REGULATIONS, CURRICULUM & SYLLABUS FOR

MASTER OF ARTS (M.A.)

DEVELOPMENT STUDIES

(For CBCS System in Rajiv Gandhi National Institute of Youth Development)

(Effective from the Academic Year 2022 -2023)

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

(Institution of National Importance by the Act of Parliament No.35/2012)

Ministry of Youth Affairs and Sports, Government of India

Regional Centre, Sector 12, Chandigarh

November 2022

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

REGULATIONS AND SYLLABUS FOR MASTER OF ARTS

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Eligibility for Admission

Candidates who have secured 50% of marks or above in Bachelor's Degree in any science, humanities and social science discipline are eligible to apply.

Duration of the Course

The course duration shall be for two years spread over four semesters. The maximum duration to complete the course shall be four years.

Medium

The medium of instruction shall be English.

Passing & Classification

Passing Eligibility & Classification for the award of the Degree are as per the RGNIYD Regulations.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)

REGULATIONS AND SYLLABI FOR MASTER OF ARTS

DEVELOPMENT STUDIES

(For CBCS System in RGNIYD)

CURRICULUM

(Effective from the Academic Year 2022-2023)

COURSE STRUCTURE

Course Category	Number of Credits
Minimum Credits Required from Core and Elective Courses	72
Soft Core Course (Academic Writing)	02
Self-Study Course from Online Platform (Courses will be suggested by the Department)	03
Total	77

DEPARTMENT OF DEVELOPMENT STUDIES
RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT

VISION OF THE DEPARTMENT

To excel globally as an academic department that carries out teaching, research, extension and policy advocacy activities in the interdisciplinary area of Development Studies from a right-based, sustainable development perspective, particularly focusing in the Indian context. This is in tune with the National Education Policy (NEP) which advocates for a holistic and multidisciplinary perspective in higher education for an integrated development.

MISSION OF THE DEPARTMENT

Development, as broadly understood, refers to a range of perspectives, predominantly premised on dominant discourse of western modernity and plurality of approaches. Moreover, the state-led-development model has not yielded desired results and India continues to face the development challenges At this juncture, it becomes imperative to articulate development thinking and development action with a fresh outlook taking into consideration of ground realities in the Indian context. In view of the present scenario and in recognition of the need for the quality professionals in the development sector, the Department of Development Studies was envisioned with the following goals

- Conceptualizing inclusive models of development that problematizes the structural inequities in Indian context (religion, caste, gender, geographic dynamics) and exploring new models and scales of partnerships for development
- Evolving perspectives for a right-based, sustainable development through teaching, research and extension activities in the field of development studies
- Collaborate with international organizations, institutes and universities to broaden the scope of development and to facilitate knowledge development in the area of sustainable youth development.
- To function as a nodal center for ideation and collaboration on youth development issues, nationally and internationally, that successfully addresses the unique challenges of developing nations

COURSE DESCRIPTION

M.A. in Development Studies is designed to break the new ground, drawing extensively from the wide range of theoretical perspective, issues, and practices with alternative possibility. The overarching framework of the programme encompasses the canvass of key approaches, methodologies, and methods. The pedagogic methods in the classroom learning are entwined with the field immersion that provides an immense opportunity for field tested learning. On the completion of the course, the students will be imbibed with substantive knowledge in development perspectives, issues, and methodologies. This programme, with its value- added thematic workshops and specialized training will enhance the employability of the students as

professionals in the development sector in diverse settings. The Masters in Development Studies paves the theoretical grounding that helps youth address developing world issues with practical experience and refine the transferable skills in critical analysis, communication, cross-cultural understanding, research methods, project design, project management and teamwork.

COURSE OBJECTIVE

The objectives of the Masters Programme in Development Studies are:

- To Engage youth in policy making processes
- To Create   a set of responsible and qualified development practitioners
- To Conceptualize inclusive models of development that problematizes the structural inequities in Indian context
- To Develop and deployment of participatory relations with the public
- To Explore new models and scales of partnerships for development
- To Collaborate with NGOs and start-ups for innovative models of public engagement
- To Engage in cutting edge, multi-disciplinary research on developmental issue
- To Evolve perspectives for a right-based, sustainable development paradigm

FACULTY PROFILE WITH SPECIALIZATION

Dr. Pitabasa Sahoo

Dr. Pitabasa Sahoo, Associate Professor, Department of Development Studies, has Ph.D in Planning and Development with Master of Regional Planning from IIT, Kharagpur. He was previously engaged as associate Professor at Administrative Staff College of India, Hyderabad. Over the years, he has published research papers in national and international journals, conducted several research and evaluation studies for UNDP, UNICEF, NORAD, SIDA, DFID, The World Bank and WFP and participated in the Global Research Program supported by SID, Rome, Italy. He was Senior Planning Adviser to National Planning Commission, The Gambia; International Consultant to IPC-IG, UNDP, Brazil ;specializes in Planning and Development, Public policy and Rural Development..

Dr Sahoo's area of interests are poverty, Inequality, Development policy, Program Planning and Project management and Sustainable development.

Dr. P. Sivakumar

Dr. P. Sivakumar, Head, Department of Development Studies & Head, Centre for Monitoring, Evaluation and Impact Analysis (CMEIA), is a Post-Doctoral Fellow in Development Ethics with Indian Council of Philosophical Research Fellowship from Indian Institute of Technology (IIT) Delhi. He has obtained Ph.D. from Kerala University and holds Master's Degrees in Sociology and Philosophy.

Being engaged as an academician, researcher and trainer for fifteen years, he has published a number of research articles in journals, books and Training Manuals. His books Sustainable Development Goals and Migration (Routledge, 2022); Tamil Migrants: A Demographic, Social and Economic Analysis (Orient Blackswan, 2021); and Youth Migration in Emerging India: Trends, Challenges and Opportunities (Orient Blackswan, 2018) discuss the dynamics of migration, its patterns and trends and salient features in the context of Sustainable Development Goals, especially pertaining to the young population. As a Trainer, he has authored Training Manuals on Sustainable Development Goals (2017), Youth Employability (2011) and Handbook on Extension (2011). He is also an editorial member for International Journal on Migration and Development, Routledge.

Dr. Sivakumar has been associated with UNICEF; UNV; UNESCO-MGIEP; Commonwealth Youth Programme (CYP) London; Centre for Development Studies (CDS), Kerala; and Indian Council of Philosophical Research (ICPR) for various research projects and programmes. He has also coordinated various international/national conferences, seminars and workshops in collaboration with various International Organisations, such as Commonwealth Youth Programme-London, UNESCO-MGIEP, International Labour Organization, International Organization for Migration, UNICEF and United Nations Volunteers as partners.

Dr. Sivakumar was the Coordinator of My Government – Citizen Engagement Platform at RGNIYD constituted by Ministry of Youth Affairs and Sports, Government of India. He represented the Government of India to prepare Action Plan for BRICS on Skill Development and Entrepreneurship during BRICS Youth Summit 2016. He also represented the Government of India for preparation of SAARC Youth Charter and Action Plan in the year 2014. He was the member of the drafting committee on Tamil Nadu State Youth Policy. He also was an expert Group Member on Gender Youth and Migration, Sub Community of UN Solution Exchange. He was also a member of the Technical Working Group on Integrating Volunteerism into SDGs constituted by United Nations Volunteers.

