CENTRAL UNIVERSITY OF SOUTH BIHAR

Master of Development Studies (M.A.) Programme
Syllabus

(Effective from Academic Session 2018-2019)

Department of Development Studies
SCHOOL OF SOCIAL SCIENCES AND POLICIES

Department of Development Studies

The Department of Development Studies was the first academic unit of this university since its very inception and hence offers a special thrust to its intellectual terrain. Its interdisciplinary nature makes it all the more exciting and versatile in a knowledge society like that of ours. Furthermore in 21st century India, Development Studies has emerged as a discipline incorporating gamut of changes in different frontiers like social-economic, political, cultural and human development as such. There are only a few institutions in India that train competent manpower required by national and international agencies engaged in the developmental sector. The demand for development professionals has been increasing with the expansion of the frontier of development interventions in the social sector. The Department of Development Studies attempts to make unique contributions by training the budding agents for development and change, alongside preparing students who may opt for higher studies and look forward to a career in teaching profession.

MA Development Studies

The Department offers a two-year Masters Programme in Development Studies. It aims to disseminate and advance knowledge by providing instructional and research facilities; to take appropriate measures for promoting innovations inteaching-learning process and inter-disciplinary studies and research; to educate and train manpower for the development of the country; to establish linkages with industries for the promotion of science and technology; and to pay special attention to the improvement of the social and economic conditions and welfare of the people along with their intellectual, academic and cultural development.

MA DEVELOPMENT STUDIES: COURSE(s) CODE(s)

Core Courses	Course Code
Core Courses (4) Sem I	
Sociology of Development	**MADVS1001C04**
State, Governance and Development	**MADVS1002C04**
Development Economics	**MADVS1003C04**
Rural Development and Community Engagement	**MADVS1004C04**
Core Courses (5) Sem II	
Research Methodology in Social Sciences	**MADVS2001C04**
Demography and Development	**MADVS2002C04**
Public Policy and Planning	**MADVS2003C04**
Human Development	**MADVS2004C04**
Statistical Practice for Development Research	**MADVS2005C04**
Core Courses (3) Sem III	
Globalization, Labour and Informal Sector	**MADVS3001C04**
Master's Thesis-I: Research Proposal, Review of Literature and Data Collection	**MADVS3002C04**
Internship	**MADVS3003C04**
Core Courses (2) Sem IV	
Agriculture and Food Security	**MADVS4001C04**
Master's Thesis-II: Data Analysis and Report Writing	**MADVS4002C04**
Electives (1) Sem I	
Political Economy of Development	**MADVS1001E04**
Urbanization, Planning and Development	**MADVS1002E04**
Social Exclusion and Inclusive Policy	**MADVS1003E04**
Environment, Climate Change and Sustainable Development	**MADVS1004E04**
Electives (2) Sem II	
Social Entrepreneurship and Development	**MADVS2001E04**
Human Rights and Conflict Resolution	**MADVS2002E04**
NGO Management	**MADVS2003E04**
Human Development	**MADVS2004E04**
Electives (3) Sem III	
Social Structure, Elderly and Ageing	**MADVS3001E04**
Media, Society and Development	**MADVS3002E04**
Public Health System and Management	**MADVS3003E04**
Unnat Bharat**:** Bringing development through participatory learning	**MADVS3004E02**
Law and Development	**MADVS3005E04**

Electives (4) Sem IV	
Gender and Development	**MADVS4001E04**
Education, Society and Development	**MADVS4002E04**
Disaster Management	**MADVS4003E04**
Corporate Social Responsibility	**MADVS4004E04**
Tourism and Cultural Heritage	**MADVS4005E04**
Sports, Society and Development	**MADVS4006E04**
Technology, Innovation and Development	**MADVS4007E04**
Skill Based Non Credit Courses	
Communication Skills (making power-point presentation facing interview)	**MADVS1001S04**
Documentation	**MADVS2001S04**
SWAYAM/ MOOCS Courses: ugcmoocs.inflibnet.ac.in	
Tourism Planning and Sustainable Development: 1st July to 4 Nov	**MADVS3001S04**
International Human Rights System: 1st July to 31st Dec	**MADVS3002S04**
Introduction to Public Administration:	**MADVS3003S04**
Information and Communication Technology: 1st Aug to 31st Dec	**MADVS3004S04**
Intellectual Property: 1st Aug to 31st Dec	**MADVS3005S04**
Communication Technology in education- 1st Aug to 10th Nov	**MADVS3006S04**

FIRST SEMESTER

Sociology of Development

Course Details			
Course Title: Sociology of Development			
Course Code	**MADVS1001C04**	**Credits**	4
L + T + P	3+ 1 + 0	**Course Duration**	One Semester
Semester	First	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students,		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

The course offers a broad overview of the way development is conceptualized and contested in social sciences literature. The emergence and influence of different perspectives on development are located in the respective historical-political conditions. A review of the debates on development allows for a better understanding of contemporary issues in the field.

Learning Outcomes

After completion of the course students will be able to:

- Locate the whole enterprise of development from a sociological perspective.
- Understand major theoretical underpinnings of sociology of development.
- Examine social and human dimension of development

Course Contents

Unit – I Historical location of the idea of development: (20% Weightage)

End of colonialism; rise of nationalism in the Third World societies and the desire for ìdevelopmentî.

Alavi, H. and T. Shanin (1982) Introduction to the Sociology of Developing Societies, Macmillan, pp. 1-29

Escobar, Arturo (1995) Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.

Esteva, Gustavo (1997) "Development" (pp.8-34), in Sachs, Wolfgang (ed.) The Development Dictionary, Hyderabad: Orient Longman.

K.C. Alexander, 1994, The Process of Development of Societies, New Delhi: Sage.

Unit- II Modernisation Theory: **Inkeles, Moore, Rostow, Lerner, McLelland etc. (22% Weightage)**

Alex Inkeles, A Model of the Modern Man: Theoretical and Methodological Issues in Black, C.E. (1976) ed., Comparative Modernisation, The Free Press, pp. 320-348.

Moore, W. (1978), Social Change, pp.94-118.

Lerner, D. (1964) The Passing of Traditional Society, (Relevant chapter in Xeroxed Collection)

Lauer, R.H. (1978) op. Cit. Pp. 76-107.

UNIT III: Dependency Theory, World Systems Theory and Gandhian model of Development: **(25 % Weightage)**

Blomstrons, M. and B. Hettne (1984) Development Theory in Transition, Zed, pp. 27-65; 79-97.

Frank, Andre Gunder (1971) Capitalism and Underdevelopment in Latin America, Penguin Books.

Wallerstein, Immanuel. (2004) World Systems Analysis: An Introduction, Duke University Press

Gandhi, M.K. (1945) Constructive Programme: Its Meaning and Place. Ahmedabad: Navajivan Publishing House.

-------. (2009) An Autobiography, or The Story of My Experiments with Truth, translated from Gujarati by Mahadev Desai. New Delhi: Gandhi Hindustani Sahitya Sabha.

Rudolph, Susanne Hoeber and Lloyd Rudolph. (1967) The Modernity of Tradition: Political Development in India. Chicago: University of Chicago Press

UNIT IV: Limits to Growth thesis **(16% Weightage)**

Meadows, Donella H. et al (1974) The Limits of Growth, Pan Books

Schumacher, E.F. (1977) Small is Beautiful, New Delhi: Radha Krishna

Illich, Ivan (1977) Toward a History of Needs, Bantam.

UNIT V: The Case of Participation in Development   (17% Weightage)

- Freire, Paulo (1996) Pedagogy of the Oppressed, Penguin Books.

- Rahnema, Majid (1997)"Participation" pp.155-175, in Sachs, Wolfgang (ed). The Development Dictionary, Orient Longman.

- Cooke, Bill and Uma Kothari (eds) 2001. Participation: The New Tyranny?, London: Zed Books.

- Hicky, Samuel and Giles Mohan (eds), 2004. Participation: From Tyranny to Transformation?, London: Zed Books.

- Moose, David (2001), 'People's Knowledge', participation and patronage: operations and Representations in rural development', in Cooke and Kothari ed. Participation: the New Tyranny?, London: Zed Books.

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-8	**Historical location of the idea of development**
9-19	**Modernisation Theory: Inkeles, Moore, Rostow, Lerner, McLelland etc**
20-28	**Dependency Theory, World Systems Theory and Gandhian model of Development**
29- 35	**Limits to Growth thesis**
36-45	**The Case of Participation in Development**
15 Hours	*Tutorials*

Course Instructor: Mr. A P A Kabeer

STATE, GOVERNANCE AND DEVELOPMENT

Course Details			
Course Title: State, Governance and Development			
Course Code	**MADVS1002C04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Odd/First	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

- To understand key concepts in political theory.
- To critically engage students on issues and controversies relating to the experience of democracy in India and social movements.
- To familiarize the students with the theoretical debates on governance in India- the state, constitution, judiciary, parliament, political parties, citizenship rights, and institutions of local governance.
- To orient the students with tools and techniques of assessment and evaluation.
- Interrogate the theories of state, democracy and governance.
- To develop broad understanding of issues and arguments related to Indian democracy.

Learning Outcomes

After completion of the course the learners will be able to:

- Examine political theory and apply it for political analysis of development research.
- Reflect on political issues underlying development practice and research.

- Critically analyze the Indian politics and its relevance in development.
- Acquaint with various theories and develop an understating of key elements of political factors that influence development.

Course Contents

UNIT I: State: Concept and Perspectives (Foundation)   (25% Weightage)

- Concept and contemporary theories- Hobbes to Adam Smith
- Marxism, Liberalism, Neo-liberalism
- Key ideas- Sovereignty, Citizenship, Justice, Equality, Rights, Affirmative Action
- Indian Political Thought of: Gandhi, Gokhale, Tilak and Ambedkar

UNIT II: Democracy and Development   (25 % Weightage)

- Democratic ideals and institutions
- Theories of Democracy
- Democracy and Development Debate
- Local Governance and Decentralization

UNIT III: Development and Governance   (25 % Weightage)

- Concept of Governance
- Economic Development and role of State (developmental state, predatory state, corporatist state)
- Embedded Autonomy

UNIT IV: Politics in India   (25% Weightage)

- Secularism and Democracy
- Regionalism and Language Politics
- Multiculturalism and Social justice
- Caste and Electoral Politics

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-8	State: Concept and contemporary theories- Hobbes to Adam Smith
9-12	Marxism, Liberalism, Neo-liberalism
13-15	Key ideas- Sovereignty, Citizenship, Justice, Equality, Rights, Affirmative Action
16-23	Indian Political Thought of: Gandhi, Gokhale, Tilak and Ambedkar
24-25	Democratic ideals and institutions
26-27	Theories of Democracy
28-29	Democracy and Development Debate
30-31	Local Governance and Decentralization
32-33	Concept of Governance

34-35	Economic Development and role of State (developmental state, predatory state, corporatist state
36-37	Embedded Autonomy
38-39	Secularism and Democracy
40-41	Regionalism and Language Politics
42-43	Multiculturalism and Social justice
44-45	Caste and Electoral Politics
15 Hours	*Tutorials*

Suggested References:
- Bhargava, R. (2009). *Multiculturalism, Liberalism and Democracy*. New Delhi: Oxford University Press
- Bidyut, C. (2009). *Modern Indian Political Thought*. London: Sage
- Bidyut, C and M. Bhattacharya. (2008). *The Governance Discourse: A Reader*. New Delhi: Oxford University Press.
- Bose, S and Jayal, A. (2009). *Nationalism, Democracy and Development: State and Politics in India.* New Delhi: Oxford University Press.
- Crook, R. C and Manor, J. (1998). *Democracy and decentralization in South Asia and West Africa: Participation, Accountability and Performance*. Cambridge: Cambridge University Press.
- Cummings, W. (1999). *The Developmental State*. Ithaca, NY: Cornell University Press
- Evans, P. (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton University Press
- Granville, A. (2009). *Working of democratic constitution: a history of the Indian experience*. Delhi: Oxford University Press
- Hasan, Z (ed.) (2002). *India's living constitution: Ideas, practices, controversies*. Delhi: Permanent Black
- Heywood, A. (2007). *Political Ideologies: An Introduction*. New York: Palgrave Jaffrelot, C. (1999). *The Hindu Nationalist Movement and Indian Politics: 1925 1990's.* New Delhi: Penguin
- Jaffrelot, C. (2003). *India's Silent Revolution: The Rise of Low Castes in North Indian Politics.* New Delhi: Permanent Black.
- Kohli, Atul (ed). (2004). *State directed development: political power and industrialization in the global periphery.* Cambridge: Cambridge University Press
- Kohli, A. (1991). *Democracy and the Discontents: India's Growing Prices of Governability*. Cambridge: Cambridge University Press.
- Kohli, Atul (ed). (2011). *The success of India's democracy*. Cambridge: Cambridge University Press
- Kohli, Atul (ed). (2011). *The success of India's democracy*. Cambridge: Cambridge University Press
- Parel, A.H. (2011). *Gandhi: 'Hind Swaraj' and other writings*. Cambridge: Cambridge University Press
- Sabine, G. (2011). *A history of political thought*. Delhi. Surjeet Publications

Course Instructor: Dr. Anju Helen Bara

DEVELOPMENT ECONOMICS

	Course detail		
	Course title	**Development Economics**	
Course code	**MADVS1003C04**	**Credit**	4
L+T+P	3+1+0	**Course Duration**	One Semester
Semester	Odd/First	**Contact hours**	45 (L) + 15 (T) Hours
Method of content interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, simulation exercise, documentary, project work, term paper, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objective:

1. The goal of this course is to understand the economic problems of developing countries by using economic theories and their applications.
2. This course is an introduction to the study of the economic circumstances and problems of low and middle-income economies.

Learning Outcome

1. Students will be able to understand the basic definitions and concepts of economic development.
2. Students will be able to use the tools developed by development economists to answer important research questions.
3. Students will be able understand aspects of the economic development process in low income countries.
4. Students will understand the scope for policy interventions to improve the well-being of the world's poor.
5. Students will be able to evaluate government intervention programmes and measure and comment on the efficacy of public policy.

Contents:

Unit I: Introduction to basics of economics, Issues and debates   (10% weightage)

Unit II: 'Wealth of the nation' and the distribution   (30% weightage)
- Mercantilism: Export-led growth
- Physiocracy: Agricultural surplus
- Adam Smith: Per capita income, and division of labour
- David Ricardo: Distribution, and trade
- Robert Malthus: Unproductive consumers

40

- Karl Marx: Rate of surplus value and dynamics of capitalism

Unit III: Modern Growth Theories   **(20% weightage)**
- Harrod-Domar and its long-term development impact
- Solow's neoclassical model
- Endogenous models and new growth theory

Unit IV: Backwardness, poverty and development: **(20% weightage)**
      Lessons for alternatives to *laissez faire*
- Lewis: Dual economy
- Rostow: Stages of economic growth
- Kuznets: Structural changes and income inequality

Unit V: Problems of industrialisation in late developing countries   **(20% weightage)**
- Baran: Dependency analysis
- Myrdal: Cumulative causation
- Wallerstein: World-systems theories

Course Interaction Plan

Lecture cum Discussion (Each session of 1 Hour)	Theory Unit/Topic/Sub-Topic
1-5	Introduction to basics of economics, Issues and debates
6-8	Mercantilism: Export-led growth Physiocracy: Agricultural surplus
9-10	Adam Smith: Per capita income, and division of labour
11-12	David Ricardo: Distribution, and trade
13-14	Robert Malthus: Unproductive consumers
14-19	Karl Marx: Rate of surplus value and dynamics of capitalism
19-21	Harrod-Domar and its long-term development impact
22-24	Solow's neoclassical model
25-29	Endogenous models and new growth theory
30-32	Lewis: Dual economy
33-34	Rostow: Stages of economic growth
35-36	Kuznets: Structural changes and income inequality
37-39	Baran: Dependency analysis
40-42	Myrdal: Cumulative causation
43-45	Wallerstein: World-systems theories
15 hours	Tutorial

Barran, Paul. 1957. *The Political Economy of Growth*, New York: Monthly Review Press
Chenery, H. and .N. Srinivasan (eds.),*Handbook of Development Economics*, Vol. I & II, Elsevier,Amsterdam. 1989.

Coale, A.J. and E.M. Hoover, *Population Growth and Economic Development in Low Income Countries: A Case Study of India's Prospects*, Princeton University Press, Princeton, 1958.

Cypher James M. and James L Dietz (2009) *The Process of Economic Development*, 3rd Edn, London: Routledge

Dreze, Jean and Amartya Sen, *Development and Participation*, Oxford University Press, UK, 2002.

Dreze, Jean and Amartya Sen, *Economic Development and Social Opportunity*, OUP, UK, 1995.

Ellman, Michael. 1989. *Socialist Planning*, Cambridge University Press

Kuznets, Simon. 1965. *Economic Growth and Structure: Selected Essays,* NY: W W Norton

Landreth, Harry and David C. Colander. 2001. *History of Economic Thought*, 4th Edn. Boston: South-Western College Pub

Lewis, Arthur W. 1954. 'Economic development with unlimited supplies of labour', *The Manchester School of Economic and Social Studies*, 22 (2), pp. 139-91

Meier, Gerald. 2005. *Leading Issues in Economic Development*, 8thEdn., NY: OUP

Michael P. Todaro and Stephen C. Smith, Economic Development, 12th Edition,Pearson

Myrdal, Gunnar. 1957. *Economic Theory and Underdeveloped Regions*, London: Duckworth

Newman, Michael. 2005. *Socialism: A Very Short Introduction*, OUP

Prebisch, Raúl. 1950. *The Economic Development of Latin America and Its Principal Problems*. New York: United Nations

Ray, Debraj, *Development Economics*, Oxford University Press, New Delhi, 1998.

Roncaglia, Alessandro. 2006. *The Wealth of Ideas,* Cambridge University Press

Samuels, W. J., J E Biddle and J B Davis (Eds.). 2006. *A Companion to the History of Economic Thought,* Wiley-Blackwell

Singer, Hans. 1950. 'The distribution of gains between Investing and borrowing countries', *American Economic Review*, 40 (May): 473-85

Spratt, Stephen (2009) *Development Finance: Debates, Dogmas and new Directions*, London: Routledge

Sweezy, Paul M. 1942. *The Theory of Capitalist Development: Principles of Marxian Political Economy*, London: Dennis Dobson Ltd.

