knowledge and together can change the situation in favour of seemingly less endowed. This paradigm shift is basic for the DS to assume and play transformational role. The strategy and tools for knowledge transaction follows from this conviction -'respect in the wisdom and capability, of the students and consciously encourage them to be expressive'.

CUB stands for the above perspective of learning as mutually reinforcing knowledge transaction and offering enabling inputs to achieve them. When Master in Development Studies started the strategy and process were evolved to achieve the above. Pedagogical innovation included the followings:

1. Exploratory induction: Since the students represented different disciplines development as a discourse was allowed to evolve. The process followed identification of the geographical and demographic contours of development and exploring definition of development by the students. The instructors preferred to be facilitators. The students explored various nuances of development which

helped set in a reasonably comfortable level of preparedness,

2. Participative classroom transaction: having created a reasonably good level of preparedness the intricacies of the interfacing subjects were presented using congenial and participative methods where in the instructors used group discussion, group learning and presentation.
3. Face to face with the realities: Students were encouraged to look at the reality of how development is seen by different people and how there are differences in enjoying the fruits of development. They went to the field, interacted with various actors, reflected individually or collectively and related them with the on-going development praxis. This helped in developing critical reflective process and comfortable learning space,
4. Systematic Exposure: After certain level of understanding is created the



Following a new Pedagogy in class room teaching
(Simulation of PRA)

students would spend some time in the field to get exposed to the realities and immerse in the rural and urban situations. This is crucial part of the pedagogy which helps the students internalize some of the essential nuances and strategize into action to deal with them,

Larger scientific and technical interaction: As essential part of the pedagogy the students are helped to interact with the professional community through dedicated seminars and workshops. They also have seminars and other interactive activities organized in-house.

The pedagogical innovations have helped the students absorb and internalize independent development nuances and sensitized them to be reflective, objective and humane in their approach as professionals.



Faculty

The centre has a team of high level academics, practitioners and people with strong policy interface. They have nurtured the students and helped them sharpen their focus and understanding of the interdisciplinary dynamics of development. The Centre of Development Studies invites regular visiting faculties from other schools of the University as well as leading institutions and organisations in the development sector. The vast pool of knowledge and experience of the faculty is one of the greatest intangible assets of Centre.

Faculty

Prof. Janak Pandey

PhD
(Social Psychology, Kansas State University)

Prof. Debdas Banerjee

PhD (Economics, Calcutta University)

Prof. Sunil Ray

PhD (Economics, ISEC Bangalore)

Dr. Rajeshwar Mishra

PhD (Patna University)

Dr. Papia Raj

PhD (Geography, McGill University)

Anamika Priyadarshini

MS (International Development, Cornell University)

Ms. Sheema Fatima

M Tech (Urban Planning, Centre for Environmental Planning & Technology, Ahmedabad)

Guest Faculty

Prof. Barry Ruback

Pennsylvania State University, USA.

Prof. Pushpendra Kumar

NIRD Hyderabad and currently with TISS, Mumbai

Dr. Gaurang Sahay

TISS, Mumbai

Prof. M.P.Singh

Former University Professor, University of Delhi

Dr.P.Mondol

TISS, Mumbai

Dr.K.P.Singh

Department of Statistics, Patna University, Patna

Dr. Trilok Nath Mishra

Deputy Director, Office of the Vice-President of India, New Delhi

Dr. Nilloy Bhattacharjee

Birla Institute of Technology, Patna

Dr. Srijit Mishra

Associate Professor of Economics, IGIDR, Mumbai

Dr. Nalin Bharati

Indian Institute of Technology, Patna

Dr. Aditya Raj

Indian Institute of Technology, Patna

Prof. T. Sarswathi

Formerly with the M.S. University, Baroda.

Prof. J.B.P. Sinha

ASSERT Institute of Management, Patna

Prof. Surendra Gopal

Former professor of History, Patna University

Prof. Girishwar Mishra

Professor of Psychology, Delhi University

Prof. Shankar Dutta

Professor of English, Patna University

Prof. Muniba Sami

Professor of English, Patna University

Shri Arun Kumar

The Hindustan Times