In 2021, Dr. Sivakumar has headed a project with UNICEF to prepare Status Papers on five thematic areas such as Impact of COVID-19 on Internal Migrants in India; Livelihoods of Women in the Informal Sector during the Pandemic: Challenges and Responses; and An Analysis of Youth Employment/Unemployment in the Post-COVID-19 scenario. He has served as Drafting committee member of Tamil Nadu State Planning Board and Working group member of Kerala State Planning Board for policy formulations. His areas of research interests include Migration, Sustainable Development Goals, Labour, Policies, and Youth Development.

Dr. Niyathi R. Krishna

Dr. Niyathi R. Krishna is working as Assistant Professor in the Dept. of Development Studies at Rajiv Gandhi National Institute of Youth Development (RGNIYD) Regional Centre, Sector 12, Chandigarh, under the Ministry of Youth Affairs and Sports, Govt. of India. She has obtained her Ph.D. from Indian Institute of Technology (IIT) Roorkee, and is a post graduate in Women Studies from University of Calicut (First Rank). She has completed PG Diploma in Development Studies; and B.A (Hon.) in Political Science (University of Delhi) and certificate course on Women's Studies (Women's Studies and Development Centre of Advanced Study, University of Delhi). For a short while, she has worked as Research Assistant in the Dept. of Gender Studies, IUCSSRE, MG University, Kerala.

Dr. Niyathi has around ten years of academic experience in qualitative research and six years in teaching. She has published more than 17 research articles in edited books and journals, and attended and presented 11 papers in various International and National conferences. After joining RGNIYD, she has coordinated a number of academic as well as training programmes inside and outside the institute. She has served as resource person for several consultation meetings, conferences, seminars, workshops and gender sensitisation programmes at various academic institutions such as University of Madras, Maharaja Sayajirao University of Baroda, Gandhigram Rural Institute, Jeppiar Institute of Technology, CTTE College for Women, RGNIYD Headquarters and Regional Centre; and International and national organisations such as Room to Read, The Gender Lab, Samvada, and Indian Association for Women's Studies.

In 2020, she has received the first Triennial "Preet Rustagi Research Fund Award" by Indian Association for Women's Studies (IAWS) for young researchers below 35 years of age, to

facilitate independent field-based research. She has completed two research projects: "Combating COVID19 in the Forefront: Gendered Experiences of Accredited Social Health Activists (ASHA) in Kerala" (IAWS) and "The Tripartite Work at Home: Engendering the Covid-19 Lockdown in Kerala" (RGNIYD).

Dr. Niyathi has also completed various short term courses/faculty development programmes offered by international agencies such as International Training Centre-International Labor Organization (ITC-ILO); United Nations Human Rights Office of the High Commissioner (OHCHR); United Nations Environment Programme (UNEP) and PEDRR; and academic institutions such as Stanford University, California; IIT Bombay; IIT Guwahati; and University of Delhi. In the year 2018, she has represented Ministry of Youth Affairs and Sports, Govt. of India for Indian Youth Delegation to China.

Her areas of research interests include Gender, Migration, Youth Development, Environment and Labour. Apart from academic writing, she writes articles in regional language and appears in television programmes in various news portals. She has published two collections of poems and is a film-enthusiast. She is the recipient of National Balshree award from the President of India for excellence in Creative Writing.

Ms. Rimpi Arora

Ms. Rimpi Arora is working as Guest Faculty in the Department. She is a Gold Medalist in M.Phil. (Public Administration) and presently pursuing Ph.D. from Panjab University. She has also two years of experience in teaching. She has worked as Junior Project Coordinator and Access Auditor in Samarthyam handling the projects under UNICEF and UNESCAP. She has served as a member of the Standing Committee for Persons with Disabilities and various internal committees (Administrative, Technical and Alumni) of the Equal Opportunity Cell for Persons with Disabilities of Panjab University, constituted as per UGC mandate. She has also served as member of the Executive Committee of the 'Implementation of the Rights of Persons with Disabilities Act, 2016 in Panjab University', constituted by Syndicate of Panjab University for making amendments in the existing rules and regulations of the university. She also holds the post of President, Rotaract Positive Abilities Club and Women Wing In-Charge of Saksham Chandigarh. She is the lifetime member of the Red Cross Society. She has presented papers in various International and National conferences and also published her papers in journals. She has organized various programmes as a member of organizing committee of the Equal Opportunity Cell for Persons with Disabilities, Panjab University (Chandigarh), Samarthyam, Rotary and other NGOs. She has been invited as Delegate/Speaker/Resource Person for various seminars and awareness programs related to human rights and disability. She has been associated as a volunteer with CSIO-Chandigarh on the project 'Divya Nayan': a personal device for visually impaired to access printed or electronic textual information. She has been awarded 'Saksham Sewa Award' and honoured by various organizations for volunteering services in the field of disability. Her fields of research are human rights and disability discourse; access audit; gender equality and disability; educational administration and inclusive education; sustainable development and

society; participatory development Research; social Work; volunteer Sector; and women Empowerment; laws & policy analysis; non-government organization.

Ms. Keerat Pal Kaur

Ms. Keerat Pal Kaur is working as Guest Faculty in the Department. She is pursuing Ph.D. in policy studies with UGC-SRF from Panjab University, Chandigarh. She has been teaching Under-graduate and Post-Graduate students since 2015. She received two Gold Medals for standing first at university level in both M.Phil. and Masters in Public Administration. She was part of the research team for drafting Punjab state's action plan for achieving SDG 2 (Zero Hunger). She worked as a Field Investigator for two Government of India projects. She was also part of the Research Report Team, for Punjab Road Accidents Report 2017, Government of Punjab. She has been an active participant of various international and national conferences, seminars, symposium etc. She worked as Research Associate in Mahatma Gandhi State Institute of Public Administration Punjab, Chandigarh in 2013-14. Her areas of research interest include Policy Analysis, Programme Implementation, Food Security and Sustainable Agriculture, Public Health, Road Safety, Social Marketing and Education.

COURSE REGULATIONS (2022-2024)

The M.A. in Development Studies offered by the Department of Development Studies, Rajiv Gandhi National Institute of Youth Development (RGNIYD) is a full-time programme of two-year duration, which consists of four semesters.

Examinations

The assessments/ examinations for the course consists of a combination of Internal Assessments (25 Marks) and Semester Examinations (75 Marks).

Assessments/ Examinations	Pattern	Number of work per course paper	Marks	Total Marks
Internal Assessment **(25 Marks)**	Assignment	1	5	25
	Seminar	1	10	
	Internal Test	1	10	
Semester Examination **(75 Marks)**	Semester Examination	-	75	75
	Total			**100**

MODEL QUESTION PAPER

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT

COURSE: **INTRODUCTION TO DEVELOPMENT (MADSC101)**

PART A

Answer ALL the questions (5 x 6 marks = 30 Marks)

(300 Words Each)

1. (a) Define the concept of 'Underdevelopment'.

    Or

    (b) What do you mean by 'Sustainable Development'.

2. (a) Critically examine 'Bottom of the Pyramid' approach.

    Or

    (b) Define Social Capital.

3. (a) Describe the concept of Good Governance.

    Or

    (b) Critically analyse the process of 'Government to Governance'.

4. (a) Define Service Sector.

    Or

    (b) Correlate the issues associated with Environment and Development.

5. (a) Write a short note on the causes of poverty.

    Or

    (b) Differentiate Equity and Equality.

PART B

Answer any THREE of the following questions (3 x 15 marks)

(1000 Words Each)

6. Elucidate the evolution of the concept of Development in the 20th and 21st Centuries.

7. Illustrating different categories of poverty, analyse the poverty line debate.

8. Critically analyse emerging issues in development in India.

9. Describe 'Bottom of the Pyramid' Approach in Development with respect to grass root level of governance.

10. Debate on the role of youth in development.

Awarding marks for Dissertation

The marks distribution for Dissertation work is indicated below.