Wallerstein, Immanuel. 2000. *The Essential Wallerstein*, New York: The New Press

Instructor: Dr. Firdaus Fatima Rizvi

RURAL DEVELOPMENT AND COMMUNITY ENGAGEMENT

Course Details			
Course Title: Rural Development and Community Engagement			
Course Code	MADVS1004C04	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Odd/First	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

- To help students in understanding the dynamics of rural development and its implications in rural India.

Learning Outcomes

After completion of the course the learners will be able to:

- Students will have the exposure towards role of various institutions including government in generating process of rural development with a significant implication for sustainable livelihood for poor.

Course Contents

UNIT I: Introduction to Rural Development   **(17% Weightage)**

- Definition of Rural Areas – Meaning of Development – Concept of Rural Development – Causes of rural backwardness – Nature and scope of Rural Development in India.
- Trends of farm and non-farm employment; rural poverty; housing; migration

- Approaches to rural development in India: Gandhian approach, Community Development – Sectoral Development – Area Development – Minimum Need Approach - Integrated Development – Participatory Development.
- Community Engagement and Social Capital

UNIT II: Rural Development Institutions   (25 % Weightage)

- Panchayati Raj Institutions and Decentralization
- Rural Cooperatives-Credit Cooperatives, Marketing Cooperatives, Dairy Cooperatives, Sugar Cooperatives, Weavers Cooperatives
- Community based organizations
- Self-Help Groups (SHGs), Bank SHGS Linkages (NABARD)

UNIT III: Issues of Rural Development   (25 % Weightage)

- Poverty and Livelihood
- Engendering Development
- Rural Marketing
- Rural Entrepreneurship

UNIT IV: Rural Development: Infrastructure & enterprises (16% Weightage)

- Infrastructure: Transport and communication facilities; Energy; Electrification; Drinking water supply, sanitation.
- Rural industries- Cottage, agro-based small scale; self-managed village women's enterprises; bio-fertilizer; food processing; small nursery, apiculture, pisciculture, bio-processing
- Village crafts and artisans

UNIT V: Sectoral policies and programmes   (17% Weightage)

- MNREGA
- National Rural Livelihood Mission
- Antodaya Yojana
- Swach Gram Abhiyaan
- Gram Swaraj Abhiyaan
- Other government programmes

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-4	Definition of Rural Areas – Meaning of Development – Concept of Rural Development – Causes of rural backwardness – Nature and scope of Rural Development in India.
5-7	Trends of farm and non-farm employment; rural poverty; housing; migration
8-12	Approaches to rural development in India: Gandhian approach, Community Development – Sectoral Development – Area Development – Minimum Need Approach - Integrated Development – Participatory Development.
13-14	Community Engagement and Social Capital
15-16	Panchayati Raj Institutions and Decentralization
17-19	Rural Cooperatives-Credit Cooperatives, Marketing Cooperatives, Dairy Cooperatives, Sugar Cooperatives, Weavers Cooperatives
20	Community based organizations
21-24	Self-Help Groups (SHGs), Bank SHGS Linkages (NABARD
25-26	Poverty and Livelihood
27	Engendering Development
28-30	Rural Marketing Rural Entrepreneurship
31-34	Infrastructure: Transport and communication facilities; Energy; Electrification; Drinking water supply, sanitation.
35-38	Rural industries- Cottage, agro-based small scale; self-managed village women's enterprises; bio-fertilizer; food processing; small nursery, apiculture, pisciculture, bio-processing
39	Village crafts and artisans
40-45	Sectoral policies and programmes: MNREGA; National Rural Livelihood Mission; Antodaya Yojana; Swach Gram Abhiyaan; Gram Swaraj Abhiyaan; Other government programmes

15 Hours	*Tutorials*

Suggested References:

- Singh, Katar, *Rural Development: Principles, Policies and Management,* SAGE, 2009.
- Prasad, B. K, *Rural Development: Concept, Approach and Strategy,* Sarup and Sons, New Delhi, 2003.
- Sundaram, I Satya, *Rural Development (III rd Revised Ed),* Himalaya Publishing House, Girgaon, Mumbai, 2007.
- Rajnesh, Shalini, *Rural Development through Democratic Decentralization,* Deep & Deep Publications PVT. LTD, Delhi, 2002.
- Prasad, Chandra Sekhar, *Agriculture and Rural Development in India since 1947,* New Century Publications, 2009.
- Gupta, K.R, *Rural Development in India,* HB books, New Delhi, 2006.
- Journal of Rural Development, NIRD, Hyderabad.
- Chambers, Robert (1994). Participatory Rural Appraisal (PRA): Challenges, Potentials and Paradigm. World Development

Course Instructor: Dr. Anju Helen Bara

SECOND SEMESTER
Research Methodology in Social Sciences

Course Details			
Course Title:	Research Methodology in Social Sciences		
Course Code	MADVS2001C04	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/Second	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; seminar, presentations by students, individual field based assignments followed by presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

- To comprehend 'science' as a body of knowledge, and its relationship with qualitative methods.
- To understand the fundamental/classical methodological debates.
- To reflect on the emerging issues relating to methodology; hermeneutics and post - modernity.

Learning Outcomes

After completion of the course the learners will be able to:

- Discuss the debate over science. .
- Discuss the importance of scientific method.
- Understand empirical research.
- To answer how to collect data with rules in mind

Course Contents

UNIT I: Foundation of Social Research   (25% Weightage)

- Science and Social Research
- Dimensions of Research

a. Basic research

b. Applied Research: evaluation research, social impact assessment, action research

UNIT II: Research Typologies   (25% Weightage)

- Experimental Research
- Field Research
- Policy research
- Participatory Research
- Mixed-method Research

UNIT III: Tools of Data Collection   (25 % Weightage)

- Archives
- Visual Methods
- Interview

UNIT IV: Techniques of Data Collection   (25 % Weightage)

- Ethnography
- Survey
- Case Study

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-12	Foundation of Social Research
13-25	Scientific Traditions: Positivism and other Traditions
26-35	Tools of Data Collection
36-45	Techniques of Data Collection
15 Hours	*Tutorials*

Readings

- ------------------, 2004. Sociology as an Art Form. New Jersey: Transaction Publishers
- ---------------------. 1970. The Coming Crisis of Western Sociology. New York. Basic Books
- Berg, B. L. (2008). *Qualitative Research Methods for Social Sciences*. Massachusetts: Allyn & Bacon.
- Curtis and John W, Petras (eds.) The Sociology of Knowledge: A Reader. London: Duckworth
- Deborah, T. and Brydon-Miller, M. (2000). *From subjects to subjectivities: A handbook of interpretive and participatory methods.* New York: New York University Press.
- Emerson, R. M., Fretz, R. I. and Shaw, L. L. (1995). *Writing ethnographic fieldnotes.* Chicago: University of Chicago.
- Ernest Nagel, 1979. The Structure of Science, Hackett Publishing

- Extracts fram Rene Descartes.2001, in Steven M. Emmaniel and Patrick Goold (eds.).
- Francis Bacon. 1970. 'On the Interpretation of Nature and the Empire of Man' in
- Henn, M., M. Weinstein, and N. Ford. 2008. *A Short Introduction to Social Research.* New Delhi: Vistaar Publications.
- Holliday, Adrian. 2007. *Doing and Writing Qualitative Research*. London: Sage Publications.
- Karl Popper, 2002. Conjectures and Refutations. New York: Routledge
- Kindon, S. and Kesby, M. (2008*). Participatory action research approaches and methods: Connecting people, participation and place*. London: Routledge.
- Maxwell, J. A. (2004*). Qualitative research design: An interactive approach*. New York: Sage Publications.
- Modern Philosophy; From Descartes to Nietzsche: Blackwell
- Murchison, J. (2010). *Ethnography Essentials: Designing, conducting, and presenting your research*.
- Paul Feyerabend. 2002. Against Method. London: Verso
- Robert Nisbet. 2004. The Sociological Tradition. New Jersey: Transaction Publishers
- Robert Merton, 1968. Social Theory and Social Structure. Free Press
- Thomas Kuhn. 2012. The Structure of Scientific Revolutions. Chicago: The University of Chicago
- W. Gouldner.1973. For Sociology: Renewal and Critique in Sociology Today. New York. Basic Books.

Course Instructor: Mr. A P A Kabeer

DEMOGRAPHY AND DEVELOPMENT

Course Details			
Course Title: DEMOGRAPHY AND DEVELOPMENT			
Course Code	**MADVS2002C04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/Second	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

This course deals with the aspects of the relationship between economic growth and population processes, demographic transition theories and economic development, urbanisation, implication of population growth on employment migration, energy, food production and climatic change. The course will equip the students with demographic theories, techniques and projections. In recent times, gender characteristics of the population have acquired importance and these have also been included in the framework of study. Migration and urbanization are the characteristics of structural change taking place in a society. This study is essential to understand the dynamics of this change. The paper exposes the students to sources of population and related characteristics as also to the rationale, need and evolution of population policy.

Learning Outcomes

After completion of the course the learners will be able to:

• Judge the relationship between population and development;

• Examine the idea of over-population state the concept of demographic transition;

• Comprehend the demographic characteristics of developing countries;

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- Explain the nature of population problem faced by developing countries;
- Suggest proper policy measures to be followed by developing countries

Course Contents

UNIT I: Population and Development   (25% Weightage)

- Theories of population
- Demography and demographic transition
- Measures of population change
- Structure, distribution and sources of population data
- Population trends in the twentieth century
- Population explosion – Threatened or real, distant or imminent
- International aspects of population growth and distribution

UNIT II: Demographic Data Base in India   (25 % Weightage)

- Study of census in India – Methodology and characteristics of census
- National Family Health Survey 1 and 2 and Rapid Household survey
- Factors affecting fertility, age at marriage, sex ratio: socio-economic, cultural and regional variations
- Age structure of population, life expectancy rate, infant and child mortality rates, maternal mortality rates

UNIT III: Population Policy in India   (25 % Weightage)

- Evolution of population policy in India – The shift in policy from population control to family welfare, to women empowerment
- Family planning strategies and their outcomes
- Reproductive health, maternal nutrition and child health policies
- Social impact of new reproductive technologies and their regulation
- Post-ICPD (International Conference on Population and Development) era in India: The new population policy, tasks before the National Population Commission

UNIT IV: Population and Development   (25% Weightage)

- Over-population and Economic Development
- Some Adverse Consequences of Rapid Population Growth
- Policy to Control Rapid Population Growth
- Influence of Development on Fertility (Birth Rate)
- Is Economic Development the Most Effective Way of Reducing Fertility?

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-13	Population and Development
14-25	Demographic Data Base in India
26-35	Population Policy in India
36-45	Population and Development
15 Hours	*Tutorials*

Readings

- Agarwala, S. N. (1972). *India's Population Problem.* Bombay: Tata McGraw Hill.

- Agnihotri, S. B. (2000). *Sex Ratio In Indian Population: A Fresh Exploration.* New Delhi: Sage.

- Asha, A Bhende and Kanitkar, T (2008). Principles of Population Studies. Himalaya Publications.

- Bogue, D. J. (1971). *Principles of Demography.* New York: John Wiley.

- Bose, A. (1996). *India's Basic Demographic Statistics.* New Delhi: B. R. Publishing Corporation.

- Choubey, P. K. (2000). *Population Policy in India.* New Delhi: Kanishka Publications.

- Dyson, Tim, R. Cassen and Leela Visaria. 2005. *Twenty-First Century India: Population, Economy, Human Development, and the Environment*, USA: OUP

- Gulati, S. C. (1988). *Fertility in India: An Econometric Study of A Metropolis.* New Delhi: Sage.

- Gupta, J. A. (2000). *New Reproductive Technologies, Women's Health And Autonomy.* New Delhi: Sage.

- Krishnaji M, Sudarshan, R. M. and Shariff, A. (1999). *Gender, Population and Development.* New Delhi: Oxford University Press.

- Mishra, S. (2000). *Voluntary Action in Health and Population: The Dynamics of Social Transition*. New Delhi: Sage.

- Mitra, A. (1979). *Implications of Declining Sex Ratio In India's Population*. New Delhi: Allied.

- Saikia, N and Mari Bhatt, P.N (2008), Factors affecting Adult mortality in India: An analysis of national Family Health Survey of 1992-93 and 1998-99 (NFHS I and NFHS II), Vol. 37, No. 2, Demography India.

- Simon, J. L. (1992). *Population and Development in Poor Countries*. Princeton: Princeton University Press.

- Srinivasan K. and Michael Vlassoff (Eds.). 2001. *Population Development Nexus in India: Challenges for the New Millennium*, Mumbai: Tata-McGraw Hill

- Srinivasan, K. and Shariff, A. (1998). *India: Towards Population and Demographic Goals.* New Delhi: Oxford University Press.

Course Instructor: Mr. Aditya Mohanty and Mr. A P A Kabeer

PUBLIC POLICY AND PLANNING

Course Details			
Course Title: Public Policy and Planning			
Course Code	MADVS2003C04	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/Second	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, simulation exercise, documentary, project work, term paper, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives
- To help the students understand the nature and processes of policy making by contextualising its origin, development and relevance
- To equip students with learning tools of policy making, advocacy till the stage of giving it a final legal shape.
- To orient the students with tools and techniques of policy analysis.
- To develop skills and competencies in policy making.
- The students will learn how the process of making public policy involves interplay of individuals and interest groups who complete and collaborate to influence policy makers to act in a particular way.

Learning Outcomes

After completion of the course the learners will be able to:
- Plan, Design and Formulate Policy.
- Critically examine and analyze policies
- Will be able to do policy evaluation and assessment
- Carry out cost benefit analysis of a policy

Course Contents

UNIT I: Introduction to Public Policy   **(25 % Weightage)**

- Theories of Public Policy Making
- Policy Process and Analysis
- Institutional Approaches
- Policy actors

UNIT II: Policy Cycles   **(25 % Weightage)**

- Policy Design
- Agenda Setting
- Formulation
- Decision Making
- Implementation
- Evaluation

UNIT III: Policy Dynamics   **(25 % Weightage)**

- Understanding Policy Change
- Bureaucratic Politics
- Interest Groups
- Public Opinion and Media

UNIT IV: Social Planning and Policies   **(25 % Weightage)**

- Neoliberal vs Socialist Welfare State
- State vs Role of market
- Social Audits, Cost benefit analysis
- Participative Monitoring and Evaluation (PME)

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Theories and Concepts of Public Policy
3-5	Policy Process and its characteristics. Policy Analysis and its different types.
6-7	Different approaches of public policy: Institutional approach
8-9	Policy actors: Role and functions

10-13	Policy Cycles and its different stages. How to design a policy? What are the key elements in policy making?
13-19	Stages of policy cycle: Agenda Setting; Policy Formulation; Decision Making; Implementation; Evaluation
20-23	Understanding Policy Change: Factors influencing policy change
24-27	Bureaucratic politics, interest group politics
27-32	Media and its role in public policy; Public opinion and policy making process
33-37	Understanding social planning and policies; Different theoretical approach
38-40	Role of State and Market in Public Policy
41-42	Social Audits and Cost Benefit Analysis
43-44	Participative Monitoring and Evaluation
43-45	Case Studies (Discussion on different policies such as education, health etc)
15 Hours	*Tutorials*

Suggested References:

- Ayyar, R. V. V. (2009). *Public policy making in India.* Delhi: Pearson.
- Farrington, John, et.al (2006). *Policy Windows and livelihood Futures, prospects for poverty reduction in rural India*. New York: OUP.
- Howlett,M., Ramesh. M and P. Anthony. (2009). Studying public policy: policy cycles and policy subsystems. New York: Oxford University Press.
- Munger, M. C. (2000). Analyzing policy: Choices, conflicts, and practices. New York: Norton.
- Musgrave, R.A., and Musgrave, P.B. (1989). *Public Finance in Theory and Practice*. New Delhi: McGraw-Hill.
- Perloff, R, (2014), The Dynamics of Political Communication, Media and Peters, B. G. And Pierre, J. (2006). *Handbook of public policy.* London: Sage.
- Kraft: M. E. and Furlong, S. R. (2006). *Public policy: Politics, analysis, and alternatives.* Washington: CQ Press.
- Yadav, C. P. (2008). *India towards planned development.* New Delhi: Anmol Publications.

Course Instructor: Dr. Anju Helen Bara

HUMAN DEVELOPMENT (4-Credits)

		Course Details		
	Course title	Human Development		
Course code	**MADVS2004C04**	**Credit**	4	
L+T+P	3+1+0	**Course Duration**	One Semester	
Semester	Even/ Second	**Contact hours**	45 (L) + 15 (T) Hours	
Method of content interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, simulation exercise, documentary, project work, term paper, group and individual field based assignments followed by workshops and seminar presentation.			
Assessment and evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)			

Course Objectives

1. The course deals with the meaning, evolution, principles of human development and development ethics.
2. This course aims at undertaking an interdisciplinary analysis of various conceptual dimensions of human development, poverty, vulnerability, deprivation and human development.
3. It will include self-perception of the poor themselves, capability deprivation, social exclusion and gender concerns, modes of policy intervention and strategies for poverty reduction.

Learning Outcome

1. Students would be sensitised to the notions of people-centric thinking, equity, participation and empowerment.
2. Students will be able to calculate the Human Development Index.
3. Students will be able to segregate the data at caste, gender, race, ethnicity region etc.
4. Students will be able develop a pro-poor policy and analyse government intervention programmes.