Evaluation	Marks
Internal evaluation	100 Marks
External evaluation	100 Marks
Viva-Voce	200 Marks
Total Marks	**400 Marks**

SCHEME OF STUDY FROM SEMESTER I TO IV

The course structure of the M.A. (Development Studies) programme is given below:

MA (Development Studies) Course Structure

Semester	Course Code	Subject	Credits	Marks
Semester I	MADSC101	Introduction to Development	4	100
	MADSC102	Gender and Development	4	100
	MADSC103	Human Development: Approaches and Applications	3	100
	MADSC104	Research Methodology	4	100
	MADSE101	Political Economy of Indian Development	2	100
	MADSE102	Human Rights Discourse	3	100
	I Semester Total Credits		**20**	**600**
Semester II	MADSC201	Development Theories	4	100
	MADSC202	Social Exclusion in India	3	100
	MADSC203	Public Policies	4	100
	MADSC204	Rural and Urban Development in India	4	100
	MADSE201	Development Research Methods	2	100
	MADSE202	Labour and Development	2	100
	MADSE203	Livelihoods and Development		
	II Semester Total Credits		**19**	**600**
Semester III	MADSC301	Environment and Sustainable Development	4	100
	MADSC302	Development Communication	3	100
	MADSC303	Monitoring and Evaluation of Development Projects	4	100
	MADSC304	Field Practicum	5	100
	MADSE301	Migration and Development	2	100
	MADSE302	Health and Development		
	MADSE303	Academic Writing (Soft Core)	2	100
	III Semester Total Credits		**20**	**600**
Semester	MADSC401	Internship	3	100

IV	MADSC402	Dissertation	12	400
	MADSC403	Course from Online Platform (SWAYAM/EDX/COURSERA) (Out of the Courses suggested by the Department)	3	100
IV Semester Total Credits			**18**	**600**
OVERALL CREDITS (I, II, III and IV Semesters): 77				

Semester I

INTRODUCTION TO DEVELOPMENT

(MADSC101)

Credit – 4

Learning Objectives:

This course aims at engaging students in developing critical understanding of the concept of development and its ramifications on society, economy and polity. The course will engage the students in an in-depth examination of the impact of development on individual and society besides creating linkages between development and contemporary social issues.

Learning Outcomes:

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

- Develop knowledge and insights into the key issues and concerns of Development

- Demonstrate ability to critically evaluate central themes, propositions and concepts in Development Studies

- Appreciate the importance of development in various settings

Unit 1: Introduction to Development

Concept of Development-Economic Development, Human Development and Sustainable Development-Difference between Economic growth and Economic development-Economic Inequalities and Underdevelopment-Features of Underdevelopment-Social Development.

Unit 2: Basic Issues in Development

Population: Population growth: Issues and Challenges; Fertility Rate; Age-Sex Composition; Population Policies
Poverty: Types of Poverty; Causes and Consequences of Poverty; Assessing Poverty; Poverty Line Debates
Inequality: Concepts of Equality and Equity, Concept of Inequality; Measures of Inequality; Causes and Consequences of Inequality
Unemployment: Types; Causes; Measurement; Issues and Challenges of Unemployment

Unit 3: Sectoral and Emerging Issues in Development

Sectoral Issues in Development; Agriculture, Industry, Service, Infrastructure-Emerging Issues in Development; Energy, Environment, Natural Resource Management-Development and Sustainable Development Goals

Unit 3: Participatory Approach in Development

Bottom of the Pyramid Approach; Understanding the Importance of Social Capital and Social Mobilisation; Social Security: Systems and Role in Development; People's Participatory Processes in Development; Good Governance

Unit 5: Youth Development

Concept of Youth- Issues and Challenges of Youth- Youth Development in India-India's Demographic Dividend-Youth Development Index

References

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Haughton, J and Khandker, S. R. (2009). *Handbook on Poverty and Inequality*. World Bank

Mudacumura, G.M. & Haque, M.S. (Eds). (2004). *Handbook of Development Policy Studies*. Routledge.

Mukherji, R. (Ed). (2007). *India's Economic Transition: The Politics of Reforms.* Oxford University Press.

Pattanaik, B.K. (2019). *Introduction to Development Studies*. Sage Publications.

Ray, D. (1998). *Development Economics.* OUP.

Secretariat, C. (2016). *Global Youth Development Index and Report 2016 (Vol. 1).* Commonwealth Secretariat.

Sen, A. (1981). *Poverty and Famines: An Essay on Entitlement and Deprivation*. Clarendon Press.

Sen, A. (2000). *Development as Freedom*. Oxford University Press.

Sharone, O., Pultz, S., & Chen, V. (2022). *Handbook on Unemployment*. Edward Elgar Publishing.

Thirlwall, A.P. (2003). *Growth and Development with Special Reference to Developing Economies.* Palgrave.

GENDER AND DEVELOPMENT
(MADSC102)

4 Credits

Learning Objectives:

This course explores the significance of promoting gender equality in development, and the role that women's rights and empowerment play in advancing economic, social and political development. It seeks to expose the students to feminist critique of development process and development indicators.

Learning Outcomes:

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

- Appreciate the concept of gender and the various dimensions of gender in a society
- Understand the role and importance of gender in development process
- Analyse the interplay between gender and development from a feminist perspective

Unit 1: Introduction

Gender: Key concepts – Gender roles- Gender division of Labour-Patriarchy-Gender Discrimination- Gender disparity in India: Education, Health, Labour force participation, Political Participation

Unit 2: Feminism and Gender Equality Debates

First wave, Second wave and Third wave of Feminism-Liberal, Radical, Black, Marxist, Socialist and Intersectional Feminism-Post Feminism

Unit 3: Approaches to Women Development

Welfare Approach, Women in Development (WID), Women and Development (WAD), Efficiency Approach, Gender and Development (GAD), Equity Approach - Women Empowerment and Sustainable Development

Unit 4: Women Development: International Initiatives

UN initiatives - Mexico City conference - Copenhagen conference - Nairobi Conference - Beijing Conference- Beijing+5,+10 +15 - Millennium Development Goals - Sustainable Development Goals (SDGs)

Unit 5: Women Development: Role of State and non-state actors

Role of NGOs in Development initiatives - Role of women's organisations Mobilising, Networking & Advocacy - Grass root level initiatives - Micro finance and Micro enterprises - SHGs as a movement and empowerment

References

Jain, D. (2005). *Women Development and the UN: A Sixty Year Quest for Equality and Justice*. Indiana University

Kabeer, N. (1994). *Reversed Realities: Gender Hierarchies in Development Thought.* Verso.

Mary J. (1996). Gender and Development in India, 1970s-1990s. *Economic and Political Weekly*, XXXI(47), 3071 77.

Momsen, J. H. (2010). *Gender and Development*. Routledge

Moser, C. (1993). *Gender Planning and Development: Theory, Practice and Training.* Routledge.

Nussbaum, M. (2000). *Women and Human Development : the Capabilities Approach.* Cambridge

Pubantz, J. & Allphin Moore Jr., J. (2008). *Encyclopaedia of United Nations* (Vol.1 & 2). Infobase Publishing

Roy, K. e.t al. (Eds). (2008). *Institutions and Gender Discrimination in the Global Economy*. World Scientific Publishing Co.