Contents

Unit I: Development as Freedom   (5% weightage)

- Freedom and Unfreedom
- Choices and Opportunities
- Social Exclusion and Inclusion

Unit II: Paradigm of Human Development   (5% weightage)

- Income and Human Choices
- Holistic concept of Human Development
- Advent of Human Development Report
- Concept and Measurement
- International Dimensions of Human Development

- Peoples Participation
- Human Security

Unit III: The Capability Approach   **(10% weightage)**

- The Capability Approach: Conceptual Roots
- Commodities, Functionings and Capabilities
- Utilitarian Approach
- Rawls, Primary Goods and Freedom

Unit IV: Measurement of Human Development Indices   **(40% weightage)**

Unit V: Concept of Poverty   **(10% weightage)**

- Defining Poverty in the Human Development Perspective
- Different Dimensions of Poverty
- Measurement of Poverty and the Human Poverty Index
- Human Development Index and Human Poverty Index
- Usefulness of HPI in Policy making

Unit VI: Economic Growth and Human Development   **(10% weightage)**

- Economic Growth to Human Development
- Human Development to Economic Growth

Unit VII: Human Right and Human Development   **(10% weightage)**

- Capabilities and Freedoms
- Social, Political and Economic Concerns
- What Human Rights add to Human Development
- What Human Development adds to Human Rights

Unit VIII: Human Development and Neo-liberalism   **(10% weightage)**

- Objectives and Strategies
- Common Grounds- But for Different Reasons
- Priorities for Policy- Poverty Reduction, National Policy and International Priorities
- Paradigms Compared

Course Interaction Plan

Lecture cum Discussion (Each session of 1 Hour)	Theory Unit/Topic/Sub-Topic
1-2	Freedom and Unfreedom, Choices and Opportunities Social Exclusion and Inclusion
3-4	Income and Human Choices Holistic concept of Human Development Advent of Human Development Report
5-6	Concept and Measurement International Dimensions of Human Development Peoples Participation Human Security
6-8	The Capability Approach: Conceptual Root Commodities, Functionings and Capabilities

8-9	Utilitarian Approach, Rawls, Primary Goods and Freedom
10-25	Measurement of Human Development Indices: HDI, IHDI, GDI, GEM, HPI1, HPI2
26-27 28-29 30	Defining Poverty in the Human Development Perspective Different Dimensions of Poverty Measurement of Poverty and the Human Poverty Index Human Development Index and Human Poverty Index Usefulness of HPI in Policy making
31-33 34-35	Economic Growth to Human Development Human Development to Economic Growth
36-37 38-39 39-40	Capabilities and Freedoms Social, Political and Economic Concerns What Human Rights add to Human Development What Human Development adds to Human Rights
41-42 43 44-45	Objectives and Strategies of Human Development and Neo- Liberalism Common Grounds- But for Different Reasons Priorities for Policy- Poverty Reduction, National Policy and International Priorities Paradigms Compared
15 Hours	Tutorials

Suggested References:

- Fukuda-Parr, S. and A K Shiva Kumar (Eds.). 2009. *Handbook of Human Development,* OUP.
- Haq, Mahbubul (2009) 'The Human Development Paradigm' in Fukuda-Parr, S. and A K Shiva Kumar (Eds.). *Handbook of Human Development,* Oxford University Press
- Human Development Reports of various years.
- Jolly, R. (2009) Human Development and Neo-Liberalism: Paradigm Compared, in Fukuda-Parr, S. and A K Shiva Kumar (Eds.). *Handbook of Human Development,*Oxford University Press
- Kolm, Serge-Christophe.1971 (2002).*Justice and Equity*, translated by Harold F. See, Cambridge, Mass.: MIT Press
- Kolm, Serge-Christophe.1971 (2002).*Justice and Equity*, translated by Harold F. See, Cambridge, Mass.: MIT Press
- Nussbaum, M. C. 2000. *Women and Human Development: The Capabilities Approach*, New York: Cambridge University Press.
- Nussbaum, M. C. and A. K. Sen. 1993.*The Quality of Life*, New York: Oxford University Press.
- Ranis, G., Stewart, F., & Ramirez, A., (2000) Economic Growth and Human Development', *World Development, 28*(2), 197-219
- Rawls, J. 2001. *The Law of Peoples: with "The Idea of Public Reason Revisited"*, Boston: Harvard University Press.
- Sen, Amartya (2009) 'Development as Capability Expansion', in Fukuda-Parr, S. and A K Shiva Kumar (Eds.). *Handbook of Human Development,* Oxford University Press
- Sen, Amartya (2009) 'Human Capital and Human Capability', in Fukuda-Parr, S. and A K Shiva Kumar (Eds.). *Handbook of Human Development,* Oxford University Press
- Sen, Amartya. 1999. *Development as Freedom*, OUP
- Sen, Amartya. 2009. *The Idea of Justice*, Belknap Press of Harvard University Press

Course Instructor: Dr. Firdaus Fatima Rizvi

Statistical Practice for Development Research – (4 Credits)

		Course Details		
	Course title	Statistical Practice for Development Research		
Course code	**MADVS2005C04**	**Credit**	4	
L+T+P	3+1+1	**Course Duration**	One Semester	
Semester	Even/Second	**Contact hours**	45 (L) + 10 (P)+5 (T) Hours	
Method of content interaction	Lecture, Tutorials, Software packages like Excel and SPSS, Group discussion; self-study, seminar, presentations by students, individual and group drills, simulation exercise, documentary, project work, term paper, group and individual field based assignments followed by workshops and seminar presentation.			
Assessment and evaluation	☐ 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ☐ 70% - End Term External Examination (University Examination)			

Course Objectives

1. To enhance students' knowledge and skills regarding quantitative methods
2. To increase the skill of students in use of computer in the development research and practice.
3. The course aims at facilitating students' understanding of the fundamentals of Statistics.
4. It aims at offering knowledge and skills for developing acumen to select sampling, designing, data analysis, presentation of research and making inferences about the population.
5. The course also intends to impart training in general packages for word processing, data management and analysis, and use of SPSS.

Learning Outcome
1. Students will inculcate quantitative analytical skills.
2. Students will be able to make use of computer in analysing and interpreting data.
3. Students will learn use of different statistical package.

Contents

Unit I: Introducing Quantitative Data Analysis　　　　　**(20% weightage)**

- Nature of the data
- Primary and secondary data
- Sampling vs census methods
- Collection and summarization of data
- Tabulation and Graphic presentation

Unit II: Descriptive Statistics   **(20% weightage)**

- Frequency distribution and their representations
- Central tendency and its measures
- Dispersion and its measures
- Skewness and kurtosis and their measures
- Various measures of inequality: Gini Coefficient, Lorenz-Curve

Unit III: Correlations, Regression and their Applications   **(30% weightage)**

- Time trend analysis
- Linear Regression
- Correlation and methods of Least Square Estimation
- Multiple Regression and making inferences

Unit IV: Testing of Significance   **(15% weightage)**

- Null and Alternative Hypotheses
- Parametric and non-parametric statistics
- Chi-square as a test of independence
- Difference of Means Test: t-Test and z- Test
- Analysis of Variance (ANOVA)

Unit V: Introduction to Social Cost-benefit analysis   **(5% weightage)**

Unit VI: Analyses and Interpretation   **(10% weightage)**

- Quantitative Data Analysis via Report Writing
- SPSS for data Analysis: Introduction

Course Interaction Plan

Lecture cum Discussion (Each session of 1 Hour)	Theory Unit/Topic/Sub-Topic
1	Nature of the data
2	Primary and secondary data
3-4	Sampling vs census methods
5-6	Collection and summarization of data
7	Tabulation and Graphic presentation
8	Frequency distribution and their representations
9-10	Central tendency and its measures
11-12	Dispersion and its measures
13-14	Skewness and kurtosis and their measures
15-16	Various measures of inequality: Gini Coefficient, Lorenz-Curve
17-18	Time trend analysis.
19-31	Linear Regression
22-23	Correlation and methods of Least Square Estimation
24-26	Multiple Regression and making inferences
27	Null and Alternative Hypotheses
28	Parametric and non-parametric statistics

29	Chi-square as a test of independence
30	Difference of Means Test: t-Test and z- Test
31-32	Analysis of Variance (ANOVA)
33-34	Social Cost-benefit analysis
35-37	Quantitative Data Analysis via Report Writing
38-45	SPSS for data Analysis: Introduction
15 Hours	Tutorials

THIRD SEMESTER
Globalization, Labour and Informal Sector (4-credit)

	Course Details		
	Course title	Globalization, Labour and Informal Sector	
Course code	**MADVS3001C04**	**Credit**	4
L+T+P	3+1+0	**Course Duration**	One Semester
Semester	Odd/ Third	**Contact hours**	45 (L) + 15 (T) Hours
Method of content interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, simulation exercise, documentary, project work, term paper, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and evaluation	☐ 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ☐ 70% - End Term External Examination (University Examination)		

Course Objectives
1. This course is aimed at understanding industrial restructuring in the developing countries as part of the development process in the era of globalization.
2. A thorough understanding of the interface between industrial development, labour processes and related institutions and organizations becomes imperative.

Learning Outcome
1. Students will learn about the formal and informal markets.
2. Students will have a basic understanding of general terms such employment, unemployment, labour, factory laws etc.
3. Students will learn various dimensions of globalisation such as industrial restructuring, migration, retailing, information technolgy etc.
4. Students will develop choice of policy flexibility for developing countries.

Contents:
Unit I: Introduction to basic concepts of labour   (20% weightage)
- Labour supply – labour demand – labour market equilibrium, competitive labour market and non-competitive labour market – the labour market as a social institution
- Key Indicators of Labour Market:
- Employment indicators
- Labour force participation rate
- Unemployment, underemployment and inactivity indicators
- Employment elasticity
- Concept of "Human capital"; and, technology and labour
- Determination of wages — wage differentiation — measuring wage inequality (Gini coefficient/Lorenz curve)
- Efficiency wage model

- Labour mobility
- Labour market discrimination [formal-informal, primary-secondary, male-female, skilled-unskilled, blue-collared and white-collared]
- Labour unions and collective bargaining
- Time, work-discipline, and industrial capitalism

Unit II: Formal and Informal Economy   (15% weightage)

- Emergence of the concept of formal and informal sector
- Global composition of formal and informal sector
- Contribution of formal and informal sector in Indian economy

Unit III: Labour regulation and industry   (15% weightage)
- Historical Backdrop
- Labour Policy Debate
- Recent Developments in Labour Laws
- Major Labour legislations

Unit IV: Globalization and Labour Standards   (10% weightage)
- WTO versus ILO setting the labour standards

Unit V: International trade, new international division of labour, and industrial restructuring   (10% weightage)
- Industrial Restructuring: North Versus South

Unit VI: Retail globalization and Labour   (10% weightage)
- Walmart setting the Labour Standards
- Effect of large Retailers on Indirect workers and Competitors employees

Unit VII: Information technology and knowledge workers   (10% weightage)
- Historical Perspective of labour Law- Productivity and Leisure Time
- Bargaining power of the labour force
- Definition of Knowledge workers
- Situation of knowledge workers in IT and ITES

Unit VIII: International labour migration: Nature and explanations   (10% weightage)
- Contemporary Migration- How large a phenomenon
- Potential Economic losses and gains from migration
- Impact on Receiving and Sending countries
- Migration of highly skilled and low skilled workers
- Relationship between Trade and migration

Course Interaction Plan

Lecture cum Discussion (Each session of 1 Hour)	Theory Unit/Topic/Sub-Topic
1-8	Introduction to basic concepts of labour

8-9	Emergence of the concept of formal and informal sector
10-11	Global composition of formal and informal sector
12-14	Contribution of formal and informal sector in Indian economy
15-16 17 18-22	Historical Backdrop Labour Policy Debate Recent Developments in Labour Laws Major Labour legislations
22-24	Globalization and Labour Standards: WTO versus ILO setting the labour standards
25-29	International trade, new international division of labour, and industrial restructuring North Versus South
30-32 33-35	Retail globalization and Labour, Walmart setting the Labour Standa Effect of large Retailers on Indirect workers and Competitors employees
36-40	Historical Perspective of labour Law- Productivity and Leisure Time Bargaining power of the labour force Definition of Knowledge workers Situation of knowledge workers in IT and ITES
41-43 44-45	Contemporary Migration- How large a phenomenon Potential Economic losses and gains from migration Impact on Receiving and Sending countries Migration of highly skilled and low skilled workers Relationship between Trade and migration
15 Hours	Tutorials

Suggested References

Akerlof, George A. and Janet L. Yellen (Eds). 1986. *Efficiency Wage Models of the Labour Market,*chp. 'Introduction', pp. 1-21,Cambridge: CUP

Akerlof, George A. and Janet L. Yellen. 1990. 'The fair wage-effort hypothesis and unemployment', *The Quarterly Journal of Economics*, 105 (2), pp. 255-83

Amsden, Alice H. 2001.*The Rise of 'The Rest': Challenges to the West from Late-Industrialising Economies,*NY: OUP, Chp 1

Arrow, Kenneth J. 1973. 'Higher education as a filter', *Journal of Public Economics*, 2 (3), pp. 193-216

Bair, J. and S. Bernstein. 2006. 'Labour and the Wal-Mart effect', in Stanley D. Brunn (Ed.), *Wal-Mart World*, New York: Routledge, pp. 99-113

Banerjee,Debdas. 2010. *Economic and Human Development in Contemporary India*, London & New York: Routledge, Chp 2

Banerjee,Debdas. 2005. *Globalisation, Industrial Restructuring and Labour Standards,*ND: Sage, Chp 6

Banerjee,Debdas. 2006. 'Information technology, productivity growth and reduced leisure: Revisiting "End of History", *WorkingUSA: The Journal of Labour and Society*, 9 (2)

Banerjee, Debdas and Michael Goldfield (Eds). 2007.*Labour, Globalization and the State: Workers, women and migrants confront neoliberalism*, London & New York: Routledge, selective chapters

Basu, Kaushik, H. Horn, L. Roman and J. Shapiro (Eds). 2003.*International Labour Standards: History, Theory and Policy Options*, Oxford: Blackwell, selected chapters

Becker, Gary S. 1975.*Human Capital: A Theoretical and Empirical Analysis, with special reference to Education*, New York: National Bureau of Economic Research

Borjas, George J. 2009.*Labour Economics,* 5th revised edition, McGraw-Hill

Deakin,S. and F. Wilkinson. 2005.*The Law of the Labour Market: Industrialization, Employment, And Legal Evolution*, Oxford: OUP

GoI, National Commission for Enterprises in the Unorganised Sector (NCEUS). 2007.*Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector,* New Delhi, Chp 1

Lichtenstein, Nelson. 2009.*The Retail Revolution*, New York: Metropolitan Books

Massey,Douglas S., J. Arango, G. Hugo, and A. Kouaouci. 2005.*Worlds in Motion: Understanding International Migration at the End of the Millennium*,New York: OUP

Nahuis, Richard. 2004.*Knowledge, Inequality and Growth in the New Economy*, Edward Elgar Publishing

Papola,T. S. (General Editor). 2008.*Labour Regulation in Indian Industry*,New Delhi: Bookwell

Piore, Michael J. and Charles F. Sabel. 1984.*The Second Industrial Divide: Possibilities for Prosperity*,New York: Basic Books,Chp 1

Reynolds, L.G., S.H. Masters, and C.H. Moser.*Labour Economics and Labour Relations,* 9[th]edition,Prentice-Hall

Solow, Robert M. 1990.*The Labour Market as a Social Institution*,The Royer Lecture, Cambridge, Mass.: Basil Blackwell

Thompson, E.P. 1967. 'Time, work-discipline, and industrial capitalism', *Past and Present*, Vol. 38, December, pp. 56-97

Upadhya, Carol. 2010. 'Taking the high road? Labour in the Indian software outsourcing industry', in Anne Posthuma & Dev Nathan (Eds) *Labour in Global Production Networks in India*, ND: OUP, pp. 300-20

FOURTH SEMESTER
AGRICULTURE AND FOOD SECURITY (4 Credits)

	Course Details		
	Course title	**AGRICULTURE AND FOOD SECURITY**	
Course code	**MADVS4001C04**	**Credit**	4
L+T+P	3+1+0	**Course Duration**	One Semester
Semester	Even/ Fourth	**Contact hours**	45 (L) + 15 (T) Hours
Method of content interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, simulation exercise, documentary, project work, term paper, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and evaluation	☐ 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ☐ 70% - End Term External Examination (University Examination)		

Course Objectives

1. The course intends to offer knowledge regarding economic, social, distributional, and institutional challenges within agrarian system.
2. It aims at exposing students to issues regarding food security, hunger and poverty, agrarian system such as land, labour, technology, social structures and alignments, cooperation and conflict, social institutions, changing primordial institution, and policy measures.

Learning Outcome

1. Students will inculcate conceptual issues related to agriculture, food security and nutrition.
2. Student will have a first-hand experience of understanding agriculture challenges in developing countries and also suggesting long term solutions for feeding the billion populations.
3. Students will develop critical approach towards new challenges faced by agriculture sector and making partnership from across the sector.

Contents

Unit I: Understanding Food Security (10% weightage)
- Incidences of hunger and malnutrition: Trend analysis of developed and developing countries
- Concept, measurement and the relevance to the understanding of the problem of food security
- Natural, Economic, Political, and Social Causes of Food Insecurity

Unit II: Evolution of Agrarian System in India (10% weightage)
- Changing agrarian system in colonial India
- Agrarian system in post-colonial India

Unit III: Problems and Prospects of Agriculture in Contemporary India (30% weightage)

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- Analysis of production, availability and access
- Agriculture and non-agriculture sectors
- Incidence of landlessness and migration
- Agrarian cooperatives and organizations
- Agriculture marketing
- Peasant movements

Unit IV: Agriculture Growth and Food Security in India   (20% weightage)

- Agricultural crisis and food security
- Agriculture Diversification
- Crop diversification and food security
- Livestock development and food security
- Agro-ecological degradation and food security

Unit V: Food Security and Market Economy   (20% weightage)

- Need for food versus effective demand (in terms of market analysis) for food
- Dietary diversification and nutrition security
- Market intensification vis a vis globalization and food security
- WTO, Pattern of global trade and food security
- Institutions, Policies, and Technology that Can Improve Food Security

Unit VI: National and International Policies for Agricultural Development (10% weightage)

- Approach and policy interventions of Government towards agricultural development
- Agricultural policy and the problems of food security
- Impact of the introduction of new technologies on prospect of agriculture

Course Interaction Plan

Lecture cum Discussion (Each session of 1 Hour)	Theory Unit/Topic/Sub-Topic
1-2	Changing agrarian system in colonial India
3-4	Agrarian system in post-colonial India
7-8	Analysis of production, availability and access
9	Agriculture and non-agriculture sectors
10	Incidence of landlessness and migration
11-12	Agrarian cooperatives and organizations
13-14	Agriculture marketing
15-16	Peasant movements
17-18	Agricultural crisis and food security
19-20	Agriculture Diversification
21-22	Crop diversification and Livestock development
22-24	Agro-ecological degradation and food security
25	Need for food versus effective demand (in terms of market analysis) for food

26-27	Dietary diversification and nutrition security
28-29	Market intensification vis a vis globalization and food security
30-32	WTO, Pattern of global trade and food security
33-34	Institutions, Policies, and Technology that Can Improve Food Security
35-37	Approach and policy interventions of Government towards agricultural development
38-41	Agricultural policy and the problems of food security
42-45	Impact of the introduction of new technologies on prospect of agriculture
15 Hours	Tutorials

Suggested References

Amit Bhaduri, *The Economic Structure of Backward Agriculture*, Macmillan, 1983.

Anwarul Hoda and Ashok Gulati (2008), *WTO Negotiations on Agriculture and Developing Countries*, Oxford University Press, New Delhi.

Appu, P. S. (1996). *Land reforms in India*. New Delhi: Vikas Publishers.

Ashok Gulati and Tim Kelly (1999), *Trade Liberalisation and Indian Agriculture*, Oxford University Press, New Delhi, Ch. 5.

Bhalla, G S (2006), "Agricultural Growth and Regional Variations" in R Radhakrishna et al. (eds.), *India in a Globalising World: Some Aspects of Macroeconomy, Agriculture and Poverty*, Academic Foundation, New Delhi, Ch. 11.

Bhalla, G S and Gurmail Singh (2012), *Economic Liberalisation and Indian Agriculture*, Sage Publications, New Delhi.

Bhatt, M. S. 2005. *Poverty and Food Security in India: Problems and Policies,* New Delhi: Akar Press

Bhaumik, S K & Abdul Rashid (2013), "Production Performance in Indian Agriculture in the Era of Economic Reforms", in S Banerjee & A Chakraborty (eds.), *Development and Sustainability*, Springer, New Delhi.

Biswajit Dhar (2007), 'Prospects of Agricultural Trade Liberalisation' in Suparna Karmakar, Rajiv Kumar and Bibek Debroy (eds.), *India's Liberalisation Experience: Hostage to the WTO?*, Sage Publications, New Delhi.

Dantwala, M. L. (1991). *Indian agricultural development since independence*: *A collection of essays*. New Delhi: Oxford University Press.

Debashis Chakraborty and Amir Ullah Khan (2008), *The WTO Deadlocked: Understanding the Dynamics of International Trade*, Sage Publications, New Delhi, Chs. 1, 2 and 11.

Economic Survey, various issues, Government of India.

Goswami, Binoy et al., (2018), *Indian Agriculture after the Green Revolution*, Routledge, London.

Habib, I. (2006). *Indian economy: 1858-1914*. New Delhi: Tulika Books.

Kracht, Uwe and Shultz, Manfred (eds). 1999. Food Security and Nutrition: The Global Challenge. ST Martin Press INC. New York.

Mahendra Dev, S (2009), "How to Revive Indian Agriculture?" in S Singh and V R Reddy (eds.), *Changing Contours of Asian Agriculture*, Academic Foundation, New Delhi, Ch. 6.

Montek S Ahluwalia (1996), 'Agricultural Liberalisation and Development Strategy in the Ninth Plan', *Indian Journal of Agricultural Economics*, Vol. 51, No. 3.

Mukherjee, A. (1994). *Structural adjustment program and food security: hunger and poverty in India.* Surrey: Ashgate Publishing.

P K Joshi et al. (2004), "Agriculture Diversification in South Asia: Patterns, Determinants and Policy Implication", *Economic & Political Weekly*, June 12.

P Parthasarathy Rao et al. (2004), *Agricultural Diversification In India and Role of Urbanization*, MTID Discussion Paper # 77, IFPRI, Washington, D.C. [Available at www.ifpri.org].

Pranab Bardhan, *Land, Labour and Rural Poverty*, OUP, 1983.

Rao, V M and K C Hiranath (2010), "Agricultural Policy Reviews: A Synthesis", in *Agriculture, Food Security, and Rural Development*, Asian Development Bank, Oxford University Press, New Delhi.

Reddy, D. (1999). *Food in history*. New York: Three Rivers Press.

Reddy, V R and Galab, S (2006), : Agrarian Crisis: Looking Beyond Debt Trap", EPW, May 13.

Reddy, D Narasimha and Srijit Mishra (2008), "Crisis in Agriculture and Rural Distress in Post-Reform India", in R Radhakrishna (ed.), *India Development Report*, Oxford University Press, New Delhi.

Reddy, D Narasimha and Srijit Mishra (eds.) (2009), *Agrarian Crisis in India*, Oxford University Press, New Delhi, Chapters 1 and 5.

Vyas V S (1996), "Diversification of Agriculture: Concept, Rationale and Approaches", *Indian Journal of Agricultural Economics*, Vol. 51, No. 4.

Vyas V. S. (2004), "Agrarian Distress: Strategies to Protect Vulnerable Sections", EPW pp 5576-80, Dec 25.

Instructor: Dr. Firdaus Fatima Rizvi

ELECTIVES
POLITICAL ECONOMY OF DEVELOPMENT

Course Details			
Course Title: Political Economy of Development			
Course Code	MADVS1001E04	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Odd/First	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

- To develop an understanding of national and international factors that shaped political economy of development.
- Understand the ways states and markets hinder or support each other in the process of development.
- Explore the impact of different political systems and democratic institutions on social groups.

Learning Outcomes

After completion of the course the learners will be able to:

- Recognize the role and responsibilities of government in development.
- Critically analyze country's politics, economy and society as they influence development in contemporary India.

Course Contents

UNIT I: Rise of the West   **(25% Weightage)**

- Scientific Revolution

- Industrialization
- Political Competition
- Market vs State

UNIT II: Post World War and the idea of Development   (25 % Weightage)

- Dominance of the West and New Economic Order
- Imperialism and Neo Imperialism
- Neo Liberalism and Washington Consensus
- Post Washington Consensus

UNIT III: From development as economic growth to human development (25 % Weightage)

- Corruption and Rent Seeking
- Poverty and Inequality
- TNCs and Global Economy
- Globalisation and Its crises

UNIT IV: India's Economic Planning and Growth Strategy   (25% Weightage)

- Colonial and Post-colonial India
- De-industrialization in India
- Structural Changes in Indian Economy
- Political and Economic policies in the new millennium

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Rise of the West: Scientific Revolution
3-5	Industrialization
6-7	Political Competition
8-10	Market vs State
11-17	Dominance of the West and New Economic Order
18-19	Imperialism and Neo Imperialism
20-21	Neo Liberalism and Washington Consensus
22-24	Post Washington Consensus
25-26	Corruption and Rent Seeking
27-29	Poverty and Inequality
30-31	TNCs and Global Economy
32-33	Globalisation: Features and Characteristics
34-36	Globalisation and Its crises

37-39	India's Economic Planning: Colonial and Post-colonial India
40-41	De-industrialization in India
42-43	Structural Changes in Indian Economy
44-45	Political and Economic policies in the new millennium
15 Hours	*Tutorials*

Suggested References:

- Bagchi, A.K. 1976. 'De-industrialization in India in the nineteenth century: Some theoretical implications', *Journal of Development Studies*, 17, 135-64
- Bagchi, Amiya Kumar. 2010. *Colonialism and Indian Economy*, New Delhi: Oxford University Press
- Balachandran, G. 2003. *India and the World Economy 1850-1950*. New York: Oxford University Press
- Banerjee, Debdas. 1999. *Colonialism in Action: Trade, Development and Dependence in Late Colonial India*, ND: Orient Longman
- Bardhan, Pranab .2010. Awakening Giants Feet of Clay. Princeton University Press New Jersey Dreze, J and Sen, Amartya. 2002. India Development and Participation. Oxford University Press.
- Bhagwati, J and Panagariya, A. 2013. Why Growth Matters. Published in the United States by Public Affairs, a member of the Perseus Book Group.
- Byres, T. J. (Ed.). 1998. *The Indian Economy: Major Debates since Independence*, ND: OUP
- Cassen, R., and Joshi, V. 2002. *India: Development and Participation*. New Delhi: Oxford University Press
- Dreze, J. P., and Sen, A.K. 1996. *India: Selected Regional Perspectives.* New Delhi: Oxford University Press
- Dutt, Amitav Krishna (2008). *International Handbook on Development Economics.* Eldar Elgar Publication.
- Gupta, Akhil. 2012. *Red Bureaucracy, Structural Violence and Poverty in India*, Durham: Duke University Press.
- Kohli, Atul and Singh, Prema 2013. *Routledge Handbook of Indian Politics*. Routledge Publication New York.
- Kohli, Atul. 2004. *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Oxford University Press
- Kohli, Atul. 2012. *Poverty Amid Plenty in the New India*. Cambridge University Press. New York.

Course Instructor: Dr. Anju Helen Bara

URBANISATION, PLANNING AND DEVELOPMENT

Course Details			
Course Title: Urbanisation, Planning and Development			
Course Code	**MADVS1002E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Odd/First	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Self-study, Presentations by Students, Group and Individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

- To develop an analytical toolkit for understanding how urban planners work
- To inform students about case studies and theories that help us understand the links between politics and the built environment.
- To make the students aware about a range of urban policy domains with special attention being paid to transportation, housing, informal vending, and mega-project development etc.

Learning Outcomes

After completion of the course the learners will be able to:

- Know as to how does planning happens within the context of competing and overlapping pressures from state, party, and civil society actors
- Know the challenges of supplanting planning models from cities in the Global North to those in the Global South.

Course Contents

UNIT I Social/Spatial logic of the City   **(20% Weightage)**

- Urbanism as a way of Life
- Right to the City
- Planetary Urbanization vs Postcolonial Urbanisms Debate

UNIT II From Political Economy to Cultural Economy of Cities   **(20% Weightage)**

- Urban Managerialism
- Creative Cities
- Participatory Budgeting

UNIT III Urban Planning and Governance   **(20% Weightage)**

- Organized/Unorganized Civil Society and Urban Outcomes
- Politics of Infrastructural Projects
- Decentralization and Public Service Delivery Mechanisms

UNIT IV Issues of Urbanization in India   **(35% Weightage)**

- Shifts in Urban Planning: JnNURM to Smart Cities
- Urban Housing
- Slums and the rise of urban informality

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Urbanism as a way of Life
3-4	Right to the City
5-7	Planetary Urbanization
8-10	Postcolonial Urbanisms
11-12	Urban Managerialism
13-14	Creative Cities
15-17	Participatory Budgeting
18-20	Organized/Unorganized Civil Society and Urban Outcomes
21-24	Politics of Infrastructural Projects
25-28	Decentralization and Public Service Delivery Mechanisms

29-32	JnNURM
33-34	AMRUT
35-38	Smart Cities
39-42	Urban Housing
43-45	Slums and the rise of urban informality
15 Hours	*Tutorials*

Suggested References:

- Auyero, J. (1999) "From the client(s)' point of view: How poor people perceive and evaluation political clientelism." *Theory and Society* 28/2: 297-334.

- Castells, M. (1983) "The Social Basis of Urban Populism: Squatters and the State in Latin America." in *The City and the Grassroots: A Cross-cultural Theory of Urban Social Movements*, University of California Press, 173-212

- Florida, Richard (2003) Cities and the Creative Class, *City & Community*, Vol.2 (1): 3–19.

- Gupta, Narayani (2008) The Indian City in Veena Das (ed.) *Handbook of Indian Sociology*, Oxford University Press, New Delhi, pp. 142-155

- Harvey, David (1989) From Managerialism to Entrepreneurialism: The transformation in Urban Governance in Late Capitalism, Roy, *Geografiska Annaler: Series B, Human Geography* 71 (1), pp. 03–17

- Hollands RG (2008) Will the real smart city please stand up? *City* 12(3): 303-20.

- Kundu, Debolina, and Dibyendu Samanta (2011) 'Redefining the Inclusive Urban Agenda in India.' *Economic & Political Weekly*, Vol.46 (5): 55-63.

- Pierre, J. (2005) "Comparative Urban Governance: Uncovering Complex Causalities." *Urban Affairs Review* 40: 446-462.

- Santos, B de Sousa. (2005) "Two Democracies, Two Legalities: Participatory Budgeting in Porto Alegre, Brazil." In B de S Santos & CAR Garavito, eds., *Law and Globalization from Below: Towards a Cosmopolitan Legality* (CUP, 2005). pp. 310-338.

- Scott, A. J. (2010) Cultural economy and the creative field of the city, *Geografiska Annaler: Series B, Human Geography* 92 (2): 115–130

- World Bank (2009) *World Development Report 2000: Reshaping Economic Geography*, World Bank: Washington, pp. 230-259

Course Instructor: Mr. Aditya Mohanty

Social Exclusion & Inclusive Policies

Course Details			
Course Title: **Social Exclusion & Inclusive Policies**			
Course Code	**MADVS1003E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Odd/First	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar (oral/ppt) presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

• To acquaint students to comprehend the concept of Social Exclusion.
•To make students aware regarding the section of people who
are considered as the excluded groups from the mainstream of the society.

Learning Outcomes

After completion of the course the learners will be able to:

● Enable the students to analyze the problems relating to social exclusion and there by evaluate the welfare measures and actions undertaken by the Government and NGOs to minimize the problems.
● Inculcate insights amongst students to find out the solution in alternative ways.

Course Contents

Unit I: Social Exclusion and Inclusive Policies   **(25% Weightage)**
- Concept of Social Exclusion

- Social Exclusion and Inclusive Policy:

Unit II: Theories on Social Exclusion: **(25% Weightage)**
- Functional Theories
- Conflict Theories

Unit III: Issues concerning Excluded Groups and their discriminations   **(25% Weightage)**
- Caste, Class, Gender
- Caste & Class Discrimination in Social and Economic Sphere in India
- Gender Discrimination in Indian Society

UNIT IV: Emerging Issues: Affirmative Action and Social Justice **(25% Weightage)**
- Third Gender rights
- Protection of Women against Domestic Violence Act, 2005
- Sexual harassment at work place (Vishakha Case)
- Govt. Intervention and Social Protection schemes
- Measures for women empowerment in India Role of Govt. , NGOs & other agencies

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-4	• Concept of Social Exclusion
5-9	• Social Exclusion and Inclusive Policy
10-20	•Theories on Social Exclusion:Functional Theories (Talcott Parsons's Stratification Theory, Merton's Theory of Deviance)
21-30	•Conflict Theories(Karl Marx ,Bourdeo)
31-35	Issues concerning Excluded Groups and their discriminations in India: Caste, Class, Gender
36-40	Emerging Issues: Affirmative Action and Social Justice ● Third Gender rights ● Protection of Women against Domestic Violence Act, 2005 ● Sexual harassment at work place (Vishakha Case)
41-45	●Govt. Intervention and Social Protection schemes ● Measures for women empowerment in India : Role of Govt. , NGOs & other agencies
15 Hours	*Tutorials*

- Suggested References:

- Understanding Social Exclusion (EDt) John Hills , Julian Le Grand, David Piachaud,OXFORD,2009
- Social Exclusion by David Byrne,2005 Rawat Publication

- Babajanian, Babken and Hagen-Zanker, Jessica (2012) Social protection and social exclusion: an analytical framework to assess the links, ODI Working Paper
- Social Exclusion ,Integration and Inclusive Policies (book Edt .V. Subramanyam & K SeKhar
- Sen, Amartya (2000) Social Exclusion: Concept, Application, and Scrutiny, Asian Development Bank: Manila
- Sukhdeo Thorat, I.P. Desai memorial Lecture (2010): Social Exclusion addressing inter-social group, graded and multiple-group inequalities through inclusive policy.
- Geetha B. Nambissan (2009), Exclusion and Discrimination in Schools: Experiences of Dalit Children, Working Paper Series Indian Institute of Dalit Studies and UNICEF
- Sanghmitra S. Acharya (2010), Access to Health Care and Patterns of Discrimination: A Study of Dalit Children in Selected Villages of Gujarat and Rajasthan, Working Paper Series Indian Institute of Dalit Studies and UNICEF
- Poverty & Social Exclusion in India , Oxford,2011
- Thorat, Sukhadeo and Paul Attwell (2007) Legacy of Social Exclusion A Correspondence Study of Job Discrimination in India, Economic and Political Weekly, Vol. XLII No. 41
- Anuradha Banerjee, Firdaus Fatima Rizvi and Vinod Kumar Mishra (2013), Discrimination in the Urban Rental Housing Market: Spatial Analysis of the Delhi Region, Journal of Social Inclusion Studies, Vol. 1, Number 1, pp.135-147, July-December, 2014'
- UNIT:IV
- Readings : Nayyar, Deepak (2011) Discrimination and Justice: Beyond Affirmative Action, Vol. XLVI No. 42
- Readings: Kapur Devesh and Prakirti Nangia (2013) A Targeted Approach: India's Expanding Social Safety Net, World Politics Review.
- Gill, Kaveri (2012) Promoting 'inclusiveness': A framework for assessing India's flagship social Welfare Programmes, Social Policy Working Paper Series-2, UNICEF

Course Instructor: Dr. Samapika Mohapatra, Associate Professor &

Head, Centre for Development Studies, CUSB

Environment, Climate Change and Sustainable Development

	Course Details		
	Course title	Environment, Climate Change and Sustainable Development	
Course code	**MADVS1004E04**	**Credit**	4
L+T+P	3+1+0	**Course Duration**	One Semester
Semester	Odd/ First	**Contact hours**	45 (L) + 15 (T) Hours
Method of content interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, simulation exercise, documentary, project work, term paper, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and evaluation	☐ 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ☐ 70% - End Term External Examination (University Examination)		

Course Objectives

1. The Course is designed to make students of development studies familiar with basic concepts of environment, ecology and issues related with the climate change.
2. The course also aims to comprehend the changing human-nature relationship and its implications.
3. The students would be introduced to the major tenets of environmental movements and laws.

Learning Outcome

1. The students should be able to develop an understanding of the environmental issues and their implications for humans,
2. Students would be able to meaningfully relate them with the on-going and emerging processes of environmental protection and management.
3. Students would be able to see environmental challenges from the developmental perspectives and will be able to formulate policies and programmes.