Schechtester, M. G. (2005). *United Nations Global Conferences.* Routledge

Tinker, I. (Ed.). (1991). *Persistent Inequalities: Women and World Development.* OUP

Vishwanthan, N. (Ed). (2006). *The Women Gender and Development Reader*. Zubaan.

HUMAN DEVELOPMENT: APPROACHES AND APPLICATIONS
(MADSC103)

Credit - 3

Learning Objectives:

- Understand the different discourses in Human Rights
- Understand the nature and significance of human rights situations prevailing at the country and global level
- Understand and analyse the concept of social exclusion in relation with human rights discourses.

Learning Outcomes:
On successful completion of the course, the students will be able to:
- Understand the basic concepts in Human Development Approach and its applications in UN Human Development Reports
- Integrate and apply the concepts of Human Development in the development sector
- Acquire the capacity to critically analyse the development sector

Unit 1: Human Development: Conceptual foundations

Definition of Human Development- Conceptual foundation of Human Development – Choices, Functionings and Capabilities

Unit 2: Capability Theory

Capability Approach: Role and Relevance; Capabilities and Freedoms; Criteria for selecting Capabilities; Critique of the Capability Approach

Unit 3: Dimensions of Human Development and Measuring Human Development

Empowerment: Evolution, Concept and Usage, Equity: Concept and Usage, Sustainability and Sustainable Development, Emergence of HDI: method of computing HDI, critique of HDI-Other indices- Multidimensional Poverty Index (MDPI) – Gender related Development Index (GDI). Human Development Reports

Unit 4: 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, Decentralization

Unit 5: Select issues in Human Development and Indian perspectives

Migration and Human Development-Globalization and Human Development-Education-Health-Social Security-Food Security and Environment

References

Fukuda-Parr, S. & Kumar, A.K.S. (2004). *Readings in human development: concepts, measures and policies for a development paradigm.* OUP

Deneulin, S. & Shahani, L. (2009). *An Introduction to the Human Development and Capability Approach: Freedom and Agency.* Routledge.

Alkire, S. (2002). Dimensions of Human Development. *World Development*, 30(2), 181-205.

Sen, A. (2000). A Decade of Human Development. *Journal of Human Development*, 1(1) 17-23, DOI: 10.1080/14649880050008746

Sen, G. (1997). Empowerment as an Approach. *Background paper for Human Development Report 1997*. UNDP.

United Nations Development Programme (UNDP). *Human Development Reports 1990 to 2004*, Oxford University Press

Desai, M. (1991). Human Development: Concepts and Measurement. *European Economic Review*,35(2-3), 350-357.

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Bandyopadhyay, D. (1996). Administration Decentralisation and Good Governance. *Economic and Political Weekly*, 31(48)

Chaturvedi, T.N. (Ed.). (1997). *Contemporary Administrative Culture of India.* Mittal

International Labour Organization. (2000). *World Labour Report 2000: Income Security and Social Protection in a Changing World*. Geneva

Journal

Indian Journal of Human Development (IJHD)

e-Resources

http://hdr.undp.org/reports/

http://hdrc.undp.org.in/shdr/

RESEARCH METHODOLOGY
(MADSC104)

Credit - 4

Learning Objectives

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.

Learning Outcomes:

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

- Understand the Research Methodology in Social Sciences
- Apply the various methods in research settings
- Acquire the capacity to undertake empirical research

Unit 1: Introduction

Importance and Scope of Research in Social Sciences; Types of Research - Fundamental and Applied Research - Qualitative and Quantitative Research; Concept of Researchable Problem – Research Prioritization – Selection of Research Problem.

Unit 2: Research Design

Research designs – meaning, purpose, criteria for research designs, types, advantages and limitations of research designs;
Experimental design and non-experimental design- advantages and limitations;
Tools of Data collection: Interview Method – meaning, purpose, types, techniques of interviewing, advantages and limitations; Questionnaire Method - meaning, advantages and limitations; Rating and ranking scales – meaning, types, advantages and limitations; Case Study Method – meaning, types, steps in conducting, advantages and limitations; Social Survey – meaning, objectives, types, steps in conducting, advantages and limitations; Focus Group Discussion – steps, 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

Sampling Theory and Sampling Design: Criteria and Characteristics of a good Sample, Sampling Error, Need for Sampling; Methods of Sampling – Probability and Non-Probability - Criteria to Choose; Sampling Distribution – z, t, χ2 and F.

Unit 5: Testing of Hypothesis, Correlation and Regression

Hypothesis: Meaning, types and Characteristics; 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

Black, T.R. (1993). *Evaluating Social Science Research: An Introduction*. Sage Publications.

Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research* (3rd Ed.). Sage Publications

Creswell, J.W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage publications

Creswell, J.W. 1999. *Research Design - Qualitative and Quantitative Approaches*. Sage

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O'Dwyer, L.M. & Bernauer, J.A. (2014). *Quantitative Research for the Qualitative Researcher*. Sage Publications.

Rao, K.V. (1993). *Research Methodology in Commerce and Management*. Sterling Publications.

Singh, A.K. (1993). *Tests, Measurements and Research Methods in Behavioural Sciences*.

Venkatasubramanian, V. (1999). *Introduction to Research Methodology in Agricultural and Biological Sciences.* SAGE Publications.

e-Resources

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

 https://pressbooks.bccampus.ca/jibcresearchmethods/front-matter/about-this-book/

https://methods.sagepub.com/

POLITICAL ECONOMY OF INDIAN DEVELOPMENT
(MADSE101)

Credit - 2

Learning Objectives:

The major objectives of this course are:

- To familiarise participants with the basic features of India's economy and its key economic institutions as they have evolved since independence;
- To introduce the students to contemporary issues in India's development in an analytical-historical perspective; and
- To discuss the policies of "economic reforms" in India in a critical framework.

Learning Outcomes:

On successful completion of the course, the students will be able to:
- Apply the concepts in the context of Political Economy of India
- Appreciate the historical trends that influenced in India's political economy
- Understand the status of Indian Economic and Political development in 21st Century

Unit 1: Key Concepts in Political Economy

Indian Economy in Pre-British Period;
State of Indian Economy during British Period;
Features of Indian Economy at the eve of Independence

Unit 2: Impact of colonial rule on Indian Economy; The economy at Independence.

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 3: India's Development since Independence

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 4: Indian Economy in pre liberalization

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 5: Indian Economy and Post- liberalization

The response to 1991 crisis; The Diagnosis; IMF & World Bank Loans; Policies of Liberalization, Privatization and Globalization (LPG); Trends in Economic Growth, Employment, Poverty and Food Security since 1991. Overall Assessment. Impact on various social classes. The Challenges ahead; Neo-Liberal Economic Reforms and Indian Economy in 21st Century

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HUMAN RIGHTS DISCOURSE
(MADSE102)

Credit - 3

Learning Objectives:

During the course of study, students will

- Understand the different dimensions of Human rights perspectives.
- Identify the significance of Human rights situation prevailing in different sections of the society Nationwide and globally.
- Relate and analyse the concepts of Social exclusion with that of importance to study about Human rights discourse.

Learning Outcomes:

On completion of the course the students will be able to understand the role of social drivers of development in addressing human rights issues. They will develop an understanding that taking social development issues on board with human rights, development actors will achieve better results to strive towards overall development.

Unit 1: Human Rights in Philosophical and Historical Perspective

Principles of Human Rights; Nature of Human Rights as universal, inherent, inalienable rights and moral rights; Universal human rights vs. Cultural Relativism, Naturalist-Positivists Debate; Evolution of Human Rights prior to 1948; Different Generations of Human Rights; Evolution of Human Rights in India.