Contents

Unit I: Environment: Concept, Definition and Perspectives   **(20% weightage)**

- Understanding Man-Nature relationship *vis-à-vis* Development
- Renewable resources, non-renewable resources, bio-diversity, integrated understanding of eco-systems
- Sustainable Development (environment as nature capital and the stock-flow concept)

Unit II: Environment and Development   **(20% weightage)**

- Environment, Development and Market Economy
- Externalities and Market Failure
- Development vis-à-vis Environmental Conflicts: (Development projects and livelihood)

Unit III: Common Property Resources: **(10% weightage)**

- Definition and Theories of Collective Action

Unit IV: Global Warming and Climate Change **(10% weightage)**

- Ecological Analysis of Global Warming
- Development Problems and Prospects of the Developing countries vis-à-vis Developed Countries

Unit V: Ecological Restoration **(10% weightage)**

- Role of Community Management Vs State, and Civil Society Management
- Revival of traditional Water harvesting Systems
- Management of Grassland
- Management of Forestland

Unit VI: Ecological/Environmental Movements **(10% weightage)**

- Environment movements in India and other countries

Unit VII: Institutions, Environmental Regulation and Policies **(20% weightage)**

- Negotiation treaties for restoration of Global Ecology between the Developed and Developing Countries
- International Conventions on Climate Change
- Environmental Laws

Course Interaction Plan

Lecture cum Discussion (Each session of 1 Hour)	Theory Unit/Topic/Sub-Topic
1-4	Understanding Man-Nature relationship *vis-à-vis* Development
5-8	Renewable resources, non-renewable resources, bio-diversity, integrated understanding of eco-systems
9-11	Sustainable Development (environment as nature capital and the stock-flow concept)
10-13	Environment, Development and Market Economy
14-16	Externalities and Market Failure
17-18	Development vis-à-vis Environmental Conflicts: (Development projects and livelihood)
19-22	Definition and Theories of Collective Action
23-25	Ecological Analysis of Global Warming
26-28	Development Problems and Prospects of the Developing countries vis-à-vis Developed Countries
29-32	Role of Community Management Vs State, and Civil Society Management
33-36	Revival of traditional Water harvesting Systems
37-39	Management of Grassland
30-31	Management of Forestland
32-36	Environment movements in India and other countries

37-38	Negotiation treaties for restoration of Global Ecology between the Developed and Developing Countries
39-41	International Conventions on Climate Change
42-45	Environmental Laws
15 Hours	Tutorials

Suggested References:

Bapat, J. 2005. *Development Projects and Critical Theory of Development,* Delhi: Sage.

Bhattacharya, Rabindra N (ed.), *Environmental Economics An Indian Perspective*, OUP, 2001.

Chris, M. 1999. *Ecological Diversity in Sustainable Development: The Vital And Forgotten Dimension*, NY: Lewis Publisher.

Conrad M J, *Resource Economics*, CUP, 1999.

Conrad, M J and W Colin Clark, *Natural Resource EconomicsNotes and Problems*, CUP, 1987.

Dasgupta, Partha, *Human Wellbeing and the Natural Environment*, OUP, 2001.

Field, B C and M K Field, *Environmental Economics: An Introduction*, McGraw Hill Education (New York), 7th edition, 2016.

Garrard, G. 2007. *Eco-criticism,* Oxfordshire: Routledge.

Giddens, A. 2009.*The Politics of Climate Change*, London: Polity Press.

Guha, R. and Gadgil, M. 1995. *Ecology And Equity: The Use And Abuse Of Nature In Contemporary India*,ND: Routledge.

Guha, R. and Martinez, A. J. 1998.*Varieties of Environmentalism*,NY: Oxford University Press.

Kolstad, C Charles, *Environmental Economics*, OUP, 2000.

Pearce, W David and Kerry R Turner, *Economics of Natural Resources and the Environment*, 1990.

Peter, H. 2009. *A Companion To Environmental Thought*,ND: Rawat Publishers.

Robbins, P. 2004. *Political Ecology- A Critical Introduction*, NY: Blackwell.

Sankar, Ulaganathan, *Environmental Economics: Readers in Economics*, OUP, 2001.

Sengupta, Ramprasad, *Ecology & Economics: An Approach to Sustainable Development*, OUP, 2001.

Shiva, Vandana, *Ecological, Economic and Political Costs of the Green Revolution*, INTACH (Delhi), 1996.

SOCIAL ENTREPRENEURSHIPS

Course Details			
Course Title: SOCIAL ENTREPRENEURSHIPS			
Course Code	MADVS2001E04	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/ Second	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar (oral/ppt) presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

• To provide students a general introduction to social entrepreneurship

• To expose students to the concept and theories regarding entrepreneurship, social entrepreneurship and models of social change.

• To acquaint students regarding the management skills required for social entrepreneurs

Learning Outcomes

After completion of the course the learners will be able to:

• Have an in-depth look at the history and evolution of a classic example of social entrepreneurship .

• Know about the real social entrepreneurs and social entrepreneurial organizations

• Develop practical insight to become social entrepreneurs for bring about desirable social change.

• Apply innovative ideas to become successful social entrepreneurs.

Course Contents

UNIT : 1   **(25% Weightage)**
1   Introduction to Social Entrepreneurship:-
1.1 What is Social Entrepreneurship?
1.2 Why is Social Entrepreneurship important?
1.3 Paths to Social Entrepreneurships.

UNIT :2   **(25% Weightage)**
2   Management of Social Entrepreneurial Organizations:-

2.1 Understanding a problem and designing a solution

2.2 Techniques for understanding social problems and developing innovative solutions

2.3 Basics of defining the problem and its solutions, developing a theory of change, setting missions and visions, values and creating basic operating strategies

2.4 Human Centered Design (HCD): Methodology for analyzing needs and evolving innovative solutions

2.5 Pressure Test of startup ideas

UNIT:3   (**15% Weightage)**

3   Developing Social Enterprise Business Plan & Measuring Impact of Social Entrepreneurial Organizations

3.1 Key elements of social venture business planning (business plan is a key starting point for conversation with funders, impact investors and other partners)

3.2 Impact Measurement and Impact Evaluation: frameworks/ methodologies available to measure the impact of social Venture(IRIS catalog/ framework of generally accepted performance metrics that leading impact investors use to measure social, environmental and financial success)

UNIT :4   **(10% Weightage)**

4   Social Entrepreneurship in Practice – The History and Evolution of Microfinance

4.1 Financing Social Enterprises: Funding options for social venture(Investments,Grants, Angel funding Business Plan Competitions, Fellowships)

4.2 Choosing appropriate Legal Structure for Social Enterprise

UNIT: 5   **(15% Weightage)**

5   Piloting and Operating Social venture: Modules in operating a Social Venture

(This module covers things to keep in mind in operating a social venture. It covers everything from a key traits of a social entrepreneurs, to setting up systems and processes.)

5.1 Failing Fast and Learning Quick

5.2 Importance of failures in Social Entrepreneurships

5.3 Paths to becoming a successful Social Entrepreneur

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-6	• Introduction to Social Entrepreneurship:- •What is Social Entrepreneurship? •Why is Social Entrepreneurship important? •Paths to Social Entrepreneurships.

7-8	Management of Social Entrepreneurial Organizations:- •Understanding a problem and designing a solution
9-12	•Techniques for understanding social problems and developing innovative solutions •Basics of defining the problem and its solutions,
13-20	•Developing a theory of change, setting missions and visions, values and creating basic operating strategies •Human Centered Design (HCD): Methodology for analyzing needs and evolving innovative solutions •Pressure Test of start up ideas
21-24	• Developing Social Enterprise Business Plan & Measuring Impact of Social Entrepreneurial Organizations
25-27	•Key elements of social venture business planning (business plan is a key starting point for conversation with funders, impact investors and other partners)
28-32	•Impact Measurement and Impact Evaluation: frameworks/ methodologies available to measure the impact of social Venture(IRIS catalog/ framework of generally accepted performance metrics that leading impact investors use to measure social, environmental and financial success)
33-39	•**Social Entrepreneurship in Practice** – •The History and Evolution of Microfinance •Financing Social Enterprises: Funding options for social venture (Investments,Grants, Angel funding Business Plan Competitions,Fellowships) •Choosing appropriate Legal Structure for Social Enterprise
40-45	•**Piloting and Operating Social venture: Modules in operating a Social Venture** (This module covers things to keep in mind in operating a social venture. It covers everything from a key traits of a social entrepreneurs, to setting up systems and processes.) • **Failing Fast and Learning Quick** a. Importance of failures in Social Entrepreneurships b. Paths to becoming a successful Social Entrepreneur
15 Hours	*Tutorials*

• <u>Suggested References:</u>
 	
<u>Articles /Textbooks / References</u>
 	
 Book Title: *How to Change the World*
     Author: David Bornstein
     Publisher: OxfordUniversity Press
     ISBN # : 978-0-19-533476-0 (pbk)
 	
•Book Title: *The Entrepreneur*
     Author: Mark Casson
     Publisher: Elgar Press
     ISBN # : 1 84542 193 0 (paperback) 1 85898 910 8 (hardback)

•Book Title: *The Oxford Handbook of Entrepreneurship*
Author: Casson, M., Yeung, B. Basu, A. and Wadeson, N. ed.
Publisher: OxfordUniversity Press
ISBN # : 978-0-19-954699-2 (paperback)

•Book Title: *Social Entrepreneurship – New Models of Sustainable Social Change*
Author: Nicholls, Alex, ed.
Publisher: OxfordUniversity Press
ISBN # : 0-19-928387-7

•Book Title: *Forces For Good – The Six Practices of High-Impact Nonprofits*
Author: Crutchfield, Leslie R. and McLeod Grant, H
Publisher: Jossey-Bass
ISBN # 978-0-7879-8612-4

•Book Title: *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World*
Author: Elkington, J. and Hartigan, P.
Publisher: Harvard Business Press
ISBN # 978-1-4221-0406-4

•Book Title: *Banker to the Poor: Micro-Lending and the Battle Against World Poverty*
Author: Yunus, Muhammad
Publisher: PublicAffairs
ISBN-13: 978-1-58648-198-8
ISBN – 10: 1-58648-198-3

•Book Title: *What's Wrong with Microfinance?*
Author: Dichter, Thomas and Harper, Malcom, ed.
Publisher: Practical Action
ISBN-10: 1853396672; ISBN-13: 978-1853396670

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- Elkington and Hartigan (2008) *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World*, Boston, MA: Harvard Business Press. Available at University of the Pacific Library and www.amazon.com

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- Kramer, Mark R. (2005) *Measuring Innovation: Evaluation in the Field of Social Entrepreneurship.*   Prepared for the Skoll Foundation by the Foundation Strategy Group http://www.skollfoundation.org/media/skoll_docs/Measuring%20Innovation%20(Skoll%20and%20FSG%20Report).pdf

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Course Instructor: Dr. Samapika Mohapatra, Associate Professor &

Head, Centre for Development Studies, CUSB

HUMAN RIGHTS AND CONFLICT RESOLUTION

Course Details			
Course Title: Human Rights and Conflict Resolution			
Course Code	MADVS2002E04	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/ Second	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, documentary and films, news analysis, case studies, archives, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

• To understand how and why human rights standards have come into being and how they change over time.

• To orient the students with philosophical, legal, and political perspectives on human rights.

• To develop analytical skills to question and appraise human rights policies and practices at the international and national levels

• To give substantive knowledge of the policy of human rights and consider prevailing trends in the human rights field and of the challenge and contribution of critics.

• To draw useful conclusions about the roles of various state and non-state actors in the identification of rights and in their promotion and enforcement.

• To identify potential roles for oneself in the promotion of human rights.

Learning Outcomes

After completion of the course the learners will be able to:

- An understanding of international human rights and humanitarian law.
- Examine the relationship between human rights and development.
- Critically analyze various recent issues in human rights.
- Understand the nuances of human rights issues in war and conflict ridden societies.
- A clear understanding of the actual violations that occur and learn the way such violations are addressed in practice.

Course Contents

UNIT I: Introduction to Human Rights   (17% Weightage)

- What are Human Rights? Meaning and Definitions
- Classification of Rights
- Historical Evolution of Human Rights
- Three Generations of Human Rights

UNIT II: Human Rights in International Law   (25% Weightage)

- The UN Human Rights Committee and the UN High Commissioner on Human Rights.
- Convention on the Elimination of All Forms of Racial Discrimination (UN 1965)
- Convention on the Elimination of All Forms of Discrimination against Women (UN 1979)
- Convention on the Rights of the Child (UN 1989)
- Declaration on the Rights of Indigenous Peoples (UN 2007)

UNIT III: Human Rights and International Development   (25 % Weightage)

- Human rights and development
- Human rights based approach to poverty
- Social justice discourse and human rights
- Globalization and Human Rights

UNIT IV: Contemporary Conflicts and Human Rights in Global and Regional Perspectives   (16% Weightage)

- Relationship between violent conflict and violation of international human rights law
- War, conflict and international humanitarian law
- Role of International Organizations
- Case study in conflict, political violence and international crimes

UNIT V: Contemporary Human Rights Situations & Issues (17% Weightage)

- Child Rights and Child Protection
- Women and Human Rights
- Exclusion and Discrimination
- Refugees and Displaced Persons
- Environment and Climate Change

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Introduction to Human Rights: Meaning and Definitions Classification of Rights
3-5	Historical Evolution of Human Rights: Magna Carta, Charter of the United Nations (1945) , Universal Declaration of Human Rights (UN 1948), Genocide Convention (UN 1948) , Helsinki Declaration
6-7	Three Generations of Human Rights: Civil and Political Rights; Economic, Social and Cultural Rights; Collective and Solidarity Rights
8-12	Human Rights in International Law: The UN Human Rights Committee and the UN High Commissioner on Human Rights; Convention on the Elimination of All Forms of Racial Discrimination (UN 1965); Convention on the Elimination of All Forms of Discrimination against Women (UN 1979); Convention on the Rights of the Child (UN 1989); Declaration on the Rights of Indigenous Peoples (UN 2007)
13-15	Human rights and development
16-19	Human rights based approach to poverty Social justice discourse and human rights
20-21	Globalization and Human Rights
22-25	Relationship between violent conflict and violation of international human rights law
26-28	War, conflict and international humanitarian law
29-32	Role of International Organizations: UN Security Council, Amnesty International, Red Cross
33-35	Case study in conflict, political violence and international crimes
36-38	Child Rights and Child Protection
39-40	Women and Human Rights

41-42	Exclusion and Discrimination
43-44	Refugees and Displaced Persons
44-45	Environment and Climate Change
15 Hours	*Tutorials*

Suggested References:

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- Baxi, U. 2002. The Future of Human Rights. New Delhi: Oxford University Press.
- Bhargava, G.S. 2001. Human Rights of Dalits: Social Violation. New Delhi: Gyan Publisher
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- Callaway, R. H and J. H. Stephens (ed). 2010. Explaining International Human Rights. New Delhi: Viva Book
- Chaudhary, S. N. 2005. Human Rights and poverty in India: Theoretical issues. New Delhi: Concepts.
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- Sriram, Martin Ortega and Herman. 2014. *War, Conflict and Human Rights: Theory and Practice*. 2nd ed. Routledge
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- Uvin, P. 2004. *Human Rights and Development*. Kumarian Press.

Course Instructor: Dr. Anju Helen Bara

NGO MANAGEMENT AND THE PRACTICE OF DEVELOPMENT

Course Details			
Course Title: NGO Management and the Practice of Development			
Course Code	**MADVS2003E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/ Second	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Self-study, Presentations by Students, Group and Individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

- To develop a critical theoretical approach to the management of Non-Government Organisations (NGOs).
- To examine as to what an NGO can and should do to recruit, develop and retain the commitment of its people.

Learning Outcomes

After completion of the course the learners will be able to:

- Know as to how the issues faced by NGOs are a result of their distinctive identity and relationship with a wide range of stakeholders in the context of a changing aid environment.
- Know the key approaches to monitor and evaluate NGO work.

Course Contents

UNIT I Understanding NGOs 								**(15% Weightage)**

- NGOs as Civil Society
- INGOs and Grassroot Agencies
- Politics of Aid

UNIT II Managing People 								**(25% Weightage)**

- Stakeholder Analysis
- Professionals/ Experts vs Beneficiaries
- From Rapid Rural Appraisal to Participatory Rural Appraisal

UNIT III Managing the Project and Finance   (25% Weightage)

- Project Life Cycle
- Stages: Conceptualization, Implementation, Consolidation and Phasing out
- Log Frame Analysis (LFA)

UNIT IV Effective Impact Assessment, Monitoring and Evaluation (30% Weightage)

- What and Why of Monitoring and Evaluation
- Fundamentals of Project Evaluation
- Mid-term Evaluation
- Corrective Measures

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	What is an NGO? Concept and Types
3-4	Why are they seen as Civil Society actors?
5-7	Role of Aid/ Funding
8-9	Stakeholder Analysis: Professionals, Beneficiaries, State
10-12	Rapid Rural Appraisal
13-15	Participatory Rural Appraisal
16-17	Implications of RRA/ PRA on emerging techniques
18-20	Project Life Cycle
21-22	Stages: Conceptualization
23-24	Stages: Implementation
25-26	Stages: Consolidation
27	Stages: Phasing out
28-30	Log Frame Analysis
31-33	Monitoring and Evaluation: Why and What
34-35	Fundamentals of Project Evaluation
36-38	Mid-term Evaluation: Techniques
39-42	Mid-term Evaluation: Case Studies

43-45	Corrective Measures
15 Hours	*Tutorials*

Suggested References:

- Lewis D (2007) Contexts, histories and concepts. In: *The Management of Non- governmental Development Organisations*, 2nd edn. Routledge, Oxon, UK, pp. 37-71

- Charnovitz S (1997) Two centuries of participation: NGOs and international governance. *Michigan Journal of International Law* 18(2) 183-286.

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- Estrella, Marisol, and John Gaventa (1998) Who Counts Reality? Participatory Monitoring and Evaluation: A Literature Review - Institute of Development Studies Working Paper 70.

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Course Instructor: Mr. Aditya Mohanty

SOCIAL STRUCTURE, AGEING & DEVELOPMENT

Course Details			
Course Title: SOCIAL STRUCTURE, AGEING & DEVELOPMENT			
Course Code	**MADVS3001E04**	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd/ Third	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar (oral/ppt) presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

•To make students understand the situation of elderly in contemporary society

• To highlight the demographic trends of Ageing population .

• To help students to know about various aspects of ageing such as biological , psycho- social and legal aspects that affect elderly people.

• To acquaint students about various theories and perspectives to analyze the problems of elderly.

• To sensitize the younger generation people towards the problems and needs of elderly in day to day society.

• To aware the students about their moral obligations and responsibilities towards the elderly people.

Learning Outcomes

After completion of the course the learners will be able to:

•Understand and apply various sociological perspectives , theories on aging to analyze the situation of ageing in contemporary society.