Unit 2: Human Rights and International Mechanism:

Universal Declaration of Human Rights (1948); International Covenant on Civil and Political Rights (ICCPR-1966); UN Convention on the rights of the child (1989); UN Declaration on Right to Development (1986); UN Convention on Rights of Persons with Disabilities (CRPD) 2006

Unit 3: Human Rights in India: Problems and Concerns

Gender Discrimination, Domestic Violence and Offences against Women; Children: Child Abuse, Child Labour, Street Children; Rights of Aged Persons; Rights of Minorities; Human Rights of Persons with Disabilities (PwDs); Rights of Transgender persons; Rights of the Refugees & Displaced People; Internally Displaced Persons: UN Guiding Principles on Internal Displacement 1998 with reference to India and their Rehabilitation

Unit 4: Human Rights Legal Instruments in India

Promotion and Protection of Human Rights and Prevention of its violations in India: Human Rights Act 1993 (with amendment of 2006); The Medical Termination of Pregnancy Act, 2021 with amendments; Transgender Persons (Protection of Rights) Act, 2019; The Rights of Persons with Disabilities Act, 2016.

Unit 5: Human Rights and the Constitution of India

Fundamental Rights and Directive Principles of State Policy; Role of Judiciary; Judicial Activism; National Human Rights Commission (NHRC); National Commission on Protection of Child Rights (NCPCR) and State Human Rights Commission

References

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e-Resources

http://nhrc.nic.in/

http://www.ohchr.org/

Semester II

DEVELOPMENT THEORIES
(MADSC201)

Credit – 4

Learning Objectives:

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? How do histories and theories of development help us to address issues faced by developing countries in the era of globalization?

Learning Outcomes:

On successful completion of the course, the students will be able to:
- Understand the Development Theories and its historical relevance
- Acquire a critical perspective on various theories of development and relate with present day context

Unit 1: Development in Historical Perspective

Feudalism; Modernity and Development: Rise of Capitalism; Enlightenment; Views of Jorge Larrain on Development: The Age of Competitive Capitalism; The Age of Imperialism; The Stage of Late Capitalism
Redefining Development: Radical Critique of Development; Rise of the USA and the Issue of Development; Emergence of the Third World and the Concept of Development; United Nations and Development

Unit 2: Classical Theories of Growth and Development

Adam Smith: The Wealth of Nations
David Ricardo: The Theory of Distribution
Karl Marx: The Theory of Surplus Value and Capital Accumulation

Unit 3: Modern Theories of Economic Development

W.W. Rostow – The Stages of Economic Growth
Paul Baran – The Political Economy of Growth
A.G. Frank – The Development of Underdevelopment
A.K. Bagchi – The Political Economy of Underdevelopment

Unit 4: Sociological Dimension of Development

Max Weber: The Protestant Ethic and the Spirit of Capitalism
Karl Polanyi: The Great Transformation: The Political and Economic Origins of Our Time
Emile Durkheim: The Division of Labour in Society
Talcott Parsons: The Functionalist Theory

Unit 5: Contemporary Issues in Development

Critical Modernism and Democratic Development
Global Crises of Capitalism and Neoliberalism since 2008; Economy and Environment –
Climate Change
Development Policy in the Contemporary World
Social Movements and Development
Ethics of Development

References

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SOCIAL EXCLUSION IN INDIA
(MADSC202)

Credit - 3

Learning Objectives:

- To make the students familiar with the basic concepts of social exclusion in the Indian context.
- To enable them to acquire an understanding of the problems and issues and challenges of the socially excluded groups.
- To discuss the constitutional safeguards and legal provisions of the state for the socially excluded groups.

Learning Outcomes:

The course provides an insight into the historical background of the concept of social exclusion. The students will see how the concept is related to various theoretical concepts of inequality, poverty and discrimination. It discusses different forms of social exclusion with case studies from India and other countries. the students will be encouraged to review case studies relating to social exclusion with a specific focus on poverty, discrimination, deprivation and various kinds of inequalities prevailing in the society.

Unit 1: Understanding Social Exclusion:
Exclusion- Types and Definition-Social, Political, Economic and Cultural-Types of social discrimination- Untouchability, Inequality, Humiliation, Hegemony, Alienation-denial of dignity – Contextualizing and problematizing discrimination, exclusion, and inclusion

Unit 2: 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 – cross cutting faces of caste - class

Unit 3: 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 4: 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 5: 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.

References

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Other resources

- 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
- Annual Report 2003-04, Ministry of Home Affairs, Government of India, at http://www.mha.nic.in/AR0304-Eng.pdf

PUBLIC POLICIES
(MADSC203)

Credit - 4

Learning 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.

Learning Outcomes:
On successful completion of the course, the students will be able to:
- Acquire an in-depth understanding on the concepts and processes related to public policies
- Examine how different actors play their role in shaping and influencing the policy process
- Analyse how policy problems and issues are formulated and implemented

Unit 1 Understanding Public Policy

Public Policy – Meaning/Definition, Characteristics; Why study Public Policy; Concepts: Government, public, policy, politics; Policy analysis – who does policy analysis; Categories/Types of public policies; Evolution of public policies; Instruments of Public Policy; The contexts of public policy – relationship between state, market and public policy.

Unit 2 Theories/models of Public Policy

Pluralist/Group theory; Elite theory; Rational Choice Theory; Bounded Rationality; Public Choice Theory; Institutional Theory; Incremental Theory; Political Systems Theory; Game Theory; Process Model; Punctuated Equilibrium Theory; The Advocacy Coalition Framework.

Unit 3 Policy Process

Policy Cycle - Different stages of policy cycle or process: Issue identification and Agenda Setting - John Kingdon's three streams model, Policy formulation, Policy Implementation; Approaches to analyse the policy from implementation perspective: Top-Down approaches, Bottom-up approaches; Randomised Control Trials; Policy Monitoring and Evaluation – Measures for effective policy monitoring and evaluation, Policy evaluating agencies, problems in policy evaluation, criteria and types of policy evaluation; Assessing Policy Alternatives – effectiveness, efficiency, equity, equity-efficiency trade off, liberty, security, liberty-security trade off- ethics and political values; Economic approaches: Cost Benefit Analysis, Cost Effectiveness Analysis and Risk Assessment

Unit 4 Public Policy Context in India

Legal-Constitutional framework: Fundamental Rights and Directive Principles of State Policy; Institutions in policy making in India – Cabinet and Council of Ministers, NITI Aayog (Cooperative Federalism), 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.

Unit 5 Case Studies

Policies on Education, Industry, Employment, Agriculture and Food Security.

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RURAL AND URBAN DEVELOPMENT IN INDIA
(MADSC204)

Credit - 4

Learning Objectives:

This course intends to make students understand various aspects of rural and urban development. Students will study nature of rural economy and administration which will sensitize the students about the issues related to Rural Development. Students will also understand the main trends and process of urbanisation, rural-urban mobility, and population growth that have transformed many cities of the country. The course will make the students critically understand the differences between the urban and rural environments from a development perspective.

Learning Outcomes:

After studying the course, the students will be able to define and critically analyse the rural development, rural economy, urbanisation processes and their contribution to economic growth and human wellbeing. Students will develop an understanding of:

- issues of Rural Development in general and address them through various development strategies.
- cities and the role of urban processes in shaping population distribution, economic restructuring, and society

Unit 1 Introduction to Rural and Urban Development
Traditional and Modern Concepts of Rural Development; Importance, Scope and Objectives of Rural Development, Gandhian Approach for Rural Development, Need based and Demand based centres; Urbanization and Urban Development: Concept, causes, process, trends, significance and consequences; Barriers to Urban Community Development

Unit 2 Rural Economy
Concept and Nature of Rural Economy, Factors affecting Rural Economy; Status and Challenges of Agriculture sector in Rural Economy; Role and the place of village industries in Indian Economy; Impact of Globalisation led Economic Development on Rural Economy; Role of Banking and Cooperatives in Rural Economy.