•; Know the diversity of the older population and the impact of rural/urban differences, culture, race, ethnicity, social class, and gender

• Understand the basis of stereotypes of aging and their impacts

• Understand major substantive areas of aging such as politics, health, family relationships and care-giving, work and retirement and economic wellbeing that affects elderly lives.

• Become conscious and responsible and sensible citizen to establish elderly pro environment .

Course Contents

UNIT: 1   **(25% Weightage)**
Ageing: Introduction to the Sociology of Aging: The field of the Gerontology - Concept & Demographic Trends of Aging
Demographic Profile of the Ageing Population in India

UNIT:2   **(25% Weightage)**
Biological & Health Aspects of Ageing
Psycho-Social Aspects of Ageing :Changing roles & Functions of Family in the Society
Legal Aspects of Ageing

UNIT:3   **(25% Weightage)**
Theories and Perspectives of Aging: Theories of aging - Historical and cross-cultural perspectives of aging.
Aging and Society: Issues of aging in India and other countries
 Poverty among the aged and social variables affecting inequality

UNIT:4   **(10% Weightage)**
Situation of Elderly in Contemporary Indian Society
Alienation ,Lowering Self Esteem
Needs of the Aged: Social support - Living Arrangements – Work and Retirement of the Aged –

UNIT:V   **(15% Weightage)**
Social Security and Health Care of Aged in India: Families and Community in providing care - Government policies and programmes
 Role of Non-Governmental organizations in care of Aged.

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	• Ageing: Introduction to the Sociology of Aging
3-8	•The field of the Gerontology - Concept & Demographic Trends of Aging •Demographic Profile of the Ageing Population in India
9-16	•Biological & Health Aspects of Ageing •Psycho-Social Aspects of Ageing : •Changing roles & Functions of Family in the Society •Legal Aspects of Ageing

17-27	• Theories of Aging • Historical & Cross cultural Perspectives •: Issues of aging in India and other countries
28-30	 • Poverty among the aged and social variables affecting inequality
31-32	• Situation of Elderly in Contemporary Indian Society
33-35	• Alienation ,Lowering Self Esteem among the aged.
36-39	•Needs of the Aged: Social support – •living Arrangements – • Work and Retirement of the Aged –
40-45	•Social Security and Health Care of Aged in India: •Families and Community in providing care – • Government policies and programmes •Role of Non-Governmental organizations in care of Aged.
15 Hours	*Tutorials*

- Suggested References:

Articles /Textbooks / References

1. Ara, S. 1996. Old age among slum dwellers, New Delhi: South Asian Publishers.
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3. Chahana, H.B., and Talwar, P.P. 1987. Aging in India: Its socio-economic and health implications, Asian Pacific Population Journal, 2 (3), pp 24.
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9. Kahn, M.Z. 1995. Services for the elderly in India, Research and Development Journal, 1 (2) pp 30-37.
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17. Srivastava, Vineeta . 2012,"Women Ageing Social Work Intervention", Rawat Publication

Course Instructor: Dr. Samapika Mohapatra, Associate Professor &

Head, Centre for Development Studies, CUSB

MEDIA, SOCIETY AND DEVELOPMENT

Course Details			
Course Title: MEDIA, SOCIETY AND DEVELOPMENT			
Course Code	**MADVS3002E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Odd/ Third	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

- To develop in students an understanding of media and enable them to appreciate potential and limitation of various media forms.
- To encourage students to participate in contemporary society as active citizens, through their awareness of the political, social, economic, historical and technological implications of the media.
- To develop skills to encourage the production of creative media messages.
- To introduce students to various career opportunities in mass media.

Learning Outcomes

After completion of the course the learners will be able to:

- Understand media, its potential and limitation.
- Understand the influence and implication of media in contemporary times.
- Differentiate the creative and non-creative media messages.
- Explore various carrier opportunities in media houses.

Course Contents

UNIT I: Understanding Media in Society   (25% Weightage)

- Mass Media: the concept, definition and forms of mass media
- Theories of Mass Media: Pluralist, Marxist, Neo-Marxist

UNIT II: Role and Influences of Media   (25 % Weightage)

- Hypodermic, normative, interpretative and structured interpretative model
- Hyper reality, interpretative community, violence and media

UNIT III: Images and Social Group in Media   (25 % Weightage)

- Representation of gender, caste, class & religion
- Children, Gender, Sexuality and Media Effect

UNIT IV: Media in Globalized World   (25% Weightage)

- Media, Market and Popular Culture
- Capitalist and state ideology in Media

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-10	Understanding Media in Society
11-20	Role and Influences of Media
21-30	Images and Social Group in Media
31-45	Media in Globalized World
15 Hours	*Tutorials*

- Suggested References:
- Anastasi A. (1976). *Psychological testing* (4th ed.). New York: McMillan Pub Co.

1. Asa Briggs and Peter Burke, A Social History of the Media, Polity Press, Cambridge, 2005.

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9. Jeffrey, Robbin. India's Newspaper Revolution. Capitalism, Politics and the Indian language, New York: Martins Press, 2000.

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14. Uberoi, Patricia. Freedom and destiny: gender, family, and popular culture in India, OUP, 2006.

15. Hall, Stuart. "The Whites of their eyes: racist ideologies in the media." In Gail Hymes and Jean M. Hume zeds Gender, race, and class in media: a text reader, Sage, 2003.

16. Said, Edward. Covering Islam: How the Media and Experts Determine How We See the Rest of the World, New York; Pantheon, 1981.

17. C. Berry and F. Martin. (eds.), Mobile Cultures: New Media in Queer Asia, DukeUniversity press, 2003.

18. Khan, R. and D. Keller. "New Media and Internet Activism: From the "Battle of Seattle to Blogging." New Media and Society, 2004.

Course Instructor: Mr. A P A Kabeer

PUBLIC HEALTH SYSTEMS AND MANAGEMENT

Course Details			
Course Title: Public Health Systems and Management			
Course Code	**MADVS3003E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Odd/ Third	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives
- To acquaint the students with the various components of public health system.
- To help the students understand the public health care systems, it's structure, components and functioning.
- To equip them with basic epidemiological methods relevant for public health analysis and to acquaint them with various health indicators and measurement.
- To enhance students' knowledge and skills required for public health understanding and practice
- To provide knowledge on concepts of health and relationship between health and development.

Learning Outcomes
After completion of the course the learners will be able to:

- Will be able to analyze public health issues and design strategies/policies for prevention and management of public health challenges within current intervention used in the health sector.
- Examine magnitude and distribution, indicators & indices
- Will recognize the underpinnings of social medicine and social determinants of health
- Learn the social, economic, cultural and personal meanings of health, illness and prevention.
- Understand the National and Global perspectives of health and will know about WHO's health programmes for global health.

Course Contents
UNIT I: Conceptualizing Public Health   (25% Weightage)

- Introduction to public health: Concept and definition
- Models and factors associated with health and disease

- Poverty and health
- Urbanisation and health
- Globalization and health
- Disparities in Health Care Access and Outcomes

UNIT II: Epidemiology   (25 % Weightage)
- Meaning and scope of epidemiology: Measuring magnitude and distribution: Sources of data; measures, indicators & indices
- Social determinants of health
- Health statistics and health indicators
- Principles of epidemiology
- Epidemiologic method (descriptive, analytical and experimental method)

UNIT III: Health Governance   (25 % Weightage)

- Public health care system vs Private health care system
- Rural Health Services
- Heath Care Reform (Quality and Efficiency)
- Human resources for health (ANMs, ASHAs)
- Role of state, civil society/ voluntary agencies (NGOs)

UNIT IV: Health Policy and Programmes   (25% Weightage)

- National Rural Health Mission
- WHOs policies on global health
- Health policy: *Maternal Health, Child Mortality, Reproductive Health, Institutional delivery system;
- HIV/AIDS, Tuberculosis, Cancer
- ICDS, Nutrition
- Water and Sanitation, WASH

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Introduction to public health: Concept and definition
3-4	Models and factors associated with health and disease
5-8	Poverty and health; Urbanisation and health; Globalization and health
9-10	Disparities in Health Care Access and Outcomes
11-13	Epidemiology: Nature, Extent and Distribution Measuring magnitude and distribution: Sources of data; measures, indicators & indices
14-15	Social determinants of health
16-17	Health statistics and health indicators

18-19	Principles of epidemiology
20-22	Epidemiologic method (descriptive, analytical and experimental method)
23-25	Indian Health care system: components and structures; Public health care system vs Private health care system
26-28	Rural Health Services: Comparison of rural and urban health problem; Rural Stratification and health behaviour; problems in rural health services;
29-31	Heath Care Reform (Quality and Efficiency); Human resources for health (ANMs, ASHAs)
32-34	Role of state, civil society/ voluntary agencies (NGOs)
35-36	National Rural Health Mission
37-38	WHOs policies on global health
39-43	Health policy: Maternal Health, Child Mortality, Reproductive Health, Institutional delivery system, HIV/AIDS, TB, Cancer, ICDS, Nutrition, WASH)
43-45	Practical Knowledge: Visiting PHC, Interacting with ASHAs and ANMs
15 Hours	*Tutorials*

- Suggested References:
- Dasgupta, M. (2005). *Public health in India: An overview.* Washington: World Bank.
- Govt. of India (2002). National Health Policy, New Delhi, Ministry of Health and Family Welfare, New Delhi.
- Gupta, D. B. and Gumber, A. (1999). Decentralisation: Some initiatives in health sector. *Economic and Political Weekly*, 6, 356-62.
- Kosa, J. et.al. (1969). *Poverty and health.* Boston: Harvard University Press.
- Levy, B. and Sidel, V. (2009). *Social justice and public health.* New York: OUP.
- M.C.Gupta and B.K.Mahajan (2003). *Textbook of Preventive and Social Medicine.* New Delhi: Jaypee Bros
- M Das Gupta (eds.) (1996). *Health, Poverty and Development in India.* New Delhi: Oxford University Press.
- MacMahon, B. & Pugh, T.F. (1996). *Epidemiology: Principles and Method.* Boston, Little Brown
- Marmot, M. (2011). Global action on social determinants of health. Bulletin of the WHO, 89:702
- Merson, H. M., Black, R. E. and Anne, J. (2005). *International public health: Diseases, programs, systems and policies.* London: Jones & Bartlett Publishers.
- Porter, Dorothy (1999). *Health, civilization, and the state: A history of public health from ancient to modern times.* New York: Routledge.
- Quadeer I., Sen K., and Nayar K. R. (Ed) (2001). Public Health and the Poverty of Reforms. Sage Publication, New Delhi.
- Read, M. (1966). *Culture, health and disease.* London: Tavistock Publications.
- Schneider, M. J. and Schneider, J. (2005). *Introduction to public health.* London: Jones & Bartlett Publishers.
- Turnock, B. J. (2007). *Essentials of public health.* London: Jones & Bartlett

Course Instructor: Dr. Anju Helen Bara

UNNAT BHARAT: BRINGING DEVELOPMENT THROUGH PARTICIPATORY LEARNING

Course Details			
Course Title: Unnat Bharat: Bringing Development through Participatory Learning			
Course Code	**MADVS3004E02**	**Credits**	2
L + T + P	1 +0 + 1	**Course Duration**	One Semester
Semester	Odd/ Third	**Contact Hours**	15 (L) + 15 (P) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

- To orient the students with the concept of community engagement and participatory learning;
- To develop skills and competencies to participate effectively in the community service;
- To make the students understand the social, economic, political and cultural problems of rural India;
- To develop leadership among the students to take the responsibility of building Indian villages;
- To build capacity building abilities and interpersonal and intercultural competencies to work effectively;
- To acquaint with the various indigenous models of rural development and community engagement;

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- To develop insights and gather experiences of the realities and learn to develop alternative solutions for the various problems;
- To bridge the gap between the rural India and the institutes of higher learning.

Learning Outcomes

After completion of the course the learners will be able to:

- Learn to analyze community problems and to develop solutions;
- Develop an understanding of the community engagement and learn to take leadership;
- Develop a nuanced understanding of the rural society;
- Learn to work efficiently as a team;
- Learn the participatory approach and work effectively with the people;
- Acquire the skill of a listener, observer and counselor.

Course Contents

UNIT I: Community Engagement and Higher Learning   (50% Weightage)

- Role and Responsibilities of the Institutes of Higher Learning in UBA
- Community Engagement: Concepts and Different Models (Model Village, Community Development Programme, Gandhian model and Tagore model)
- Inclusive Development and Realities of Village Society
- Convergence with different institutions (District, Block, Gram Sabha): Structures and Functioning

UNIT II: Practicum   (50% Weightage)

- Participatory Learning: PRA
- Village Survey: To identify problems
- Community Mobilization and engaging community in every decision
- Awareness generation (through meetings, nukhad nataks etc)
- Village Development Plan and Village Disaster Plan
- Follow up with the development progress
- Voluntarism practices of students and villagers
- Documentation and Report Writing

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Role and Responsibilities of the Institutes of Higher Learning in UBA
3-5	Community Engagement: Concepts and Theories
6-8	Different Models (Model Village, Community Development Programme, Gandhian model and Tagore model)
9-12	Inclusive Development: Concept Social, Economic, Political and Cultural aspects of a village Understanding the issues, problems and contextualising it
13-15	Convergence with different institutions (District, Block, Gram Sabha): Structures and Functioning
16-19	Participatory Learning: PRA (transect walk, livelihood mapping, social mapping, resource mapping, venn diagram, chapatti diagram) Action Research
20-23	Field visit and village survey: To identify problems Household visit, conducting interviews, discussions, FDGs, questionnaire
22-26	Community Mobilization and awareness generation involving school students and teachers, aaganbadi workers, youths, men and women of the village, panchayat members, health workers *Formulate awareness programme, prepare a schedule and demonstrate it and involve villagers
27-30	Capacity building programme, prepare village development plan and disaster plan along with the villagers
15 Hours	*Tutorials*

Suggested References:

- Donna Horina (2013), Interpersonal social work skills for community practice. New York: Springer Publishing Company
- Gandhi, M (1997) (reprinted), Hind Swaraj. Ahmedabad: Navajivan Publishing House

- Gandhi, M (2001) (reprinted), India of my dream. Ahmedabad: Navajivan Publishing House
- Kumar, S (2003), Methods for community participation: A complete guide for practitioners. New Delhi: Vistaar publication
- Ledwin, M (2006), Community Development: A Critical Approach, Rawat publication
- Siddiqui, H, G (1997), Working with communities: An introduction to community work, Nde Delhi: Hira publishers
- Thorat, S and K. Newman (2007), Caste and Economic Discrimination: Causes, consequences and remedies, Economic and Political Weekly, pp 4121-4124

Course Instructor: Dr. Anju Helen Bara

LAW AND DEVELOPMENT

Course Details			
Course Title: Law and Development			
Course Code	**MADVS3005E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Odd/ Third	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

- To understand the relationship between law and society and the role of law in development
- To orient the students with the structures and institutions of the Indian legal system
- To know about the various dimensions of law and development issues
- Explore the relationships between economic concepts, legal ideas and development policies.

Learning Outcomes

After completion of the course the learners will be able to:

- Gain knowledge about law and development and development understanding about relationship between law and society

- Acquaint with legal structures and legal strategies

- Have understanding of the legal issues that affect the development process in the society

- Know about the institutional and economic elements which is essential for development

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- Understand the social issues that affect the process of development such as marginalized people
- Critically analyse the relationship between law and development

Course Contents

UNIT I: Introduction   **(25% Weightage)**

- What is Rule of Law?
- Role of Law in Society
- Law and Development Relationship
- Role of Law in Democracy
- Constitutional Law

UNIT II: Law and Governance   **(25 % Weightage)**

- Law and Development Movement
- Market, Institutions and Law
- Corruption & Accountability
- Law, Democracy and Development
- Equity and Social Justice

UNIT III: Legal System   **(25 % Weightage)**

- Judiciary System: Structures
- Judicial Activism
- Access to Justice
- Lok Adalats
- PIL
- RTI

UNIT IV: Law and Development Issues   **(25% Weightage)**

- Property rights
- Customary rights
- Labour rights
- Social rights

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Introduction to Law. Rule of Law Role of Law in Society
3-5	Law and Development Relationship
6-9	Role of Law in Democracy Constitutional Law
10-13	Law and Development Movement

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14-17	Market, Institutions and Law
18-19	Corruption & Accountability
20-23	Law, Democracy and Development
22-24	Equity and Social Justice
25-28	Judiciary System: Structures
29-31	Judicial Activism
32-34	Access to Justice Lok Adalats
35-37	PIL RTI
38-39	Property rights
40-41	Customary rights
42-43	Labour rights
44-45	Social rights
15 Hours	*Tutorials*

Suggested References:

- Bruce, John W et al, (2006), Land *Law Reform: Achieving Development Policy Objectives*, 64-230
- Cooter, R. and T. Ulen (2004), *Law and Economics*, Boston: Pearson Addison Wesley
- Chandra, R (2010), *Knowledge as property Issues in the Moral Grounding of Intellectual Property Rights*, New Delhi: OUP.
- D. Kaufmann, A Kraay and P. Zoido Lobaton (1999), Governance Matters, (WorldBank Policy Research Working Paper)
- Ewa Wojkowska & Johanna Cunningham (2010), *Justice reform's new frontier: Egaging with customary systems to legally empower the poor*, *in* Stephen Golub, Legal Empowerment: Practitioners Perspectives (ed)
- Hasan, Z and Sridharan E (eds) (2002), *India's Constitutions: Ideas, Practices and Controversies*, Permanent Black, Delhi.
- Faunden, Julio (2011), *Law and Development*, Routledge
- John-ren Chen. 2003. *The Role of International Institutions in Globalisation: The Challenges of Reforms*. EE Publication.
- Kennedy, David and Stiglitz, Joseph (Eds.) (2013), *Law and Economics with Chinese Characteristics*, Oxford University Press.
- McAllin, Paul Gerald and Caslav, Pejovic (2012), *Law and Development in Asia*, Routledge law in Asia
- Mendlesohn Oliver (2014), *Law and Social Transformation in India*, New Delhi: Oxford University Press.
- Messick, R. (1999), Judicial Reform and Economic Development: A Survey of the Issues, *The World Bank Research Observer*
- Shubhashis Gangopadhyay, V Santhakumar (2013) *Law and Economics:* Volume I: Theory, Volume II: Practice, Sage Publications
- Stiglitz, J, (2003), Globalization and its Discontents,
- Tamanaha, B.Z. (1995), The Lessons of Law and Development Studies, *American Journal of International Law*, No.2, pp.470-486

- Trubek, D.M (1972) Toward a Social Theory: An Essay on the Study of Law and Development, 82, Yale L.J
- V. Jackson and M. Kushnet eds. (1999), Comparative Constitutional Law
- Virginia A. Leary, Daniel Harry Warner (EDs).(2006), *Social Issues,*
- *Globalisation and International Institutions: Labour Rights and the EU, ILO, OECD and WTO*. Martinus Nijhoff Publishers.

Course Instructor: Dr. Anju Helen Bara

Gender & Development

Course Details			
Course Title:	**Gender & Development**		
Course Code	**MADVS4001E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/ Fourth	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar (oral/ppt) presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

- To expose students to the theories and praxis of gender and development with particular reference to the intersections of gender, sex, class ,caste and religion.
- To equip students with the frameworks of gender analysis, essential for the formulation of gender sensitive policies.
- To highlight the issues concerning women and measures taken by government, civil societies and various other agencies for women empowerment

Learning Outcomes

After completion of the course the learners will be able to:

• Develop his or her understanding about the feminist's vision of development, the concept of women's empowerment and its historical perspective.
•Know the different aspects and institutional support systems to help women empowered.
•Perceive the status of the women in day to day society from various dimensions.

Course Contents

Unit I:Gender as a social construct   **(25% weightage)**

- The concept of Sex and Gender: Identity formation of women

- Types of feminism: liberal, Marxist and radical ,eco feminism

- Strands of Feminism: Ist wave, 2nd Wave and3rd wave feminism

- Feminist vision of development: WID, WAD, GAD

Unit II: Gender and Culture   **(25% weightage)**

- Patriarchy and Personal Law and debate on Uniform Civil Code

- Gender, Media and Consumerism

Unit III: Gender and Economy   **(15% weightage)**

- Women and employment ,women's property right

- Self Help Groups and Enhancement of Women's Capabilities

Unit IV: Gender and Polity   **(10% weightage)**
- Gender Justice and Governance Reforms

- Women in politics

Unit V :Emerging issues in Indian context: Affirmative Action and Social Justice (15% weightage)

- ● Gender Bias & Gender Discrimination
- ●Gender and violence
- ● Gender Sensitization
- ● Third Gender rights
- ● Protection of Women against Domestic Violence Act, 2005
- ●Sexual Harassment at Work Place. (Vishakha Case)
- ● Measures for women empowerment in India : Role of Govt. ,
   NGOs & other agencies

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-7	Gender as a social construct • The concept of Sex and Gender: Identity formation of women

	• Types of feminism: liberal, Marxist and radical ,eco feminism
8-15	• Strands of Feminism: Ist wave, 2nd Wave and3rd wave feminism • Feminist vision of development: WID, WAD, GAD
16-20	Gender & Culture • Patriarchy and Personal Law and debate on Uniform Civil Code
21-23	• Gender, Media and Consumerism
24-28	Gender and Economy • Women and employment ,women's property right in India
29-31	• Self Help Groups and Enhancement of Women's Capabilities
32-35	Gender and Polity •Gender Justice and Governance Reforms in India
36-38	•Women in Indian politics
39-41	Emerging issues in Indian context ● Gender Bias & Gender Discrimination ●Gender and violence ● Gender Sensitization: 3rd Gender's Rights
42-45	● Protection of Women against Domestic Violence Act, 2005 ●Sexual Harassment at Work Place. (Vishakha Case,Mathura Case) ● Measures for women empowerment in India : Role of Govt. , NGOs & other agencies
15 Hours	*Tutorials*

• <u>Suggested References:</u>

Benhabib, S. (1992).   *Situating the self: Gender, community, and postmodernism in contemporary ethics.*New York:Routledge.
Jackson, C. (2002). Disciplining gender? In World Development, 30 (3), 497-509.
Scott, J. (1986). Gender a useful category of historical analysis. *American Historical Review*, 91 (5), 1053- 107.
Benhabib, S. (1992).   *Situating the self: Gender, community, and postmodernism in contemporary ethics.*New York:Routledge.
Jackson, C. (2002). Disciplining gender? In World Development, 30 (3), 497-509.
Scott, J. (1986). Gender a useful category of historical analysis. *American Historical Review*, 91 (5), 1053- 107.
Benería, L. (2003). Gender, development & globalization: Economics as if all people mattered. New York: Routledge
Devereux, S. (2001). Sen's entitlement approach: Critiques and counter critiques. In Oxford Development Studies, 29 (3), 245-263.
Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. Development and Change, 30, 435-464.

Razavi, S. (1997). Fitting gender into development institutions. In World Development, 25, 1111-1125.
Readings : Nayyar, Deepak (2011) Discrimination and Justice: Beyond Affirmative Action, Vol. XLVI No. 42
Readings: Kapur Devesh and Prakirti Nangia (2013) A Targeted Approach: India's Expanding Social Safety Net, World Politics Review.
Gill, Kaveri (2012) Promoting 'inclusiveness': A framework for assessing India's flagship social Welfare Programmes, Social Policy Working Paper Series-2, UNICEF

Course Instructor: Dr. Samapika Mohapatra, Associate Professor &

Head, Centre for Development Studies, CUSB

Education, Society and Development

Course Details			
Course Title: Education, Society and Development			
Course Code	**MADVS4002E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/ Fourth	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Class Room diary, self-study, seminar, presentations by students and individual field based assignments followed by Viva Voce.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

- To discuss the contribution of major thinkers on education.
- To discuss the multiple dimensions of education.
- To explain the interrelationship between education and development.

Learning Outcomes

After completion of the course the learners will be able to:

- Explain the role of education in society.
- Discuss the major theoretical approaches towards the understanding of education.
- Critically asses the influence and impact of thinkers on basic understanding of education.
- Understand the role of education in development.
- Articulate your own point of view on education and development.

Course Contents
UNIT I: Theoretical Approaches in Education   (25% Weightage)

- Functionalism
- Critical theory
- Alternative education
- Symbolic and Feminist perspectives on education.

UNIT II: Competing Views of Education and Development   (25 % Weightage)
- Education and Social Change.
- National Policy of Education 1986
- Right to Education and Inclusive Education.
- Education and Development
- Education and National Development

UNIT III: Education and Social Development: the General Problem (25 % Weightage)
- Equality of Education
- Multi-disciplinary perspective for educational reform and Civic education.

UNIT IV: Education in the era of Liberalization, Privatization and Globalization (25% Weightage)
- Shifting notions of education from social sector to market
- Retreat of state from educational sector.

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-15	Theoretical Approaches in Education
16-25	Competing Views of Education and Development
26-35	Education and Social Development: the General Problem
36-45	Education in the era of Liberalization, Privatization and Globalization
15 Hours	*Tutorials*

Readings

- A. R. Riddell. "The Need for a Multidisciplinary Framework for Analyzing Educational Reform in Developing Countries," International Journal of Educational Development. 19, 3 (1999) pp.207-217.
- Aikara, Jacob. 2004. Education: Sociological Perspective Jaipur: Rawat Publications
- Apple, Michael W. "Can Education Change Society?" Routledge (2012), London.
- Apple, Michael W. "Cultural Politics and Education" Teachers College Press (1996).
- Bourdieu, P., (1990) Reproduction: In Education, Society and Culture, Sage Publications, London.

- Bowles, S. and H. Gintis. (1976). Schooling in Capitalist America. New York: Basic Books.
- Cosin, B. Ed. 1972. Education, Structure, and Society, Harmondsworth: Penguin Book. Bernstein, B. (1970). The structuring of Pedagogic Discourse: Class codes and Control. Vol. 4. London: Rout ledge.
- Demaine, J. (1981). Contemporary Theories in Sociology of Education, London: Macmillan.
- Dewey John (2004) Democracy and Education, Delhi. Aakar Publications.
- Durkhiem, Emile. (1956). Education and sociology translated with an introduction, by Sherwood D. Fox, The free press: New York.
- Fagerlind and L. Saha. Education and National Development: A Comparative Perspective. 2nd Edit. Toronto: Pergamon. 1989. Chapters 1 & 2. pp. 3-64.
- Halsey et al (1996) Education Culture Economy Society Oxford, OUP Illich I (1973) De-schooling Society, Harmondsworth, Penguin books Paulo Freire, 1970. Pedagogy of the Oppressed, Continuum.
- Hardt, Michael and Antonio Negri, "Empire", Harvard University Press (2001), Harvard.
- J. C. Bock, "Education and Development: a Conflict of Meaning. In P. G. Altbach, et. al. (Eds.) Comparative Education. New York: Macmillan. 1982. pp. 78-101.
- J. P. Farrell. "Equality of Education: A Half-Century of Comparative Evidence Seen from a New Millenium." In R. Arnove and C. A. Torres (Eds.) Comparative Education: The Dialectic of the Global and the Local. 3 rd Edit. Rowman and Littlefield, 2007. Chapter 6. pp. 129-150.
- J. Torney-Purta. "Comparative Perspectives on Political Socialization and Civic Education," Comparative Education Review. 44, 1 (2000). Pp. 88-95.
- K. Janigan and V. L. Masemann "Gender and Education" in K. Mundy et. al (Eds.) Comparative and International Education: Issues for Teachers. Toronto: Canadian Scholars Press Inc. and New York: Teachers College Press. 2008. pp. 215-248
- K. M. Anderson-Levitt "Globalization and Curriculum" in F. M. Connelly, et. al. (Eds.) Sage Handbook of Curriculum and Instruction. Los Angeles: Sage Publications. 2008. pp. 349-368.
- Sabyasachi Bhattacharya (ed). Education and the Disprivileged : Nineteenth and Twentieth Century India New Delhi, Orient Longman, 2002.
- Shukla.S, Kumar.K (ed) Sociological Perspective in Education, New Delhi: Chanukya Publications.
- T. Clayton. "Beyond Mystification: Reconnecting World System Theory for Comparative Education." Comparative Education Review. 42, 2 1998. pp. 479-496.

- V. D. Rust. "From Modern to Postmodern Ways of Seeing Social and Educational Change," in R. D. Paulston, (Ed.) Social Cartography: Mapping Ways of Seeing Social and Educational Change. New York: Garland. 1996. pp. 29-51.

Course Instructor: Mr. A P A Kabeer

DISASTER MANAGEMENT

Course Details			
Course Title: Disaster Management			
Course Code	**MADVS4003E04**	**Credits**	4
L + T + P	2 + 1 + 1	**Course Duration**	One Semester
Semester	Even/ Fourth	**Contact Hours**	30 (L) + 15 (T) + 15 (P) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

- To provide comprehensive disaster management knowledge.

- Facilitate students in developing skills required for disaster management responsibilities.

- To sensitize students about various types of hazards and disasters.

- To develop skills and competencies to prepare disaster mitigation plan.

Learning Outcomes

After completion of the course the learners will be able to:

- Students will learn emerging approaches in disaster mitigation & management.

- Skills and tools to prevent and mitigate disaster

Course Contents

UNIT I: Introduction to Disaster Management 　　　　　**(25 % Weightage)**

- Disaster Management: Definition, Nature, Types, Magnitude & Consequences of Disasters
- Natural Disasters and Man Made Disasters
- National and Global Perspectives

UNIT II: Hazards, Risks and Mitigation   **(25 % Weightage)**

- Understanding Hazards
- Hazards and vulnerability assessment: Concept, Tools and techniques
- Risk Assessment and Vulnerability Analysis
- Disaster Mitigation

UNIT III: Disaster Preparedness Plan   **(25 % Weightage)**

- Disaster Management Cycle
- Disaster Preparedness Plan
- Response, Recovery and Rehabilitation
- Reporting, Information and Documenting in Disaster

UNIT IV: Government and Civil Society   **(25 % Weightage)**

- Role of NGOs, Government & International Organisations
- Community based disaster management and practices

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Disaster Management: Definition, Nature,
3-5	Disaster Management: Types, Magnitude & Consequences of Disasters
6-7	Natural Disasters and Man Made Disasters
8-10	National and International Policies and Perspectives
11-13	Understanding Hazards: Definitions, Characteristics and Types
14-16	Hazards and vulnerability assessment: Concept, Tools and techniques
17-19	Risk Assessment and Vulnerability Analysis
20-22	Disaster Prevention and Mitigation
23-25	Disaster Management Cycle: Stages and description of each components
26-28	Disaster Preparedness Plan: Pre and Post disaster plan
29-30	Response, Recovery and Rehabilitation

	Reporting, Information and Documenting in Disaster
31-33	Role of NGOs, Government, International Organizations
34-35	Community based disaster management and practices
15 Hours	*Tutorials*
15 Hours	*Practical* • *Visit to a disaster relief camp* • *Visit to organizations working on disaster management such as Red Cross, NDRF* • *Prepare village disaster plan*

- Suggested References:
- Bill Mc Juire, Ian Mason and C. Killburn (2002) Natural hazards and Environmental change, Oxford University Press, New York.
- Bryant Edwards (2005). Natural Hazards, Cambridge University Press, United Kingdom
- Cappola, D P (2015). Introduction to International Disaster Management (3rd ed.) Burlington, MA: Elsevier
- Carter, W. Nick (1991). Disaster Management, ADB, Manila
- Government of India (1997) Vulnerability Atlas of India, New Delhi
- Gupta, M. C. (2001). *Manuals on natural disaster management in India.* New Delhi: IIPA.
- Gupta, Harsh K. (2003) Disaster Management, Universities Press SPvt. Ltd
- Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
- Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
- Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi Luecke, R. (2004). *Crisis management: Mastering the skills to prevent disaster.* Boston: Harvard Business Press.
- Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi.

Course Instructor: Dr. Anju Helen Bara

Corporate Social Responsibility

Course Details			
Course Title:	**Corporate Social Responsibility**		
Course Code	**MADVS4004E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/ Fourth	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar (oral/ppt) presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

 • To introduce students to the concept of CSR which involves an examination of whether organization should expand their focus from serving stockholders to also considering the impact of the firms activities on diverse stakeholders.

 •To acquaint students regarding what obligations do business have to the societies in which they operate.

  • To make students know whether the interest of Corporations and their outside stakeholders could be aligned or would be in inherent conflict

Learning Outcomes

After completion of the course the learners will be able to:

•Examine the scope and complexity of CSR

•Demonstrate a multi-stakeholder perspective in viewing CSR issues.

•Analyze the connection between corporate strategy and CSR and the impact on

Foundational organizational principles such as mission and vision

• Compare and contrast the multiple viewpoints and tradeoffs that exist in the area of CSR.

•Analyse the Complex issues confronting organizational leaders as they develop their CSR programmes.

• Evaluate the level of commitment to CSR of various organizations and explain how it can be a source of competitive advantage.

• Analyze the impact of CSR implementation on corporate culture,particularly as it relates to social issues

Course Contents

UNIT — I :The Meaning and Importance of Corporate Social Responsibility (25% weightage)
   a. Evolution of CSR
   b. Corporate social responsibility in Indian and International Context
   c. CSR and Social Legitimacy
   d. CSR expectation in rich and poor societies
   e. Overview of corporate social responsibility and corporate social accountability

UNIT — II   Business ethics and corporate social responsibility: (25% weightage)

   a. Concept of business ethics — meaning, Importance and factors influencing business ethics.
   b. Moral & Economic arguments of CSR
   d. Ethical decision - Consumer protection & environment protection

UNIT III   Corporate governance: (25% weightage)
   a. meaning & significance
   b. Issues & implications
        1.Organizational issues: Actions vs Intensions, Corporate Commitment : Voluntary Vs Mandatory, Stakeholders Activism)
        2.Economic/Business Issuescial ☹ branding , Diversity,sustainability,, fair trade,wages)
        3. Social issues (Out Sourcing , Corrption,human rights and patents)
   c. Corporate democracy

UNIT IV : Corporate community participation   (25% weightage)
   a. Corporate, NGO, Government & Citizen : need for partnership
   b. Corporate perspective on building successful partnership, tools and techniques.
   c. Roles and skills — Advocacy and administration

Content Interaction Plan:

Lecture cum Discussion	Unit/Topic/Sub-Topic

(Each session of 1 Hour)	
1-4	<u>The Meaning and Importance of Corporate Social Responsibilty</u> •Evolution of CSR •Corporate social responsibility in Indian and International Context •CSR and Social Legitimacy
5-9	• CSR expectation in rich and poor societies • Overview of corporate social responsibility and corporate social accountability
10-16	• <u>Business ethics and corporate social responsibility</u>: •Concept of business ethics — meaning, Importance and factors influencing business ethics. • Moral & Economic arguments of CSR
17-20	•Ethical decision - Consumer protection & environment protection
28-30	• Corporate governance: meaning & significance

31-39	• Issues & implications
	    1.Organizational issues: Actions vs Intensions, Corporate Commitment : Voluntary Vs Mandatory, Stakeholders Activism
	    2.Economic/Business Issues (branding , Diversity, sustainability,, fair trade, wages)
	    3. Social issues (Out Sourcing , corruption, human rights and patents)
	•Corporate democracy

40-45	•<u>Corporate community participation</u>
	    •Corporate, NGO, Government & Citizen : need for partnership
	    •Corporate perspective on building successful partnership, tools and techniques.
	    •Roles and skills — Advocacy and administration

15 Hours	*Tutorials*

• <u>Suggested References:</u>

1. Baxi, C.V. 2005.Corporate social responsibility — concepts and cases.
2. Craine, A. et al (eds), The Oxford Handbook of CSR, Oxford University Press, New York.
3. Baron, D. 2010.Business and its environment (6th ed.), Upper Saddle River, Pearson Prentice Hall.
4. Bhatia, S.K. 2005. International Human resource management — Global perspective, Deep& Deep Publications Pvt. Ltd, Delhi .
5. Bhaves, A.G. 2009. Experience of the Role of Government in Promoting CSR Initiatives in the Private Sector, Lund University Press, Sweden.
6. Hopkins, Michael. 2004. CSR –an issue paper, International Labour Organisation, Working Paper No.27.
7. Mahmoudi, M. 2005.Global strategic management, Deep & Deep Publications, Delhi
8. Moon, J. 2007.The contribution of CSR to Sustainable Development, *Sustainable Development,*Vol.15 , pp.296-306
9. Srivastava, Harsh. 2000. The Business of Social Responsibility, Books for Change, Bangalore.
10.Werther, W.B& Chandler, D 2011.Strategic Corporate Social Responsibility.Thousand Oaks, CA, SAGE, ISBN 13:978-1412974530

Course Instructor: Dr. Samapika Mohapatra, Associate Professor &

Head, Centre for Development Studies, CUSB

TOURISM AND CULTURAL HERITAGE

Course Details			
Course Title: Tourism and Cultural Heritage			
Course Code	**MADVS4005E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/ Fourth	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives
- To acquaint the students with the basic concepts and practices adopted in tourism sector.
- To help the students understand relationship between tourism, cultural heritage and development.
- To develop skills and competencies in developing tourism planning and marketing.
- To understand reasonably the culture- tourism relationship.