Unit 3 Rural and Urban Administration
Rural Administration: Panchayati Raj System: 73rd Amendment Act; Government Agencies–Voluntary Organisations - People's Participation in Rural Development
Urban Governance and policy arrangements: 74th Amendment Act, Structure, Composition and Functions of Municipal Corporations, Municipal Council and Nagar Panchayat, Metropolitan development authorities; National Mission on Sustainable Habitat

Unit 4 Urban Space

Cities as centres of power, Role of cities in national development; Development Challenges of cities of South (with special reference to India)

Urban Infrastructure: Basic Services; Smart Cities Mission

Slums in India: theories, cause and conditions; housing and slum clearance initiatives

Unit 5 Development Programmes

Rural Development Programmes: MGNREGA, DAY-NRLM, RURBAN – impact, present status and challenges

Urban Development Programmes: AMRUT, DAY- NULM, Pradhan Mantri Awas Yojna – present status and challenges

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DEVELOPMENT RESEARCH METHODS
(MADCE201)

Credit - 2

Learning Objectives:

- To introduce the students to Development Research Methods
- To provide an in-depth understanding on Qualitative Research Methods in Development Research

Learning Outcomes:

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

- Learn the Concept, Paradigms and Ethical Concerns in Development Research
- Conduct Qualitative Research Studies in a Scientific and Ethical Manner

Unit 1 – Introduction to Development Research

Development Studies & Development Research; History, Types, Forms and Processes of Development Studies Research; Multi-Disciplinarity and Critiques

Unit 2 – Paradigms of Development Research

Philosophical, Post-positivist, Constructivist, Transformative and Pragmatic Worldviews, Research Approaches, Methods and Designs

Unit 3 – Ethics in Development Research

Code of Ethics; Informed Consent; Confidentiality of Data Sources; Ethical Checklists; Ethical Clearance

Unit 4 – The Field Worker and the Field

Study of relevant literature and field setting; Interplay of theory and field work; Insider-Outsider Views; Different Phases of Field Work

Unit 5 – Qualitative Research Methods

Interviews and Focus Group Discussions; Participatory Methods and Approaches; Conducting Case Studies and Maintaining Field Diaries

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2 Credits

Learning Objectives:
- Introduce students to the concepts and terminology relevant to the subject on labour and employment and sensitise the role of labour in development.
- Enable the students to understand the contemporary issues pertaining to labour and development.
- Equip the students to analyse, design and execute appropriate legislations and programs on labour welfare.

Learning Outcomes:
On successful completion of the course, the students will be able to:
- Acquire an in-depth understanding on importance of labour in development context
- Learn the various dynamics of labour market and its applications
- Apply the knowledge on labour market studies in development process

Unit 1: 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;

Unit 2: Contextualising Labour in India

Characteristics of the labour Market, Sectoral division of labour in India; Theoretical and Historical Perspectives on Labour, Trends and significance of Entrepreneurship Development in the country, Understanding Labour Supply and Demand dynamics; Migration trends in Labour.

Unit 3: Enhancing Labour Welfare

Labour Laws in India; Brief history of trade unionism in India; Management of labour policy-centre & state machineries for labour administration, Skill development and employment programmes; India's commitments in ILO's Decent Work Strategy and its application in Indian context

Unit 4: The Vulnerable among the Labour Force

Concept, Principles and Approaches in assuring equity in labour; social exclusion and discrimination in the labour market, Unorganized labour force in India, Gender issues in labour: women and work, Child labour: issues & concerns, disabled employee rights;

Unit 5: Emerging Themes in Labour Studies

Demographic dividend of India; Impact of globalisation on labour markets; Emergence of service sector as a major driver of growth and its implications; Labour and Sustainable Development; Future of Jobs

References:

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<h1 style="text-align:center">LIVELIHOODS AND DEVELOPMENT
(MADSE203)</h1>

Credit - 2

Learning Objectives:

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 studies 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.

Learning Outcomes:

On completion of the course the students will be able to:

- Define and identify livelihood sources and assets
- Locate the problems and constraints in having access to livelihood sources and assets
- Analyse systematically the various aspects of livelihoods (vulnerability, assets, Institutions and processes, strategies and outcomes) by using sustainable livelihood framework
- 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)

References

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Semester III

ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
(MADSC301)

Credit - 4

Learning Objectives:

- To apprise the students on the important concepts pertaining to environment, sustainable development and 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.

Learning Outcomes:

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

- Develop an appreciation of the interdependence of humanity with nature
- Analyse environmental changes from political ecology perspective
- Develop knowledge on sustainable development paradigms, global governance mechanisms, climate change mitigation and adaptation

Unit 1 \ Introduction to Ecology

Concepts of ecology - 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 frame work 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, environmental ethics

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; Circular economy, bio economy, ethical and behavioural changes, planetary boundary; 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

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UN General Assembly. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development*. Retrieved from: http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

Winchester, N. (2009). Emerging Global Environmental Governance. *Indiana Journal of Global Legal Studies, 16*(1), 7-23.

e-Resources:

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

DEVELOPMENT COMMUNICATION
(MADSC302)

Credit - 3

Learning Objectives:
During the course of study, the students will be made to understand the difference between Communication and Development Communication, the prime ideas and philosophy of Development Communication is communication with a social conscience. They will also understand that development communication seeks to create an atmosphere for change, as well as providing innovations through which society may change.

Learning Outcomes:

The Students will understand the role of communication in developmental aspect and analyse the different kind of approaches and theories for social development. During the end of the course the students will be able to relate the practical application of communication processes and technologies in achieving positive and measurable development outcomes.

Unit 1: Introduction

Concept of Communication: meaning, definition, function, process & elements and principle; Types:
- One way& Two way
- Verbal & Non-Verbal
- Intrapersonal & Interpersonal
- Group (public, crowd, small & large group)
- Upward & Downward
- Horizontal & Vertical
- participatory communication and mass communication

Differences between communication and Development Communication;
Communication for social change;

Unit 2: 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 Inter dependence Theory

Unit 3: Thoughts and Approaches to Development Communication
School of thought on Development Communication

5

- 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; Analysis of media for development communication

Unit 5: Role of Communication in Development

Role of Communication in Development: Critical perspectives on communication & development in the Third world Nations.

References

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Sharma, K.C. & Sharma, J.N. (2008). *Journalism in India: History Growth Development.* Oscar Publications.

Vilanilam, J.V. (2009). *Development Communication Practice*. Sage Publication.

MONITORING AND EVALUATION OF DEVELOPMENT PROJECTS
(MADSC303)

Credit - 4

Learning 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

Learning Outcomes:

On successful completion of the course, the students will be able to:
- Plan a simple M&E system
- Acquire an in-depth understanding on the concepts and processes related to Monitoring and Evaluation and
- Make sense of monitoring and evaluation information to formulate recommendations

Unit 1 Introduction to Monitoring and Evaluation

Overview & Definitions: Monitoring and Evaluation (M&E), Role of monitoring and evaluation in project management, M&E and the project cycle, distinction between M&E, evaluation and impact evaluation

Unit 2 Monitoring and Evaluation of Projects

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; Stakeholder: Types of Stakeholder, Stakeholder Analysis, Inclusion, inequalities and power dynamics, Projects' theories of change

Unit 3 Performance Indicators, baseline, targets and Data Collection Methods

Selecting indicators: Types of indicators, characteristics of a good indicator, factors to consider, wording of indicators. Elements of an Indicator: Description, baseline, target, source, the frequency of data collection and responsibilities.

Data Collection Methods: Advantages and limitations of traditional and participatory methods Inclusion and diversity, Data Quality, Positionality and Ethics

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; Formative Evaluation & Summative Evaluation; Selection of appropriate methods, Identifying assumptions and risk, Evaluation of development programmes and projects, Importance of baseline: Pros and cons of control groups, analysing M&E data, Interpretation of M&E data

Unit 5 Communicating M&E findings

Data visualization, Reporting, formulating recommendations, Decision making in complex environments, Critical reflections on M&E, Emerging evaluation perspectives

References

Bakewell, O. and Garbutt, A. (2005) *The use and abuse of the logical framework approach: A review of international development NGOs' experiences*. Swedish International Development Agency (SIDA).

Bamberger, M., Rao, V., & Woolcock, M. (2010). *Using Mixed Methods in Monitoring and Evaluation: Experiences from International Development,* Policy Research Working Paper 5245. The World Bank.

Chambers, R. (2017). *Can we know better? Reflections for development.* Practical Action Publishing. (Open Access https://practicalactionpublishing.com/book/257/can-we-know-better)

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Kusek, J. Z. & Rist, R. C. (2004). *Ten Steps to a Results-Based Monitoring and Evaluation System.* Washington: The World Bank

Mertens, D. M. & Wilson, A. T. (2019). *Program Evaluation theory and Practice* (2nd Ed.). New York: The Guildford Press.

Skovdal, M. & Cornish, F. (2015). *Qualitative Research for Development*. Rugby: Practical Action Publishing. (Available at: http://www.orange.ngo/wp-content/uploads/2017/02/Qulittive-Research-for-Development.pdf)

FIELD PRACTICUM

(MADSC304)

Credit - 5

Field Practicum in Development Studies

Field Practicum is a unique component of Development Studies that translates theory into practice. It serves as the link between knowledge gained in the classroom and development-in-practice from a development practitioner's perspective. A Field practicum serves as hands on experience in the field, which facilitates the students to identify the purpose, fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. The students undergo Field Practicum in the third semester under the supervision of Field Coordinator and concerned mentors. For the course, a minimum of 45 direct contact hours (face to face interaction with stakeholders at Field) and 20 indirect hours (theory class, research, documentation or other duties) must be completed over the span of the semester.

Course Purpose

The main purpose of field practicum is to impart skills and competencies among the students, who want to pursue careers as development practitioners, with respect to the field realities and processes of change. This course aims to equip students the practical skills that will be needed in the real world to complement their academic knowledge. It will familiarize the students with the complex social, economic and political issues in rural/urban settings.

Learning Objectives

The main objectives of practicum are to allow students to:

- Gain new understandings and competencies as an entry level professional (Development Practitioner) while contributing to a field setting
- Increase ability to recognize and critically assess various form of social actors, strategies as tools of economic development and social transformation
- Improve skills relating to project planning, issue analysis, formulation of strategic and tactical recommendations
- Enable the student to develop and deepen capacity to relate theory to practice and also to relate experience to theory

Learning Outcomes

By participating in the Field Practicum, students will be better able to adapt and apply sectoral skills in various disciplines in the social sector, and will have increased skills for effective and thoughtful leadership in day to day activity and societal development throughout their careers. Specifically, students will get a practical experience of working culture of rural-urban setup. Upon completion of this practicum, student will gain competencies in:

- Working together in a team to plan, implement and evaluate creative activities for youth in rural and urban areas
- Working with local agencies, line departments, rural/urban youth who require extra resources in a rural/urban setting by capitalizing on individual strengths and resiliencies
- Working with a concerned supervisor for contributing to the field in the form of research and extension activities

Teacher-Student collaborative approach may

- assist in planning and implementing a group and individual for tackling social, economic and political issues
- designed activities/indicators with individual/group focusing local and global agenda
- plan and implement individual sessions with student, under the supervision of expert, to improve their research methodology, output and outcomes
- work with student to identify areas of developmental challenges and create intervention strategies

Course Requirements:

1. A high level of personal commitment, responsibility, and honesty are required for the course. Therefore, regular attendance, preparation, and participation of students in the discussion and at field are expected as part of their professional development.
Attendance: Attendance will be taken for all the five hours per week separately. If a student continuously misses the field work and field related assignments he or she has to repeat the semester. 80% attendance is mandatory for submitting Field Practicum Report and appearing for the Viva.
2. Field experience is the most influential element for preparing development practitioners. Students are expected to come fully prepared, completing the required readings or activities before hand and may bring those issues, questions, or points to discuss in the class.
3. Students are required to behave in ethical manner: (i) maintain the privacy of any personal information or opinions shared during the course (ii) inform the Field Coordinator in timely manner in case of any conflicts, questions, concerns, or needs, and exhibit teamwork, maintain mutual respect, leadership, and openness to receiving professional feedback.
4. All course requirements must be completed by students on time, and all evaluation materials must be finished and submitted to the course teacher before the deadline.
5. Students have to prepare daily/weekly reports and weekly presentations on the field work progress will be held.

FIELD PRACTICUM STRUCTURE

Time Period-18 days/90 Hours/5 hours per Week

Total Number of Hours	90
Hours Per Week	5

COURSE CURRICULUM

ACTIVITY	COURSE REQUIREMENTS	DESCRIPTION
1	Introduction to Field Practicum	· An overview of the field settings including social and demographic profile.
2	First Visit of the Field	· Students will observe analyse the situation of Field and prepare a report based on preliminary observations · Identify the themes/areas for research study. · Village mapping (Proposed as a field activity)
3	Discussion on the identified themes/ areas and group formation	· Literature review on the identified themes/areas such as education, health, environment, employment etc. · Allocation of research area to each group. · Quantitative, Qualitative and mixed methods
4	Selection & Application of Research Technique	· Observatory studies · Baseline survey (Socio-demographic profile of the village · Sector focused studies (education, health, food security, environment, gender, migration and so on). · Case studies · Programme/Policy studies · Interpretative studies
5	Discussions	Regular discussion with Mentor/Field Coordinator
6	Data Collation and Analysis	Interaction in the classroom and discussion with Mentor/Field Coordinator.
7	Report Writing	Submission of final draft of the Field Practicum report

FIELD PRACTICUM REPORT AND VIVA

Towards the end of the course, students have to submit individual Field Practicum report under the supervision of their concerned mentor and submit it to the department in the prescribed format. Every student is expected to do his/her own work and should refrain from plagiarism and any form of cheating. The originality of the Field Practicum Report of students will be checked through anti-plagiarism software. Field Practicum viva will be conducted based on the Field Practicum report. Evaluation of the course will be done through the Field Practicum Report and Viva.

References

Akker, J. V. (2006). *Principles and Methods of Development Research*. Educational Design Research. Arizona: Routledge

Creswell, J W (2009) "Research Design: Qualitative, Quantitative and Mixed Methods Approaches" Third Editions, Sage Publications

Desai, Vandana (2006). *Doing Development Research*. (2006). SAGE Publications.

Pieterse, J N (2010) "Development Theory Deconstructions/ Reconstructions" Second Edition, SAGE Publications Ltd.