Learning Outcomes
After completion of the course the learners will be able to:
- Understand the tourism sector and recognize the economic, social and cultural perspective of tourism.
- Plan and execute various types of tourism packages and design programmes to promote cultural heritage and gain economic growth ;
- Critically analyze various tourism policies and do assessment of various tourism programmes;
- Learn to develop and design sustainable tourism programmes;
- Learn the tools and techniques of marketing and publicity.

Course Contents
UNIT I: Growth and Development of Modern Tourism   (25% Weightage)
- History of travel and tourism.
- Industrial revolution and development of travel
- Post Second World War phenomena.
- Components of tourism. Types of tourism, Tourism Policy and Planning ICT and Tourism

UNIT II: Economic and Social Significance of Tourism   (25 % Weightage)
- Socio Cultural Impacts of Tourism
- Economic Impacts of Tourism: Forecasting, Supply, Demand **:** Effects on employment, Development of Infrastructure

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- Tourism as revenue generating industry
- Environmental Impacts of Tourism

UNIT III: Understanding Culture, Tourism & Architectural Heritage of India
        (25 % Weightage)
- Culture – Tourism Relationship; Socio-Cultural Impacts of Tourism
- Landmarks of Buddhist architecture in India with special reference to Sanchi, Ajanta and Ellora caves
- Marvels of Hindu architecture in Central India (Khajuraho); Eastern India (Konark) and Southern India (Hampi, Brihadisvara and Mamallpuram).
- Architecture in Medieval times with special reference to Taj Mahal, Fatehpure Sikri, Red Fort, and Jaisalmer Fort.

UNIT IV: Tourism Planning and Heritage Management in India   (25% Weightage)
- Tourism Planning: Regional Planning, Local Planning
- Tourism Marketing: Art, Culture, Cuisine, Folks, Conservation, Parks, Heritage
- Tourist demand and Supply, Basic infrastructure planning, finance, human resources, environmental planning
- Tourism promotional planning, media, advertisement, public relations, publicity

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Introduction to tourism and heritage: History of travel and tourism.
3-5	Industrial revolution and development of travel; Post Second World War phenomena
6-9	Components of tourism. Types of tourism, Tourism Policy and Planning, ICT and Tourism
10-12	Socio Cultural Impacts of Tourism
13-16	Economic Impacts of Tourism: Forecasting, Supply, Demand **:** Effects on employment, Development of Infrastructure; Tourism as revenue generating industry
17-18	Environmental Impacts of Tourism
19-20	Culture – Tourism Relationship; Socio-Cultural Impacts of Tourism
21-23	Landmarks of Buddhist architecture in India with special reference to Sanchi, Ajanta and Ellora caves
24-26	Marvels of Hindu architecture in Central India (Khajuraho); Eastern India (Konark) and Southern India (Hampi, Brihadisvara and Mamallpuram).
27-29	Architecture in Medieval times with special reference to Taj Mahal, Fatehpure Sikri, Red Fort, and Jaisalmer Fort.
30-33	Tourism Planning: Regional Planning, Local Planning
34-37	Tourism Marketing: Art, Culture, Cuisine, Folks, Conservation, Parks, Heritage
38-41	Tourist demand and Supply, Basic infrastructure planning, finance, human resources, environmental planning
42-45	Tourism promotional planning, media, advertisement, public relations, publicity

15 Hours	Tutorials

Suggested References:
- Michelle L. Stefano, Peter Davis, Gerard Corsane, (2012), *Safeguarding Intangible Cultural Heritage: Touching the Intangible*, Boydell Press.
- Sarah M. Lyon, E. Christian Wells, (2012), *Global Tourism: Cultural Heritage and Economic Encounters,* AltaMira Press.
- L.K. Singh, (2008), *Indian Cultural Heritage Perspective for Tourism*, Gyan Publishing House
- Yvette Reisinger and Lindsay Turner, (2012), *Cross-Cultural Behaviour in Tourism*, Routledge
- Dr Les Roberts, (2012), *Mapping Cultures: Place, Practice, Performance*, Palgrave Macmillan.
- Costantino Grana, Rita Cucchiara, (2012), *Multimedia for Cultural Heritage*: First International Workshop, Springer.
- Anna Spenceley (2012) *Responsible Tourism: Critical Issues for Conservation and Development*, Routledge
- Innocent Pikirayi (2012) *Tradition, Archaeological Heritage Protection and Communities,* African Books Collective
- Patrick Sing, (2012), *Tourist Attractions in India*; Webster's Digital Services, African Books Collective
- Unwin, T. (2009). *ICT4D: Information and communication technology for development.* Cambridge: Cambridge University Press.

Course Instructor: Dr. Anju Helen Bara/ Mr. A PA Kabeer

SPORTS, SOCIETY & DEVELOPMENT

Course Details			
Course Title: Sports ,Society & Development			
Course Code	**MADVS4006E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/ Fourth	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar (oral/ppt) presentation.		
Assessment and Evaluation	• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination)		

Course Objectives

• To acquaint the students to understand how sport as a microcosm of society.

•To help students to examine the institution of sport from various sociological and development perspectives.

• To make students understand how sports is related with Social life.

• To highlight the social-cultural ethical dilemmas confronted in sport.

• To analyze how class, religion, politics, media and globalization processes are related to sports

Learning Outcomes

After completion of the course the learners will be able to:

• Critically analyze the assumptions surrounding the social significance of sport through a process of reflective thought.

• Better understand the institution of sport in society and its interrelationship with other social-cultural environments — to include educational, political, economic, and religious.

• Be aware of social stratification and mobility opportunities from sport.

• Understand the process of socialization within sport and physical activity contexts to include role modeling and leadership behavior in sport

• understand the workings of commercialization and mass media role in sport and also the political influences invading sports.

• Study the social problems of population discrimination (ethnic and gender patterns), bias, racism, and sexism as they are reflected in sport contexts

Course Contents

UNIT I: (25% Weightage)

1. Sports, Society & Development

- Introduction and Conceptual understanding of how Culture ,Society & Sports are interconnected.

- Sports & Social Life

- Sports & Development

2. Producing Knowledge about Sports in Society: What is the role of research and theory?
•Understanding social theories of how sports represent and shape society
• Understanding sports in terms of historical and global processes

UNIT II: Sports & Socialization : Who plays and what happens to them? (25% Weightage)

• Defining socialization
•The role sports play in shaping lives of individuals
•Different agencies/ institutions for Socializing children through Sports

:

Role of Family, Educational Institutions (Schools & Universities)
•The emphasis of sports over education in high schools and colleges

UNIT III: Deviance & violence in Sports: Is it out of control?   (25% Weightage)

•Using functionalist, conflict, and interactionist theories to understand deviance in sports
• History of violence in sports
• Violence among fans
• Deviance & violence both on and off the field of play
• Doping in Sports, match fixing
• Understanding how violence in sports affect society

UNIT IV: Sports , Social Stratifications & Inequalities (10% Weightage)

•Social class and sport participation patterns: Do money and power matter in sports?

• Gender and Sports: Women in Sports : Participation opportunities
& Under representation of women in sports
Does   Gender   equity   in Sports require ideological changes?

> ➤ The women's rights movement
> ➤ Understanding Title IX

• Sports & Marginalized Communities:

•Economic and career opportunities in sports
• Sports & social mobility: Is Sports a way up and Out?

UNIT V: Culture of Sports in India :Issues & concerns **(5% Weightage)**

• Participation and achievements of India in Various International Sporting Events

• Govt. initiative to promote sports in India : Institutional supports
and Programmes & Policies (National Sports Policies ,Khelo India Programme)

• Rural Sports

• Role of Corporate and other Private organization /NGO/Individuals
in the promotion of sports in India
• Role of Media for Promotion of sports in India
• Future of Sports in India

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	• Introduction and Conceptual understanding of how Culture, Society & Sports are interconnected.
3-5	• Sports & Social Life • Sports & Development
6-8	**Producing Knowledge about Sports in Society: What is the role of research and theory?** •Understanding social theories of how sports represent and shape society

	•Understanding sports in terms of historical and global processes
9-14	**Sports & Socialization : Who plays and what happens to them?** •The role sports play in shaping lives of individuals •Different agencies/ institutions for Socializing children through Sports •Role of Family, Educational Institutions (Schools & Universities) •The emphasis of sports over education in high schools and colleges
15-18	•Using functionalist, conflict, and interactionist theories to understand deviance in sports • History of violence in sports
19-20	• Violence among fans • Deviance & violence both on and off the field of play
21-23	• Doping in Sports, match fixing • Understanding how violence in sports affect society
24-26	**Sports , Social Stratifications & Inequalities** •Social class and sport participation patterns: Do money and power matter in sports?
27-28	• Gender and Sports: Women in Sports : Participation opportunities & Under representation of women in sports
29-30	Does Gender equity in Sports require ideological changes? •The women's rights movement •Understanding Title IX
31-32	•Economic and career opportunities in sports • Sports & social mobility: Is Sports a way up and Out?
33-35	Culture of Sports in India :Issues & concerns • Participation and achievements of India in Various International Sporting Events
36-38	• Govt. initiative to promote sports in India : Institutional supports and Programmes & Policies (National Sports Policies ,Khelo India Programme) • Rural Sports
39	• Role of Corporate and other Private organization /NGO/Individuals in the promotion of sports in India
40	• Role of Media for Promotion of sports in India
15 Hours	*Tutorials*

• Suggested References:

•Coakley, J. J. (2009). *Sport in society: Issues and controversies* (10th. ed.).

Boston: Irwin McGraw-Hill.

•Eitzen, D Stanley (Editor) 2009. Sport in Contemporary Society: An Anthology. (8th edition). Boulder, CO: Paradigm Publishers. (SCS)edited by Andrew Yiannakis and Merrill J melnick Champaign,IL, human Kinetics, c2001
•Sports and Sociology by Dominic Malcolm, Milton Park, Abingdon, Oxon, New York: routledge,c2012

•Alpert, Rebecca T. 2015. Religion and Sports: An Introduction and Case Studies. Columbia University Press.

•Aitchison, Cara. (2007). Editor. Sport & Gender Identities: Masculinities, Femininities and Sexualities. New York: Routledge.

•Brake, Deborah L. (2010). Getting in the Game: Title IX and the Women's Sports Revolution. New York: New York University Press.

•Carrington, Ben (2010). Race, Sport and Politics: The Sporting Black Diaspora. London: Sage.

•Coalter, Fred. 2013. Sport for Development: What Game are We Playing? New York: Routledge.

•Donnelly, Peter, ed. 2011. Taking Sport Seriously: Social Issues in Canadian Sport 3rd ed. Toronto: Thompson Educational Publishing.

•Dowbiggin, Bruce. 2011. The Meaning of Puck: How Hockey Explains Modern Canada. Red Deer Press.

•Dyck, Noel. 2012. Fields of Play: An Ethnography of Children's Sports 3rd ed. University of Toronto Press.

•Foer, Franklin. 2010. How Soccer Explains the World: An Unlikely Theory of Globalization. Harper Perennial.

•Gruneau, R. (1999). Class, Sports, and Social development. Champaign, IL: Human Kinetics

•Karen, David, and Robert E. Washington. 2015. Sociological Perspectives on Sport: The Games Outside the Games. New York: Routledge.

•Kidd, B. (1995). "Inequality in Sport, the Corporation, and the State: An Agenda for Social Scientists." Journal of Sport & Social Issues 19(3): 232-248.

•Molnar, Gyozo, and John Kelly. 2013. Sport, Exercise, and Social Theory. New York: Routledge.

•Morrow, Don, and Kevin B. Wamsley. 2013. Sport in Canada: A History 3rd ed. Don Mills, ON: Oxford University Press.

•Mottram, David R. (2011). Editor. Drugs in Sport. 5th edition. New York: Routlegde.

•Spaaii, Ramon (2011). Sport and Social Mobility. Routledge.

•Yiannakis, Andrew and Melnick, Merrill J. (2001). Editors. Contemporary Issues in Sociology of Sport. Champaign, IL: Human Kinetics, Inc.

•Wilson, Brian. 2012. Sport and Peace: A Sociological Perspective. Don Mills, ON: Oxford University Press.

•Woods, Ronald B. 2015. Social Issues in Sport 3rd ed. Windsor, ON: Human Kinetics Publishers.

•Washington, Robert E. and David Karen. 2001. "Sport and Society, Annual Review of Sociology 27;182-212

•Supplemental reading from appropriate peer-reviewed journals such as the Journal of Sport Behavior, International Review for the Sociology of Sport, Sociology of Sport Journal, & Journal of Sport and Social Issues will be required.

Course Instructor: Dr. Samapika Mohapatra, Associate Professor &

Head, Centre for Development Studies, CUSB

TECHNOLOGY, INNOVATION AND DEVELOPMENT

Course Details			
Course Title: Technology, Innovation and Development			
Course Code	**MADVS4007E04**	**Credits**	4
L + T + P	3 + 1 + 0	**Course Duration**	One Semester
Semester	Even/ Fourth	**Contact Hours**	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives
- To enable students to form more robust understandings of the nature of controversy and the causes of scientific and technological change.
- To acquaint students with the general context of science and technology in society.
- To deal with issues of science and technology and development, primarily in the context of India.

Learning Outcomes
After completion of the course the learners will be able to:
- Develop understating of modern science and its importance for the civilization growth and development;
- Learn the relationship of science and technology and development of a nation;
- Recognize the importance of innovation and learn its importance in the economic and social development of a country;
- Acquaint with the new dimensions and emerging issues in science and its applicability in contemporary times;
- Understand the interface of technology and society;
- Critically analyze various S&T policies

Course Contents
UNIT I: Discourses on Science, Technology & Development (25% Weightage)
- Modern Science and Indigenous Science
- Social functions/ consequences of Science
- Technology and development: understanding the complexity and interrelatedness
- Science and Technology Studies: The State of the Art

UNIT II: Technology, Innovation and Development   (25 % Weightage)
- Industrial Revolution and the development of machines
- Technology in an economic perspective: Marx
- Innovation and the Knowledge Economy – Schumpeter

- Science, technology and innovation for human development concerns

UNIT III: Science and Technology (S&T) in India   (25 % Weightage)
- India's S&T Policies from the First Plan (1951-55) to the Seventh Plan (1985-90)
- Post-LPG Era and the Paradigm Shift from the Eighth Plan onwards
- Science, technology and the rural economy – (big irrigation projects, Green Revolution, Biotechnology and Hybrid Seeds)
- Technology Transfer and Diplomacy
- The Digital Divide

UNIT IV: Emerging issues in Technology & Society interface (25% Weightage)
- Patents and Intellectual Property Rights
- New Reproductive Technologies and Socio-cultural underpinnings
- Information and Communication Technologies (ICTs) and Network Society
- Digitalisation, Aadhar, E-Governance, Artificial Intelligence

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-2	Modern Science and Indigenous Science
3-5	Social functions/ consequences of Science
6-8	Technology and development: understanding the complexity and interrelatedness
9-10	Science and Technology Studies: The State of the Art
11-13	Industrial Revolution and the development of machines
14-16	Technology in an economic perspective: Marx
17-20	Innovation and the Knowledge Economy – Schumpeter; Science, technology and innovation for human development concerns
22-31	India's S&T Policies from the First Plan (1951-55) to the Seventh Plan (1985-90)
32-33	Post-LPG Era and the Paradigm Shift from the Eighth Plan onwards: Critical views of Indian S&T policy
34-38	Science, technology and the rural economy – (big irrigation projects, Green Revolution, Biotechnology and Hybrid Seeds
39	Technology Transfer and Diplomacy; The Digital Divide
40	Patents and Intellectual Property Rights
41	New Reproductive Technologies and Socio-cultural underpinnings
42	Information and Communication Technologies (ICTs) and Network Society
43	Digitalisation, Aadhar, E-Governance, Artificial Intelligence
15 Hours	*Tutorials*
Suggested References:	
• Baldev Raj Nayar 1983: *India's Quest for Technological Independence*, Vol. I and Vol.II, Lancers Publishers. (Selected Excerpts)	

- Ben R. Martin and Paul Nightingale (ed). 2000: *The political economy of technology and innovation*, Edward Elgar. (Selected readings).
- Donald Mackenzie and Judy Wajcman (ed.) 1985: *The Social Shaping of Technology*, Open University Press.
- Dutton, W. H. and Peltu, M 1995: *Information and communication technologies: Vision and realities.* New York: Oxford University Press.
- Irfan Habib and Dhruv Raina (ed.) 2007: *Social History of Science in Colonial India*, Oxford University Press. (Selected Readings).
- Joel Mokyr 1984: *The gift of Athena: The historical origins of the knowledge economy*, Princeton University Press.
- John Ziman 1981: *An introduction to science studies: the philosophical and social aspects of science and technology*, Cambridge University Press.
- Mansell, R. and When, U 1998: *Knowledge societies: Information technology for sustainable development.* New York: Oxford University Press.
- Mansell, R. and Steinmueller, W. E 2000: *Mobilizing the information society: Strategies for growth and opportunity.* New York: Oxford University Press.
- Nathan Rosenberg, et. al. (ed.) 1992: *Technology and the Wealth of Nations*, Stanford University Press.
- Nathan Rosenberg 1982: *Inside the Black Box: Technology and Economics*, Cambridge University Press.
- Paul David and P.Dasgupta 1994: *Towards a new economics of science*, Research Policy, Vol. 23, pp 487-521.
- R. K. Merton 1973: *The Sociology of Science*, University of Chicago Press.
- Ronald Giere 1990: *Explaining Science*, Chicago University Press.
- Steven Yearley 1988: *Science, technology and social change*, Unwin Hyman.

Course Instructor: Dr. Anju Helen Bara