MIGRATION AND DEVELOPMENT
(MADSE301)

Credit - 2

Learning Objectives:

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

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

Learning Outcomes:

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

- Demonstrate an understanding of the major debates in migration studies and knowledge of how migration is related to development and underdevelopment
- Describe the ways that migration impacts on the social, economic, cultural and political development of a region
- demonstrate knowledge of the important legal instruments and policies on 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- Internal Migration in India, role and functions of Labour Department- Migrant workers and Human Rights, - Youth Migration: Types, Push and pull factors , patterns and trends – Forced 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 -Migration and social protection-

Unit 5 Migration Policies and Legislations

ILO convention and recommendations- Important legislations in India- Managing Migration- Migration and Globalisation-

References

Bonifacio, G. T. (2012). *Feminism and Migration: Cross-Cultural Engagements*. Sringer.

Brettel, C.B., & Hollifield, J.F. (eds). (2000). *Migration Theory: talking across disciplines* Routledge.

Kapur, D. (2010). *Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India.* Princeton University Press

Khadria B. Perveen K. & International Migration and Diaspora Studies Project. (2010). *India migration report 2009 : past present and the future outlook.* International Migration and Diaspora Studies Project Zakir Husain Centre for Educational Studies School of Social Sciences Jawaharlal Nehru University : Exclusively distributed by Cambridge University Press.

Oberai, A.S., Prasad, P.H. & Sardana, M.G. (1989). *Determinants and consequences of internal migration in India.* Oxford University Press.

Rajan, S. I. and Sivakumar, P. (Eds) (2018). *Youth Migration in Emerging India: Trends, Challenges, and Opportunities*. Orient Blackswan Publishers

Schenk – Sandbergen, L. (ed.). (1995). *Women and Seasonal Labour Migration.* Sage Publication.

Sivakumar, P. and Rajan, S.I. (2021). *SDGs through the lens of Migration: Seeking New Life in a Sustainable World.* Routledge.

HEALTH AND DEVELOPMENT
(MADSE302)

Credit - 2

Learning Objectives:

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.

Learning Outcomes:

After successful completion of the course, the students will be able to understand the global concept of health; learn the determinants of health and their significance in the development context; and be familiarised with health communication

Unit 1 Health in the global context

Definitions; the World Health Organization; Global Campaigns for Health; Social Distribution of Health Inequalities.

Unit 2 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 3 Determinants of Health

Biological, Behavioural, Socio-Economic, Cultural, Environmental, Geographical Determinants; Public Health Delivery System in India- Introduction to National Health Policy –1983 & 2002, National Population Policy –2005, National Rural Health Mission (NRHM) and National Urban Health Mission (NUHM), National Public Health Programs

Unit 4 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.

Unit 5 Health Communication

Process, Types, Barriers, Tools & Techniques Health Education/Communication-Principles & Practice, Approach, Models, Content Information Communication Technologies (ICT) in Health Care and Awareness.

References

Beaglehole, R. and Bonita, R. (2004). *Public Health at the Crossroads –Achievements and Prospects* (2nd Ed). Cambridge University Press

Bharghavi V. D. (2001) *Mental Health from a Gender Perspective*. Sage Publications.

Detels, R., Mcewen, J. Beaglehole, R. and Tanaka, H. (Eds) (2014). *Oxford textbook of Public Health* (4th Ed). Oxford University Press.

Green, J and Tones, K. (2010) *Health Promotion: Planning and Strategies*. Sage Publications.

Guang-Zhen, Wang.(2010). *Women's Reproductive Health and Gender Equity*. Ashgate Publishing Company.

Merson, M. H., Black, R. E., & Mills, A. J. (Eds.). (2006). *International Public Health: Diseases, Programs, Systems, and Policies* (2nd ed.). Jones and Bartlett Publishers.

Park, K. (2007). *Preventive and Social Medicine*. BansaridasBhanot Publishing House

Sathe, P.V. & Sathe, A.P. (1991). *Epidemiology and Management for Health Care*. Popular Prakashan

Singh A.L. Sabir, I. & Asghar, S. (2005). *Rural Women; Work and Health*. Women Press.

Wallace, R. (1998). *Maxcy-Rosenau-Last Public Health & Preventive Medicine* (14th Ed). Appleton & Lange.

ACADEMIC WRITING (SOFT CORE)

Credit - 2

Learning Objectives:

- To familiarize the students with the processes involved in Academic Writing

- To impart practical skills on various softwares used for Reference Management and Data Analysis

Learning Outcomes:

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

- Develop skills in academic writing
- Learn Softwares used for Reference Management and Data Analysis
- Publish research articles in reputed journals

Unit 1 – Introduction to Academic Writing

Concept and Meaning of Academic Writing; Different Steps and Processes Involved in Academic Writing;

Unit 2 – Writing a Research Proposal

Identifying the Problem, Review of Literature, Research Gap, Research Questions, Objectives, Methodology

Unit 3 – Research and Annotated Bibliography

Literature Review; Reference Management Systems; Creating annotated bibliography and referencing with Software tools such as End Note, Nvivo and Mendeley

Unit 4 – Data Analysis

Tools and Techniques for Qualitative Data Analysis - Handling the data with software (Taguette, RQDA, Nvivo)

Unit 5 – Writing a Research Paper

Structure and Body of the Manuscript, Abstract, Keywords, Formatting based on Style Sheet, Similarity Report, Identifying the Journal and Submission.

References

Coffin, C., Curry, M.J., Goodman, S., Hewings, A., Lillis, T., & Swann, J. (2002). *Teaching Academic Writing: A Toolkit for Higher Education* (1st ed.). Routledge.

Paltridge, B. (2004). Academic writing. *Language Teaching*, 37(2), 87-105.

Swales, J. and C. Feak (2004). A*cademic Writing for Graduate Students: Essential tasks and skills*, Second Edition. University of Michigan Press

SEMESTER IV

INTERNSHIP

(MADSC401)

Credit - 3

The students pursuing M.A (Development Studies) are required to undergo one month internship programme during the Fourth Semester which provide the students with valuable learning and practical experiences. The primary goal of the internship is to provide students an opportunity to acquire basic skills and exposure to field realities in order to provide the right blend of theory and practice.

Students will be exposed to both state and non-state based projects and programmes in the area of development studies in various field settings with an exposure to field realities during the internship. Students will gain required skills in the areas of training, advocacy, campaigning, communication, networking, policy, programme planning and evaluation, research, etc. On completion of the Internship, each student should submit an Internship report to the Department.

The Internship carries 50 marks where the assessment procedure includes evaluation made by an external supervisor (coordinator of the concerned NGO/project) for 25 marks and internal supervisor (concerned faculty of the Department) for 25 marks. The Internship Report submitted by the student at the end of the internship will be evaluated.

DISSERTATION
(MADSC402)

Credit - 12

It is a prerequisite for students pursuing M.A (Development Studies) to undertake Dissertation on a relevant area of their choice which will be conducted under the supervision of a Departmental faculty member during the Fourth Semester.

It is mandatory for the students to submit their Dissertation by the end of the final Semester which is based on intensive field work/ research undertaken for at least one month carried out by the students.

The students are required to appear for a viva-voce examination before a set of Examiners/ Faculty members during the Final Semester Examinations besides the overall evaluation of the Dissertation.

<div align="center">

ONLINE COURSE (SELF STUDY)
(MADSC403)

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Credit-3

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Along with Dissertation and Internship in the Fourth Semester, the students should take an additional self-study course from Online Educational Platforms such as SWAYAM/EDX/ COURSERA etc. and pass the course with certification. The courses relevant to Development Studies will be suggested by the department.